Impact of Strategy Based Instructions and Mindfulness on Foreign Language Anxiety and Enjoyment of Indonesian French Learning Student: Moderating Role of Intercultural Competence

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Abstract
Students vary in intellect, competencies, and skill levels; likewise, their anxiety and enjoyment vary while learning a foreign language as a part of their study. It also depends on the perceived importance of learning a foreign language. Grounded in the sociocultural theory, the current study aims to determine the impact of strategy-based instructions and mindfulness on foreign language anxiety and foreign language enjoyment among the students learning French as a foreign language. Additionally, this study also investigates the moderating role of intercultural competence in between these suggested relationships. Using a longitudinal survey design and collecting data of 279 students studying at various Indonesian universities in 9 months' time frame, results revealed that strategy-based instructions and mindfulness were positively associated with students' foreign language anxiety and positively associated with their foreign language enjoyment. Moreover, the interactive effect of intercultural competence with strategy-based instructions and mindfulness was found to be decreasing the level of foreign language anxiety and increasing the foreign language enjoyment among the students learning French as a foreign language in Indonesian settings. Further, key policy insights and multiple theoretical and managerial implications along with future research directions are suggested.

Introduction

Foreign language learning is an important tool for economic progress, bridging cultural gaps between nations, and knowledge enrichment (Avci & Adiguzel, 2017). Globalization is bringing the nations closer, and academics realize the importance of foreign language learning, especially those of developed and progressive countries like France, Germany, Britain, China, Japan, and the Middle east (Ludke, 2018). Foreign language learning has long been explored in literature because it has various implications for both learners and teachers (Li, 2020). But few studies have explored the feelings of anxiety and enjoyment that students feel while learning any foreign language and how strategy-based instruction, mindfulness, and intercultural competence impact it, which is the focal point

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in this study. Besides, the French language remains an influential language in the diplomatic world, aside from being dubbed as a romance language. Spoken in at least 29 countries, this language can be useful for today's nomads (Yuliarti, Dudung, & Dante, 2020).

Foreign Language Anxiety (FLA) refers to feelings of unease, worry, and nervousness experienced in learning a second or foreign language (Russell, 2020). It can be due to the uniqueness of formal learning of a foreign language and the learner's apprehensive ability. It is also related to the perceived difficulty in understanding and memorizing the second-language vocabulary (Presbitero, 2020). Moreover, it can impact the level of achievement in foreign language learning (Jiang & Dewaele, 2020; Nedal & Alcoriza, 2018). Besides, Foreign Language Enjoyment (FLE) refers to positive emotion experienced in foreign language learning (Rezazadeh & Zarrinabadi, 2020). It is related to pleasant feelings that originate from going beyond learning boundaries and engaging oneself positively towards acquiring new knowledge (Zhang, Dai, & Wang, 2020). FLE motivates learners to participate in foreign language learning activities and derives meaningful experience (Li, 2020).

One of the important factors that can affect FLA and ELE is strategy-based instruction related to a learner-centred approach to facilitate language learning and language tasks by integrating everyday class materials (Du et al., 2021). It is the process of exploring students' abilities and matching methodologies that can aid in learning, including cognitive, compensation, and social strategies (Deschênes, Goudreau, & Fernandez, 2020). There are many ways to teach a foreign language, and based on the complexity of the vocabulary and grammatical application that language instructors opt for various strategies contributing directly to language learning like inductive inferencing, verification, and deductive reasoning (Cao et al., 2020). This study will explore how these strategies can increase the FLE and decrease FLA to support French learning students experience. Moreover, mindfulness is related to a mental state achieved by focusing on one's feelings, thoughts, and bodily sensations that arouses peaceful and therapeutic sensations in an individual (Sawatsuk et al., 2018; Stankov, Filimonau, & Vujičić, 2020). It is related to improving academic, social, and emotional learning and increasing attention to facilitate the learning process (Conversano et al., 2020). Students incorporating this characteristic can increase their awareness, generate new ideas, and active participation in learning. It can also help reduce negative emotions such as distress and anxiety related to learning (Reina & Kudesia, 2020).

Another factor that arouses sensitivity towards cultural understanding is intercultural competence, which is critical in associating positive or negative feelings towards intercultural learning. It refers to having foreign cultural awareness and its relation to one's own culture (Meleady, Seger, & Vermue, 2020). It helps students to identify cultural norms, traditions, perceptions, and stereotypes (Li, 2020). It includes intracultural knowledge, which can increase one's ability to interact and perform with individuals from different cultures (Peng, Zhu, & Wu, 2020). Studies lack evidence on how intercultural competence increases or decreases enjoyment or anxiety related to foreign language learning while interacting with strategy-based learning or learners' mindfulness, which we will be examined in the current study in the context of French as a foreign language is an advance to literature.

Furthermore, the current study is conducted in the Indonesian context and explores university students' FLA and FLE while learning French as a foreign language. Besides, Indonesia is a country that supports diversity and ethnicity due to various cultures, religions, and languages (Yuliarti et al., 2020). French, however, is a foreign language to Indonesian natives but is being frequently taught in various colleges and universities of the country (Pangkey et al., 2020). Although, French is not a popular language as various other native languages prevail in various provinces of Indonesia due to people belonging to various ethnic backgrounds (Yuliarti et al., 2020). There are over 300 languages spoken in various provinces and states of Indonesia, such as Chinese, Balinese, Bahasa Indonesian, Indonesian, Arabic, Javanese's, Japanese, English, etc. (Sari & Lubis, 2018). Learning French in Indonesia is difficult for natives as they are few qualified instructors to teach, and natives find it difficult to vocalize and communicate in it (Meleady et al., 2020). Yet, many Indonesian students take an interest in learning French. Therefore, useful strategies that can aid in their learning and facilitate easy communication in this language, including ICT and instructional strategies, must be incorporated (Moloney, 2007). These strategies help students improve their grammar, Task performance, self-confidence, and vocabulary usage (Djafri & Wimbarti, 2018). Thus, studying the impact of various important factors on FLE and FLA of the students' learning French as a foreign language in Indonesia is of utmost importance.

In addition, this study integrated the socio-cultural learning theory to explain the language learning enjoyment and anxiety in learning French as a foreign language. This theory is specifically utilized for language learning, and it proposes that learner's environment plays a critical role in their learning development (Chirkov, 2020). It revolves around three key elements: culture, language, and proximal development zone (Feryok, 2017). Zone of proximal development refers to learners' psychological development based on emotional, cognitive, and volitional psychological process (Eun, 2021). It explores how individuals process and constitute challenges in learning a foreign language and developing strategies to overcome them. Thus, established on sociocultural learning theory, all the constructs incorporated in the framework are related to cultural, emotional, social attributes discussed in theory. Hence, the current study aims to achieve the following objectives;

- Examine the impact of strategy-based instruction, mindfulness on Foreign Language Anxiety (FLA) among students learning French as a foreign language.

- Examine the impact of strategy-based instruction, mindfulness on Foreign Language Enjoyment (FLE) among students learning French as a foreign language.

- Examine the moderating role of impact of Intercultural competence in between the association of strategy-based instruction, mindfulness with FLA and FLE among students learning French as a foreign language.

Literature Review

— *Theoretical Foundation*

The Theoretical Foundation of this study is based upon Vygotsky's sociocultural learning theory, which suggests that society plays an important role in individual development (Bonk & Kim, 1998). The interaction between people and the culture in which they live predicts how they evolve and develop learning strategies (Peer & McClendon, 2002). Hence this theory underlies that human learning is based on the social process between people living in a society in terms of the exchange of values and information (Lantolf, 2007). This theory stresses the importance of culture for developing higher-order functions forming the basis of beliefs and attitudes (Ng, Wang, & Chan, 2017). Culture provides tools for intellectual adaptation that can be utilized to adapt various cultural norms and languages. It proposes that cognitive development can vary in different cultures due to tools and strategies utilized for learning (Danish & Gresalfi, 2018). The course of development in Western culture, for example, might be different than it is in Eastern culture. Therefore, in this study, we utilize the sociocultural learning theory to support the moderating role of intercultural competence and its impact on language learning anxiety and enjoyment in the presence of constructs such as strategy-based Instructions and mindfulness.

— *Relationship of Strategy Based Instructions with Foreign Language Anxiety and Foreign Language Enjoyment*

Strategy Based Instructions (SBI) constitute thoughts and behaviours that facilitate students learning tasks (Duong, 2018). According to research, there may be many types of strategies utilized for foreign language learning depending on the instructor, the complexity of language, and tools available to aid in learning (Bravo, Bermudez, & Molano, 2018). These include cognitive, metacognitive, social, and effective strategies that utilize retrieval of words, phrases, interaction, planning and organizing the target language that regulates an individual's motivation, emotions, and attitudes towards foreign language (Wang et al., 2019). Further, Mumtaz and Latif (2017) asserted, strategy based instructions can be integrated into learning materials explicitly or implicitly embedded into language tasks. Moreover, Bouguelia, Belaïd, and Belaïd (2016) demonstrated that language learning instructions help learners improve their knowledge and understanding of the target language. Besides, language learning anxiety can be caused due to communication apprehension, test anxiety, and fear of negative evaluation (Bhatti & Memon, 2016). It has also been found that effective learning-based strategies help reduce learners' anxiety and increase their self-encouragement (Kaid Mohammed Ali & Rashad Ali Bin-Hady, 2019). Whereas, the current study is incremental in literature based on the sociocultural theory suggesting that developing and applying various strategies in learning process facilitate the students to overcome the anxiety arising while learning French as a foreign language. Therefore, it is hypothesize that;

H1a: *Strategy based instructions are negatively associated with students' foreign language anxiety while studying French as a foreign language.*

Strategy based instruction involves a learner-centred approach focusing on enhancing language vocabulary and comprehension (El Hajji et al., 2016). It encompasses classroom strategy training in the course content (Shofwan et al., 2019). Research advocates that instructors that encompass this approach into learning have reported completing classroom language tasks, take responsibility towards directing their learning outside class and are motivated in their ability to learn and participate in the target language (Wang et al., 2019). Literature found that strategy-based instruction enhances learners' confidence in their ability to communicate effectively in the target language (Tai & Liu, 2016). It also indicates that foreign language learning considers language learner as holistic individual focusing their emotions, especially positive ones that can influence their learning and create foreign language enjoyment (Pavelescu & Petric, 2018). Language learners experience a swirl of emotions in the learning process, especially advocated by positive psychology that enhances positive feelings like excitement, happiness, and achievement in acquiring knowledge and information towards the target language (Dewaele et al., 2016). Moreover, it is argued that teaching methodology, materials used, and teaching practices play a significant role in enhancing FLE. Thus, based on the literature support and above arguments, it has been hypothesized that;

H1b: *Strategy based instructions are positively associated with students' foreign language enjoyment while studying French as a foreign language.*

— *Relationship of Mindfulness with Foreign Language Anxiety (FLA) and Foreign Language Enjoyment (FLE)*

The concept of Mindfulness has been explored in the literature to be non-judgmental and accepting one's current situation and environment (Good et al., 2016). It relates to a greater sensitivity to one's environment, more openness to new information, the creation of new categories for structuring perception, and enhanced awareness of multiple perspectives in problem-solving (Kirmayer, 2015). It helps individuals stay focused and attentive towards language-based information (Reina & Kudesia, 2020). Besides, research suggests that Language learning anxiety can be due to interpersonal or personal fear of learner's beliefs about language teaching and interaction between learner and native language speaker (Bhatti & Memon, 2016). Students might face performance anxiety in their tests or fear of being perceived incompetent among fellow students due to the inability to memorize or communicate effectively in the target language (Er, 2015; Turner et al., 2020). Therefore, exhibiting mindfulness by staying focused can help reduce language learning anxiety in students. Hence based on the above arguments and sociocultural learning theory, which suggest that learners' psychological development helps them to overcome the fear and anxiety associated with learning a foreign language, it is hypothesized that;

H2a: *Mindfulness is negatively associated with students' foreign language anxiety while studying French as a foreign language.*

Research indicates that the subjective sense of mindfulness represents an increased state of engagement and vigilance because once one tries to pull out new distinctions, the whole person is engaged (Purser, Forbes, & Burke, 2016). It helps individuals keep focused in the present situation by staying alert to be aware of their actions and consequences (Creswell, 2017). Some studies suggest that mindfulness also leads to creativity and elevated consciousness (Conversano et al., 2020; Reina & Kudesia, 2020). Moreover, Stankov et al. (2020) depicted that once attention is intentionally aroused, guided, placed, and held, things appear to vary greatly. It also helps individuals get confined to a single perspective and promote openness and flexibility (Habibi et al., 2020). At the same time, foreign language enjoyment depends on establishing a positive learning atmosphere in the class (Elahi Shirvan & Talebzadeh, 2018). The main antecedent of enjoyment is an individual's positive engagement with the content; hence mindfulness helps individual engage in learning a foreign language actively to arouse feelings of happiness (Li, Jiang, & Dewaele, 2018). Therefore, based on the literature support, we can hypothesize that,

H2b: *Mindfulness is positively associated with students' foreign language enjoyment while studying French as a foreign language.*

— *The Moderating role of Intercultural Competence*

Intercultural competence comprises attitudes, skills, knowledge, and intercultural awareness necessary to develop cultural sensitivity and learning (Peng et al., 2020). It has been linked to communicative competence based on accurate utterances, sociolinguistic competence, or attention to social context and norms (Sharma, Kim, & Tam, 2016). It involves the use of skills, attitudes, and attributes related to learning culture and its aspects. Moreover, Perry and Southwell (2011) reported that intercultural competence could help individuals interpret messages effectively, enhancing their ability to learn a foreign language effectively. Various strategy-based instructions are focused on developing an understanding of different cultures, especially related to the target language, on enhancing their understanding (Sharma, Kim, & Tam, 2014; Yamamori, 2019). They also guide individuals towards ethics in terms of body language, use of slogans, and greeting manners to better adapt to the cultural norms (Luczak & Kalbag, 2018; Zacharias, 2015). Literature suggests that intercultural competence can limit the possibilities of misinterpretations, reduce stereotypes, and reduce extensive pressure on students (Meleady et al., 2020).

Simultaneously, language-based anxiety can also be reduced by developing cultural sensitivity to avoid embarrassing situations and prejudices (Er, 2015). Despite the recent literature support that inter-cultural competence help reduces negative attitudes and behaviours among individuals (Meleady et al., 2020; Putra, Sutarto, & Yusuf, 2021). To the best of the authors' knowledge, no study to date has investigated its interactive effects of intercultural competence with antecedents of foreign language learning anxiety among students. Hence, based on the literature support and social-cultural learning theory, which advocates that culture provides intellectual adaptation tools that can be utilized to overcome the anxiety associated with learning a foreign language. Hence, it can be proposed that incorporating intercultural competence into strategy-based instructions can help overcome student anxiety.

H3a: *Intercultural competence moderates the association between strategy-based instructions and students' foreign language anxiety such that in the case of higher values of intercultural competence, the anxiety level will be low among the students.*

Research shows that intercultural competence can help individuals develop cultural sensitivity, adapt towards foreign culture through interactions, and develop a tolerance for ambiguity (Wasike, 2017; Yashima,

2010). This allows them to learn with ease and utilize information effectively (Sadeghi et al., 2018). Besides, intercultural competence also supports strategy-based instructions, as students can apply the information gained outside the class and thus be able to communicate effectively, especially regarding non-verbal cues (Torres & Rollock, 2007). Whereas, language-based enjoyment relies on effectively communicating and understanding content with teachers and peers (Zacharias, 2015). Hence, strategy-based instructions focus on making students aware of other people's preconceptions and perceptions based on their social identities in various cultures (Ambrosini et al., 2019). Simultaneously, foreign language enjoyment comes from getting to know the culture effectively so that there are no surprises (Elahi Shirvan & Talebzadeh, 2018). Moreover, knowledge related to music, folktales, and cultural events helps individuals develop a sense of belongingness and content with the foreign culture (Ramos-Roure et al., 2021). Evidence in literature reflects the direct association of intercultural competence with foreign language enjoyment among the learners (Elahi Shirvan & Talebzadeh, 2018; Makhmudov, 2020). However, the current study is incremental in exploring the interactive effect of intercultural competence with strategy based instructions to enhance the enjoyment level among students while learning French as a foreign language. Hence, it is hypothesized that;

H3b: *Intercultural competence moderates the association between strategy-based instructions and students' foreign language enjoyment such that in the case of higher values of intercultural competence, the association will be stronger.*

Mindfulness involves cognitive flexibility and curiosity to uncover novelty through exploring new ideas and information (Quaglia et al., 2015). Intercultural competence allows learners to develop general openness towards new experiences, people, and ideas (Creswell, 2017). In contrast, anxiety can take various forms, such as situational anxiety, state anxiety, and trait anxiety, as identified in the literature (Reina & Kudesia, 2020). Literature depicts that anxiety triggering elements differ across language skills and processes (Jiang & Dewaele, 2020). On the other hand, cultural influences, like expectations regarding classroom interaction and student/teacher stereotypes, widely differ between different cultures (Doh & Hwang, 2009). Whereas many authors have focused on incorporating contextual factors in cross-cultural research (Sari & Lubis, 2018), as socialization practices and parental expectations can differ between cultures (Moloney, 2007). In contrast, there is a dearth of literature reflecting the role of intercultural competencies to decrease anxiety among foreign language learners. Thus, the current study is established based on the sociocultural learning theory that asserts that being mindful of various cultural cues and practices can help individuals be culturally sensitive and avoid anxiety related to uncertainty. It also allows individuals to reduce stress and reduce negative emotions related to cultural norms and instead develop positive feelings of acceptance and regard. Hence, it can be suggested that;

H3c: *Intercultural competence moderates the association between mindfulness and students' foreign language anxiety such that in the case of higher values of intercultural competence, the anxiety level will be low among the students.*

Knowledge of foreign cultures is usually relational, i.e., knowledge acquired with socialization in one's social groups and often presented in contrast to the significant characteristics of one's national group and identity (Curtis & Taylor, 2018). Studies reflect that intercultural competence relates to enhancing individuals' skills and knowledge to promote their knowledge acquisition and enlightenment (Yuliarti et al., 2020). Literature also suggests that intercultural competency can help enhance feelings of accomplishment for comprehension and speech in individuals (Sari & Lubis, 2018). It can help individuals sustain their skills and abilities and develop a positive attitude towards different cultures (Adnan, Hay, & van Staden, 2018). Besides, Zacharias (2015) stated that students' academic success, test scores, and better class participation help generate a higher level of foreign language enjoyment. Simultaneously, Lou and Noels (2020) demonstrated that mindfulness could help individuals sensitize towards their own culture, increase their sense of awareness through observations and participation. Hence mindfulness can help individuals focus their abilities and happiness towards achieving learning-related goals. Research shows that a person possessing this attribute can better communicate, apprehend, and transfer knowledge (Baer, 2015). Thus, it can be argued that the normal positive relationship between mindfulness and foreign language enjoyment is expected to be stronger in case of high intercultural competence. Hence, it is postulated that;

H3a: *Intercultural competence moderates the association between mindfulness and students' foreign language enjoyment such that in the case of higher values of intercultural competence, the association will be stronger.*

Theoretical Framework

— *Theoretical Framework of the Study*

Figure 1 represents the theoretical framework of the study derived from literature review and sociocultural theory.
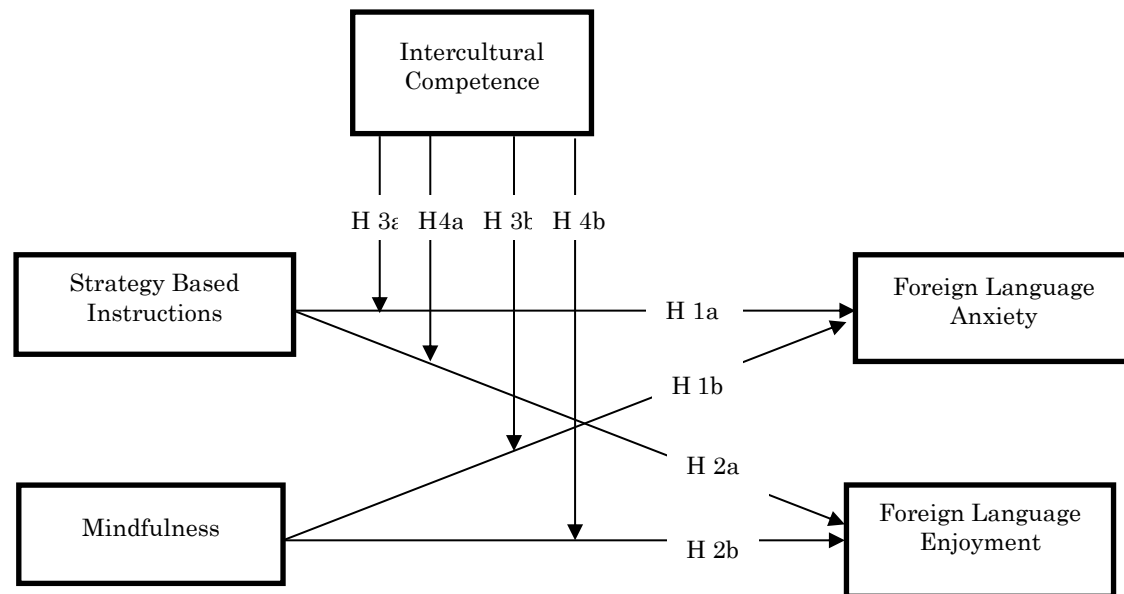
Figure1: *Theoretical Framework of the Study*

Method

This study was conducted to investigate the impact of strategy-based instructions and mindfulness on foreign language enjoyment and foreign language anxiety. Also, the moderating role of intercultural competence has been empirically tested in between the association of strategy-based instructions and mindfulness with foreign language enjoyment and foreign language anxiety for the students learning French as a foreign language at various Indonesian universities.

As compared to European countries and America, in Indonesia, most of the students who are seeking to learn French are doing so to get better-paid jobs in the tourism sector, as Indonesia is an attractive tourist spot due to reason that it offers various beaches, beautiful landscape, and exotic getaways. The researcher conducted an initial web review to find that which universities had a proper French department and a minimum of 50 students learning French at a time; there were found to be five universities in major cities. The authors communicated the study plan and objectives with administrative departments of these 05 universities and requested permission to conduct the research. Out of which, 03 were selected to conduct a longitudinal survey as they had agreed to provide data and participated in the survey. One of these universities were in Jakarta, namely University Negeri Jakarta (UNJ), and one in Semarang named University of Negeri Semarang (UNNES), and the third one in Bandung, named University of Pendidikan (UPI). These 03 universities were agreed to cooperate in the study and were agreed to publish their names as a data collection site, upon approval from the higher administrators, the head of the French language programs department. The researcher made initial visits to these universities to obtain official permission and students' willingness to participate in the study. These visits were performed following strict SOPs under guidance for Covid-19 precautionary measures. A sample of the questionnaire was shared with each department to clarify the objective of the study further and to familiarize the students with the data required, after making sure that the respondents understood the overall process and were proficient in English (as the study items and scales were in the English Language). The researcher ensured strict compliance to the data's confidentiality, provided that it will not be shared with any third party at any stage of the research. These three universities agreed to provide a list of students who were willing to participate in the survey along with their names and email IDs.

Once the contact information and willingness of the participants and department were received, the researcher then contacted the respondents through their email-ids and WhatsApp. Total 640 students were studying French as a foreign language both at primary and higher levels in these universities. Out of which 500 agreed to participate in the survey. The survey was conducted online due to the great geographical distance between the three universities, and due to the prevalence of COVID-19, most students were physically not present at the campus; hence online survey provides convenience, saved cost and time, and provided easy data collection and response rate. The survey consisted of two parts; the first part was related to demographic characteristics that investigated participants regarding their gender, age, qualification, number of years learning French at the university, semester of the study, nationality, and native language. It also consisted of survey items relating to study constructs. In time 1, the first part about demographic variables and 20 items related to mindfulness, 40 items related to strategy-based instructions and 34 items

for intercultural competence was sent using a google survey link. Since it was a longitudinal study, the first response was collected on July 7, 2020. After three weeks of initial sending the questionnaire, the authors sent gentle reminders via WhatsApp and email to those who have not yet responded. In a 12-week time, the researcher received 412 filled responses by October 05, 2020.

In time 2 of the study, the same 412 respondents were again sent part 2 of the survey on October 12, 2020; the second part of the survey contained items for the constructs, 21-items of foreign language enjoyment, and 08 items to measure foreign language anxiety. This time the follow-up reminder was given each week to get responses in time from previous respondents. The researcher received 330 filled questionnaires filled in the approximately 7-week period till January 02, 2021. After careful screening, it was found that 34 responses were with missing values, and 17 were unengaged; therefore, they were not included in further analysis. Thus, 279 responses were considered a final response for this study which has the complete paired response of the survey participants, with a final response rate of 55.08% in a total duration of 7 months long data collection.

— *Measures of the study*

Foreign language Enjoyment was measured with a 21-item scale adapted from Dewaele and MacIntyre (2014). Whereas to measure foreign language anxiety, an 8-item scale was adopted from Dewaele and MacIntyre (2014). The items for foreign language enjoyment and anxiety were accessed on a 5-point Likert scale ranging from 1= absolutely disagree to 5 = strongly agree. Mindfulness was measured with a 20-item scale developed by Park (2006) and later used by Song and Lindquist (2015). All the items of mindfulness were assessed on a five-point Likert scale ranging from 1= never to 5 = very often. A 40-item scale developed by Zhang, Li, and Ji (2020), was to access the Strategy based instructions while using a five-point Likert scale ranging from 1= never to 5 = always. Finally, to measure the students' intercultural competence, a 34-items scale developed by Chao (2014) was used. Items of intercultural competence were measured on a 5-point Likert scale ranging from 1= strongly disagree to 5 = strongly agree.

— *Respondents Characteristics*

The demographic characteristics of the respondents depict that 47.6% of students were male, and 52.4% were females. Participants were between the age limit of 18 to 47 years with (Mean = 24.7 and SD = 5.67). There was a diverse distribution of participants in terms of semesters they were studying, i.e., 24.3% were studying in 1st and 2nd semester, 27.6% in 3rd and 4rth semester, 26.5% in 5th and 6th semesters and 21.6% respondents were the students of 7th and last semester of their study. Besides, most participants (63.4%) reported spending 4-6 hours online per week for each course. 37.8% of respondents studied undergraduate level, 46.3% graduate level, whereas 15.9% were post-graduate level students.

Results

— *Assessing the Measurement Model*

The SmartPLS3 was used to assess the instruments' reliability and validity and test the hypothesized paths. The results showed that respondents' education level significantly impacted their enjoyment and anxiety level while learning French as a foreign language. Thus, educational level was controlled during analysis. Furthermore, confirmatory factor analysis was performed to assess the items' psychometric properties for measuring all the study constructs. Besides, the reliability of the measures was assessed based on "Cronbach's α" and "Composite Reliability (CR)" (Henseler, Ringle, & Sinkovics, 2009; Mansoor, Awan, & Syed, 2020). The reliability of all constructs has been shown in Table 1. Besides, each item significantly loaded on its underlying construct depicting the "factor loadings" of all other indicator variables within an acceptable range, i.e., =>0.65 as shown in Figure 2. Also, the AVE "Average Variance Extracted" of latent constructs was above 0.50 for all study variables establishing the "convergent validity " of the constructs (Hair et al., 2010; Noor, Mansoor, & Rabbani, 2021).

Table 1: *Reliability and Validity Results*

Variables/items	AVE	CR	Cronbach's α
Strategy Based instructions	0.563	0.899	0.791
Mindfulness	0.512	0.839	0.778
Intercultural Competence	0.576	0.904	0.823
Foreign Language Anxiety	0.559	0.898	0.801
Foreign Language Enjoyment	0.585	0.894	0.807

*"Note: CR, composite reliability; AVE, average variance extracted."*

— *Discriminant Validity*

The discriminant validity of the study constructs was established and assessed through Heterotrait-Monotrait (HTMT) ratio in smart PLS (Henseler, Ringle, & Sarstedt, 2015; Mansoor, Awan, & Alobidyeen, 2020). The values of HTMT are depicted in Table 2 and are under the prescribed ranges, i.e., less than 0.9 for all the associations.

Table 2: *Heterotrait-Monotrait Ratio*

Constructs	Mean	STD.	1	2	3	4	5
Strategy Based instructions	3.91	0.71	**0.750**				
Mindfulness	4.27	0.41	0.521	**0.715**			
Intercultural Competence	4.22	0.47	0.444	0.397	**0.754**		
Foreign Language Anxiety	3.96	0.73	0.329	0.501	0.361	**0.747**	
Foreign Language Enjoyment	4.02	0.51	0.408	0.423	0.430	0.603	**0.764**

"Note: The square roots of AVEs of the constructs are shown in bold in diagonal".
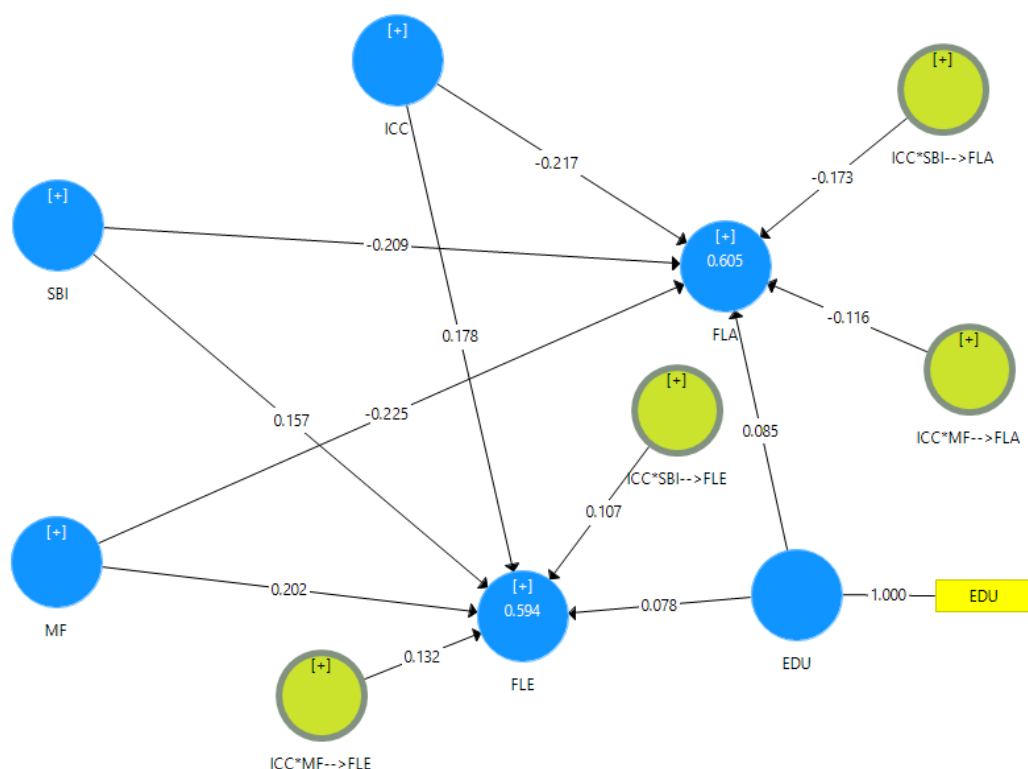
Figure 2: *Full Measurement Model*

— *Assessing the Structural Model*

— *Direct Hypothesis*

The study results (Table 3) showed that strategy-based instructions (ß = -0.209***, t = 4.764) and mindfulness (ß = -0.225***, t = 5.578) are negatively linked with students, foreign language anxiety. In contrast results depicted that, strategy-based instructions (ß = 0.157**, t = 3.477) and mindfulness (ß = 0.202***, t = 4.563) are positively associated with students, foreign language enjoyment. Thus, H1a, b and H2 a, b is fully supported by the findings.

— *Moderation Hypotheses*

An interactive effect was assessed to check the level of change in students' foreign language anxiety and enjoyment. Thus, utilizing PLS-SEM interaction terms between the moderator, intercultural competence, with predictor variables, i.e., Strategy based instructions and mindfulness, were created applying the product indicator approach to investigate their impacts on students' foreign language anxiety and enjoyment while

learning French as a foreign language in three different universities of Indonesia. The results (Table 3) show a negative and significant effect of both interaction term, i.e., intercultural competence * strategy-based instructions, and intercultural competence * mindfulness on foreign language anxiety. In contrast, both interaction term's positive and significant effects, i.e., intercultural competence * strategy-based instructions and intercultural competence * mindfulness on foreign language enjoyment, were found. Following the moderation result, the R^2 change between the main effect model and the model with moderation effect was also examined. The R^2 for the direct effect of the predictor variables on foreign language anxiety was (R^2 = 0.391). In contrast, its R^2 with the moderating effect of intercultural competence with both predictor variables increased to (R^2 = 0.604), depicting a 21.3% decrease in anxiety level among the students while learning the foreign language after inclusion of interaction terms. Moreover, the R^2 for the direct effect of the predictor variables on foreign language enjoyment was (R^2 = 0.307), and its R^2 with the moderating effect of intercultural competence with both predictor variables increased to (R^2 = 0.594), depicting that there is a 28.7% increase in enjoyment level among the students while learning the foreign language after inclusion of interaction terms. Moreover, these associations of moderator and dependent variables have been explained through plotted moderation graphs.
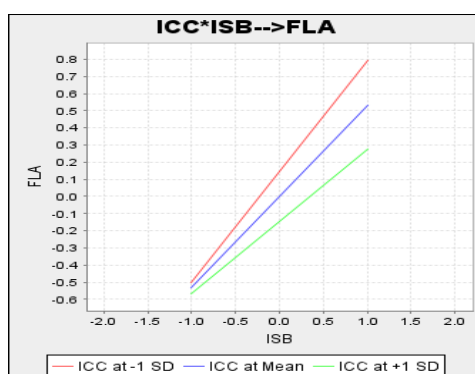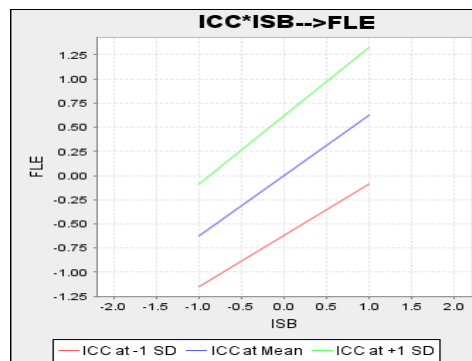

Figure 3: Interaction plots for the interactive effect of intercultural competence and Strategy based instructions.

Figure 3 represents that line labelled for a lower level of intercultural competence has a steeper gradient than the higher level of intercultural competence for the association of strategy-based instructions and foreign language anxiety among the students learning French as a foreign language. This depicts that when intercultural communication interacts with strategy-based instructions, it decreases the students' anxiety level for learning the foreign language as they value intercultural communication and possess the competence to learn languages of different nations to come closer to that nations' culture. Thus, hypothesis 3a is proved by the results.
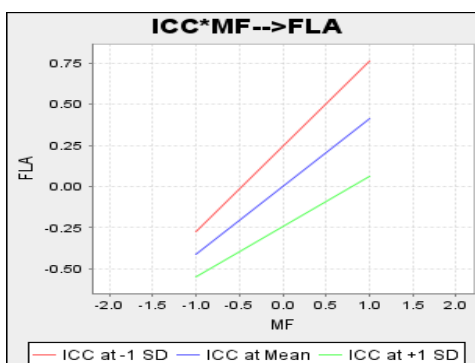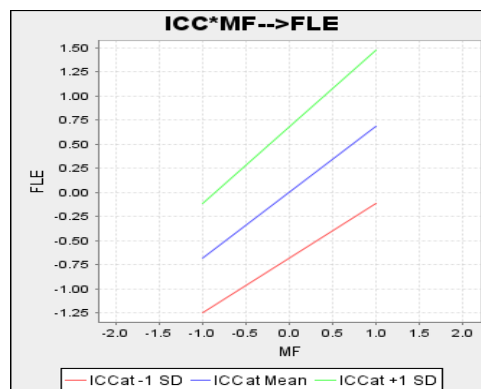

Figure 4: Interaction plots for the interactive effect of intercultural competence and mindfulness.

Figure 4 show that the line labelled for a lower level of intercultural competence has a steeper gradient than the higher level of intercultural competence for the association of mindfulness and foreign language anxiety among the students learning French as a foreign language. This further reflects that those students who are more confident in their decision of learning French as a foreign language and possess intercultural competence suffer less with the anxiety of learning a foreign language. Thus, proving hypothesis 3b as well.

***Figure 5:** Interaction plots for the interactive effect of intercultural competence and strategy based instructions.*

Figure 6 show that the line labelled for a higher level of intercultural competence has a steeper gradient than the lowest level of intercultural competence for the association of strategy based instructions and foreign language enjoyment among the students learning French as a foreign language, which represents that students' level of foreign language enjoyment is positively influenced by the properly planned instructions along with their interest to learn the French language based on an urge of getting close to cultures of different nations while possessing intercultural competence. Thus, hypothesis 4a is also proved.

***Figure 6:** Interaction plots for the interactive effect of intercultural competence and mindfulness*

Figure 6 depicts that the line labelled for a higher level of intercultural competence has a steeper gradient than the lowest level of intercultural competence for the association of mindfulness and foreign language enjoyment among the students learning French as a foreign language, which represents that students with confidence in their learning skills and are more interested in learning different languages and possess more intercultural competence to enjoy learning the French language. These results prove hypothesis 4b. Adding to that, Figure 7 represents the full structural model of the study.

Table 3: *Hypothesis Testing Results*

	Hypotheses	Std. Beta	t-Value	p-values	Findings
H1a	SBI→ FLA	-0.209	4.764	0.000	Supported
H1b	MF→ FLA	-0.225	5.578	0.000	Supported
H2a	SBI→ FLE	0.157	3.477	0.003	Supported
H2b	MF→ FLE	0.202	4.563	0.000	Supported
H3A	ICC*SBI→ FLA	-0.173	4.656	0.000	Supported
H3b	ICC*MF→ FLA	-0.116	3.059	0.007	Supported
H4a	ICC*SBI→ FLE	0.107	2.553	0.011	Supported
H4b	ICC*MF→ FLE	0.132	3.225	0.004	Supported

Where: *SBI =Strategy Based instructions; MF= Mindfulness; ICC= Intercultural Competence; FLA = Foreign Language Anxiety FLE= Foreign Language Enjoyment*
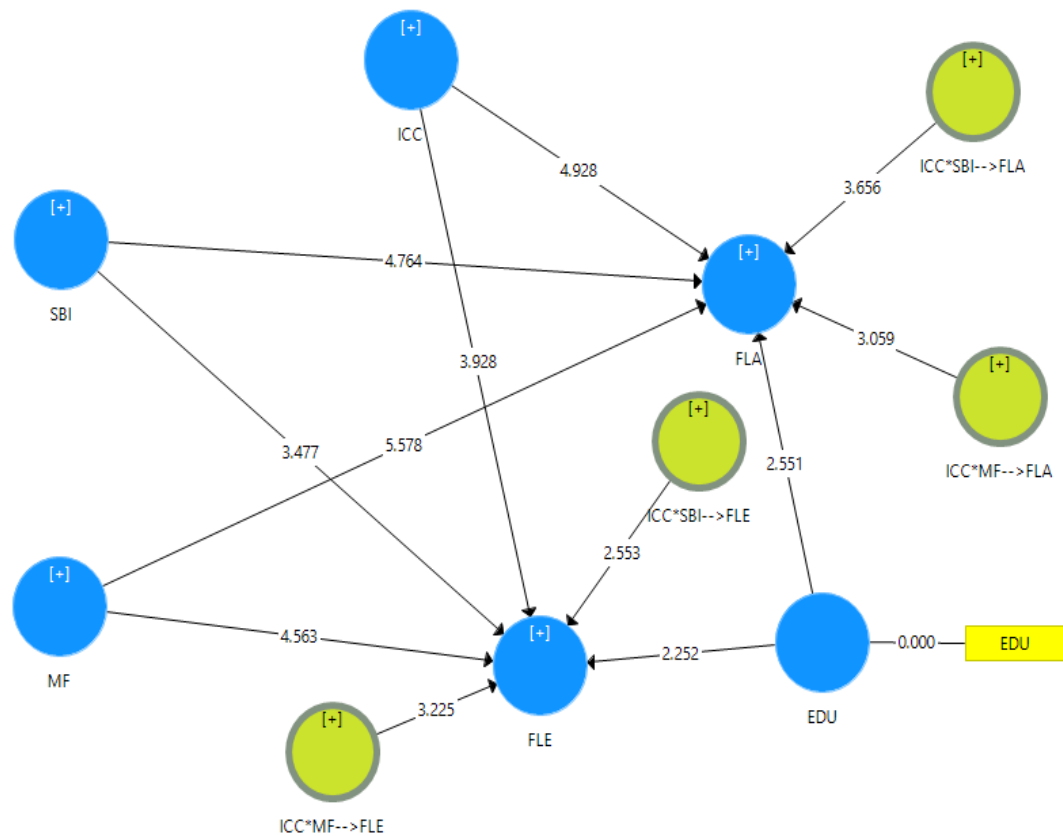
***Figure 7:** Full Structural Model*

Discussion

— *Findings of the Study*

This paper investigated French as a foreign language in Indonesian students studying in major universities across Jakarta, Bandung, and Semarang. The students were investigated how strategy-based instruction and mindfulness helped improve their foreign language enjoyment and decrease foreign language anxiety through the moderating role of intercultural competence. Various departments teach French as a foreign language to help students improve their linguistic abilities, career advancements and increase their international exposure. Moreover, the study results show that intercultural competence aided in increasing foreign language learning enjoyment due to the usage of strategy-based instructions that allowed students to improve their vocabulary, comprehension, and verbal proficiency in French.

Moreover, the results show that strategy-based instructions increase foreign-language enjoyment so that the learner feels excited, happy, and motivated to learn French. At the same time, the results showed that there is a negative association between strategy-based instructions and Foreign language anxiety, which showed that adequate strategies that are targeted at addressing the needs of the students to decrease their stress levels and negative emotions related to learning a foreign language learning (Russell, 2020). Besides, in this study, the authors investigated the respondents' interactive strategies to teach French through students' active participation, which promotes deep and flexible thinking, information literacy, and cooperative learning. This involves hands-on learning activities, the use of different learning aid materials, group instruction, and word walls to facilitate foreign language learning (Lee & Lee, 2021).

In addition, the results of the current study also found that mindfulness helps students reduce their foreign language anxiety and increase their foreign language enjoyment by staying focused and calm during the learning process. These findings are in line with Lou and Noels (2020) results, which depicted that mindfulness helps improve students' academic, social, and emotional learning by creating a comfortable and supportive learning environment. Mindfulness has long been studied to reduce college students' stress and anxiety (Chirkov, 2020). Thus, this study also supported the previous findings related to mindfulness by reflecting that it helps students become proficient language users through openness, less reactivity, and not sensitizing prejudices.

The current study contributed to the literature by investigating the moderating role of intercultural

competence to impact foreign language enjoyment and foreign language anxiety while interacting with mindfulness and strategy-based instruction. Intercultural competence helps increase awareness of the culture and how one relates to it and is perceived by others (Meleady et al., 2020). The students were asked how they reflect on personal identities, think-pair-share in small groups, and incorporate team-building exercise into lesson plans. It is an asset that is an increasingly globalized world, where there is an increased level of interactivity into different cultures and countries that are shaped by various values and traditions (Elahi Shirvan & Talebzadeh, 2018). Moreover, adding to the body of research, the current study results showed that mindfulness interacts positively with intercultural competence by showing cultural sensitivity and openness to learning about foreign cultural norms, traditions, and ethics, resulting in a low level of foreign language anxiety and high level of foreign language enjoyment while learning French as a foreign language. Besides, research reflected that in foreign language learning, cultural sensitivity is highly critical and important as there are various jargons, standards, cultural perspectives (Schwarzenthal et al., 2020). Thus, as suggested by the findings, it can be inferred that learning a foreign language is supported by learning about the target language culture and develop intercultural competence among students for better learning outcomes.

Conclusion

— *Theoretical Contributions*

This study has various theoretical contributions to the literature. The first and major contribution investigates the moderating role of intercultural competence for foreign language enjoyment and foreign language anxiety, which has been least explored in the previous literature. Therefore, future researchers can benefit from this study to understand how intercultural competence plays a vital role in decreasing foreign language anxiety through strategy-based instructions and mindfulness and increasing overall foreign-language enjoyment by building upon interest, excitement, and positive emotions in the learners. Secondly, this study utilizes the sociocultural theory to explain FLE and FLA, whereas previous studies for foreign language learning have usually utilized learning theories such as behavioural, cognitive, social-exchange, and social-pragmatic (Moloney, 2007; Scovel, 1978). The sociocultural theory supports that society contributes to and interaction between individuals and their culture. It supports the broader social, cultural, and historical context of any human activity and perspectives over boundaries between individual and society members. Thus, it will further open up new avenues for future research linking intercultural competence with various antecedents and outcomes of foreign language effectiveness. The third and most important advance of this study was investigating the impact of strategy-based instructions on FLA and FLE, as previous studies focused on learner's motivation and complexity of foreign language learning. Whereas this study suggests that the utilization of strategy-based instructions help increase FLE and reduce FLA through improving learners' abilities to comprehend and communicate in a foreign language. The other major contribution of this study was to investigate the role of mindfulness in reducing FLA and increasing FLE. Mindfulness helps individuals focus their attention on learning to generate positive emotions regarding learning. Finally, this study explored FLA and FLE in a very different context for French learning students to highlight the challenges they face in learning and how to overcome those challenges by utilizing the appropriate strategies, strengthening their cultural competence, staying positive and focused through projecting mindfulness.

— *Practical Implications*

This study has various implications for policymakers and institutes that are teaching various foreign languages to their students. In today's world of globalization, it is highly critical to be equipped with multiple skills; the knowledge of various languages is one of them. It helps learners learn about foreign cultures, principles and norms. Besides, France is a developed country and has a business, trade relations with various Asian countries. Thus, learning French can provide various career opportunities to Indonesian students, helping them take jobs in the tourism sector. This study also highlights how various instructional strategies can help increase foreign language enjoyment and reduce foreign language anxiety among foreign language learners. Therefore, policymakers and teachers can incorporate these strategies to facilitate students learning a foreign language. In turn, this study can help institutes and universities develop strategies that can increase students' comfort level by training them on how to exhibit mindfulness by reacting less and absorbing more. They can first train their teachers and instructors to help create a supportive and peaceful learning environment to increase student's attention span. Also, the instructors can utilize this study to promote intercultural competence in their students to aid in learning a foreign language through storytelling, learning about cultural, festive, and norms. This allows students to develop a deeper understanding of the target language culture and help them associate more personally with their culture. Besides, intercultural competence also ensures that students better understand their own culture and evaluate the difference in foreign culture's prejudices and perspectives. Therefore, the higher the awareness of other cultures, the lower the anxiety associated with uncertainty and bias perceptions.

— *Limitations and Future Directions*

Along with many strengths, the current study has few limitations, which, if addressed in the future, may enhance the impact of current findings on relevant literature. First, the current study is conducted to check the students' anxiety and enjoyment level learning French as a foreign language. In contrast, a comparative study can be conducted to check the predictive differences of anxiety and enjoyment levels among the students learning various foreign languages like English, Spanish, Chinese and Arabic etc. Secondly, the current study analyzed the moderating role of intercultural competence to interact with the strategy-based instructions and mindfulness to decrease foreign language anxiety and increase foreign language enjoyment among students learning French as a foreign language. In contrast, future studies can check the moderating role of students' cognitive and social presences to check how it impacts their anxiety and enjoyment levels while learning foreign languages. Thirdly, this study focused on two outcomes FLA and FLE whereas, future studies can be conducted to check the impact of strategy-based instructions and mindfulness on students' performance and satisfaction level while learning foreign languages. Finally, the current study is established on a quantitative technique for checking the responses of the students. In contrast, future studies may adopt a mixed-method or tri-angular approach in which, along with quantitative analysis, qualitative focus group sessions and interviews can be conducted to explore various factors that motivate or demotivate the students while learning foreign languages.

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