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***Mindfulness in Education: Insights from a Case Study of
EFL University Students Club on Cognitive Abilities and
Emotional Well-Being Development.***

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Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Dedications

This work is dedicated to,

My Mother, a strong and gentle soul who taught me to believe in myself,

My Father, for his sacrifices to make me the person I am today,

My beloved Sister and Brother, for encouraging me,

My dear best friends who always bring the best in me,

I cherish each of you deeply, with all the love my heart can hold,

And all those who are forgotten by my pen but always present in my heart.

FATIMA.Z

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Abstract

The field of education has been always a catalyst for individual growth and societal advancement. However, learners in this era are encountering various challenges, striving to handle complexities such as ; lack of focus in classroom, stress and emotional difficulties that hinder the learning. Thus, for creative solutions, newfangled concept arise that transcend typical methods of learning, namely mindfulness that signifies being aware and attentive of the present moment, and this practice has the potencial to support and nurture learning environment for learners. This study aimed to explore the influence of mindfulness practices within education, on enhancing cognitive capacities and emotional well-being of learners. This research objectives were to examine how such techniques can improve intellectual abilities and emotional well-being, and whether the age, culture, and duration of practicing impact its effectiveness. Besides, an exploratory investigation carried out with EFL students as a part of university clubs, at Abubekr Belkaid University of Tlemcen, using both qualitative and quantitative methods, through an online questionnaire with students and semi-structured interviews with teachers and clubs leaders. The results obtained were analyzed quantitatively and qualitatively, and revealed the significance of inetgrating mindfulness practices in education, and insights of teachers, clubs leaders and learners supported the use of such techniques, highlighting their positive benefits on enhancing cognitive abilities and emotional well-being for all ages and cultures.

Table of Contents

Statement of originality	I
Dedications	II
Acknowledgments	III
Abstract	IV
Table of Contents	IIV
List of Figures	IX
List of Tables	X
List of Acronyms	XI
General Introduction	01
Chapter One: Literature Review	04
1.1.Introduction.	05
1.2.Mindfulness	05
1.2.1.Mindfulness in education.	07
1.3.Mindfulness techniques for learners.	09
1.3.1.Mindful breathing exercises.	10
1.3.2.Body scan meditation.	10
1.3.3.Mindful walking.	11
1.3.4.Mindful listening.	11
1.3.5.Mindful writing.	12
1.3.6.Mindful reflection.	12
1.3.7. Thankfulness through Islamic Practices.	13
1.3.8.Mindfulness-based cognitive therapy (MBCT) for adolescents.	14
1.4.Social benefits of mindfulness practices.	15
1.4.1.Reducing Aggressive Behavior and Bullying.	16

1.4.2.Improved Classroom Relationships and Social Skill.	16
1.4.3.Enhanced Emotional Regulation and Resilience.	16
1.5.Emotional Well-being benefits of mindfulness practices.	17
1.5.1.Stress Reduction and Emotional Regulation.	19
1.5.2.Development of Empathy and Compassion.	20
1.5.3.Building Resilience and Self-Esteem.	20
1.6.Cognitive Abilities benefits of Mindfulness practices.	21
1.6.1.Improved Attention and Focus.	21
1.6.2.Enhanced Memory and Learning Abilities.	22
1.6.3.Increased Creativity and Problem-Solving Skills.	22
1.7.Challenges and considerations in implementing mindfulness practices in education.	23
1.7.1. Challenges in Implementing Mindfulness Practices.	24
1.7.1.1. Lack of Teacher Training and Resources.	24
1.7.1.2. Integration into Existing Curriculum.	24
1.7.1.3. Potential Resistance from Students and Parents.	25
1.7.2. Considerations for Successful Implementation.	26
1.7.2.1. Providing Adequate Teacher Training.	26
1.7.2.2. Creating Supportive School Environment.	26
1.7.2.3. Engaging Students and Parents in the Process.	27
1.8. Conclusion.	27
Chapter Two: Data Analysis and Interpretation	28
2.1. Introduction	29
2.2. Research Design	29
2.3. Sample Population	31

2.4. Instruments of Data Collection	32
2.4.1. Description of The Online Questionnaire	32
2.4.2. Description of The Semi-Structured Interview	33
2.4.2.1. With Teachers	33
2.4.2.2. With Clubs Leaders	34
2.5. Data Analysis procedures	34
2.5.1. Analysis of the Students' Questionnaires	35
2.5.2. Analysis of Clubs Leaders Interviews	45
2.5.3. Analysis of Teachers Interviews	51
2.6. Discussion of the Main Findings	56
2.7. Suggestions and Recommendations	59
2.8. Conclusion	60
General Conclusion	61
Bibliography	63
Appendices	72
Appendix A	73
Appendix B	75
Appendix C	77

List of Figures

Figure.2.1. Gender of participants	36
Figure.2.2. Levels of participants	37
Figure .2.3. Level of familiarity with mindfulness practices	37
Figure.2.4. Interests in learning more about mindfulness practices	39
Figure .2.5. Mindfulness practices affect cognitive abilities and emotional well- being in educational environments	40
Figure.2.6. Suitable age for learning Mindfulness Practices	42
Figure .2.7. Challenges in implementing mindfulness practices in education	43
Figure.2.8. Way of learning new concepts	43
Figure .2.9. Perspectives toward Mindfulness Practices for Self-improvement	45

List of Tables

Table.2.1. Mindfulness Meaning	38
Table.2.2. Mindfulness practices benefit students ; Academically and Personally	41
Table.2.3. Leading or co-leading a mindfulness session within the club	46

List of Acronyms

ADHD : Attention-Deficit/Hyperactivity Disorder	19
EFL : English as a Foreign Language	
MBCT : Mindfulness-Based Cognitive Therapy	14
MBIs : Mindfulness-Based Interventions	20
MBSR : Mindfulness-Based Stress Reduction	21
MindUP : Mindfulness-Based Kindness Program (MindUP)	20
SEL : Social and Emotional Learning	53

General Introduction

General Introduction

In the enormous picture of humans existence, education presents as the fundamental basis that allows nations construct and individuals prosper. It is within the education people spend more than half of their lives, where it shapes the foundation of the character of the individual either will become dependable or fragile. However, traditional teaching techniques frequently concentrate on conveying information to learners without completely addressing the core issues that could hamper the ability to learn, including ; lack of focus in classroom, stress and emotional difficulties that hinder the learning, presence physically and absence mentally. Educational contexts need a comprehensive and effective approach to address the challenges in teaching and find solutions for a better learning experience. In recent years, the concept of mindfulness, has been triggering the interests of researchers about it's usage within academic settings, to change the way we live, work, and learn. It is defined as the deliberate practice of being aware and focused in the present moment. Although mindfulness practices have been shown to have a huge impact on cognitive abilities and emotional well-being, yet still exists an important gap in understanding the every aspect of its impact on learning contexts. It is essential to set out a probe toward the hyperlink between mindfulness and education, since the educators and researchers both work to develop the contexts that promote the growth for all learners, also to determine how it could influence learners emotional well-being and academic performance. Thereby, this research attempts to verify the validity of the latter point in a prolix and systematic way, and aims to investigate the impact of integrating mindfulness in education, on enhancing the cognitive abilities and emotional well-being of learners. Thus, the following research questions are asked :

1. How does the incorporation of mindfulness practices in educational settings impact learners' cognitive abilities?
2. What is the relationship between mindfulness practices and emotional well-being in the context of learner experiences in educational environments?
3. Are there variations in the effectiveness of mindfulness interventions based on factors such as age, culture, or duration of practice?

General Introduction

The above stated questions brought about the formulation of the hypotheses found right below :

1. Mindfulness activities improve thinking skills, including attention, memory, and overall brain function.
2. Practicing mindfulness in learning settings boosts mood, making learners happier and less stressed.
3. The benefits of mindfulness vary based on age, cultural diversity, and practice duration, with longer practice yielding more positive effects.

In fact, accomplishing the previously intended objectives inspires the researcher to design an exploratory case study research dealing with EFL students as a part of university clubs in the Department of English-Faculty of Letters and Languages- at Abubekr Belkaid University located in Tlemcen. This study will collect both qualitative and quantitative data relies on a set of instruments ; An online questionnaire addressed to students also they are active memebrs at university clubs, and the activities within their clubs maybe related to mindfulness practices, also two semi-structured interviews for teachers of English and clubs leaders at the same department.

As a way to ease the flow of this research, the current investigation is splited into two chapters. The first one is devoted to literature review, that offers a theoratical background for the sake of introducing the issue. The investigator will supply some definitions to understand the challenges and benefits of integrating mindfulness techniques in learning contexts, through delving into theoratical basics and empirical evidence for mindfulness in education. On the other hand, the second chapter entails the analysis and interpretations of the gathered data. This part aims to answer the research questions by either agree or disagree the hypotheses identified. Then, wraping up with the discussion of the main results, and rending recommendations to stakeholders and educators to improve the skills of their learners.

Chapter One : Literature Review

1.1. Introduction

This chapter explores the significant impact of mindfulness in education, detailing various techniques and their benefits. It begins with an introduction to mindfulness in educational settings, then describes specific practices for learners, including mindful breathing, body scan meditation, walking, listening, writing, reflection, and thankfulness through Islamic practices. It also covers Mindfulness-Based Cognitive Therapy (MBCT) for adolescents.

This part examines the social benefits of mindfulness, such as reducing aggression, improving classroom relationships, and enhancing emotional regulation and resilience. Emotional well-being benefits include stress reduction, empathy development, and building resilience and self-esteem. Cognitive benefits discussed are improved attention, memory, and creativity. The chapter concludes by addressing the challenges and considerations in implementing mindfulness practices in educational contexts.

1.2. Mindfulness

Over the last years, curiosity rised about the concept of mindfulness, which is defined as : "Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 1994). This definition brings into focus on 4 aspects of mindfulness. The first is that of mindfulness being an attentional process, the second of it being present centered, the third of it being non-judgmental and the fourth to do with acceptance (Williams, 2010). These four aspects of mindfulness are interconnected and completely interdependent. The attention process is the brain's ability to be aware of what it is doing. In order to change something, we must first become aware of it. In order for this phenomenon to exist in nature, the mind can only be aware of what is happening now. Many people have had the experience of becoming aware of something in the past or future that they didn't want to think about. This is a moment of non-acceptance. Acceptance is perhaps the most challenging of the four, as it involves relinquishing control in autopilot mode to achieve a

decentralized mode of existence. This is obviously a major challenge in educational contexts while everyone is striving to do their best. With the goal to boost cognitive and social skills, mindfulness seeks for taking these four elements in every interaction or mental states.

Mindfulness, as defined by Mindful Schools, is an open and curious awareness of one's own thoughts, emotions, body sensations, and environment in the present moment. This practice develops the self-awareness and self-regulation skills necessary for success in a variety of settings, including academic ones. Also, mindfulness is aligned with the principles of social and emotional learning, emphasizing the importance of self-awareness and self-management.

Langer (1990) Argues that "Mindfulness", means consciously recognizing and being open to new experiences, rather than reacting instinctively or depending on prior ideas. Practicing mindfulness may stimulate to enhance creativity, develop decision-making, and an overall sense of well-being according to Lange, also she spotlight the need of tackling life with curiosity and an open mind, rather than being restrained by rigid conceptions or habitual cognitive patterns.

Furthermore, Mindfulness can also help improve physical and mental health. Newberg and Waldman (2012) very simply define mindfulness as the art of creating a new perspective in which an individual lets go of preconceptions and remains fully aware and present. This new perspective can create new ways of thinking and break away from old thought patterns that create automatic emotional responses. Teasdale et al. (2002) found that mindfulness can prevent the recurrence of depression by eliminating dysfunctional thoughts and feelings and reducing negative reactions to stress in depressed patients, thus reducing the incidence of clinical depression. In the last few years, mindfulness receives more focus whether can be conveyed to younger generations, especially within education.

1.2.1. Mindfulness in Education

Mindfulness is a term that has a very distinct meaning in educational concepts. Educators often struggle to fully understand and grasp this abstract concept. Mindfulness is highly crucial in educational settings for diverse reasons.

Recently, education is not only about preparing students for future careers but also for life in a complicated, multicultural, and fast changing global society. People who want to succeed should be open-minded, original and loyal to the cause as well as they must constantly develop their skills through practical engagement. As such, education should aim at nurturing these skills of lifelong learners. It has been stated that mindfulness is one of the most powerful tools that enhances attention quality during learning process by developing present-moment awareness. It goes beyond just being a stress reduction technique as it can help improve learning styles and the overall life quality thereby enhancing educational processes at all levels.

Mindfulness has been a symbol for hope in educational contexts. Moreover, mindfulness is increasingly being recognized for its profound influence on fostering wellness, resilience, and compassion among students, teachers, and the academic community. It is also possible to regard Mindfulness practice as a significant antidote to these ‘mental toxins’ that can greatly improve cognitive and affective processes. Thus, it can lead to better attentional capacities, emotional regulation skills including empathy as well as reduction of impulsive behavior along with anxiety in a single learner. Consequently, deliberate mindfulness practice leads to an improved functioning, sympathetic and less stressful education system for students and teachers alike. In other terms Mindfulness refers to our capacity to increase our ability to remain focused on the present moment which is usually achieved through meditation or other kinds of awareness activities. The latter is now considered one of the best approaches to improving sound mental health without any number of cognitive problems that may arise if not checked.

Integrating mindfulness practices in education will transform the way of cultivating a more compassionate, empathetic and focused learning environment that is geared towards overall well-being, and all-rounded growth. When educators and

students integrate mindfulness in education, they undertake a path to increased emotional control, enhanced focus and attention, augmented creativity and improved problem solving abilities. In today's moving and competitive society students often experience stress and anxiety. That's why it's crucial to introduce mindfulness techniques into the curriculum to help tackle these issues.

Mindfulness practices not only help students manage stress and anxiety, but also promote important social-emotional skills such as self-regulation, empathy, compassion, kindness, and respect for others. Research shows mindfulness meditation can reduce anxiety, improve stress responses, and benefit students in a variety of ways, from reducing classroom distractions to supporting early childhood development to increasing student engagement. By integrating mindfulness practices into education, students can become caring and engaged citizens who can navigate the complexities of the modern world with resilience and empathy.

In education incorporating social emotional learning along, with mindfulness is crucial for fostering positive social and emotional growth. The combination of social emotional learning and mindfulness offers students a way to learn practices like whole body meditation, lovingkindness meditation and gratitude. These activities help students enhance their self awareness manage their emotions better and develop empathy laying a groundwork, for handling emotions and engaging with peers effectively.

Creating supportive environments within educational society is severe to promoting mental health and well-being. This can be realized by providing counseling services, promoting a positive and happiness-oriented culture and encouraging healthy behaviors and practices. Educating students about the importance of seeking professional help for mental health issues is critical to fostering a culture of mental health awareness in schools. Empathy, peer relationships and positive influences play an important role in shaping students' mental health and academic success.

The key to increasing mental health awareness is to encourage students to move beyond self-centeredness and develop the skills to understand and respond to the emotions of others. Effectively channeling energy through physical activities such as

yoga, meditation, or breathing exercises can not only reduce stress and improve mood, but also improve academic performance. By integrating mindfulness practices into physical education classes or extracurricular activities, schools give students the tools to manage stress, improve mental health and overall well-being.

Mindfulness practices in education represents a paradigm shift aimed at creating a nurturing, compassionate, and mindful learning environment that supports the holistic development of students. By embracing mindfulness, educators and students embark on a journey of self-discovery, emotional restoration, and compassionate interaction, laying the foundation for a smarter, more empathetic generation.

1.3. Mindfulness Techniques for learners

Mindfulness practices have existed for thousands of years, but only recently they have been introduced. They are often designed to cultivate self-awareness, efficiency, and provide a psychologically healthy environment. Mindfulness practices involve learning to focus attention on moment-by-moment experiences and are engaged in, not with the ultimate goal of improved cognitive and performance (Shapiro et al 2011, p.141). There are several different types of mindful practices, but the majority of them include some form of meditation. Techniques matter because they open up an individual's inner access to consciousness, and some of them have the potential of surfacing psychodynamic material that may compromise a participants' cognitive, emotional, and relational equilibrium (Germer 2005: 7). To increase clearer, calmer mechanisms for dealing with stress and negative impacts, students and teachers will intuitively define the types of practices that best benefit their learning. Mindfulness exercise is a method of developing cognitive function through training. Many concentration practices are a process of habituation to bring about a specific state of mind. Thus, students can "train" their minds to promote specific cognitive functions at specific times of the day. Given the interest in improving students' cognitive abilities, it is worth emphasizing the effects and possibilities of mindfulness.

Mindfulness practices has been demonstrated to provide various benefits to people of all ages. In education, they include a number of approaches such as mindful

breathing, meditative practices and physical activities meant to enhance students' attention, emotional control, and general mental health. With a growing emphasis on a balanced approach to education, educators and researchers are looking into the potential of mindfulness to help students flourish in both academic and personal realms.

1.3.1. Mindful breathing exercises

A frequent method that focuses on the breath. Students are instructed to focus on their breath as it comes in and out, bringing their consciousness to the present moment. Mindful breathing techniques assist pupils improve concentration and reduce tension and anxiety by focusing their attention on the present moment. Napoli et al (2005) did a research showed that mindfulness-based breathing exercises decreased anxiety and enhanced attention in primary school students. They Develop a positive mentality for successful learning and academic accomplishment. For example, students might practice mindful breathing techniques before beginning college or before tests to increase tranquility and mental clarity, so enhancing their capacity to focus and retain knowledge.

Furthermore, frequent mindful breathing can help students become more aware of their internal states and notice indicators of tension or distraction when studying, allowing them to adopt relaxation techniques to retain focus. Research indicates that incorporating mindful breathing methods into educational environments might increase student well-being, academic engagement, and overall learning results.

1.3.2. Body Scan Meditation

As an instance, in a body scan meditation, students consciously focus their attention on various areas of their bodies, observing sensations without judgment. Body scan meditations increase self-awareness and relaxation by helping students to notice and release tension in their body. Bögels et al (2008) did an experiment, where they found that body scan meditations lowered anxiety and enhanced concentration in teenagers.

Students may reduce physical stress and promote relaxation by using it during study breaks, increasing comfort and ease over long periods of academic work. Thus, taking a few minutes to focus on all parts of the body can relieve discomfort and replenish students' energy levels, allowing them to return to their studies with renewed focus and enthusiasm. Furthermore, body scan meditation promotes a feeling of embodiment and present-moment awareness, allowing students to connect more profoundly with their bodies and brains, potentially enhancing general cognitive function and academic achievement. Incorporating body scan mindfulness into educational environments can help to establish an enjoyable learning atmosphere which fosters students' overall well-being and academic performance.

1.3.3. Mindful Walking

Mindful walking is walking slowly and deliberately, concentrating on each step and the feelings sensed while walking. It boosts present-moment awareness and can be used to strengthen cognition and minimize stress.

Schutte and Malouff (2011) carried out a study revealed that mindful walking interventions expanded mood and reduced negative affect among college students.

This practice enhances students' mental clarity and attentiveness, which will allow them to absorb and retain knowledge more effectively during study sessions. For example, integrating thoughtful walks between courses or study sessions provides students with a little reprieve from academic activities, allowing them to recharge and renew their brains. This technique can enhance cognitive performance and productivity. In addition, it allows students to connect with their environment and create a sense of being in the present moment. This encourages creativity and the capacity to examine alternative viewpoints. Studies show that incorporating mindful walking into educational contexts might improve students' well-being, academic engagement, and overall learning outcomes.

1.3.4. Mindful Listening

Mindful listening may demonstrate students' by specializing their attention on the numerous noises around them without assessment or analysis. It strengthens auditory awareness, attentiveness, and empathy, leading to superior communication

and interpersonal skills. In a study by Shapiro, Brown, and Astin (2008), they observed that attentive listening can help reduce stress and improve emotional regulation.

Students who pay close attention during lectures, group discussions, or study sessions can develop their communication skills and expand their grasp of course material by actively engaging with the thoughts and opinions of others. When students pay attention to the intricacies of spoken language and noises, they can have a better understanding of different points of view, as well as empathy and compassion for their classmates. Also, attentive listening fosters a sense of connection and cooperation in educational settings, resulting in a supportive learning atmosphere that encourages academic success and personal development. Research indicates that introducing attentive listening methods into the classroom might increase students' academic engagement, communication skills, and general well-being.

1.3.5. Mindful writing

Mindful writing, or tackling creative endeavors with present-moment awareness and purpose, has significant benefits for students' academic experiences and writing skills. Including these activities into their writing process, students may develop a more powerful link to their ideas and emotions, allowing them to express themselves more effectively on paper. For example, students might minimize worry and self-doubt by practicing mindfulness techniques such as deep breathing or body scan meditation before to writing, allowing their creativity and ideas to flow more freely. As well, mindful writing helps students to slow down and focus on the nuances of their work, resulting in improved clarity, coherence, and organization.

Brown and Ryan (2003) found that incorporating mindful writing activities into educational settings can help students strengthen their writing skills, critical thinking abilities, and overall academic achievement.

1.3.6. Mindful reflection

Mindful reflection, an activity that requires reflecting on one's ideas, feelings, and experiences with curiosity and nonjudgment, has several benefits for students'

academic and personal development. By adding mindful reflection endeavors into their daily routines, students may gain a better knowledge of themselves and their learning processes, which can assist them create academic objectives and strategies. For instance, students should set aside time at the end of each day or week for thoughtful reflection, during which they can journal about their academic accomplishments, problems, and opportunities for improvement. For example, students should set aside time at the end of each day or week for thoughtful reflection, during which they can journal about their academic accomplishments, problems, and opportunities for improvement. This technique allows students to obtain insights into their own strengths and imperfections allowing them to make more informed decisions about their learning priorities and rituals. Likewise, attentive reflection cultivates a sense of thankfulness and appreciation for the learning possibilities offered to youths. In this regard, students may reflect on moments of achievement, encouragement from classmates or professors, or lessons obtained from disappointments, resulting in a more positive attitude toward academic learning and personal growth. Shapiro et al. (2006) discovered that incorporating mindful reflection methods into educational settings can help students develop self-awareness, resilience, and general well-being.

1.3.7. Thankfulness through Islamic Practices

Ahmed (2009) explored the extensive psychological benefits of appreciation, as stressed in Islamic traditions. Gratitude (shukr) in Islam entails both verbal and tangible expressions of gratitude for God's favors. This practice is profoundly rooted in the Quran and Hadith, encouraging emotional well-being, optimism, and resilience. Individuals who show appreciation on a daily basis via prayers and charitable deeds might change their emphasis to good parts of their lives, minimizing negative feelings and stress. This optimistic outlook indirectly contributes to improved academic achievement by encouraging a healthier, more balanced approach to life and learning. Ahmed's research demonstrates how including appreciation practices, such as maintaining a thankfulness notebook, can lead to a more rewarding and effective academic experience for students.

1.3.8. Mindfulness-based cognitive therapy (MBCT) for adolescents

For instance, Adolescents may enroll in a mindfulness-based cognitive therapy program customized for their age group, which integrates mindfulness exercises with cognitive behavioral strategies. MBCT for teenagers targets symptoms of depression, anxiety, and stress, teaching them how to successfully control negative thoughts and emotions.

According to Biegel et al. (2009), MBCT effectively decreased depressed and anxiety symptoms while also improving well-being in adolescents.

Furthermore, by integrating MBCT in educational environments, schools can better equip teenagers to handle the obstacles of adolescence. The benefits of MBCT go beyond symptom reduction, as indicated by improvements in emotional control, interpersonal interactions, and intellectual resilience. Adolescents who participate in MBCT programs report more self-awareness, empathy, and enhanced coping methods for dealing with academic expectations. These findings highlight the need of incorporating evidence-based mindfulness therapies into adolescent mental health efforts in order to increase overall well-being and academic performance.

Incorporating mindfulness techniques into your daily life through practices such as mindful breathing, walking, meditation and so on. Can significantly improve cognitive performance, improve emotional regulation, improve overall mental health, and increase cognitive resilience. It is a valuable tool for growth.

Practicing mindfulness can provide a variety of benefits across all social, cognitive, and emotional domains. On a social level, mindfulness promotes empathy and compassion by encouraging individuals to express their own and others' feelings. This increased awareness of emotions leads to deeper connection and understanding in social interactions and increases relationship satisfaction and intimacy. Additionally, mindfulness improves communication skills by promoting active listening and non-judgmental awareness, allowing for clearer expression and meaningful interactions with others. From a cognitive perspective, mindfulness improves attention, concentration, and memory through practices that train the brain to

be present and alert. This improves cognitive performance, academic success, and problem-solving skills.

1.4. Social Benefits of Mindfulness Practices

Mindfulness practice is receiving increasing attention not only because of its profound impact on personal well-being, but also because of its profound social benefits. Mindfulness transcends personal peace and offers rich benefits that extend into the social realm: it promotes healthier relationships, fosters compassionate community, and increases collective resilience.

Furthuremore, Mindfulness education is very important in today's society because of the social benefits it brings to young people. This is especially true given the high levels of stress and anxiety experienced by young people, especially in competitive school environments.

1.4.1. Reducing Aggressive Behavior and Bullying

Mindfulness in education goes beyond just paying attention; it emphasizes paying attention with an open, curious and flexible mind. It's about learning to observe your thoughts, feelings, and behaviors without passing judgment while encouraging self-compassion. Self-judgment, self-criticism, and harsh self-evaluation are common among adolescents and are common problems that lead to stress and depression. Acquired mindfulness skills can help young people address and change these negative and self-destructive thought and emotional patterns.

In addition, Mindfulness activities have been tied to lower levels of bullying and aggressive conduct among students. Mindfulness therapies help students regulate their emotions and respond to difficult situations with compassion and empathy, resulting in a more respected and inclusive school climate. Zenner, Herrnleben-Kurz, and Walach (2014) discovered that mindfulness-based interventions in schools were associated with decreased aggressive conduct and victimization among young people.

Zoogman et al. (2015) worked on a meta-analysis focused on mindfulness therapies for youth and mixed findings from various studies to decide how effective

mindfulness is in reducing aggression and bullying behavior. Researchers observed that mindfulness treatment options were related with significant decreases in violent behaviors and abuse among teens, and that the findings indicate that mindfulness techniques can help to create a healthier and more respectful educational atmosphere by confronting violence and recklessness.

1.4.2. Improved Classroom Relationships and Social Skill

Mindfulness in education plays a crucial role for forming and maintaining friendships, as well as establishing positive relationships with teachers and other adults, it has been identified to improve students' classroom interactions and social skills, and promotes attributes such as empathy, compassion, and nonjudgmental awareness, which help students build excellent interpersonal relationships and communication skills. According to Jennings and Greenberg (2009), students who were involved in a mindfulness-based program strengthened their social skills, including empathy and perspective-taking, leading to a more positive classroom atmosphere.

Moreover, Schonert-Reichl, et al. (2015) made an experiment evaluated how a mindfulness-based curriculum affected elementary school children's cognitive and social-emotional development. The curriculum included easy mindfulness techniques interwoven into the school day. The study discovered that students who participated in the mindfulness program had noticeable improvements in social skills such as empathy, perspective-taking, and cooperation when compared to the control group. It indicates that engaging in mindfulness in education can improve classroom connections and social skills in young youths.

1.4.3. Enhanced Emotional Regulation and Resilience

Mindfulness sessions at educational institutions assist young people establish emotional regulation skills and resilience, which are vital for navigating academic and social problems. Students learn how to successfully manage stress and adversity by

developing current-moment awareness and non-reactivity to challenging emotions. An investigation by Napoli, Krech, and Holley (2005) reported that mindfulness training in education benefited students' emotional control and resilience, resulting in better mental health outcomes.

An examination was conducted by Black et al (2009) on sitting-meditation remedies for youths, notably mindfulness-based programs, for evaluation of how well they worked in fostering emotional regulation and resilience. Researchers reported that mindfulness therapies promoted emotional regulation abilities and reduced symptoms of anxiety and despair in young individuals. Such courses teach students mindfulness skills for controlling their emotions and stress, allowing them to develop resilience and interact more effectively with academic and social problems.

Consequently, mindfulness can be viewed as a preventive measure, empowering young individuals to protect themselves from becoming consumed by thoughts or reactive emotions, preventing them from engaging in actions or utterances that may harm themselves and others.

1.5. Emotional well being benefits of mindfulness practices

Circumstances for children and adolescents have changed significantly over the last two decades, creating new challenges for their emotional well-being. The wars, and the natural disasters of the early 21st century have resulted in heightened fear, insecurity, and anger in societies around the world. Rapid changes in economics, demographics, and family structure have increased stress and uncertainty for many. At the same time, the advances in research on prevention and health promotion have provided a new optimism that emotional well-being can be enhanced and protected. This has led to a growing movement to bring prevention principles and programs into schools, an important arena for efforts to enhance public health. Teachers tend to see emotion as a disruptive influence that they must discipline to eliminate. However, now it is understandable that emotions are integral to learning, and that it is a great mistake to try and leave them at the schoolhouse door. By recognizing and addressing the emotions of students, many classroom behavior

problems can be resolved and the development of more serious psychological difficulties can be prevented.

It is agreed that well-being is a construct and is primarily and usually concerned with the quality of a person's life. Central to this way of thinking about well-being is the absence of mental illness. Emotional and mental health are important factors in a person's overall health. That's why recently Teachers are interested in students' well-being as it has been observed that serious mental health problems are increasingly being displayed among students. . In the past decade, various reports and government papers have expressed concerns about rates of certain emotional and behavioral problems among young people in Britain. With anxiety and depression being the most frequent psychological issues among students, and conduct disorders and ADHD (Attention-Deficit/Hyperactivity Disorder) also significant problems. It has been reported that one in ten children and adolescents have a diagnosable mental health problem, and 25% of young people show signs of mental illness. Any form of emotional disorder can be a hindrance to learning. An analysis of emotional disorders occurring among young people demonstrated a clear link with low attainment. In a more general sense, it is a desired outcome of education to enable children to become autonomous and competent adults who are able to contribute to society. This can also be referred to as the mental health continuum.

Furthermore, Students' emotional well-being is related to a number of characteristics thought to influence students' learning and personal performance in school. These are students' cognitive processing and overall academic performance; their behavior toward teachers and other students and their ability to establish and maintain close relationships with others; and finally, their mental health and overall satisfaction with life. For example, in a recent systematic review of positive psychological interventions in schools, Waters (2011) identified and reviewed 40 unique studies aimed at increasing the well-being of children and adolescents. They found that these efforts had the potential to boost students' happiness, optimism, and overall satisfaction with life. When they analyzed all the data together, they found that these programs had a decent impact on making students feel more satisfied with their

lives. They also found that these programs had small but positive effects on making students feel happier and reducing their feelings of being sad or upset. These results support what teachers already believed: when students feel better about themselves, it can help them to foster their emotional well being.

1.5.1. Stress Reduction and Emotional Regulation

Renshaw and Cook (2018) conducted a study that examined the impact of mindfulness-based interventions in schools on students' stress levels. The study involved implementing an MBI curriculum for students in grades 5 to 8 and measuring their stress levels before and after the intervention. Results showed significant reductions in perceived stress among participating students, suggesting that MBI may be an effective method of reducing stress among school-aged children. In addition, students reported improvements in emotion control, such as: Heightened ability to cope with difficult emotions and reduced reactivity to stressors.

Furthermore, Mindfulness activities can increase awareness of thoughts, emotions and body sensations, allowing people to cope with stress more effectively. Students who regularly practice mindfulness learn to identify stress triggers and use adaptive coping strategies, such as deep breathing or focused relaxation. Zenner et al. (2014) carried out a meta-analysis of fifteen trials that looked at how mindfulness-based interventions (MBIs) affected teenagers' ability to manage stress. According to a meta-analysis, MBI dramatically lowered children's and teenagers' stress levels in a range of contexts, including classrooms. The goal of these interventions is to help students learn how to successfully manage stress and control emotions. Common mindfulness activities include breath awareness, body scans, and mindful movements.

1.5.2. Development of Empathy and Compassion

Oberle et al. (2016) investigated the impact of a mindfulness-based kindness program (MindUP) on elementary school children's social and emotional competencies. Students that participated in the MindUP program exhibited significant improvements in empathy and compassion when compared to the control group. Students

demonstrated improved perspective-taking ability, prosocial behavior, and emotional understanding towards others.

Schoenaert-Reicher et al. (2015) conducted a longitudinal study to examine the long-term effects of MindUP, a school-based mindfulness program, on children's social and emotional development. The study monitored students for three years and found that students in the MindUP program showed consistent improvements in empathy and compassion compared to students in a control group. MindUP's classes include techniques such as loving-kindness meditation and perspective-taking exercises to promote empathy and compassion for oneself and others, and helps to create a supportive school climate.

1.5.3. Building Resilience and Self-Esteem

Zoogman et al. (2015) evaluated how a school-based mindfulness intervention affected teenagers' resilience and self-esteem. The intervention consisted of an eight-week mindfulness training conducted in a high school environment. The results showed that students' resilience and self-esteem improved significantly following the session. Students reported improved emotional resilience, higher self-confidence, and a more positive self-image.

Johnson et al. (2016) undertook a randomized controlled experiment to look at how a mindfulness-based stress reduction (MBSR) program affected adolescents' resilience and self-esteem. According to the findings of the research, those that finished the MBSR program had significantly higher levels of optimism and self-worth than the control group. Mindfulness techniques such as body scan, sitting yoga, and mindful movement assisted students in developing resilience abilities by improving their ability to successfully manage with stress and adversity.

Mindfulness practices teach students to face barriers with increased resilience, adaptability, and confidence. Students acquire greater optimism about themselves and self-esteem as they become more conscious of their thoughts and feelings without judgment. Mindfulness also teaches students to understand their intrinsic worth and value, instilling a sense of empowerment and self-confidence in their capacities to overcome challenges and prosper in all facets of their lives.

1.6. Cognitive abilities benefits of mindfulness practices

Thinking of education, is often the focus on developing skills in literacy, numeracy, and science, but often the development of cognitive abilities and emotional well-being are left behind. Cognitive ability is the capacity to perform higher mental processes of thinking, knowing, remembering, and problem-solving. Emotional well-being is the balance in life, the capacity to manage experiences and actions without feeling stressed or overwhelmed. Cognitive skills are believed to be essential to success at school as well as in lifelong learning, they are also an important link to academic achievement, thus, schools would want to provide the best opportunities for students to develop and improve these skills. The fact that these skills are malleable has led to various interventions in attempts to improve cognitive skills with a recent emphasis towards mindfulness practice. This includes certain meditation techniques, yoga, or just general activities practiced with awareness.

It is suggested that mindfulness practice has the capacity to enhance cognitive and emotional abilities which in turn can lead to improved attention and focus, enhanced memory and learning abilities, and increased creativity and problem-solving skills :

1.6.1. Improved Attention and Focus

Mindfulness practices encourage students to develop present-moment awareness, which can improve their ability to maintain focus and resist distractions. Through mindfulness practices such as focused breathing or mindful listening, students can learn to bring their attention back to the task at hand when their minds wander. This increase in attentional control not only benefits academic performance but also helps improve classroom behavior and interpersonal relationships.

Dunning et al. (2019) conducted a meta analysis titled : "Attentional control mediates the effect of mindfulness on anxiety and depression", provided evidence supporting the claim that mindfulness interventions significantly enhance attentional control, which is essential for maintaining concentration and focus.

In addition, Jha et al. (2007) Carried out a study titled "Mindfulness Training Modifies Subsystems of Attention" investigated the impact of mindfulness training on attentional processes. The study found that participants who underwent mindfulness training showed improvements in attentional performance compared to controls. This suggests that mindfulness can indeed enhance attention and focus.

1.6.2. Enhanced Memory and Learning Abilities

Mrazek et al. (2013) conducted a study about "Mindfulness Training Improves Working Memory Capacity and the graduate record examination Performance While Reducing Mind Wandering" , and they found that participants who underwent mindfulness training showed improvements in working memory capacity compared to those in the control group. This improvement in working memory capacity can lead to enhanced learning abilities and better retention of information.

Moreover, Moberly and Watkins (2008) Executed research titled "Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse" and examined the effects of mindfulness-based cognitive therapy (MBCT) on memory function. They found that memory performance improved in participants who received MBCT compared to a control group. It means that mindfulness intervention can improve memory and learning abilities.

1.6.3. Increased Creativity and Problem-Solving Skills

Colzato et al. (2012) have an article, titled "Improving creativity performance by short-term meditation" presents, the positive impact of mindfulness on creativity. They noticed that participants who engaged in a brief mindfulness meditation session excelled on tasks measuring creative thinking compared to those who did not meditate. It indicates that mindfulness practices can enhance creative thinking and problem-solving skills.

Also, Ostafin et al. (2006) undertook investigation into the beneficial effects of loving-kindness meditation on creativity in their paper "An open hearts builds lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources." Researchers demonstrated those who were involved loving-

kindness meditation outscored control groups in terms of creative thinking. This shows that mindfulness activities, like loving-kindness meditation, can enhance creativity and problem-solving abilities.

Furthuremore, educators and researchers are increasingly interested in how mindfulness practices affect students' cognitive abilities. Cognitive outcomes refer to our brain's ability to process information, ultimately affecting how we learn, remember and perform tasks. These skills can be divided into different categories as described in Bloom's Taxonomy and Weiss Model.

Bloom's taxonomy classifies cognitive abilities into levels such as understanding, applying, analyzing, synthesizing, and evaluating information. Weiss' model, on the other hand, developed by psychologist Maureen Weiss, the program focuses on social skills, psychological well-being, and physical competence in the context of youth growth through sports and physical activities. Important learning skills such as encoding (how we initially process information), retention (how we remember it), and retrieval (how we later remember it). Other important learning skills include organization, comprehension, generalization and problem solving. These different classifications highlight the complexity of cognitive skills, which are often interconnected during the learning process.

By integrating mindfulness practices into curriculum and classroom activities, educators can support students' cognitive development and enhance their academic performance.

1.7. Challenges and Considerations in Implementing Mindfulness Practices in Education

Implementing mindfulness practices in education, has gained recognition as a possible approach to enhance students' well-being and academic performance. However, like any educational initiative, it has its own set of challenges and considerations. This section explores the hurdles educators may experince when

integrating mindfulness practices into educational contexts, as well as the key factors to consider for successful implementation.

1.7.1. Challenges in Implementing Mindfulness Practices

A number of obstacles must be overcome by educators when implementing mindfulness techniques in learning environments. Some of these difficulties include the incorporation of mindfulness into current syllabuses, possible opposition from parents and students, and a lack of resources and training for teachers. In order to foster an atmosphere where mindfulness may flourish and successfully assist students, it is vital that these barriers are overcome.

1.7.1.1. Lack of Teacher Training and Resources

Many teachers may not receive adequate training in mindfulness techniques during their in-service training. Regardless, Without sufficient training, teachers may struggle to safely and successfully incorporate mindfulness activities in their classrooms. Therefore, This may result in variations in practice and a lack of comprehension among learners. Further, restricted resources such as classroom materials, training programs, and continuous teacher support may have an influence on instructors' capacity to incorporate mindfulness into their teaching. Jennings (2015) illustrates that without proper training, teachers may struggle to effectively implement mindfulness practices in the classroom, leading to potential inconsistencies and misunderstandings of the techniques.

In addition, Schonert-Reichl (2017) mentions that teacher training in mindfulness is essential for successful implementation in schools. It is not enough to simply introduce mindfulness practices; educators need ongoing support and resources to develop their own mindfulness skills and effectively integrate them into their teaching. which indicates, Mindfulness practices require specific skills and understanding to implement effectively.

1.7.1.2. Integration into Existing Curriculum

Figuring out suitable chances to include mindfulness across topics and different levels necessitates careful preparation and collaboration between teachers and

educational experts. Hence, Incorporating mindfulness into an already comprehensive curriculum might be challenging. Educators can be opposed to mindfulness activities in education because they see them as additional tasks or a distraction from academic education. Davidson & Begley (2012) indicate that successful integration of mindfulness into the curriculum requires careful planning and collaboration among teachers, administrators, and curriculum specialists. It's important to identify opportunities for incorporating mindfulness across subjects and grade levels to ensure continuity and sustainability.

Additionally, Jennings & Greenberg (2009) suggest that integrating mindfulness into existing curriculum can be challenging due to time constraints and competing academic priorities. Schools must find creative ways to seamlessly incorporate mindfulness practices into daily routines without sacrificing instructional time. So, Successful integration entails recognizing existing gaps or natural entry points into the curriculum and customizing mindfulness practices to fit educational goals. This strategy ensures that mindfulness is integrated into the learning process rather than as a separate activity.

1.7.1.3. Potential Resistance from Students and Parents

The misunderstandings, cultural differences, and concerns about religious influence may be reasons for resistance to mindfulness practices. Some children and parents may view mindfulness as a religious practice or question its effectiveness. Addressing these issues requires open communication and education about the evidence-based benefits of mindfulness for mental health and well-being. Greenberg et al. (2003) indicate that resistance from students and parents may arise due to misconceptions about mindfulness or concerns about religious or cultural implications. Schools must address these concerns through transparent communication and education about the benefits and evidence-based nature of mindfulness practices.

As well, Shapiro & Carlson (2017) pointed out that to overcome resistance, schools should involve students and parents in the decision-making process and provide opportunities for them to learn about and experience mindfulness firsthand. Building a sense of ownership and understanding can help foster acceptance and

support for mindfulness initiatives. Thus, Involve students and parents in the decision-making process and give them the opportunity to know about the importance of mindfulness. By promoting understanding and dispelling misconceptions, schools can create a supportive environment that fosters the successful implementation of mindfulness practices.

1.7.2. Considerations for Successful Implementation

There are certain considerations to take into account in order to successfully incorporate mindfulness techniques into the classroom. Important elements include the supply of sufficient teacher preparation, the establishment of a learning environment that supports mindfulness, and the active involvement of parents and students in the process. Educators may provide a foundation for a long-lasting and significant mindfulness practice adoption within classrooms by focusing to these considerations.

1.7.2.1. Providing Adequate Teacher Training

To address the lack of educator preparation, teachers should get rich mindfulness training. The program is intended to give instructors with the necessary abilities required for successfully incorporating mindfulness in the educational setting. Roeser et al (2013) emphasize the value of mindfulness training for educators, both for their own personal well-being and for successfully implementing mindfulness techniques in the learning environment. They emphasize how crucial it is to give educators continual support and opportunities for professional growth in order for them to successfully implement these strategies in classrooms. So, without adequate preparation, instructors might be unable to properly introduce mindfulness into their teaching or may unintentionally lead students astray.

1.7.2.2. Creating Supportive School Environment

To effectively implement mindfulness techniques, it is important to foster a supportive educational environment. Educational institutions need to build a culture that promotes mindfulness and provide the necessary materials to foster its practice. Jennings & Greenberg (2009) recommend that A supportive school environment is

essential for the successful integration of mindfulness practices. Schools should cultivate a culture that values well-being and prioritizes the mental health of students and staff.

1.7.2.3. Engaging Students and Parents in the Process

The key to overcoming resistance and ensuring successful implementation of these practices, is involving students and parents in the mindfulness integration process. Greenberg et al (2003) Proposed that Engaging students and parents in the implementation process is critical for building buy-in and overcoming resistance.

Thus, it would be better to Involve them into mindfulness-related talks and excercises that promotes understanding and acceptance.

1.8. Conclusion

In this first part, the researcher endeavors to provide and lay reliable understanding of mindfulness in educational contexts. This theoratical section supplies comprehensive overview, starting by introduction to the concepts applicable to education, then detailing about adequate mindfulness techniques for learners. By investigating the social, cognitive and emotional benefits of mindfulness practices, and covering the potential impact on learners academic performance and emotional well-being. Furthur, addressing some challenges and consederations on integrating mindfulness practices in learning envirenment. The overall goal is to set thorough comprehension for readers and lay the foundation for further research investigation and discussion.

Regarding the next chapter, presents a practical path to explore the impact of incorporating mindfulness practices in education on enhancing cognitive abilities and fostering emotional well-being of learners. The investigator will analyze and interpret the insights of the participants, through the use of two research tools about the studied issue.

CHAPTER TWO

DATA ANALYSIS

&

INTERPRETATION

2.1. Introduction

This chapter shed lights on the methods used in gathering the data analysis and interpretation of the results. Through the use of a definite set of instruments, namely a questionnaire with students and interviews with teachers, and two leaders of clubs in The department of English, University of Tlemcen. This second part attempts to answer the research questions and validate the hypotheses laid out at the initial stage of the investigation.

In addition, in this part will spare no effort to explain the instruments which lend a hand to presenting this study work, without neglecting the sample population studied of this investigating work, and clarifies all about the procedures used to analyse data. Lastly, The study concludes with interpretation and discussion of the main findings along with suggestions for further consideration.

2.2. Research Design

According to Creswell (2014) research design is the blueprint for conducting a study, outlining the methods and procedures to be used for collecting and analyzing data. This study included a mixed methods approach using two different research tools to collect comprehensive data. These instruments included a questionnaire shared to student who are also active members of clubs, and semi-structured interviews conducted with teachers and leaders of the clubs within the English Department at Tlemcen University. The data were gathered from various sources for the exploratory and case study-based research that was carried out with EFL (English as a Foreign Language) students who are part of university clubs, in order to validate the proposed hypotheses.

First of all, this investigation aimed to obtain quantitative data on that perception, through an online questionnaire sent to participants via social media platforms to capture their perspectives on mindfulness practices, on enhancing the cognitive abilities, and emotional well-being of the learner. The questionnaire was designed to explore the students valuable insight into their overall health, cognitive

abilities, and attitudes toward mindfulness, even if they have never participated in a mindfulness practice before. In all, this research aimed to provide a comprehensive overview of student well-being and willingness to mindfulness interventions, Setting the floor for future research and the development of tailored interventions to support student mental health and academic success.

Second of all, semi-structured interview provided to gather qualitative insights from educators, as key stakeholders in the educational process, they offer significant insights regarding the overall learning environment and students experience in the classroom. As well as, an opportunity to delve deeply their ideas on the possible benefits and challenges of adding mindfulness techniques into the curriculum, and their observations of students behavior and academic achievements. By tapping into their expertise to uncover how mindfulness techniques could be integrated into the curriculum to support students' cognitive abilities and emotional well-being, ultimately contributing to a more comprehensive understanding of the research topic.

At the same time, another semi-structured interview was done with two clubs leaders. During the interviews, they were invited to share their perspectives and experiences in the clubs, including their observations of students well-being, factors contributing to students success, and their thoughts on the integration of mindfulness practices within their clubs and the educational context. While the clubs themselves may not have had a primary focus on mindfulness, leaders were asked to reflect on any observations or experiences related to mindfulness activities or practices within their clubs. In addition, Clubs leaders' perspectives provide insightful data about students' preferences and interests, which helps shape the creation of upcoming initiatives and programs that support students' academic achievement and overall well-being. Also, help the researcher to improve the understanding of the potential benefits of mindfulness practices in academic settings and suggest future lines of inquiry for both practice and research.

This mixed methods approach allows, to triangulate results, validate results, and provide a comprehensive examination of the effects of mindfulness practices on student well-being and cognitive development in the context of education.

2.3. Sample Population

Select population sampling is a requirement for every investigation endeavors. Bryman (2015) stated that sampling is a crucial stage in the research process. The sample must be chosen in such a way that it accurately represents the population being studied. Failure to do so can lead to biased or unreliable results. A sample ought to demonstrate features such as representativeness, generalizability, and homogeneity, as stated above.

2.3.1. Students (clubs members)

In the current research the selection of participants were from Department of English, University of Tlemcen. The questionnaire was addressed to 40 students , also they are active members in University clubs , where this type of practices are considered important in clubs activities , they may be aware of the exercises , also students are from various levels in Department of English from ; Licence1 to Master2 . Their ages varied from 19 to 23 years old. This diversity in the population sample is crucial for understanding how various students' levels perceive or respond to this research topic. The questionnaire contained 16 questions that aim to see the opinions of students how they see the integration of mindfulness practices in education going to enhance students' ; social skills , emotional well-being and cognitive abilities .

2.3.2. Teachers

In the current investigation, a semi-structured interview was performed to collect information. The interview was done with four experienced educators, from The Department of English-Faculty of Letters and Languages- at Abubekr Belkaid University of Tlemcen. They sat for an onsite semi-structured interview. The answers were recorded. It covers 12 questions that concern their points of views about the impact of incorporating mindfulness techniques in educational curricula on enhancing students' ; social skills , emotional well-being and cognitive abilities .

2.3.3. Clubs leader

A Semi-structured interview was done with 2 leaders of the clubs « ATHENS, STOFLISH » clubs that offer a variety of activities, including academic support, social events, and skill-building workshops. These activities enhance learners' personal and academic development by fostering teamwork, leadership skills, and a sense of community. leaders are also two prominent students in the English Department at the University of Tlemcen. The aim is to collect valuable insights about incorporating mindfulness practices into education and their potential impact on student learning experiences. The interview includes 17 questions focuses on thier opinions of the effectiveness of mindfulness practices in bettering educational outcomes. Additionally, their clubs' attitudes towards these practices, including whether they are currently using them and their overall perceptions.

2.4. Instruments of Data Collection

In this study, a pair of significant data collecting tools were used to collect comprehensive insights into the research issue, including a questionnaire and interview. These tools were carefully chosen to gather varied viewpoints from both students and educators in The Department of English University of Tlemcen , so increasing the scope and breadth of the data received .

2.4.1. Description of The Online Questionnaire

Couper (2017) claimed that online surveys are a valuable tool for researchers, offering unparalleled access to diverse populations and enabling efficient data collection on a global scale.

The online distribution of this questionnaire, set up and created via Google Forms, for less efforts and to contact the participants easily. It was sent through social media applications ; WhatsApp, Viber...ect. The respondents had 16 questions to go through, it was a combination of all types of questions (close-ended, multiple choice and open-ended questions), to cover a variety of styles to help collect information in an effective and complete manner. The closed-ended questions included set up response options, "Yes," "No," or "Unsure." These questions are designed to elicit precise information

without prompting lengthy replies. They follow a standardized style and usually need short, simple responses. The goal was to elicit Participants' familiarity with mindfulness techniques and their perspectives on their relevance in education, their prior knowledge, interest levels, and preferences. Then, Multiple choice questions offer responders with a set of predetermined answers from which they can pick the best relevant answer. Each choice generally represents a possible answer or solution to the topic. This enables an organized way to collect information while yet allowing respondents some degree of choice, and a well-organized framework, making it easy to compare replies. Furthermore, for the open-ended questions allow responders to reply in their own words, inviting for deeper and diverse replies, providing details into the respondent's experiences, and viewpoints. By asking participants to define mindfulness and provide any further comments or recommendations. The framework was adaptable, offering a variety of alternative responses.

2.4.2. Description of The Semi-Structured Interview

Smith (2018) stated that semi-structured interviews provide a balance between flexibility and structure, allowing researchers to explore specific topics while also remaining open to unexpected insights.

2.4.2.1. With Teachers

The interview consisted of 12 questions set at the University of Tlemcen, Department of English, done onsite with four qualified teachers. It included a mix of closed-ended, multiple-choice, and open-ended questions, certain of which were expanded upon during the meeting to obtain as much information as possible. Four sessions of the interview was carried out with one interviewee each day for four days. The interviewer started with few closed questions were used to collect specific information quickly, to measure their interest in professional development opportunities related to mindfulness practices in education. Then, moved to multiple-choice questions that contain organized response options, about their level of openness to explore about the current topic. As well as, to make it easier to categorize and analyse replies numerically. Further, The researcher used some open-ended questions so that the interviewees freely express their opinions, experiences, and

expertise. Also to assist the interviewer gets an understanding of the respondent's thoughts on mindfulness in the classroom, which may lead to new discoveries or interesting points of view.

2.4.2.2. With Clubs Leaders

The interview consisted of 17 questions, that were done onsite with 2 clubs leaders, each one interviewed alone over 2 days separately at the University of Tlemcen, Department of English. A combination of multiple-choice, closed-ended, and open-ended questions were used. Closed-ended questions were used to collect specialized information smoothly, simply with "yes" or "no" responses, to provide unambiguous data points on the leaders' understanding and knowledge about the research topic. Moreover, Organized response possibilities are provided by multiple-choice questions, questioning about their favorite techniques for learning and the current club events. Furthermore, Open-ended questions have been tailored to elicit various and rich replies, for acquiring a greater comprehension of the leaders' perspectives and visions for long-term integration of mindfulness practices and their commitment to improve member well-being and learning experiences via such initiatives.

2.5. Data analysis

Mixing both quantitative and qualitative methodologies in research requires combining numerical data with in-depth examination of human experiences and settings. This method assists researchers in better comprehending complicated issues by examining both the large picture (quantitative data) and the specifics (qualitative data). Employing both types of methodologies allows investigators to convey a more comprehensive view of their subject, creating their results seem more credible and illuminating. Flick (2018) claims that integrating both quantitative and qualitative methods in research allows for a more nuanced and comprehensive exploration of phenomena. While quantitative methods provide numerical data and statistical analysis, offering insights into patterns and relationships, qualitative methods delve into the richness of human experiences, perceptions, and contexts. Together, these methods complement each other, providing a more holistic understanding of complex

issues. By triangulating data from multiple sources and employing diverse methodological approaches, researchers can enhance the credibility, validity, and reliability of their findings. This methodological pluralism not only strengthens the rigor of research but also enables researchers to address research questions from different perspectives, ultimately enriching the depth and breadth of knowledge in their field.

The data collected from the online questionnaire and interviews were both analysed quantitatively and qualitatively to summarize the results of this research.

2.5.1. Analysis of the Students' Questionnaires

The questionnaire sent to students in the department of english, 40 students answered the questionnaire, they are males and females from diffrents ages between 19 to 23 years old, from all levels ; Lisence1 to Master2. These students as mentioned before are also active members in the university clubs, where they are used to unusual activities. The next set of responses were obtained after analyzing the data extracted from the questionnaires.

Questions n°1 and n°2: Gender and age ?

Were about gender and age. Questionnaire was answered from 40% males and 60% females whereas the age of participants was ranging between 19 and 23 years old.

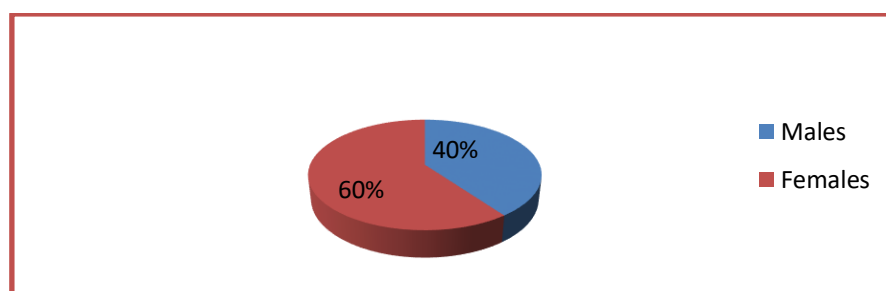


Figure.2.1. Gender of Participants

Questions n°3 : Grade/Year Level and Club Affiliation ?

Was about Grade/Year Level, 40 participants from all levels ; Liscence1 to Master2, from each level some students answer's .Also about their Club Affiliations, they were active members in (ATHENS, STOFLISH) clubs.

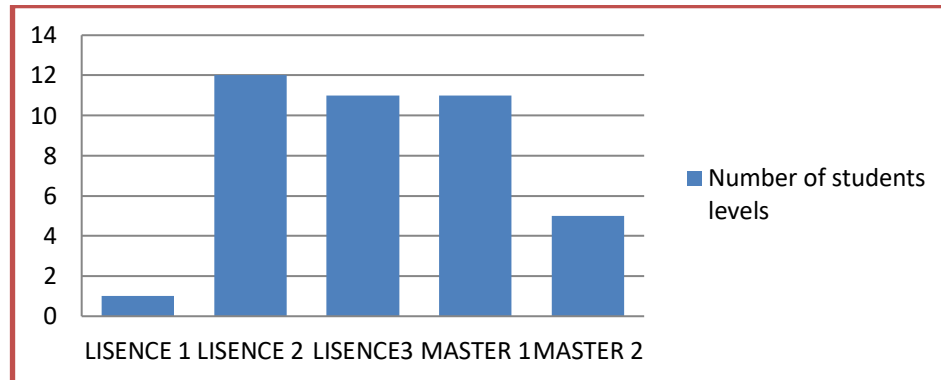


Figure.2.2. Levels of Participants

Questions n°4 : Have you ever heard about mindfulness practices before joining this club ? Yes or No.

The aswers show that respondants vary in their level of familiarity with mindfulness practices prior to joining the club. 55%(22 out of 40) of respondents said they had heard of mindfulness practices before joining the club, suggesting that there was some prior awareness. Meanwhile, 45% (18 out of 40) of respondents said they had never heard of mindfulness practices before joining the club. Overall, A significant number of respondents had prior knowledge of mindfulness practices, but a significant proportion learned of the concept through club membership. This indicates that clubs serve as a valuable platform for promoting members' awareness and understanding of mindfulness practices.

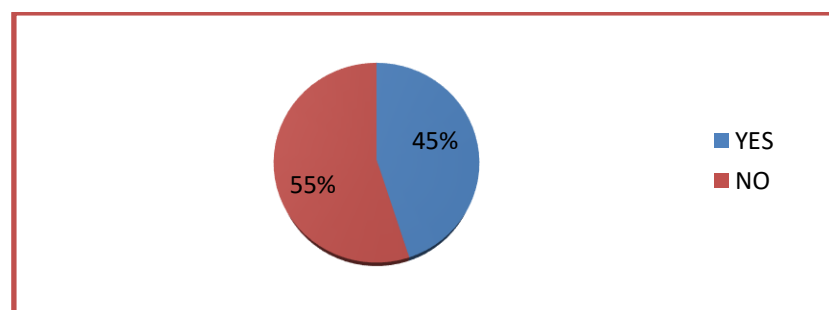


Figure .2.3. Level of familiarity with mindfulness practices

Questions n°5 : What does the term "mindfulness" mean to you based on your current understanding?

The replies demonstrate that respondents view mindfulness in various ways. Many believe it is about focusing on the current moment and not allowing past or future ideas to distract you. Others define it as being aware of your environment and emotions without criticizing them. Some think it's about keeping focused and not allowing distractions to take control. Many people feel it's crucial to notice your thoughts without criticizing them, and some associate mindfulness with stress reduction and improved mental health. In all, they see mindfulness as a way to be present, aware, and focused, which can assist with stress management and emotional well-being.

Table.2.1. Mindfulness Meaning

ANSWERS	NUMBERS
Being Present	10
Awareness and Consciousness	8
Focus and Attention	6
Non-judgmental Observation	6
Stress Reduction practice	5
Mental Well-being	5

Questions n°6 : Are you interested in learning more about mindfulness practices and how they might be applied in educational settings?

The replies show that participants are very interested in learning more about mindfulness techniques and their potential uses in educational settings. The majority of

responders (27 out of 40) (67%) said "yes," suggesting widespread acceptance of mindfulness's advantages for enhancing attention, stress reduction, and fostering general well-being among students and instructors. 11 respondents (28%) expressed moderate interest with a "maybe," expressing an openness to exploration but also possible concerns or doubts. Only 2 respondents (5%) said "no," showing a minority opinion that might reflect doubt or a lack of understanding about the benefits of mindfulness in their educational institutions. As a whole, the overwhelming favorable reaction demonstrates a rising recognition of the importance of incorporating mindfulness into the education system in order to assist student well-being and academic success.

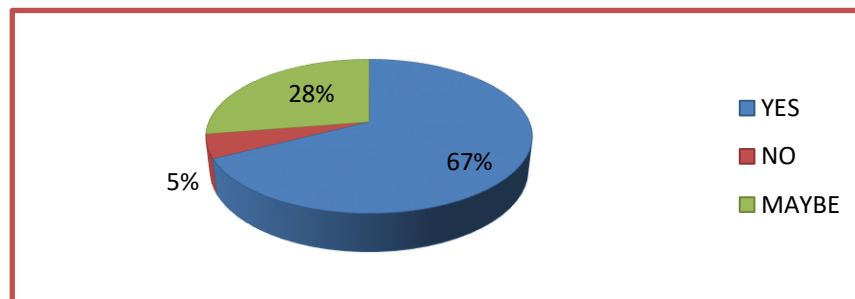


Figure.2.4. Interests in learning more about mindfulness practices

Questions n°7 : were you aware of any connection between mindfulness practices and enhancing social skills, cognitive abilities or fostering emotional well-being in education?

The findings reveal a varying level of comprehension about the relationship between mindfulness practices and improving social skills, cognitive abilities and promoting emotional well-being in classrooms. While almost half of the respondents (18 among 40) were familiar with the link and recognized the potential benefits of mindfulness in educational environments, such as enhanced attention and emotional control, slightly more than half (22 out of 40) were uninformed of it. It suggests that there is still many people that might benefit from further education or knowledge about how mindfulness practices can improve intellectual capacity and emotional well-being in education. Ultimately, these results highlight the necessity of continued

attempts to raise awareness and comprehension of the potential benefits of mindfulness in educational settings.

Questions n°8 : Does the idea of mindfulness positively affecting cognitive abilities and emotional well-being in educational environments spark your curiosity?

Based on the responses, the majority of students are interested in how mindfulness might help them regulate their emotions and thoughts better at classroom. 32 out of 40 students said yes, while 8 said no. This indicates that many students think that mindfulness activities may have potential benefits in classes. However, certain students may not be convinced or want further information on how mindfulness might benefit them in education. In summary, students are very curious about this matter.

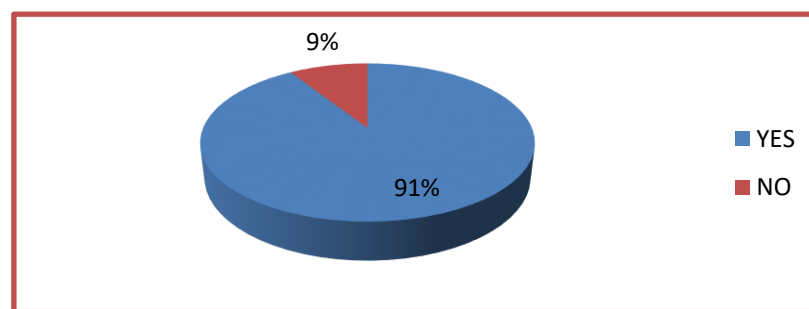


Figure .2.5. Mindfulness practices affect cognitive abilities and emotional well-being in educational environments

Questions n°9: How might mindfulness practices benefit students academically and personally?

Students feel that mindfulness activities may benefit them both academically and personally. Academically, they feel it improves their ability to focus, recall information, and manage with stress. They also feel it raises their decision-making abilities and helps them deal with challenging situations like examinations. They perceive mindfulness as an approach to alleviate stress and obtain control over their emotions. It can also improve their interpersonal relationships and drive them to study more. As a whole, students think that practicing mindfulness could greatly boost their academic performance and confidence in oneself.

Table.2.2. Mindfulness practices benefit students ; Academically and Personally

	Academic Benefits	Personal Benefits
Increased Focus	Enhance attentiveness, memory retention, and active participation in research	Reduce stress, anxiety, and increased emotional well-being
Enhanced Learning	Foster recall of information, learning abilities, and decision-making	Better pain control, deeper sleep, and increased self-awareness
Managing Stress	Coping techniques for academic stress and exam anxiety	Rise stress management and emotional control
Social Relationships	strengthen social relationships and communication skills in academic contexts	Strengthen social relationships and communication skills
Motivation	Improve students motivation and curiosity	Increase motivation and curiosity

Questions n°10 : What age do you believe is best for introducing mindfulness practices in education contexts : childhood or adulthood?

The participants' answers strongly support introducing mindfulness techniques from childhood rather than adulthood. A large percentage of responders (30 out of 40)

agree that the best time to introduce mindfulness is during childhood. This is a general trust that beginning mindfulness training early can create an effective basis for long-term well-being and resilience. In contrast, a smaller percentage of individuals (10 out of 40) prefer teaching mindfulness into adulthood, which may indicate their view that adults have greater life experience to fully grasp and benefit from mindfulness endeavors. In general, respondents agreed that childhood is the most effective period to introduce mindfulness, pointing out the need of early treatment in fostering mental health and resilience.

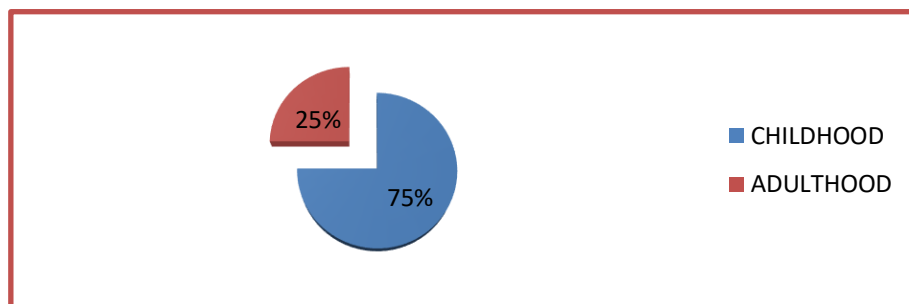


Figure.2.6. Suitable age for learning Mindfulness Practices

Questions n°11 : Do you think might be some challenges in implementing mindfulness practices in education?

The replies indicate, many participants saw hurdles in introducing mindfulness techniques in classes. 57.5% (23 out of 40) replied yes, suggesting that they were aware of potential barriers such as stakeholder pushback or inadequate resources. 35% (14 out of 40) were unsure, indicating that they understand the complexity but may want further information. Only 7.5% (3 out of 40) responded negatively, suggesting optimism or confidence in the viability of incorporating mindfulness into schooling. Overall, it is obvious that perceived barriers must be overcome before mindfulness techniques may be successfully used in educational contexts.

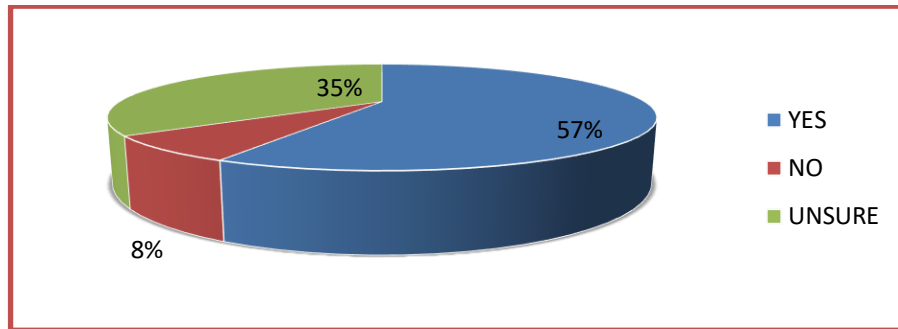


Figure .2.7. Challenges in implementing mindfulness practices in education

Questions n°12 : Do you prefer hands-on activities or discussions when learning new concepts like mindfulness? Hands-on activities / Discussions / Both / Other (please specify)

When asked about their preferences for learning mindfulness, the majority of respondents (62.5%) preferred a combination of hands-on activities and discussions. This means that the majority of people prefer a mix of approaches that includes both interactive experiences and intelligent talks. While 25% of respondents chose hands-on activities alone and 12.5% preferred conversations as the primary technique, the large majority that supported both methods shows the importance of combining diverse learning modalities. This research illustrates the need of flexibility and diversity in educational strategies for teaching mindfulness, ensuring engagement and understanding across a broader range of students.

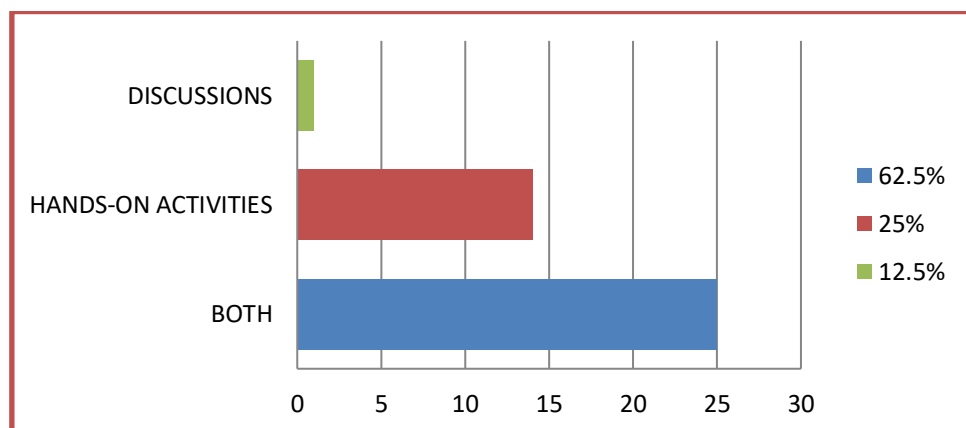


Figure.2.8. Way of learning new concepts

Questions n°13 : Have you ever participated in any wellness or stress-relief activities, either at school or outside of it?

The answers of participants if they ever participated in health or stress-relief activities, the majority (57.5%) of respondents have done it , but a sizable percentage (42.5%) have not. This shows that a large number of people have sought out or been exposed to ways for managing wellness or stress, which might indicate a proactive attitude to self-care. However, some individuals may benefit from improved access or encouragement to participate in such activities, emphasizing the value of encouraging health efforts and offering support for persons seeking stress-relief strategies .

Questions n°14 : How would you describe stress, and do you think mindfulness practices can help manage stress?

The responses of the 40 students provide a variety of insights into the nature of stress and the potential effectiveness of mindfulness practices in stress management. Many difficult situation and affects both mental and physical health. However, it is also recognized that stress is motivating for some people, despite the risk that stress becomes unbearable. Regarding mindfulness exercises, the majority of students expressed the belief that mindfulness exercises are useful for stress management. They emphasized its role in promoting relaxation, recognizing emotions and thoughts, and building resilience. Some students said that certain techniques, such as deep breathing and meditation, helped reduce stress. Overall, the responses indicate a strong consensus among students about the potential of mindfulness practices to effectively alleviate stress by promoting deeper calm and self-awareness. .

Questions n°15 : Do you have any personal goals related to well-being or self-improvement that you think mindfulness practices might support?

Responses show various viewpoints toward using mindfulness practice to foster personal objectives for well-being and self-improvement. Of the 40 respondents, 26(65%) had a positive attitude toward utilizing mindfulness practice to improve many parts of their lives, such as: stress management, focus growth, cognitive ability

enhancement, and social anxiety reduction. Meanwhile, 14(35%) respondents indicated doubt or unwillingness in implementing mindfulness to achieve personal objectives. Some noted particular areas for development, such as stress reduction, better efficiency, and improved social skills. In summary, the majority of respondents are clearly interested in practicing mindfulness for self-improvement, with a minority believing they require additional knowledge or argument to fully understand the possible benefits.

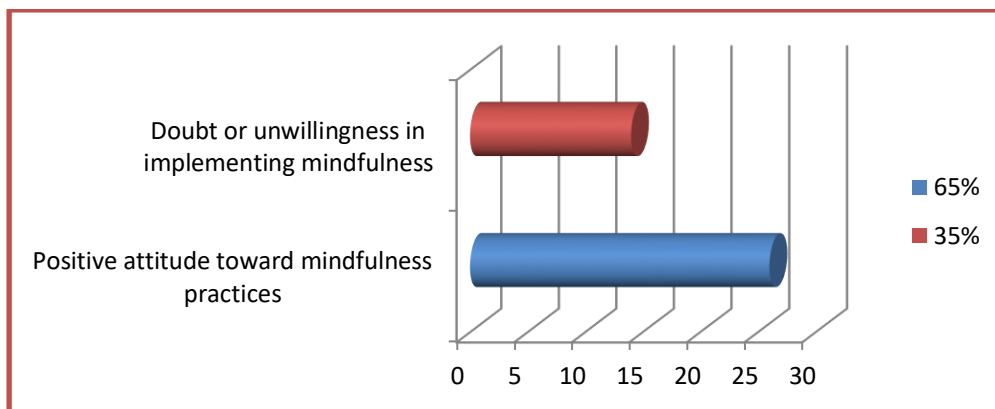


Figure .2.9. Perspectives toward Mindfulness Practices for Self-improvement.

Questions n°16 : Would you be interested in leading or co-leading a mindfulness session within the club, once you learn more about the practices? Yes/Unsure/No

Club members responses indicate a strong interest in leading or co-leading a mindfulness session within the club. Of the 40 respondents, 55% (22 participants) expressed a clear willingness to take on this role once they learned more about mindfulness practices. Additionally, 35% (14 participants) accepted the idea and indicated that they would consider it further. On the other hand, 10% (4 participants) clearly indicated that they did not want to participate in leading or co-leading the mindfulness session. This suggests that the majority are interested in taking a leadership role in running mindfulness sessions within their club, with a significant proportion pending further information and consideration. It has this potential. Overall, the responses suggest that the idea of leading or co-leading a mindfulness session is being positively received, and offers a potential opportunity to promote well-being and personal growth within the club.

Table.2.3.Leading or co-leading a mindfulness session within the club.

OPTIONS	NUMBERS	PERCENTAGE
YES	22	55%
UNSURE	14	35%
NO	4	10%

2.5.2. Analysis of Clubs Leaders Interviews

A semi-structured interview conducted by the researcher with 2 clubs leaders, 17 questions have been asked, in order to collect valuable information. Answers were recorded and will be analysed one by one in this section.

Question n°1 : Have you heard about mindfulness practices in educational settings before ? Yes / No

The replies of both clubs leaders were "Yes", this indicates that they are familiar with mindfulness practices, and share awareness of the concept.

Question n°2 : What comes to mind when you think about the term "mindfulness" in the context of education?

Both responses have different perspectives, for the first answer said it is a "Better place to study," implies that the person believes mindfulness helps create a positive learning atmosphere and improves attention, emotional control, and the well-being. For the second answer said that it means "Methods educators use to provide good education for students", emphasizes the idea that educators may improve the quality of education they provide by using mindfulness as a tool. Also, an educational method that might enhance student learning, mental health, and possibly even classroom management. In all, both replies underscore the value of mindfulness for fostering the best possible learning environment and guiding students in reaching their goals.

Question n°3 : How do you think mindfulness might be relevant or beneficial in a classroom setting?

The respondents feel that it would be possible, however since they have not try it, they can't say for sure. Yet, they recognize how useful it would be to use these kinds of activities in the future while teaching students.

Question n°4 : Do you think students might benefit from practices that promote focus, attention, and emotional well-being?

The first response was 'Yes' and indicates how crucial it is to give students' mental health first priority. It also raises the possibility that activities that foster calmness and attention may have a positive effect on students' general state of mind. Foe the second one goes further by noting the relevance of such methods in the strict educational system, where students deal with a great deal of stress and anxiety related to their academic performance. It underlines that in order for students to successfully remember and recall material, it is vital that emotional health and attention be promoted. When taken as a whole, these views promote the adoption of methods that assist students' academic achievement by promoting well-being, concentration.

Question n°5 : were you aware of any connections between mindfulness practices and enhancing cognitive abilities or fostering emotional well-being in educational contexts? Yes / No / Unsure

Both responses were 'yes', their answers confirm knowledge of connections between mindfulness techniques and improving mental well-being or developing cognitive abilities in learning environments. This acknowledgement points to the possible advantages that mindfulness training may have in educational environments. Also, it indicates mindfulness practices have been connected to enhanced cognitive abilities including memory, focus, and problem-solving techniques, as well as to the promotion of emotional control and wellbeing for both educators and students.

Question n°6 : What age do you believe is best for introducing mindfulness practices in education contexts : childhood or adulthood ?

Both answers advocate for suggesting that there could not be any particular age that can be considered as best. Instead, they emphasize on the importance of taking into account each person's necessities and environment along with the benefits of mindfulness at every stage of life. In all, mindfulness can be beneficial to people of all ages, whether they are children facing early developmental challenges or adults seeking for tools to manage stress and improve their well-being.

Question n°7 : Can you briefly describe the current activities or initiatives in your club?

First club is focusing on supplying creativity and entertainment, hoping to engage members via creative activities while also developing a supportive network for mutual help and personal improvement. Second club The second response provides a more structured approach, with the club focused on scientific discussions and an online magazine (eMAG), as well as frequent "Stoflish Talks" to help with social skills, speaking, and listening. This indicates a combination of academic and personal development objectives aimed at improving members' knowledge and communication abilities via interesting discussions and interactive events. All in all, both clubs seem to offer a variety of possibilities for members to learn, develop, and interact with others.

Question n°8 : How do you and your club members prefer to learn new concepts or activities? Hands-on activities / Discussions / Presentations / Others

The first response suggests a preference for hands-on learning as the major technique for obtaining new concepts or activities. This shows that members of this group appreciate experiential learning, which allows them to actively connect with the topic through practical applications. The second one, demonstrates a more diverse approach, suggesting an interest for a mix of techniques such as workshops, activities, presentations, and dialogues. This demonstrates an understanding of the need of using numerous ways of learning to meet the varied preferences and learning styles within the club. Generally, both of them promote utilizing a variety of learning modalities to guarantee complete knowledge and participation all club members.

Question n°9 : do you have any plans to assess the well-being or stress levels of club members? Stress relief / Enhanced focus / Well-being support / Other

The first reply points out stress relief as a distinct priority, signifying a structured approach to aid members in dealing with pressures. This implies a focused effort to improve stress reduction and promote general well-being inside the club. Second reply focuses on larger objectives for skill development and personal improvement within the club, such as stepping beyond of one's comfort zone, public speaking, and enhanced social skills. This entails a comprehensive strategy for member development, in which mindfulness exercises are used together with other club activities to promote personal development and self-discovery. In all, the replies demonstrate an ongoing dedication to focusing on club members' well-being, whether via specific stress management programs or by creating an open and supportive culture of communication and problem-solving.

Question n°10 : How do you see the introduction of mindfulness aligning with the overall goals and mission of your club?

The replies indicate an understanding of the possible advantages of implementing mindfulness techniques in the club. First answer underlines how mindfulness may serve as a place of refuge or an escape for club members, and it raises the possibility that it could be an effective technique for stress management and fostering emotional well-being. Also, creating a caring and encouraging atmosphere where participants can recharge and find comfort. Second answer addresses mindfulness' possible educational advantages, especially for those who want to become teachers. implies that mindfulness exercises might be advantageous to each member individually as well as in line with the club's larger goal of providing future educators with useful methods and skills to use in their instruction. Overall, Overall, both sides show a consciousness of how the club's purposes and mission, for the advancement of professional or personal development are aligned with the introduction of mindfulness.

Question n°11 : What do you hope to achieve or provide for club members by exploring mindfulness practices?

Bothe responses express objectives for club members' personal growth and well-being via the integration of mindfulness techniques. One answer highlights the potential advantages of mindfulness in fostering emotional present and resilience, also, suggests an emphasis on stress management and emotional regulation, this is in keeping with the plan of enhancing the overall well-being of club members. On the other hand, The second response focuses on greater objectives for skill development and personal improvement within the club, including improved social skills, public speaking, and stepping out of one's comfort zone. As a whole, both viewpoints underscore how mindfulness has the ability to support club members in realizing their career and personal goals.

Question n°12 : What potential challenges or concerns do you foresee in implementing mindfulness practices in your club?

The answers reflecting a lot of cultural perspectives and relationships between individuals. First one illustrate the challenge of breaking stereotypes, especially in relation to males' use of mindfulness techniques, this raises questions regarding possible resistance to mindfulness, particularly among particular club populations. Second one, exposes possible obstacles, of managing egos and pride, underlines the difficult to open-mindedness and vulnerability, which are necessary for productive interaction with mindfulness practices. Broadly, both viewpoints stress how crucial it is to deal with interpersonal dynamics and cultural views in order to guarantee that mindfulness practices are successfully implemented within the clubs.

Question n°13 : How would you encourage active participation and engagement from club members in exploring mindfulness practices?

The replies emphasize different approaches to encourage active participation and engagement from club members in exploring mindfulness practices. One proposes the implementation of a reward system to encourage participation, this strategy could be appealing to club members who get their motivation from outside motivation and could contribute to a feeling of achievement and acknowledgement among members. Other one stressed on the significance of individual dedication and trust in the benefits of club activity.

Question n°14 : What resources or support would you need to successfully introduce mindfulness practices to the club? Training materials / Guest speakers / Activity guides / Other

Both responses emphasize the value of resources and support in implementing mindfulness practices in the club. The first response said that activity guidelines are needed, suggesting a need for planned assets to help the club conduct mindfulness exercises. Yet, the second response indicates a broader approach for imparting mindfulness techniques, reflecting a greater need for all kinds of tools and support. In general, both viewpoints emphasize how important it is to have enough resources and support network, to make sure that mindfulness practices are successfully incorporated into the club's activities.

Question n°15 : Have you considered collaborating with other clubs or organizations on campus that might have experience with mindfulness or well-being initiatives?

The answers provided tend to focus on internal club operations and member engagement. Also, the necessity of educating club members on mindfulness techniques first and addressing assumptions around club events. At last, both clubs are concentrating on internal club dynamics rather than external collaboration, however, they would like to collaborate with other clubs or organizations on campus regarding mindfulness or well-being initiatives.

Question n°16 : Would you be interested in attending workshops or webinars to gather more information?

The replies both show interest in attending workshops or webinars to gather more information. One reply stressed on the value of collaborating up with other clubs and showing innovation to obtain resources and data. Other one showcases the unique perspectives of every club and the benefits of meeting new people and learning from a wide range of experiences. As a whole, the answers exhibit an openness to learn from the expertise of others that they would look forward to attend webinars or workshops.

Question n°17 : Thinking ahead, what is your vision for the long-term integration of mindfulness practices within your club?

The responses outlined different visions for the long-term integration of mindfulness practices within their clubs, with an emphasis on both professional and personal growth. The first one underlines the potential for ongoing club activities that include workshops and simple discussions. In addition, suggests that students may use mindfulness outside of the club, implying a more widespread contribution to personal wellbeing beyond graduation. The other, maintains a more strategic viewpoint, supporting the incorporation of mindfulness exercises into educator preparation courses to provide future educators with capabilities they can use in their profession. Overall, both visions supporting greater social influence via allowing individuals to apply mindfulness in their daily activities or by incorporating it into professional training.

2.5.3. Analysis of Teachers Interviews

The investigator carried out a semi-structured interview with 4 experienced teachers, with 12 questions, in order to collect valuable information. In addition, the answers were recorded and will be analysed one by one in this part.

Question n°1: Have you heard about mindfulness practices being used in educational settings before? Yes /No

Only one teacher answered with 'Yes', and 3 other teachers answered with 'No'. So, The answers show that majority of the teachers do not know about mindfulness in educational settings, and only one of the four knows.

Question n°2 : What comes to mind when you think about the term "mindfulness" in the context of education?

The replies about mindfulness in education, shows different ideas, each teacher explains it in a way. One said that mindfulness is used to boost students' confidence through physical approaches. Another thinks mindfulness could help students focus better, feel confident and handle stress. Someone else tried mindfulness with a coach before but outside educational context. The fourth teacher heard about it through social

media, and thinks it is a very interesting concept to add it into education. This shows that while some teachers know about mindfulness and its benefits, others are just starting to learn. In all, it seems there is interest and potential in using mindfulness in education, but more understanding and experience are needed to make it happen effectively.

Question n°3 : What age do you believe is best for introducing mindfulness practices in education contexts : childhood or adulthood?

The responses suggest that there is no specific age to introduce mindfulness practices in education. Some teachers think that it is beneficial to from childhood to adulthood, and it is important for students to feel comfortable and motivated in class, with rewards being a key consideration, this will help them to grew with high level of self-esteem. Also, they see that inserting these type of activities students will improve academically, reduce shyness, develop communication skills. Overall, they think mindfulness practices can benefit at any stage of life.

Question n°4 : What do you believe are the potential benefits of incorporating mindfulness into learning environment?

The answers indicate several potential beefits of incorporating mindfulness into learning environment. One teacher emphasized that mindfulness maintains students' concentration during lectures and promote mental health. Another stated benefits for instance ; social and emotional learning (SEL), stress management, self-awareness, and fostering a positive learning environment. Others pointed out that mindfulness is not limited only to the classroom, it can go beyond learning envirenment. Broadly, incorporating mindfulness practices into education is seen as way to enhance students' focus, well-being, social-emotional development, and learning experience, both inside and outside the classroom.

Question n°5 : Do you think students might benefit from practices that promote focus, attention, and emotional well-being? Yes/No

The replies note varied perspectives, one teacher highlighted the importance of creating a supportive learning environment that prioritizes both academic achievement

and holistic well-being. Other Another emphasized the need for students to become accustomed to these practices, noting their potential to help overcome stress. However, one teacher was not sure about whether such practices are the best option for promoting well-being. Lastly, another teacher affirmed the benefits, linking emotional well-being to academic achievement and suggesting that promoting these practices can enhance the learning environment for both students and teachers. As a whole, the majority of the responses see that incorporating practices that foster focus, attention, and emotional well-being can be beneficial for students' learning experience and academic success.

Question n°6 : In your opinion, what challenges might students face today that could be addressed through mindfulness?

The responses indicate several challenges that students might face today that could be addressed through mindfulness. One teacher focused on the value of creating non- judgmental environment for students to speak and listen without fear of criticism, particularly during group discussions and presentations. Another one emphasized on academic pressure as a significant challenge, noting that mindfulness practices can help students deal with difficult emotions and regular stress responses. Lastly, other teachers highlighted stress as a prevalent challenge among students, suggesting that people choose mindfulness to help reduce stress, feel comfortable, and manage intense emotions. In all, the answers illustrate the potential of mindfulness practices to address various challenges students face today, including communication barriers, academic pressure, and stress, by fostering a supportive and emotionally resilient learning environment.

Question n°7 : If there were an initiative to introduce mindfulness practices at our university, how open would you be to exploring and implementing it in your teaching? Very open / Somewhat open / Not very open / Not open at all

The replies demonstrate a mixed level of openness among teachers about an initiative to introduce mindfulness practices at university. Two teachers were open to exploring and integrating mindfulness in their teaching, suggesting a willingness to embrace new approaches to enhance student well-being and learning. One teacher

indicated a somewhat open attitude, possibly reflecting a willingness to consider mindfulness practices but with some reservations or uncertainty. However, one teacher stated not being very open to the idea, which may indicate hesitation regarding the potential benefits of practices. Overall, answers show there is some openness among teachers, and other teachers may need further exploration and discussion to address concerns and ensure successful implementation of mindfulness practices at the university.

Question nº8 : What do you think would be important considerations in introducing mindfulness practices to students?

The answers varied, each teacher highlighted several considerations in introducing mindfulness practices to students. A teacher pointed the importance of adapting the introduction of mindfulness practices based on students' age and developmental levels, recognizing that the types of activities suitable for different age groups may vary. Another indicated the need to correlate mindfulness practices with the curriculum to ensure relevance and integration into existing educational frameworks. Moreover, considering the preparation of teachers' for such practices because it is the most important step so that the educators deliver the use of practices in a great way. All around, the responses promote the importance of thoughtful training, planning and adaptation to ensure that mindfulness initiatives effectively meet the needs and preferences of students across various age groups and educational contexts.

Question nº9 : Would you be interested in professional development opportunities related to mindfulness in education? Yes/No

The replies differed regarding interest in professional development opportunities related to mindfulness in education. Two teachers replied with yes, expressed the willingness to try mindfulness training if it had the potential to positively impact their education. One teacher showed a clear interest in such opportunities, that recognize the potential benefits of mindfulness practices in enhancing students' state of mind and behavior. Another educator, nevertheless, revealed a lack of interest in mindfulness-specific professional development, preferring to learn through actions and hands-on

experiences with novel activities to enhance student learning. Generally, majority of answers show that educators are interested in training development to promote students' well-being and cognitive abilities.

Question n°10 : How do you think such training might impact your teaching approach?

The educators answers revealed that such training could be very beneficial on teaching strategies. Some teachers think that such training might provide additional benefits for both teachers and students, and are optimistic the potential improvements. Another teacher envisions incorporating new activities and experiences into the current teaching approach would enrich the curriculum and students learning. Further, one teacher said through such training would help educators to foster a positive state of mind and behavior among learners, indicate an expectation of improved classroom dynamics and student engagement. In general, the replies indicate that mindfulness training can bring about positive changes in the classroom and benefit both teachers and students in the learning environment.

Question n°11 : In your current teaching methods, do you see any opportunities to integrate practices that promote mindfulness without significant disruption? Yes/No

The responses varied opinions opportunities to integrate mindfulness practices in current teaching methods. Some teachers said yes, they see there is opportunities because they are familiar with mindfulness practices. Other educator said no, expresses unwillingness due to the need for teacher training and lack of materials. Others pointed that various activities already utilized in teaching may have similar impacts to mindfulness practices, implying that mindfulness integration may not require serious disruption.

Question n°12 : Can you provide specific examples or ideas of how mindfulness practices could be integrated into the curriculum or daily classroom activities to enhance student engagement, well-being, and academic performance?

The replies of educator demonstrate variety of ideas to incorporate mindfulness practices into the curriculum or daily classroom activities to enhance student

engagement, well-being, and academic performance. One teacher said integrating nature-based activities like short walks, to facilitate the take up of information and make learning a better learning experience. Other proposes integrating mindfulness practices before tests to promote test-taking confidence and improve results. Also, they highlighted a way to create a supportive and positive classroom relationships among students, they emphasized on communication skills and conflict. Others mentioned the add of such practices into their teaching methods, using recreational activities to cultivate a supportive atmosphere. As well as, they identified alternate ways, such as planned lessons and breaks, to increase attentiveness. Broadly, The replies demonstrate alot of techniques for integrating mindfulness into educational contexts for boosting student well-being and academic performance.

2.6. Discussion of the Main Findings

At this point, a discussion of the major results will be presented. The hypotheses that were mentioned at the very beginning of the research paper were analyzed thoroughly, to explore their validity and dependability with the help of two research instruments, specifically, interviews with teachers and clubs leaders and a questionnaire for students (clubs members), where the investigator attempted to achieve a plausible research from their various perspectives about, the influence of implementing mindfulness practices in education, as well as to what extent they would enhance cognitive abilities and emotional well-being of learners.

First, According to the analysis of participants responses, the researcher determined the preliminary hypothesis' results. Cognitive difficulties are common among students in the classroom, such as difficulties in focusing because of outside pressures or unfavorable ideas. The goal in teaching mindfulness activities to students is to provide them with ways they need to improve their overall cognitive abilities, including attention and memory. By using mindfulness practices that are mentioned in the first chapter, students' ability to remember knowledge can be enhanced, they would help them to learn how to control interruptions and develop a mindset that is more concentrated. Therefore, Students insights were positive about the likely benefits of adding mindfulness activities in education, they stated that practicing simple breathing

exercises before exams enabled them to relax and focus. Students predicted that employing mindfulness techniques, they would be more capable to deal with cognitive obstacles and develop their skills, rendering it more easier for them to navigate academic assignments.

Moreover, teachers indicated optimism regarding the capacity of mindfulness practices, such as mindful awareness exercises and deep breathing exercises, to enhance learners focus, concentration, and memory recall. They said that for a more favorable learning environment in which students are better able to interact with and recall course information, they would integrate such practices in their methods of teaching, which eventually improves students' entire learning process. Furthermore, Club leaders had comparable opinions on the relevance of mindfulness exercises. They mentioned that having a positive mental state with no stresses and distractions is essential for learners to succeed academically. Also, strongly encouraged such practices included mindfulness workshops and guided meditation sessions to assist students build critical cognitive resilience. Club leaders were insistent that they would like to create a supportive and larger learning environment for all students by promoting mindfulness within their clubs, so that their members benefit now and in the future for their careers.

Second, Emotional well-being impacts both academic performance and personal improvement of learners, so their entire accomplishments and happiness rely greatly on it. Based on the responses analysis, the researcher evaluated the findings of the second hypothesis. The answers of students consider mindfulness practices useful tools to minimize stress and improve emotional control, and they suspect that such activities may stronger the feeling of inner peace, to deal with academic pressure and personal problems. By increasing emotional health not only reduces anxiety and self-doubt but also elevates students social skills including collaborations and effective communications and enhancing high self-esteem which leads them to meet new chances academically and personally.

Additionally, teachers highlighted the benefits of mindfulness practices in classroom, they would creat a clear link between emotional well-being and academic success.

Educators noted that students who have emotional balance, are better to actively engage in learning activities without fear of criticism, and participate in group discussions and presentations. Above and beyond that, clubs leaders think that the enhancement of emotional health of the students could be related to mindfulness practices, they stressed that students perform well in classroom when they experience less stress and have higher confidence. Also, they mentioned that currently when they plan events within their clubs, first thing they focus on is their members emotional health, they want to provide them with advantageous ways to control their emotional abilities, to gain stronger self-confidence and would be fully capable to realize their objectives within the clubs or in the future.

Third, apparently the advantages of mindfulness activities are not similar for each individual, diverse features such as ; age, culture, length of exercising could influence the outcomes. Certain individuals could experience larger beneficial results, if they train for longer duration. The analysis of the outcomes of the third hypothesis after considering the review of the responses received. Therefore, students underscore the value of early support to boost mental wellness and resilience, by introducing mindfulness in education. They stressed that early age is the best time, they can pick up valuable tools to handle their feelings that will serve them rest of their lives. In addition, teachers perspectives were conscious that bringing mindfulness practices within the classroom has no limits on age or culture, they emphasized that all ages benefit from such techniques. They also underlined the long-term benefits on enhancing mental health and well-being, and fostering resilience and achievement early in life, learners would obtain vital life skills in compassionate thinking, empathy, and cooperation setting for socially flourishing and overall health.

Moreover, clubs leaders pointed out to form a great social skills and relationships with others, they support the early introduction of mindfulness practices in classroom. Further, they stressed on cultural boundaries, the idea of possible resistance and stereotypes specially from the boys. Clubs leaders mentioned that they are thinking to add mindfulness activities within their events for their members which are also students to benefit, and break those cultural barriers down. They argue that such

techniques can make a difference despite using it at early age or late age but it is preferable at young age, the more they practice the more effects would be positive, and would lead to nurturing learning atmosphere for promoting overall well-being and resilience.

Considering all of the previously discussed points, the two instruments results provided evidence that the three hypothesis could be accomplished to a very great extent.

2.7. Suggestions and Recommendations

Here are some actionable suggestions and recommendations to effectively incorporate mindfulness into educational environments. These strategies aim to support teachers, students, and the broader community in enhancing well-being and creating a more mindful atmosphere.

2.7.1. Training Programs

Educational courses for teachers and students delivered by experts, psychologists, and doctors that specialize in mindfulness. To educate teachers the science of mindfulness, its practical implications in the classroom, and effective ways for incorporating it into their methods of instruction, to acquire hands-on expertise with techniques of mindfulness and classes on how to cultivate a mindful atmosphere for learning. In addition, instructing students for empowering their skills to manage stress, enhance attention, and improve overall well-being, through ; practical activities, conversations, breathing exercises. . Etc.

2.7.2. Creating a Mindful Space

Designing a specific space boasts with serene atmosphere, can be made by ; subtle lighting, quiet sounds, natural elements such as ; plants, aquariums, comfortable seating arrangements, areas that are thoughtfully placed to facilitate a variety of mindful activities. Such space can be tailored to various cultures and traditions, incorporating elements that reflect the unique values and spiritual practices of each community, for instance ; in Islamic places, such as prayer rooms for Quran recitation and prayer, integrating elements like prayer

rugs, calligraphy, and peaceful water features can enhance the spiritual ambiance. By creating such space to nurture the extensive progress of the community members, and provides a solid reminder of the value of self-care and well-being and serves as a visual representation of the educational devotion.

2.7.3. Engaging Stakeholders

Administrators, teachers, students, and Parents all play an essential role in implementing such concept, to contribute with their perspectives, offer feedback, collaborate in related events.

2.7.4. Virtual Mindfulness Resources

To enable administrators, teachers, students, parents practice with an easy way mindfulness anywhere and any time. Personalized learning for who are incapable to attend training, so they can use the help of online platforms, applications, and virtual sessions led by professionals to meet the need of everyone.

2.8. Conclusion

The second part of this research paper is devoted to the analysis and interpretation of the data collected from the research instruments used in this study. This chapter discussed the research issue at hand, from the perspectives of students, teachers and clubs leaders at The English Departement, University of Tlemcen. The investigations came up with the conclusion that the majority of participants would like mindfulness practices to be implemented in education, they believe that it would help to increase cognitive abilities and foster emotional well-being of learners. They assume such techniques exceed the limits of educational programs and textbooks, they are investment for the future generations to learn how to focus better, manage emotions, boost social skills ; avoid shyness, feel comfortable to speak infront of audiences, and empower them to face the highs and lows of life.

General Conclusion

Learners' emotional well-being is vital for their holistic growth. The learners who manage their stress are more likely to concentrate, acquire a high self-confidence, and flourish cognitively. The emotional resilience enable them to engage deeply with the content studied, leading to enhanced and long-term learning. Therefore, mindfulness practices have been observed to strengthen cognitive capacities and emotional well-being, provides for learners a more supportive beneficial educational settings. For this reason, this study was designed to explore the influence of implementing mindfulness techniques within education, seeking whether such implementation can increase intellectual abilities and emotional health, to promote learners' academic success and growth in general.

The presented study demonstrates the most crucial aspects to explain the research problem. In order to explain deeply, the research used two chapters, the literature review informed of various benefits of mindfulness techniques, and extensive knowledge of such practices, stressing on the social, emotional, cognitive benefits. Then, addressing several challenges in incorporating mindfulness activities and confers considerations. In the second chapter, focused on the practical aspects, detailed the research design used to gather the data. Then, the analysis of the participants insights ; students, teachers and clubs leaders and included interpretations of the results obtained about the implemetation of mindfulness techniques in education on improving learners cognitive abilities and emotional well-being.

Hence, an exploratory case study designed and the adoption of two research instruments : an online questionnaire dedicated to EFL students as a part of clubs and two interviews ; devoted to teachers and clubs leaders, at the Departement of English, University of tlemcen.

To narrow down the investigation, three research questions were raised:

- 1-How does the incorporation of mindfulness practices in educational settings impact learners' cognitive abilities?

General conclusion

2-What is the relationship between mindfulness practices and emotional well-being in the context of learner experiences in educational environments?

3-Are there variations in the effectiveness of mindfulness interventions based on factors such as age, culture, or duration of practice?

In order to answer the previous questions, three hypotheses were formulated and delved. The findings obtained showcased that, students, teachers and clubs leaders consider the incorporation of mindfulness practices are very crucial and would be a positive plus to the enhancement of the educational contexts. Thus, the first hypothesis was agreed by the majority, that mindfulness techniques implementation into education can improve focus, memory recall, and entire of cognitive functions, empowering learners minds and learning envirenment. As well as, the second hypothesis was acknowledged by most of respondents that practicing mindfulness may influence the emotional well-being of learners, enabling them to navigate academic pressures and personal challenges effectively, leading to improve performance and goal achievement. Ultimately, the third one was validated by responses, implying that regardless the age or culture mindfulness activities benefits are various, contingent upon individuals circumstances, and mentioned that practice for long time may lead to positive effects.

The results revealed the importance of inetgrating mindfulness practices in education, teachers, clubs leaders and learners support the use of such techniques, highlighting their positive benefits on enhancing cognitive abilities and emotional well-being for all ages and cultures. In addition, this sensitive update topic has some limitations, it is essenial to recognize the challenges brought about the originality of the topic in arabic contexts, especially when considering the Algerian perspectives. Mindfulness practices may exist, they may seem strange due to cultural differences, affecting how people understand and accept them.

Lastly, this research provides beneficial insights, but the topic is immense and demads keeping the door open for further investigation. Thereby, hopefully this piece of work lay the ground for future studies.

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Appendices

Appendix A

Students' Questionnaire

Dear participants,

This questionnaire is designed to gather information about mindfulness practices in education. We are interested in your awareness of mindfulness, its potential benefits in educational settings, and any challenges you perceive in implementing these practices. Your insights are invaluable for our research, and please rest assured that your responses will remain completely anonymous.

Thank you for your contribution to our study.

Questions n°1 and n°2: Gender and age ?

Questions n°3 : Grade/Year Level and Club Affiliation ?

Questions n°4 : Have you ever heard about mindfulness practices before joining this club ? Yes or No.

Questions n°5 : What does the term "mindfulness" mean to you based on your current understanding?

Questions n°6 : Are you interested in learning more about mindfulness practices and how they might be applied in educational settings?

Questions n°7 : were you aware of any connection between mindfulness practices and enhancing social skills, cognitive abilities or fostering emotional well-being in education?

Questions n°8 : Does the idea of mindfulness positively affecting cognitive abilities and emotional well-being in educational environments spark your curiosity?

Questions n°9: How might mindfulness practices benefit students academically and personally?

Questions n°10 : What age do you believe is best for introducing mindfulness practices in education contexts : childhood or adulthood?

Questions n°11 : Do you think might be some challenges in implementing mindfulness practices in education?

Questions n°12 : Do you prefer hands-on activities or discussions when learning new concepts like mindfulness?

Hands-on activities / Discussions / Both / Other (please specify)

Questions n°13 : Have you ever participated in any wellness or stress-relief activities, either at school or outside of it?

Questions n°14 : How would you describe stress, and do you think mindfulness practices can help manage stress?

Questions n°15 : Do you have any personal goals related to well-being or self-improvement that you think mindfulness practices might support?

Questions n°16 : Would you be interested in leading or co-leading a mindfulness session within the club, once you learn more about the practices? Yes/Unsure/No

Appendix B

Clubs leaders' Interview

Dear club Leader,

For the sake of gathering data that would serve conducting a Master's dissertation, you are kindly asked to answer some questions related to the impact of implementing Mindfulness practices in Education, to enhance cognitive abilities and emotional well-being of learners. Your responses would be of great contribution to the fulfilment of this research.

Question n°1 : Have you heard about mindfulness practices in educational settings before ? Yes / No

Question n°2 : What comes to mind when you think about the term "mindfulness" in the context of education?

Question n°3 : How do you think mindfulness might be relevant or beneficial in a classroom setting?

Question n°4 : Do you think students might benefit from practices that promote focus, attention, and emotional well-being?

Question n°5 : were you aware of any connections between mindfulness practices and enhancing cognitive abilities or fostering emotional well-being in educational contexts? Yes / No / Unsure

Question n°6 : What age do you believe is best for introducing mindfulness practices in education contexts : childhood or adulthood ?

Question n°7 : Can you briefly describe the current activities or initiatives in your club?

Question n°8 : How do you and your club members prefer to learn new concepts or activities? Hands-on activities / Discussions / Presentations / Others

Question n°9 : do you have any plans to assess the well-being or stress levels of club members? Stress relief / Enhanced focus / Well-being support / Other

Question n°10 : How do you see the introduction of mindfulness aligning with the overall goals and mission of your club?

Question n°11 : What do you hope to achieve or provide for club members by exploring mindfulness practices?

Question n°12 : What potential challenges or concerns do you foresee in implementing mindfulness practices in your club?

Question n°13 : How would you encourage active participation and engagement from club members in exploring mindfulness practices?

Question n°14 : What resources or support would you need to successfully introduce mindfulness practices to the club? Training materials / Guest speakers / Activity guides / Other

Question n°15 : Have you considered collaborating with other clubs or organizations on campus that might have experience with mindfulness or well-being initiatives?

Question n°16 : Would you be interested in attending workshops or webinars to gather more information?

Question n°17 : Thinking ahead, what is your vision for the long-term integration of mindfulness practices within your club?

Appendix C

Teachers' Interview

Dear teacher,

Currently, I am working on a research about : The impact of implementing Mindfulness practices in Education, on enhancing the cognitive abilities and fostering the emotional well-being of learners. I would be very grateful if you answer the following questions to help me in my research for a Master degree in Didactics of Foreign Languages.

Question n°1: Have you heard about mindfulness practices being used in educational settings before? Yes /No

Question n°2 : What comes to mind when you think about the term "mindfulness" in the context of education?

Question n°3 : What age do you believe is best for introducing mindfulness practices in education contexts : childhood or adulthood?

Question n°4 : What do you believe are the potential benefits of incorporating mindfulness into learning environment?

Question n°5 : Do you think students might benefit from practices that promote focus, attention, and emotional well-being? Yes/No

Question n°6 : In your opinion, what challenges might students face today that could be addressed through mindfulness?

Question n°7 : If there were an initiative to introduce mindfulness practices at our university, how open would you be to exploring and implementing it in your teaching? Very open / Somewhat open / Not very open / Not open at all

Question n°8 : What do you think would be important considerations in introducing mindfulness practices to students?

Question n°9 : Would you be interested in professional development opportunities related to mindfulness in education? Yes/No

Question n°10 : How do you think such training might impact your teaching approach?

Question n°11 : In your current teaching methods, do you see any opportunities to integrate practices that promote mindfulness without significant disruption? Yes/No

Question n°12 : Can you provide specific examples or ideas of how mindfulness practices could be integrated into the curriculum or daily classroom activities to enhance student engagement, well-being, and academic performance?

ملخص

يسعى هذا البحث إلى دراسة أثر دمج ممارسات اليقظة الذهنية في التعليم على تعزيز القدرات المعرفية والرفاهية العاطفية للمتعلمين. أجرى الباحث دراسة باستخدام أدواتي بحث لجمع رؤى شاملة؛ استبيان للطلبة (أعضاء الأندية) و مقابلتين للأساتذة و قادة الأندية بقسم اللغة الإنجليزية جامعة تلمسان. توضح النتائج التي تم الحصول عليها من الأساليب المختلطة لجمع البيانات وتحليلها أن تقنيات اليقظة الذهنية يمكن أن تحدث تغييرًا أفضل في بيئة التعلم، وتعزز التركيز وتعزز التوازن العاطفي للمتعلمين من أجل مستقبل أكثر إشراقًا.

الكلمات المفتاحية: ممارسات اليقظة الذهنية، القدرات المعرفية، السعادة العاطفية.

Résumé

Cette recherche vise à étudier l'intégration des pratiques de pleine conscience dans l'éducation, sur l'amélioration des capacités cognitives et du bien-être émotionnel des apprenants. L'enquêteur a mené une étude à l'aide de deux instruments de recherche pour recueillir des informations complètes ; un questionnaire destiné aux étudiants (membres des clubs) et deux entretiens destinés aux enseignants et dirigeants des clubs, au Département d'anglais, Université de Tlemcen. Les résultats obtenus grâce aux méthodes mixtes de collecte et d'analyse de données démontrent que les techniques de pleine conscience pourraient apporter un meilleur changement dans l'environnement d'apprentissage, améliorer la concentration et favoriser l'équilibre émotionnel des apprenants pour un avenir meilleur.

Mots clés : Pratiques de pleine conscience, Capacités cognitives, Bien-être émotionnel.

Summary

This research endeavors to investigate the of integrating of mindfulness practices in education, on enhancing cognitive abilities and emotional well-being of learners. The investigator conducted a study with the use of two research instruments to collect comprehensive insights; a questionnaire for students (clubs members) and two interviews for teachers and clubs leaders, at The Department of English, University of Tlemcen. The findings gained from the mixed methods of data collection and analysis, demonstrate that mindfulness techniques could make a better change in learning environment, enhance the focus and foster the emotional balance of learners for a more brighter future.

Key words : Mindfulness practices, Cognitive abilities, Emotional well-being.