

Mindfulness, breathwork and meditation in Foreign Languages Learning: a new teaching method

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Concentration as a form of mindfulness has become increasingly important in recent years for the educational process. As far as foreign language lessons are concerned, learners experience a heavy cognitive burden due to the increased mental effort required to maintain attention during long periods of listening, writing, or reading. Using dictionaries also requires additional cognitive resources. Several studies have shown that meditation can strengthen these cognitive abilities. It follows that meditation and breathwork affect a wide range of cognitive functions, emotions, interpersonal relationships, and offers great potential for teaching.

While the topic of mindfulness pedagogy has already been researched, most previous studies in the field of foreign language learning have focused on important components of teaching, but not on the direct connection between mindfulness and language acquisition.

This article presents the results of qualitative research in foreign language lessons, with the goal of developing a method for language teaching that will help learners consciously manage receptive and productive language skills through mindfulness exercises, strengthening these skills with reduced learning stress. We answer the following questions:

- Which mindfulness exercises are most effective for global or selective reading comprehension?
- Which tasks help learners better understand a listening text?
- How can mindfulness training be correlated with different reading and listening strategies?
- Which meditation exercises help students remember new words and grammatical rules while writing?
- Which types of meditation reduce language anxiety?
- What exercises can be used to teach learners to feel confident in oral communication at any language level?
- In what way can learned lexis and grammatical knowledge be incorporated into oral speech in a timely manner when speaking?
- What is language intuition, and can it be developed in class through mindfulness training? .

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