

MINDFUL LEARNING STRATEGIES IN ENGLISH LANGUAGE TEACHING: AN INVESTIGATION OF TEACHERS' CLASSROOM PRACTICES AND STUDENT ENGAGEMENT

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ABSTRACT

Student-centered learning has become a prominent focus in modern education, encouraging approaches that promote learners' active participation and emotional engagement. Mindful learning, which emphasizes awareness, reflection, and present-moment focus, has been shown to support these goals. However, few studies have explored how it is practically implemented in English Language Teaching (ELT) classrooms. This study aims to investigate the implementation of mindful learning strategies in English Language Teaching (ELT) and their impact on student motivation and engagement. Using a mixed-methods approach, the research involved one English teacher and 30 eighth-grade students at MTS Muslimin Indonesia Center Samarinda. Data were collected through classroom observations, semi-structured interviews, and pre- and post-intervention student motivation and engagement questionnaires. The observation results revealed that teachers had begun to apply mindful learning principles such as focused attention and reflection, although not yet in a systematic manner. Major challenges faced by teachers included time constraints, lack of formal training, and initial resistance from students. Quantitative analysis showed a significant increase in student motivation and engagement scores following the implementation of mindful learning strategies. These findings support the application of mindful approaches in ELT and highlight their benefits for enhancing students' learning experiences. The study also emphasizes the need for institutional support and structured teacher training to ensure more effective implementation of this approach.
Keywords: Mindful Learning, Student Engagement, English Language Teaching, Learning Strategies.

INTRODUCTION

Facilitating deep learning and boosting student motivation has become a growing challenge in education. Self-regulated learning (SRL) is gaining importance as education systems shift to student-centered approaches. SRL is an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Saks & Leijen, 2014). This aligns with mindful learning, which encourages active engagement, reflection, and meaningful action. When combined, SRL and mindful learning can foster adaptability and resilience in various learning environments (Yang et al., 2023). Students in SRL contexts may better motivate themselves and develop critical thinking skills through mindful learning (Wang, 2021).

Indonesia's education policies also reflect this shift. Under Kurikulum Merdeka, deep learning is emphasized as a core component. Abdul Mu'ti and Deputy Minister Atip Latipulhayat have stressed that deep learning should be a required paradigm, not a novelty (Lavenia, 2024). This approach encourages students to think critically, apply knowledge, innovate, and explore alternatives (Y. T. Lin, 2020)

In line with these educational changes, mindfulness is gaining attention due to its benefits for academic resilience and achievement. In classroom settings, mindfulness helps students stay present, manage stress, and recover from academic setbacks, which enhances their ability to stay focused, participate actively, and persist through learning challenges. (Vidal-Meliá et al., 2022) urge further exploration of mindfulness across educational settings, highlighting its importance in promoting sustained learning. Applying mindfulness improves emotional regulation, focus, and stress management (Rodríguez et al., 2022). In English language teaching (ELT), mindful learning supports student-centered strategies and engagement (Kuru Gönen, 2022)

This study contributes both theoretically and practically to ELT by examining how mindful learning is implemented and its impact on student engagement. Unlike previous studies that often emphasize theoretical potential or outcomes in general academic contexts, this research focuses specifically on how mindfulness is operationalized by ELT teachers within real classroom settings. By combining qualitative and quantitative methods, it uncovers not only the effectiveness of mindful learning but also the pedagogical adaptations and constraints experienced by teachers. These insights offer a novel contribution to the body of literature, particularly in the underexplored intersection between mindfulness and practical language instruction in Indonesian secondary schools.

Research Questions

1. How do ELT teachers incorporate mindful learning strategies into their classroom practices?
2. What challenges do teachers face in implementing these strategies?

3. What impact do mindful strategies have on student motivation and engagement?

Significance of the Study

This research explores mindful learning strategies within ELT and how they impact engagement. It offers insights into the challenges teachers face and serves as guidance for integrating mindfulness into teaching. Mindful strategies can help create inclusive environments that enhance student motivation and academic performance, while also fostering emotional regulation skills. Future researchers may also gain insights for exploring mindfulness in varied educational settings.

Literature Review

Mindful learning is increasingly explored, especially in foreign language education. It emphasizes awareness, focus, and acceptance during learning (Vidal-Meliá et al., 2022). (Y. T. Lin, 2020) describes mindful learning as attentiveness to present reality. Learners become more aware of their environment and are better equipped to solve problems (Henriksen et al., 2020). (Hudson et al., 2020) state that mindful learning integrates mindfulness principles into education.

Mindfulness and Academic Performance

Several studies link mindfulness to academic success. (Vidal-Meliá et al., 2022) found that resilience mediates the link between mindfulness and performance. (Oh et al., 2022) and (Egan et al., 2022) reported that mindfulness improves exam performance, mental health, and cognitive function. (Charness et al., 2024) support these claims, as do (J. W. Lin & Mai, 2018), who found that students practicing mindfulness showed better short-term academic results.

(Ali et al., 2022) identified psychological capital (PsyCap) and intrinsic motivation as mediators between mindfulness and study engagement. Mindfulness enhances optimism and resilience, promoting academic success. (Dvořáková et al., 2024) found mindfulness indirectly improves academic performance through

greater engagement and compassion, highlighting the need to understand underlying mechanisms.

Implementation in Educational Contexts

Mindfulness in education has been widely studied. (Duff, 2024) notes its role in social-emotional development, resilience, and behavioral regulation. (Hudson et al., 2020) emphasize that leadership support, teacher involvement, and training quality are crucial for successful implementation. Challenges include limited understanding among educators and a lack of trained professionals (Hadi & Misbahul, 2024). (Emerson et al., 2020) adds that inconsistency in content and delivery complicates implementation.

Although mindful learning's theoretical benefits in language education are well-known, there's limited research on its practical classroom application, especially from teachers' perspectives. Most studies highlight benefits like resilience and motivation but lack details on implementation. Hence, more comprehensive research is needed to examine how ELT teachers apply mindful learning strategies and how these impact engagement and outcomes.

MATERIALS AND METHOD

Materials

This research adopted an embedded mixed methods approach, with qualitative inquiry serving as the primary method and quantitative data embedded to enrich the findings. The study primarily explored how English Language Teaching (ELT) teachers incorporated mindful learning strategies into their classroom practices and the challenges they faced through classroom observations and semi-structured interviews. Alongside the qualitative data collection, quantitative data were collected by administering pre-test and post-test questionnaires to the students, aiming to measure changes in their motivation and engagement levels. The integration of these data types allowed the researcher to gain a deeper understanding of the classroom implementation of mindful learning strategies while also assessing their impact on student outcomes. This design was chosen because it enabled a comprehensive exploration of complex classroom

dynamics while supporting the qualitative insights with measurable quantitative evidence.

The qualitative methods that were used in this study included observation and semi-structured interviews. The observation protocol was used as a guide to directly observe how English Language Teaching (ELT) teachers implemented mindful learning strategies in the classroom context and how these strategies affected students' engagement with learning activities. In addition, the researcher conducted semi-structured interviews with ELT teachers to explore their perspectives regarding the barriers, difficulties, and factors that influenced the implementation of mindful learning strategies.

To answer the question regarding the impact of mindful learning strategies on students' motivation and engagement, the researcher used quantitative methods. Data were collected through a motivation questionnaire and a questionnaire based on the Student Engagement Scale (SES). The data were analyzed using a paired sample t-test to compare the significant difference between pre-test and post-test scores.

Samples

This study involved participants from MTS Muslimin Indonesia Center Samarinda, located at Jl. Manunggal, Bukit Pinang, Samarinda. The total population of the school was approximately 100 individuals. For the purpose of this research, one English teacher and 30 students from Grade 8 (the second year of MTS) were selected as the sample. The student participants were chosen to represent a range of English proficiency levels in order to gain a comprehensive understanding of the learning dynamics within the school environment.

Instruments

To examine how ELT teachers incorporated mindful learning strategies into their classroom practices, classroom observations were conducted. An observation protocol was used to document instructional techniques, teacher-student interactions, and the extent to which mindful learning principles—such as focused attention, reflection, and metacognitive awareness—were integrated into lessons. Observations also captured real-time engagement indicators, including student participation, attentiveness, and responsiveness to mindfulness-based activities.

To investigate the challenges teachers faced in implementing mindful learning strategies, semi-structured interviews were conducted with participating teachers. The interview questions focused on their experiences, perceived barriers, and strategies for overcoming difficulties in applying mindfulness principles in language teaching. The flexible format allowed teachers to elaborate on their perspectives, providing rich qualitative insights.

To assess the impact of mindful learning strategies on student motivation and engagement, a motivation questionnaire was administered to students. The questionnaire consisted of Likert-scale and open-ended items measuring intrinsic motivation, self-efficacy, and perceived benefits of mindfulness in learning. Additionally, student engagement was further analyzed through the Student Engagement Scale (SES) questionnaire. This instrument covered aspects of students' motivation, engagement, as well as comfort in the learning process. The instrument was based on the Student Engagement Scale (SES) developed by (Fredricks et al., 2004), which classified student engagement into three main dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. This study used a questionnaire that had been previously used by (Eliza, 2023). The scoring in this questionnaire used a Likert scale with a range of 1 (Strongly Disagree) to 4 (Strongly Agree). All instruments used in this study were validated by experts.

Method

For qualitative data, thematic analysis (Braun & Clarke, 2006) was used to identify recurring patterns and themes in teacher interviews and classroom observations. This approach allowed for an in-depth exploration of how teachers incorporated mindful learning strategies, the challenges they faced, and the observed engagement indicators among students. Triangulation was applied by cross-referencing observation data with interview responses to enhance validity and reliability.

For quantitative data, descriptive statistics were used to analyze responses from the motivation questionnaire and the Student Engagement Scale (SES). Mean scores, standard deviations, and frequency distributions were calculated to provide an overview of students' motivation levels, engagement patterns, and perceptions

of mindfulness-based learning. A Kolmogorov-Smirnov normality test was conducted to assess data distribution. If the data met normality assumptions, a One-sample t-test was performed to compare pre-test and post-test scores, evaluating the impact of mindful learning strategies on student engagement and motivation. All statistical analyses were conducted using IBM SPSS to ensure accuracy and reliability.

RESULTS

The Implementation of Mindful Learning Strategies in Classroom Practice.

Table 1. Observation Protocol

Section A: Instructional Techniques			Section B: Teacher-Student Interactions			Section C: Student Engagement & Responsiveness				
						INDIKATOR	DESCRIPTION	LOW	MEDIUM	HIGH
A1	Lesson includes activities that encourage focused attention (e.g., breathing, quiet moments, guided focus)	✓	B1	Teacher models mindfulness or emotional regulation (e.g., calm voice, presence)	✓					
A2	Teacher uses reflective prompts (e.g., "How did that make you feel?", "What did you notice?")	✓	B2	Teacher provides a safe and supportive space for students to express thoughts or feelings	✓	C1	Students show signs of attentiveness (e.g., eye contact, body posture, stillness)			✓
A3	Teacher encourages students to think about their thinking (metacognition)	✓	B3	Teacher uses empathetic listening and gives students time to respond	✓	C2	Students respond actively to mindfulness-based prompts or moments		✓	
A4	Activities promote awareness of the learning process (e.g., goal-setting, self-assessment)	✓	B4	Feedback is given in a mindful and constructive way	✓	C3	Students engage in class activities with focus and presence		✓	
A5	Lesson includes moments for pausing and checking in with thoughts/emotions	✓				C4	Students show signs of reflection (e.g., thoughtful responses, pausing before speaking)		✓	
						C5	Students use metacognitive language (e.g., "I noticed I		✓	

Based on the results of classroom observations conducted using the observation protocol, it was found that ELT teachers have started to integrate mindful learning principles into their teaching practices, although most of them are still done intuitively and not fully explicitly. Observations showed the implementation of strategies such as focused attention, reflection and increased metacognitive awareness in lessons.

Some of the practices noted included the insertion of moments of silence before or after core activities, the use of reflective questions such as "What did you learn from this activity?", and the encouragement of students to be aware of their thought processes while learning. In almost all observed classes, teachers also provided space for students to think before answering, and facilitated group activities that encouraged mutual listening and cooperation.

In addition, teacher-student interactions showed a calmer and more supportive approach. Teachers appear to actively listen to students' responses,

provide constructive feedback, and try to create an emotionally safe atmosphere. The observed teaching activities also reflected students' increased awareness of their own learning process - one of the indicators of mindful learning practices.

2. Challenges in the Implementation of Mindful Learning

While the integration of mindful learning strategies in the classroom has shown promising outcomes, teachers encountered several significant challenges during implementation. The most commonly reported barrier was time constraint, especially in relation to a tightly packed curriculum. Teachers expressed difficulty in incorporating mindfulness or reflective activities without sacrificing core academic content. As one teacher remarked,

INT-11: "With the tight schedule, sometimes I feel guilty taking five minutes for breathing or silence. It's like fighting with the curriculum."

This reflects a broader tension between instructional demands and the non-instructional nature of mindfulness practices.

Another major challenge was the lack of structured training and theoretical understanding of mindfulness. Although some teachers had attended brief workshops, many felt uncertain about the effectiveness or appropriateness of their implementation. One teacher shared,

INT-12: "I'm still learning. I've only done short workshops, and I'm not always sure if I'm doing it the right way."

This uncertainty often led to improvisation or hesitancy, even when the strategies showed positive effects on students.

In addition, resistance from students, particularly in the early stages of mindfulness integration, emerged as a noteworthy issue. Initially, some students viewed mindfulness tasks as mere relaxation or downtime. As one teacher noted,

INT-10: "At first, they thought it was just relaxing time. But when we did it regularly, they began to see that it helped them feel less nervous during tests or presentations."

This highlights the importance of consistency and clear explanation to build student understanding and engagement with mindfulness activities.

Institutional challenges also surfaced, particularly the lack of systemic support and absence of formal professional development programs focused on mindful learning. Teachers were often left to explore and implement strategies independently, without structured guidance or school-level endorsement.

Despite these obstacles, teachers demonstrated notable adaptability and creativity. Many integrated mindfulness into core language activities to reduce the perceived time cost. For instance, a breathing exercise might precede a speaking task, or a reflective writing journal could serve both emotional regulation and academic assessment purposes. As one teacher explained,

INT-11: "For younger students, I use visuals and games.

For the older ones, I give prompts like: 'Write a letter to your future self' or 'Describe what calm feels like in your body.'"

These adaptations helped ensure the practices were developmentally appropriate and engaging for different age groups.

Over time, as routines were established and students began to experience the benefits, resistance diminished and participation improved. Some students even started requesting mindfulness activities during high-stress periods, such as before exams or presentations. This shift underscores the importance of patience, consistency, and clear communication when integrating mindfulness into the classroom.

Overall, the challenges identified underscore the need for greater institutional support, structured and ongoing teacher training, and more flexible curriculum design that allows space for reflective and mindful practices. Nonetheless, the persistence and innovation shown by teachers demonstrate that even within constraints, meaningful and effective mindful learning integration is possible.

3. The Impact of Mindful Learning Strategies on Student Motivation and Engagement

The impact of mindfulness on students was assessed through pretest and posttest measures of motivation and engagement using one-sample t-tests. Teachers observed improvements in focus, participation, and emotional regulation, but most notably, the quantitative results provided statistically significant confirmation of the intervention's effectiveness.

Quantitative measurements were made through two instruments: a motivation questionnaire and the Student Engagement Scale (SES) developed by (Fredricks et al., 2004). Both instruments used a 1-4 Likert scale and were validated by expert before use.

This section presents the experimental findings based on the analysis of pretest and posttest scores from 30 students. Mindfulness-based learning strategies were implemented consistently over a two-week period, and the outcomes measured were student motivation and engagement. The one sample t-test results showed a significant increase in students' motivation and engagement scores after the mindful learning intervention was conducted in class.

Table 2. T-test result of Motivation Questionnaire

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest motivation	53,839	29	,000	51,200	49,26	53,14
post test motivation	65,988	29	,000	54,867	53,17	56,57

The t-test results from table 2 showed a clear increase in student motivation following the mindfulness intervention. The pretest mean difference was 51.200 with a t-value of 53.839 ($p = .000$), while the posttest mean difference increased to 54.867 with a t-value of 65.988 ($p = .000$). The confidence intervals also shifted upward: [49.26, 53.14] in the pretest and [53.17, 56.57] in the posttest, indicating that the increase was statistically significant and not due to random variation.

Table 3. T-test result of Engagement Questionnaire

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest engagement	84,851	29	,000	58,033	56,63	59,43
post test engagement	74,579	29	,000	64,800	63,02	66,58

The same applies to the increase in students' engagement score before and after the implementation of mindful learning is statistically significant ($p < 0.05$).

This indicates that the implementation of mindfulness strategies has a real impact on students' engagement in learning.

These results show a significant increase in student engagement scores (from an average of 58.03 to 64.80) and student motivation (from an average of 51.20 to 54.87) after the implementation of mindful learning strategies. This increase reflects that the learning activities focusing on mindfulness, reflection and self-awareness contributed to increased student focus and participation in class.

The emotional engagement dimension seemed to improve the most based on students' qualitative responses, which stated that they felt “calmer”, “more comfortable” and “more interested” in the lesson when the teacher invited them to pause, breathe or reflect on the learning process. Meanwhile, in the cognitive engagement aspect, students felt better able to understand the lesson because they were invited to think about how they learn, not just what they learn.

DISCUSSION

The integration of mindful learning strategies in ELT classrooms, as observed in this study, reflects a growing alignment between educational practice and emerging research in the field. The classroom observations revealed that ELT teachers have begun incorporating mindfulness-based elements—such as focused attention, reflection, and metacognitive awareness—into their instructional routines. Although these implementations are mostly intuitive rather than structured, they resonate with the core principles of mindful learning as articulated by (Y. T. Lin, 2020) and (Vidal-Meliá et al., 2022), who emphasize present-moment awareness and acceptance of the learning experience.

This research confirms the applicability of mindful learning strategies within the specific context of foreign language learning. Practices such as providing moments of silence, prompting reflection through open-ended questions, and encouraging students to become aware of their thinking processes are consistent with the concept of mindful engagement as defined by (Henriksen et al., 2020). These strategies appear to foster a more emotionally supportive learning environment, in line with (Hudson et al., 2020) assertion that mindful classrooms promote calmness and emotional safety—critical factors in enhancing student focus and participation.

Despite these promising developments, challenges remain. The interviews with teachers revealed that time constraints and a lack of formal training are major barriers to implementing mindfulness more systematically. This echoes concerns raised by (Hadi & Misbahul, 2024)) and (Emerson et al., 2020) who noted the inconsistent implementation of mindfulness programs due to inadequate training and institutional support. Teachers' limited theoretical grounding in mindfulness mirrors findings by (Hudson et al., 2020) who argued that the success of mindfulness programs depends heavily on adequate professional development and administrative backing. Nonetheless, the adaptive efforts observed—such as time management adjustments and age-appropriate modifications—demonstrate the teachers' willingness to explore mindful learning within existing limitations.

The quantitative findings from the pretest and posttest assessments further substantiate the positive impact of mindful learning on student outcomes. Statistically significant improvements were observed in both motivation and engagement scores, supporting earlier claims by (Vidal-Meliá et al., 2022), (Ali et al., 2022), and (Egan et al., 2022) regarding the psychological and academic benefits of mindfulness. The increase in students' emotional and cognitive engagement—reflected in their improved focus, comfort, and interest—aligns with (Dvořáková et al., 2024) conclusion that mindfulness enhances academic outcomes indirectly through greater engagement and emotional regulation.

Furthermore, the fact that students reported feeling “calmer,” “more interested,” and more aware of how they learn suggests that mindful learning not only contributes to academic success but also supports emotional well-being. These findings reinforce the position of (Duff, 2024) who emphasized the role of mindfulness in fostering resilience and emotional competence, both of which are crucial for sustainable learning.

Taken together, the findings of this study offer empirical support for the theoretical claims found in the literature. While the benefits of mindfulness in educational contexts are increasingly recognized, this study contributes new insights into how ELT teachers implement these strategies in real classrooms and how such practices concretely affect learners' motivation and engagement. The study also highlights the practical challenges faced by teachers, reaffirming the

need for structured support systems, teacher training, and institutional readiness for more effective integration of mindful learning.

CONCLUSION

This study demonstrates that the implementation of mindful learning strategies in English Language Teaching (ELT) positively influences student motivation and engagement. In response to the first research question, the findings show that teachers have begun to apply mindful learning strategies—such as focused attention, reflection, and metacognitive awareness—within classroom practices. Although these implementations are largely intuitive and not yet systematically structured, they reflect a growing awareness of mindfulness principles in ELT.

Regarding the second research question, the study identified several challenges faced by teachers, including limited time due to dense curriculum, lack of formal training on mindfulness, initial resistance from students, and insufficient institutional support. Despite these obstacles, teachers exhibited adaptability by integrating mindfulness into language-based tasks and adjusting their methods to suit different student age groups and needs.

Addressing the third research question, both qualitative observations and quantitative data revealed a significant increase in students' motivation and engagement after the implementation of mindful learning strategies. Students reported feeling calmer, more focused, and more interested in their learning process. This suggests that mindful learning not only fosters academic achievement but also enhances students' emotional well-being.

In light of these findings, the study recommends that educational institutions and policymakers provide structured teacher training, consistent institutional support, and flexible curriculum to facilitate the effective integration of mindful, student-centered learning practices in ELT classrooms.

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