



## Psychological Predictors of EFL Learners' Willingness to Communicate: The Roles of Emotional Intelligence and Mindfulness

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### ABSTRACT

The current research aimed to investigate the relationship between emotional intelligence, mindfulness, and willingness to communicate in the classroom among learners of English as a Foreign Language. To achieve this aim, a descriptive correlational approach was used. The study employed three scales: willingness to communicate, emotional intelligence, and mindfulness. It was applied to a sample of 426 students from the English Language Institute at University of Jeddah. The findings indicated high overall levels of emotional intelligence, mindfulness, and willingness to communicate in English, although willingness to write in English was rated at a moderate level. A weak to moderate positive correlation was found between the students' scores on the overall willingness to communicate scale and its subscales, and their scores on emotional intelligence and its subscales. Similarly, a weak to moderate positive correlation was found between the students' scores on the overall willingness to communicate scale and its subscales, and their scores on mindfulness and its subscales. Emotional intelligence and mindfulness jointly explained 33.0% of the variance in willingness to communicate, with mindfulness emerging as the stronger predictor. Higher levels of emotional intelligence and mindfulness were associated with greater willingness to communicate. The study also recommends providing students with activities that develop their emotional intelligence and mindfulness.

**Keywords:** emotional intelligence, mindfulness, WTC, EFL, Saudi learners.

## 1. INTRODUCTION

Learning English has been viewed as an important skill in various non-English speaking communities due to the various opportunities it provides, including academic and professional roles, and its role in promoting international communication and cultural openness. In the Saudi context, proficiency in English is one of the basic requirements in university education and the labour market, in light of national trends towards developing human capital and achieving the goals of the Kingdom's Vision 2030, which focuses on global competitiveness and knowledge transformation. Moreover, it is one of the basic and compulsory subjects taught in the Saudi government curricula, starting from the fourth grade until the university graduation stage, as most Saudi universities, if not all, require passing a certain level before allowing the student to start studying the academic specialization (Al-Zahrani, 2017).

Achieving proficiency in using English as a second language does not depend solely on acquiring the four language skills. Rather, it is affected by a set of psychological and cognitive factors that shape the learner's motivation and readiness to participate in real-life communication situations (Osman and Alkbiri, 2024).

Willingness to Communicate (WTC) is a vital predictor of L2 learners' successful use of the target language. It mirrors the learners' keenness to use L2 with others inside and outside the classroom. Research has shown that although linguistic factors impact learners' WTC, certain individuals' psychological characteristics, such as emotional intelligence (EI, henceforth) and mindfulness, play a considerable role in their desire to communicate. EI and mindfulness have been recently recognized as vital components to improving learners' interaction, confidence, and overcoming different difficulties they may encounter during their communication with others.

The EI is a tool for learners to achieve excellence in their personal and academic lives. It helps them overcome obstacles in their studies and equips them with leadership and motivation skills. Furthermore, EI enables students to manage their emotions and interact harmoniously with their linguistic environment, increasing their verbal participation and confidence in using the language.

Mindfulness, on the other hand, allows them to remain mentally present and consciously address sources of anxiety or distraction that might hinder their language performance. Mindfulness also appears as a form of reflective practice that helps avoid using mental responses that can increase emotional stress, as well as being an



active element in reducing mental distraction and anxiety, and enhancing mental presence during classroom activities, which may increase the learner's WTC (AlShahrani, 2022).

In the Saudi context, studies showed that EI plays an important role in enhancing university students' desire to communicate and their academic performance and achievement as emotionally intelligent students usually succeed in their academic performance (Alsaif et al., 2024; Owaidah, 2024). Moreover, Mahmoodi et al. (2014) showed that students with a higher WTC level had a higher level of L2 proficiency. Kim (2004) explored the relationships between self-confidence, motivation and WTC and found that self-confidence plays a mediating role between WTC and motivation. A higher level of motivation increased learners' self-confidence, which, in turn, increases their WTC. Moreover, perceived communicative competence and learners' language positive attitudes increase their WTC in the target language, as reported by Cetinkaya (2005) study on Turkish students. In light of this, studying the relationship between EI and mindfulness, on the one hand, and WTC in English, on the other, is gaining increasing importance, particularly among EFL students in Saudi universities. This is because it serves as a gateway to understanding the psychological factors influencing language learning and designing more comprehensive and effective curricula (Thao et al., 2023; Ghiffari et al., 2025; Mleiki, 2025).

From the above, it is clear that WTC is one of the important indicators in second language learning, which is affected by many variables. On the other hand, EI is one of the variables that helps the learner to have a deeper understanding of their feelings and regulate them while learning a second language. Mindfulness is also an active element in reducing the learner's mental distraction during second language learning. This study represents an important step toward examining the relationship between EI, mindfulness, and WTC in the classroom among EFL learners, especially since studies that link them to WTC in the classroom among EFL learners are still limited, especially in Arab environments.

### 1.1 Study Objectives and Questions

The previous research indicates that EI and mindfulness are potentially associated with higher levels of WTC in English and classroom engagement. However, these relationships have not been sufficiently investigated in the context of EFL learning. To the best of the researcher's knowledge, no study has linked the desire for oral communication within the classroom environment during language learning, especially a foreign language, with EI and mindfulness. Therefore, this study



represents an important step in examining the relationships between EI, mindfulness, and WTC in the classroom among EFL learners. This study aims to

1. Investigate the level of emotional intelligence, mindfulness, and willingness to communicate among EFL learners.
2. Examine the relationship between EI and WTC in English among EFL learners.
3. Examine the relationship between mindfulness and WTC in English among EFL learners.
4. Determine the extent to which EI and mindfulness predict WTC in English among EFL learners.

To achieve the above objectives, the study attempts to answer the following main question:

What are the relationships among emotional intelligence, mindfulness, and willingness to communicate in English among EFL learners?

This question leads to the following sub-questions:

1. What are the levels of emotional intelligence, mindfulness, and willingness to communicate in English among EFL learners?
2. Is there a statistically significant correlation between emotional intelligence and willingness to communicate in English among EFL learners?
3. Is there a statistically significant correlation between mindfulness and willingness to communicate in English among EFL learners?
4. To what extent do emotional intelligence and mindfulness predict willingness to communicate in English among EFL learners?

## 1.2 Significance of the Study

Theoretically, the significance of the study lies in shedding light on three key variables: WTC in English within the classroom environment for EFL learners, EI, and mindfulness. These are among the most important variables that increase learners' motivation to learn English as a foreign language. The study's significance also stems from its representation of an important step in the field of educational and psychological research that examines the relationships between EI, mindfulness, and WTC in the classroom among EFL learners. Furthermore, the study's significance is derived from the importance of the target group: university students in the Kingdom of Saudi Arabia. The study addresses the university stage, which is one of the most crucial periods, characterised by increased pressure and demands for the use of a foreign language like English to prepare students for the job market.



Practically, the significance of this study lies in its aim to examine the relationship of EI and mindfulness with WTC in the classroom among EFL learners. This provides valuable insights for authorities at the Ministry of Education in the Kingdom regarding the associations of EI and mindfulness with WTC among EFL learners in the classroom. Furthermore, it contributes to raising awareness among EFL educators about the role of EI and mindfulness in motivating learners towards better learning and achieving excellence in English language learning.

## 2. LITERATURE REVIEW

WTC in a foreign language classroom environment is considered a cornerstone of active classroom participation, contributing to increased effectiveness in the learning process. This has been confirmed by several studies, such as Barjesteh et al. (2012), which demonstrated that informal learning contexts may encourage students to use language more effectively compared to restrictive formal environments, highlighting the role of the learning environment on language use. Similarly, Kim's (2004) study concluded that WTC empowers learners to use a foreign language without hesitation, particularly in educational contexts that require active participation. On the other hand, Mahmoodi et al. (2014) showed that WTC is positively related to the level of academic achievement in a foreign language context, as the students who had a higher level of WTC showed better academic results, reflecting the role of WTC as a predictor of language performance. However, many learners show hesitation or a decrease in their oral WTC in the classroom, for various reasons that may be related to fear of making mistakes, low confidence, or language anxiety (Al-Saidat et al., 2023). This is what many studies have shown, such as Bukhari et al. (2015) who concluded that anxiety, self-esteem, and perceived communication are among the factors affecting WTC among EFL learners in Asian environments, indicating the role of personality traits in controlling the degree of communication in classrooms.

EI and mindfulness are among the important variables that may be associated with learners' motivation when learning English as a foreign language. In this regard, Zhang et al. (2023) showed that students with high EI traits achieved higher levels in second language learning. In the Saudi context, Aljasir (2024) indicated that students with high levels of EI, particularly in the dimensions of self-awareness and motivation, showed a greater tendency to interact using English in educational settings. Furthermore, Ayala and Acuna (2025) showed that learners who demonstrate momentary awareness and focused attention are better able to manage the stress associated with using a foreign language. Nazarieh (2025) explained that mindfulness



is a key cognitive variable in regulating mental and emotional processes. It reduces distractions and enhances learner presence in interactive classroom situations, thus increasing opportunities for verbal communication. Mahmoodi et al. (2014) showed that students with a higher WTC also had higher foreign language achievement, demonstrating a strong correlation between WTC and academic success in language learning. Kim (2004) confirmed that self-confidence plays a mediating role in the relationship between motivation and WTC, as increased motivation leads to higher self-confidence, which in turn motivates students to communicate. Furthermore, Cetinkaya (2005) demonstrated that perceived communicative competence and language attitudes are positively correlated with WTC among Turkish students, reinforcing the idea that this variable is influenced by multiple factors. Therefore, understanding the relationship between EI, mindfulness, and WTC is crucial for improving foreign language learning outcomes. By fostering these psychological skills, positive classroom interaction can be cultivated; creating a more conducive learning environment and a motivating factor that encourages learners to use English confidently and effectively, and reduces feelings of fear, hesitation, or withdrawal from communication situations. Akinola and Johnson (2025) study on the practical im-pact of training programs based on developing EI concluded that raising the level of this type of intelligence improves classroom relationships and reduces negative behaviors, thus enhancing opportunities to use the foreign language. On the other hand, Lopes et al. (2004) demonstrated the importance of the intersection between EI and social skills in facilitating interaction in classroom settings. It confirmed that students with high EI exhibit greater abilities to build strong social relationships that enable them to express their thoughts and feelings flexibly.

Several studies have combined these two variables. For example, Yashima (2002) demonstrated that openness to other cultures enhances motivation and WTC in a foreign language. Cetinkaya (2005) found that perceived communicative competence and positive attitudes towards second language learning contribute to strong motivation for language initiative, making WTC a pivotal variable in language teaching. Gnanadevan (2011) supports the idea that personal characteristics such as age, gender, and occupation are associated with the level of social intelligence, meaning that understanding individual differences can help design more effective teaching strategies. Taherkhani and Moradi (2022) presented an integrative model linking EI, WTC, and reading comprehension among English language learners, asserting that WTC is a strong predictor of academic language interaction. Similarly, Ketabdar et al. (2014) showed that components of EI, such as empathy and self-regulation, directly contribute to increasing WTC among university students in EFL settings. Zhang et al. (2023) demonstrated that Chinese students with high emotional



traits (Trait EI) scored higher on the WTC compared to their peers, particularly in situations involving spontaneous speech and expressing opinions. In the context of educational behaviors, Hu and Wang (2023) revealed that teacher behavior based on verbal and nonverbal proximity strongly predicts students' desire to participate in language and engage academically, highlighting the importance of interactive factors within the classroom. Furthermore, Lan et al. (2023) demonstrated that emotions such as pleasure, boredom, and shyness influence WTC, with positive emotions being directly linked to the desire to interact, thus supporting the importance of emotional regulation.

### 3.METHOD

This study employed a descriptive correlational design to examine the relationships between emotional intelligence, mindfulness, and willingness to communicate in English among EFL learners. Three instruments were used: the WTC in English Scale, based on the model developed by MacIntyre, Baker, Clément, and Conrod (2001); the Emotional Intelligence Scale developed by Al-Alwan (2011); and the Mindfulness Scale developed by Al-Qurashi (2022).

#### 3.1 Study Population and Sample

The research population consists of all undergraduate students at the English Language Institute at University of Jeddah in Saudi Arabia, in the academic year (2024-2025). The total number of students is 3800, according to the latest statistics obtained. A convenience sampling technique was used to recruit 426 students from the target population, which is a suitable number according to the equation of Thompson (2012). The resulting sample was composed of 255 males and 171 females. As for the pilot sample, the research tools were applied to a sample consisting of 100 students, of which 60 were males and 40 were females, in order to confirm and verify the psychometric conditions of the tools before applying them to the main sample.

#### 3.2 Study Instruments

Three instruments were employed to measure the principal constructs examined in this study: Emotional Intelligence (EI), Mindfulness, and Willingness to Communicate (WTC) in English.

### 3.2.1 Emotional Intelligence Scale

Emotional Intelligence was assessed using the 41-item scale developed by Al-Alwan (2011). The scale comprises four dimensions: Emotional Awareness, which refers to the ability to recognise and understand one's own emotions; Emotional Regulation, which reflects the ability to manage emotions and express them appropriately; Empathy, which involves recognising and understanding the emotions and perspectives of others; and Social Communication, which represents the ability to employ emotional and social understanding to communicate and interact effectively with others.

### 3.2.2 Mindfulness Scale

Mindfulness was measured using the scale developed by Al-Qurashi (2022), which consists of five dimensions. Observing refers to the conscious noticing of internal experiences and external stimuli. Openness to Novelty reflects receptiveness to unfamiliar ideas, experiences, and alternative perspectives. Orientation to the Present denotes the ability to direct and maintain attention toward ongoing experiences. Awareness of Distinctions refers to the ability to notice differences and form new distinctions among experiences, ideas, and events. Non-reactivity to Internal Experiences reflects the capacity to allow thoughts and emotions to arise without responding to them automatically or impulsively.

### 3.2.3 Willingness to Communicate in English Scale

WTC in English was assessed using the 27-item scale developed by MacIntyre et al. (2001). The instrument measures learners' willingness to use English across four language-skill dimensions: Speaking (8 items), Listening (5 items), Reading (6 items), and Writing (8 items). Collectively, these dimensions represent learners' readiness to communicate through productive and receptive language skills within classroom.

## 3.3 Psychometric Properties of the Scales

### 3.3.1 Internal Consistency

To examine the internal consistency of the scales, Pearson's correlation coefficients were calculated between the scores of each dimension and the corresponding total scale score.

The dimension-total correlations shown in Figure 1 were all positive and statistically significant at  $p < .01$ . The coefficients ranged from 0.805 to 0.854 for EI, from 0.599 to 0.893 for Mindfulness, and from 0.771 to 0.881 for WTC, supporting the internal consistency of the three scales.

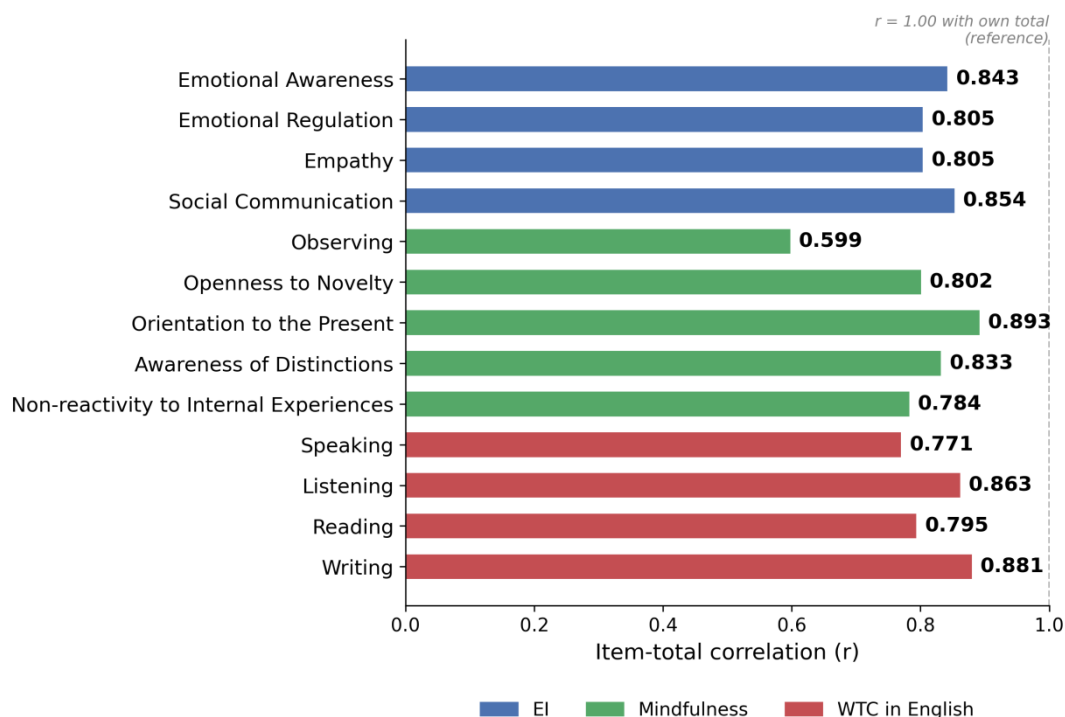


**Figure 1. Correlation coefficients between each dimension score and its corresponding total scale score**

The results presented in Figure 1 indicate that the correlation coefficients between each dimension and the total score of its respective scale are positive and statistically significant at the 0.01 level, reflecting strong internal consistency. This indicates that each scale, together with its dimensions, measures the same construct or closely related constructs.

### 3.3.2 Reliability of Measurements

The reliability of the three scales was assessed using a pilot sample of 100 students. McDonald's omega ( $\omega$ ) coefficients were calculated for each scale and its dimensions to assess their reliability.

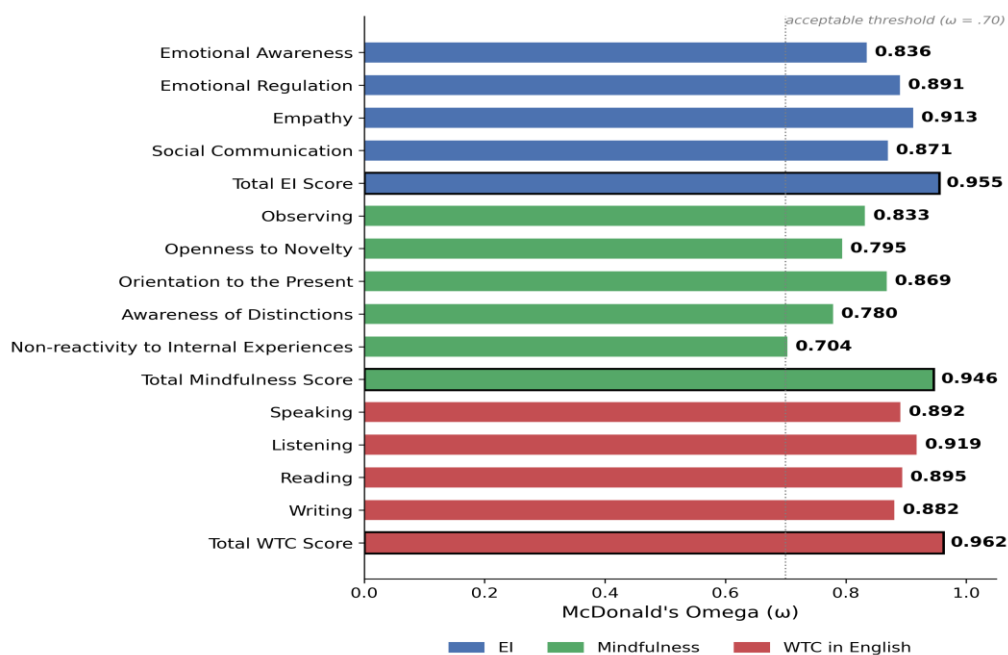


**Figure 2. McDonald's Omega ( $\omega$ ) Reliability Coefficients for the Three Scales and Their Dimensions**

The results in Figure 2 show that Omega reliability coefficients for the dimensions of the EI Scale ranged from 0.836 to 0.913, while the coefficient for the total scale reached 0.955, indicating high reliability. Similarly, Omega coefficients for the dimensions of the Mindfulness Scale ranged from 0.704 to 0.869, with a total scale reliability of 0.946, all of which are considered high. Moreover, the Omega coefficients for the dimensions of the WTC in English Scale ranged from 0.882 to 0.919, with a total scale reliability of 0.962. These results confirm the high reliability and suitability of the three scales for application to the research sample.

## 4. RESULTS AND DISCUSSION

### 4.1 Levels of Emotional Intelligence, Mindfulness, and WTC

The first question is 'What are the levels of emotional intelligence, mindfulness, and willingness to communicate in English among EFL learners?' Means, standard deviations, and response levels were calculated for every dimension and total scale, as illustrated in Figure 3

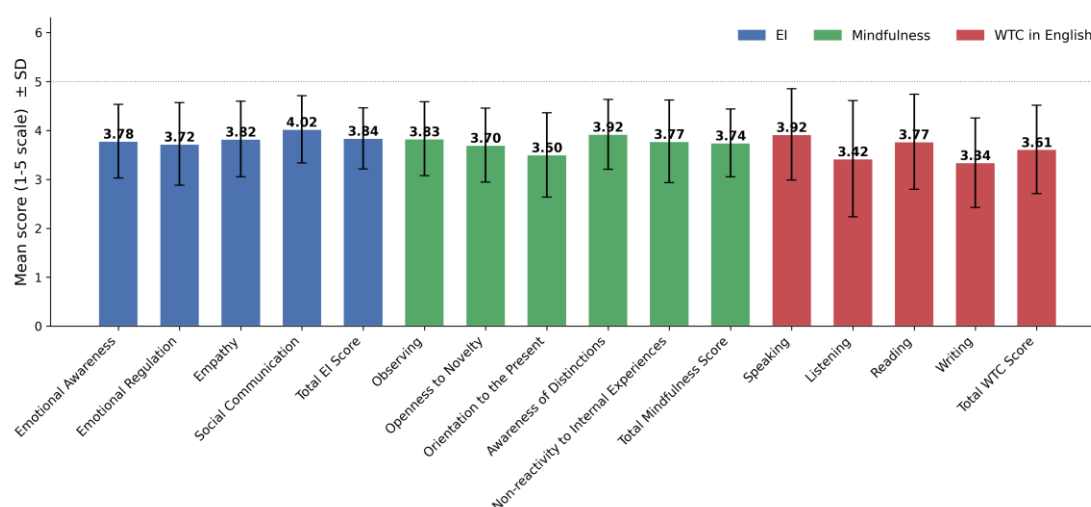


**Figure 3. Means and Standard Deviations of the Study Scales and Their Dimensions**

The results in Figure 3 indicate the following:

EI was rated high across all dimensions and for the total scale. The means (M) and standard deviations (SD) were: Emotional Awareness (M = 3.780, SD = 0.752), Emotional Regulation (M = 3.721, SD = 0.843), Empathy (M = 3.822, SD = 0.772), Social Communication (M = 4.022, SD = 0.685), and total EI (M = 3.836, SD = 0.623). This result can be explained by the university students' competence in understanding each other's feelings and their great ability to manage their feelings of anxiety and tension while learning and speaking a foreign language. Many of them also have the ability to adapt to different language situations and are able to speak English in different teaching situations as a result of their language competence. All of this is due to the nature of the university environment, which allows students the freedom to speak while learning in English so that students are more open to speaking English. This result is consistent with Taherkhani and Moradi (2022), who reached an



integrated model linking EI, WTC, and reading comprehension among English language learners, confirming that WTC is a strong indicator of academic language interaction. It is also consistent with the study of Aljasir (2024), which found that students who have a high level of EI, especially in the dimensions of self-awareness and motivation, showed a greater tendency to interact using English in educational situations.

Mindfulness was rated high across all dimensions and for the total scale. The results were: Awareness of Distinctions ( $M = 3.920$ ,  $SD = 0.713$ ), Openness to Novelty ( $M = 3.698$ ,  $SD = 0.755$ ), Orientation to the Present ( $M = 3.498$ ,  $SD = 0.862$ ), Observing ( $M = 3.828$ ,  $SD = 0.753$ ), Non-reactivity to Internal Experiences ( $M = 3.775$ ,  $SD = 0.843$ ), and total Mindfulness ( $M = 3.744$ ,  $SD = 0.691$ ). This high level may reflect learners' attention to the importance of English and to linguistic details during learning. This result can be explained in light of the learners' awareness of the importance of the foreign language in determining their future, which makes them more aware while learning the language to acquire more different language skills, and makes them more able to speak, in addition to the fact that mindfulness comes as a result of the weakness of distractions that divert attention. This comes through a high level of awareness of the importance of English as a foreign language, which makes many students more attentive while learning to notice their mistakes and work to correct them and focus on the meaning and linguistic context so that they can speak fluently and convey information quickly with great accuracy. All of this is due to a university educational environment that pushes students to learn English speaking skills with high accuracy and proficiency. This result is consistent with Ayala and Acuna (2025), who found a high level of mindfulness among learners.

The total level of WTC in English was high ( $M = 3.610$ ,  $SD = 0.905$ ). Speaking ( $M = 3.917$ ,  $SD = 0.930$ ), Listening ( $M = 3.420$ ,  $SD = 1.185$ ), and Reading ( $M = 3.765$ ,  $SD = 0.970$ ) were also classified as high, whereas Writing was classified as moderate ( $M = 3.339$ ,  $SD = 0.914$ ). This result can be explained in light of the students' awareness of the importance of speaking English as a practical language. In addition, many students seek to participate in interactive educational activities within the university classroom environment, which increases their motivation. Furthermore, the university provides many mechanisms and activities that increase students' desire for linguistic communication during the learning process. However, many students rely on speaking, reading, and listening as the basic elements of language practice and neglect the writing dimension as a result of their reliance on speaking. This result is consistent with the findings of Barjesteh et al. (2012) and Mahmoodi et al. (2014), which concluded that the level of WTC is high among EFL students.

## 4.2 Relationship Between EI and WTC

The second question is ‘Is there a statistically significant correlation between emotional intelligence and willingness to communicate in English among EFL learners?’ To answer this question, the researcher used Pearson's correlation coefficient. The following Figures 4 presents the resulting correlation matrices.

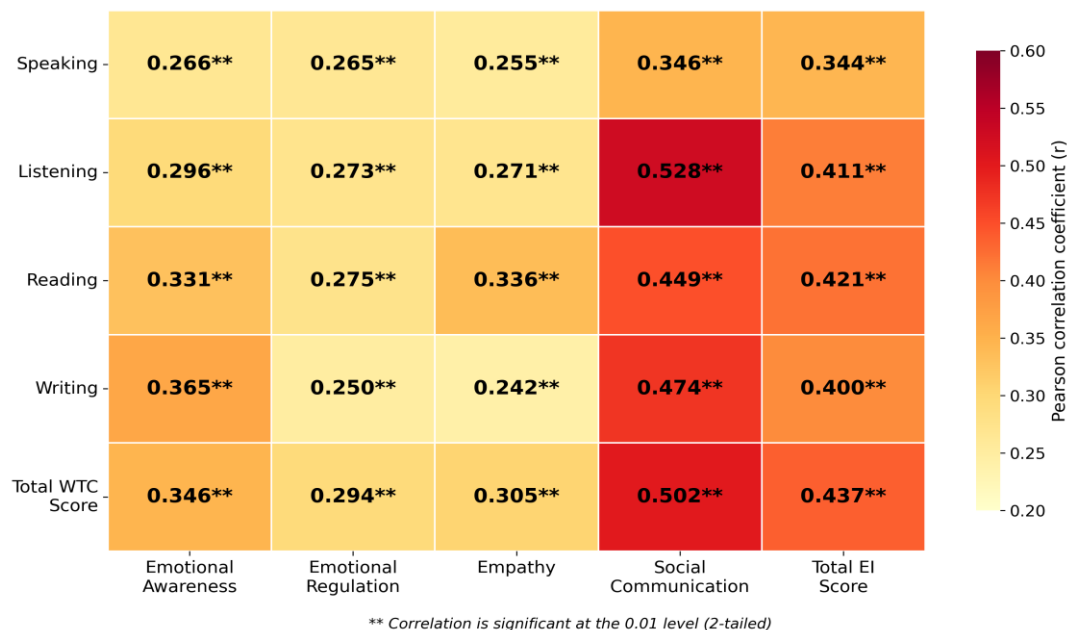


**Figure 4. Correlations between WTC and EI total and dimension scores.**

Note: (\*\*) Significant at the (0.01) level.

Figure 4 shows positive, statistically significant correlations ( $p < .01$ ) between all WTC and EI dimension and total scores. The coefficients ranged from  $r = .242$  to  $r = .528$ , indicating weak to moderate relationships. The correlation between the two total scores was  $r = .437$ , while the largest dimension-level coefficient was between Listening and Social Communication ( $r = .528$ ). These findings indicate that higher EI is associated with greater WTC across the four language-skill domains. This finding is consistent with Ketabdar et al. (2014), who reported that EI components, including empathy and self-regulation, contribute to WTC among university EFL learners, and with Zhang et al. (2023), who found higher WTC among learners with higher EI trait. It also supports Aljasir (2024), whose findings in the Saudi context linked higher EI with a greater tendency to interact in English.

### 4.3 Relationship Between Mindfulness and WTC

The third question is 'Is there a statistically significant correlation between mindfulness and willingness to communicate in English among EFL learners?' To examine this relationship, Pearson's correlation coefficient was calculated. The results are presented in Figure 5.

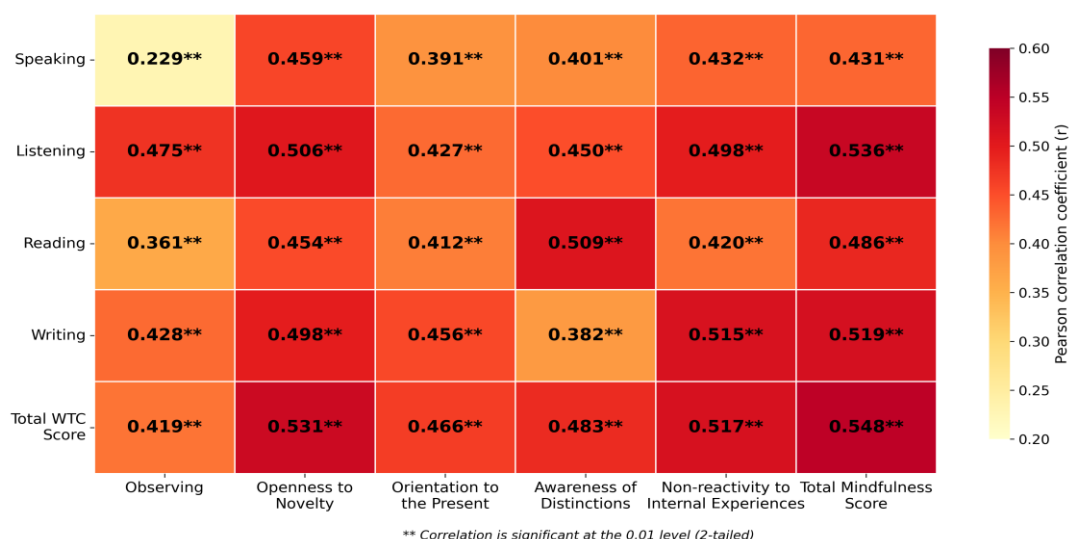


**Figure 5. Correlations between WTC and mindfulness total and dimension scores.**

Note: (\*\*) Significant at the (0.01) level.

Figure 5 shows positive, statistically significant correlations ( $p < .01$ ) between all WTC and Mindfulness dimension and total scores. The coefficients ranged from  $r = .229$  to  $r = .548$ , indicating weak to moderate relationships. The correlation between the two total scores was  $r = .548$ . At the dimension level, the largest coefficient was between the total WTC score and Openness to Novelty ( $r = .531$ ). This result is consistent with Ayala and Acuna (2025), who found that present-moment awareness and focused attention help language learners manage stress associated with foreign-language use. It also aligns with Nazarieh (2025), who identified mindfulness as relevant to the regulation of cognitive and emotional processes, reduced distraction, and greater learner presence in interactive classroom situations. The comparatively strong association between Openness to Novelty and total WTC is also broadly

compatible with Yashima (2002), who linked openness to other cultures with motivation and WTC in a foreign language.

#### 4.4 EI and Mindfulness as Predictors of WTC

The fourth question is 'To what extent do emotional intelligence and mindfulness predict willingness to communicate in English among EFL learners?' A multiple regression analysis was conducted with total WTC as the dependent variable and the total EI and Mindfulness scores as predictors. Figure 6 presents the model results.

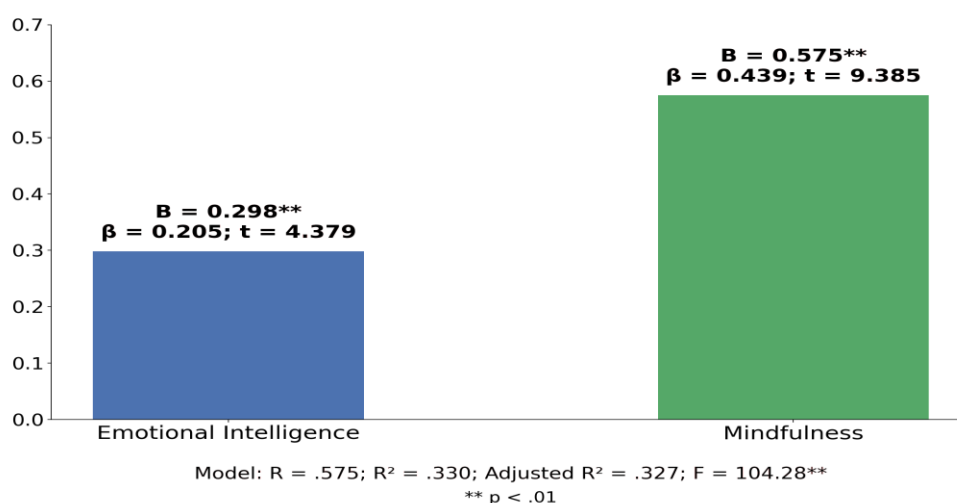


**Figure 6. Results of Multiple Regression Analysis Predicting Total WTC from EI and Mindfulness**

Note. \*\* p < .01. B = unstandardized coefficient; β = standardized coefficient.

The multiple regression results shown in Figure 6 indicate the following:

The overall model was statistically significant, F = 104.28, p < .01, with multiple R = .575, R<sup>2</sup> = .330, and adjusted R<sup>2</sup> = .327. Thus, EI and Mindfulness jointly explained 33.0% of the variance in total WTC. Both predictors made statistically significant unique contributions: EI (B = 0.298, β = .205, t = 4.379, p < .01) and Mindfulness (B = 0.575, β = .439, t = 9.385, p < .01). The estimated unstandardized regression equation was:



$$\text{Total WTC} = 0.313 + 0.298 \times EI + 0.575 \times \text{Mindfulness}$$

This relationship means that increasing EI by one point increases WTC among EFL students by 0.298 points, while holding other variables constant. Similarly, increasing mindfulness by one point increases WTC among EFL students by 0.575 points, while holding other variables constant. This result can be explained by the fact that a student's linguistic integration depends not only on cognitive development but also on psychological motivations, represented by EI, which drives their interest in the language. It also relies on a cognitive aspect, represented by their full awareness of the importance of the language and the importance of learning it correctly through effective classroom interactions that contribute to correcting their mistakes and acquiring high proficiency in the language. This result aligns with the findings of Zhang et al. (2023), who found that students with high EI traits (Trait EI) scored higher on WTC compared to their peers, especially in situations involving spontaneous speech and expressing opinions. Furthermore, in the context of focusing on learning behaviours, this finding is consistent with that of Hu and Wang (2023), who demonstrated that approach-based behaviour, verbal and nonverbal, strongly predicts students' willingness to engage in language and academic participation, highlighting the importance of interactive factors within the classroom. This is consistent with the study of Lan et al. (2023), which found that emotions such as pleasure, boredom, and shyness affect WTC, as positive emotions are directly related to WTC, which supports the importance of emotional regulation.

## 5. CONCLUSION

This study examined the relationships between EI, mindfulness, and WTC in the classroom among EFL learners. The results of the study showed that there is a weak to moderate positive correlation between the scores of the students in the research sample on the overall score of WTC scale and its dimensions (speaking, listening, reading, writing) and the overall score of EI and its dimensions (emotional awareness, emotional regulation, empathy, and social communication). The results also revealed that there is a weak to moderate positive correlation between the scores of the students in the research sample on the overall score of WTC scale and its dimensions (writing, speaking, listening, reading) and the overall score of mindfulness and its dimensions (observing, openness to novelty, orientation to the present, awareness of distinctions, and non-reactivity to internal experiences). EI and Mindfulness jointly explained



33.0% of the variance in total WTC, with Mindfulness making the stronger unique contribution. Thus, higher EI and Mindfulness were associated with greater WTC among the participating EFL learners.

Based on the findings, the study puts forward the following recommendations:

1. The need to link English language learning curricula with a set of effective activities that increase the effectiveness of learning English and raise students' awareness of learning during the learning process, such as reflecting on the pronunciation of words in order to enhance their attention to the linguistic notes they need.
2. Conducting workshops for students to train them in methods of developing EI in order to control their emotions, and to train them to understand their own feelings and the feelings of others during language practices within the classroom environment.
3. Providing the learning environment with the tools the learner needs to carry out group activities and free discussions in English without fear of making mistakes.
4. The need to create a technological environment within the university that helps raise the level of students in practicing English by equipping special audio labs that use modern technologies to train students to speak with high efficiency.
5. The university adopts psychological and mental support programs to prepare students to learn and practice English efficiently and effectively.

Future research is encouraged on the effect of mindfulness on English-speaking skills among pre-university education students; the effectiveness of a psychological counseling program for weak English language students in improving their language proficiency; and the impact of mindfulness-based interventions on raising students' desire for linguistic communication in the classroom.

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