

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**THE EFFECTS OF 10 MINUTE MINDFULNESS
EXERCISES ON THE DISRUPTIVE BEHAVIORS OF
YOUNG LEARNERS IN EFL CLASSES: AN
EXPERIMENTAL STUDY ON CLASSROOM CLIMATE
IMPROVEMENT**

MASTER OF ARTS THESIS

SİNEM ACAR

**GAZİANTEP
JULY 2024**

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SİNEM ACAR

Supervisor: Assoc. Prof. Dr. Mehmet KILIÇ

GAZIANTEP
JULY 2024

APPROVAL OF THE JURY**Student:** Sinem ACAR**University:** Gaziantep University**Graduate School:** Graduate School of Educational Sciences**Department:** English Language Teaching Program**Thesis Title:** The Effects of 10 Minute Mindfulness Exercises on the Disruptive Behaviors of Young Learners in EFL Classes: An Experimental Study on Classroom Climate Improvement**Thesis Date:** 05.07.2024

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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Director

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

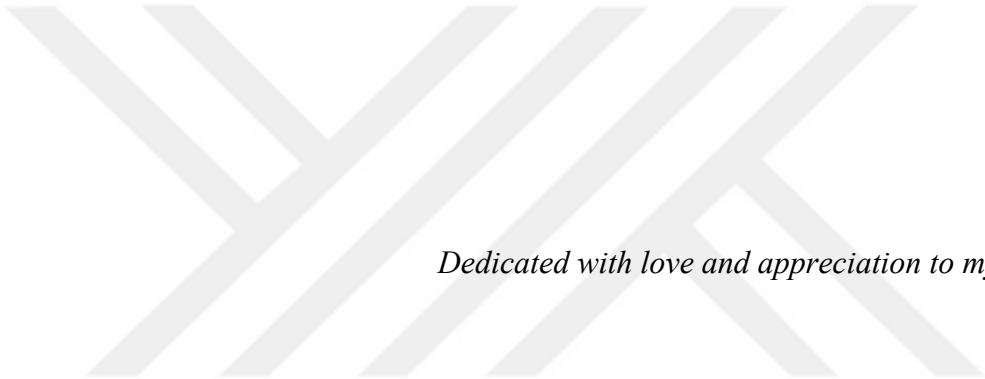
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DEDICATION



Dedicated with love and appreciation to my family...

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First and foremost, I would like to express my sincere gratitude to my supervisor, Assoc. Prof. Dr. Mehmet KILIÇ, whose unwavering support and guidance were instrumental throughout this journey. His invaluable insights and constant encouragement motivated me to give my best efforts, and for that, I am eternally grateful.

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ABSTRACT

THE EFFECTS OF 10 MINUTE MINDFULNESS EXERCISES ON THE DISRUPTIVE BEHAVIORS OF YOUNG LEARNERS IN EFL CLASSES: AN EXPERIMENTAL STUDY ON CLASSROOM CLIMATE IMPROVEMENT

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Disruptive behaviors in educational settings can hinder the learning process and create a negative classroom climate. In recent years, mindfulness practices have gained recognition as a potential intervention to address these issues. This study aimed to investigate the effects of mindfulness exercises on the disruptive behaviors among young learners in English as a Foreign Language classes, along with gathering students' perceptions of their experiences and the perceived change in disruptive behavior of themselves and their peers. 39 3rd grade students participated in the study and were assigned to the experimental group and the control group. The experimental group engaged in mindfulness exercises at the beginning of English lessons for eight weeks, while the control group followed the regular EFL curriculum. Disruptive behaviors were assessed using the Video-based Observation Chart. Interviews were conducted with students to explore their perceptions of the intervention and its impact on their behavior and the behavior of their peers. Results indicated a significant decrease in overall disruptive behaviors in the experimental group compared to the control group. The experimental group showed significant reductions in certain types of disruptive behaviors, while other categories displayed positive but not statistically significant decreases. The qualitative analysis of interviews provided insights into students' experiences, feelings, and ideas regarding the mindfulness exercises. Participants reported positive experiences and enjoyment as well as perceived increase in attention skills, improvement in emotion regulation and emotional well-being, as well as improved classroom climate and learning experience. While the participants reported a decrease in disruptive behaviors among themselves and their peers, a minority of the expressions stated that they did not observe any difference in the behavior of some of their disruptive peers.

Keywords: Awareness, Disruptive Behaviors, Mindfulness, Young EFL Learners

ÖZ

10 DAKİKALIK BİLİNÇLİ FARKINDALIK EGZERSİZLERİNİN EFL SINIFLARINDAKİ GENÇ ÖĞRENCİLERİN YIKICI DAVRANIŞLARI ÜZERİNDEKİ ETKİLERİ: SINIF İKLİMİNİN İYİLEŞTİRİLMESİ ÜZERİNE DENEYSEL BİR ÇALIŞMA

ACAR, Sinem
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Eğitim ortamlarında yıkıcı davranışlar, öğrenme sürecini engelleyebilir ve olumsuz bir sınıf iklimi yaratabilir. Son yıllarda, bilinçli farkındalık uygulamaları bu sorunları ele almak için potansiyel bir müdahale olarak kabul görmüştür. Bu çalışma, farkındalık egzersizlerinin Yabancı Dil Olarak İngilizce (EFL) sınıflarındaki genç öğrenciler arasında yıkıcı davranışların üzerindeki etkilerini araştırmanın yanı sıra, öğrencilerin deneyimlerine ilişkin algılarını ve kendilerinin ve akranlarının yıkıcı davranışlarında algılanan değişimi araştırmayı amaçlamıştır. Çalışmaya 39 3. sınıf öğrencisi katılmış ve deney grubu ile kontrol grubuna atanmışlardır. Deney grubu sekiz hafta boyunca İngilizce derslerinin başında bilinçli farkındalık egzersizleri yaparken, kontrol grubu normal İngilizce dersi müfredatını takip etmiştir. Yıkıcı davranışlar Video Tabanlı Gözlem Çizelgesi kullanılarak değerlendirilmiştir. Müdahaleye ilişkin algılarını ve müdahalenin kendi davranışları ve akranlarının davranışları üzerindeki etkisini araştırmak için öğrencilerle görüşmeler yapılmıştır. Sonuçlar deney grubunda kontrol grubuna kıyasla genel yıkıcı davranışlarda önemli bir azalma olduğunu göstermiştir. Deney grubu, belirli türdeki yıkıcı davranışlarda önemli azalmalar gösterirken, diğer kategoriler olumlu ancak istatistiksel olmayan düşüşler sergilemiştir. Görüşmelerin nitel analizi, öğrencilerin farkındalık egzersizlerine ilişkin deneyimleri, duyguları ve fikirleri hakkında bilgiler sağlamıştır. Katılımcılar olumlu deneyimler ve eğlencenin yanı sıra dikkat becerilerinde algılanan artış, duygu düzenleme ve duygusal iyilik halinin yanı sıra gelişmiş sınıf iklimi ve öğrenme deneyimi yaşadıklarını bildirmişlerdir. Katılımcılar kendilerinde ve akranları arasında yıkıcı davranışlarda azalma olduğunu bildirirken, ifadelerin küçük bir kısmı bazı yıkıcı davranış sergileyen akranlarının davranışlarında herhangi bir fark gözlemlemediklerini belirtmiştir.

Anahtar Kelimeler: Bilinçli farkındalık, farkındalık, genç EFL öğrencileri, yıkıcı davranışlar

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ABBREVIATIONS

EFL: English as a Foreign Language
ESL: English as a Second Language
MBI: Mindfulness-Based Interventions
MBSR: Mindfulness-Based Stress Reduction
ME: Mindfulness Education
NCB: Non-Compliant Behaviors
DB: Distracting Behaviors
DrB: Disrespectful Behaviors
PDB: Physically Disruptive Behaviors
ADB: Academic Disengagement Behaviors
TDB: Total Disruptive Behaviors
ASD: Autism Spectrum Disorder
ADHD: Attention Deficit Hyperactivity Disorder
CD: Conduct Disorder
ID: Intellectual Disability
RQ: Research Question
CG: Control Group
EG: Experimental Group
MoNE: Ministry of National Education
SOF: Meditation on the Soles of the Feet
FLA: Foreign Language Anxiety
MAAS: Mindfulness Attention Awareness Scale
SEL: Social and Emotional Learning

CHAPTER I

INTRODUCTION

1.1.Presentation

This chapter is divided into seven sections, and the key elements of the study are briefly explained in these sections. Background of the study is explained in the first section. The problem that provided the drive for this study is stated in the second section. The third section specifies the study's purpose and research questions. In the fourth section, it proceeds by outlining the importance of the study. The study's fundamental assumptions and limitations are briefly presented in the fifth and sixth sections. It concludes by explaining several terms related to the subject in the sixth section.

1.2. Background of the Study

Mindfulness, having its roots in Buddhist teachings dating back thousands of years, has become more and more popular as a practice in a variety of settings, including the classroom (Bostic et al., 2015). Being mindful means deliberately being aware of everything one is experiencing in the current moment, including ideas, feelings, physical sensations, and surroundings (Kabat-Zinn, 1994). Research shows that people who practice mindfulness are more likely to experience reduced stress and anxiety, as well as emotional reactivity (Davis & Hayes, 2011).

On the other hand, disruptive behaviors are the behaviors that interfere with a person's own ability to learn, impede peers' ability to learn and participate, or make it harder for teachers to manage classrooms (Merrett & Wheldall, 1984). These behaviors are among the most important problems in educational settings, as they

negatively impact the academic achievement of students, their relationships with teachers and other students, and the overall classroom climate (Martini-Scully et al., 2000; Smith & Sugai, 2000). Disruptive behaviors need to be dealt with at an early age, as studies have shown that children who demonstrated behavioral issues in early childhood were assessed by parents and educators to have a high probability of continuing to exhibit externalizing problems and lower social competence than peers in the future (Campbell, 1995). A great deal of study has been conducted on creating and assessing interventions to decrease disruptive behaviors in a range of contexts (Umbreit, 1996). However, even when there are classroom interventions that have been proven effective by research, educators may be reluctant to implement these interventions, or they may cite difficulties that prevent implementation; so good implementation of classroom interventions aimed at decreasing disruptive behaviors primarily depends on their ease of implementation and efficacy (Mottram et al., 2002). Because mindfulness approaches emphasize mental visualization and meditation during real experiments, such as mindful eating or mindful walking, they are especially appropriate for young people and adolescents, and these factors also make them practical (Zack et al., 2014). Mindfulness in an educational context is also regarded as an effective way to regulate behaviors and reduce emotional impulsivity (Saltzman & Goldin, 2008; Short et al., 2016), which may have a beneficial effect on reducing disruptive behaviors, particularly in young students (Bolstad & Johnson, 1972; Koegel et al., 1992). This may especially be important in EFL classrooms with young learners, where students experience a variety of language learning challenges and intercultural challenges unique to these classrooms (Alsalihi, 2020). In this regard, Kuru Gönen (2022) proposes several mindfulness-based practices appropriate for implementing in EFL classrooms in a recent study. Some of the proposed practices in their study include breathing exercises, keeping a journal, gratitude exercises, and mindfulness exercises integrated with developing language skills.

Despite the recognition of the significance of mindfulness in the classroom and its potential benefits, as previously mentioned, an experimental study examining the direct impact of mindfulness practices on the frequency of disruptive behaviors among young learners in EFL classrooms is lacking. Disruptive behavior not only undermines the academic learning process but also prevents the creation of a positive classroom climate and damages social relationships in the classroom (Hamre et al.,

2008; Mahvar et al., 2018). Therefore, understanding the direct effect of mindfulness practices on the frequency of disruptive behaviors in EFL classrooms with young learners has the potential to provide insights for both the research literature and the teachers of EFL classrooms with young learners whom the study aims to guide in the use of classroom practices. The present study focuses on how mindfulness techniques affect the frequency of young EFL learners' disruptive behaviors and how they perceive the mindfulness experiment.

1.3. Statement of the Problem

The main focus of this study is the impact of mindfulness practices on the frequency of disruptive behaviors of young EFL learners. Mindfulness is a mental state that includes purposeful awareness and non-judgmental monitoring of the present moment, as well as open-heartedly experiencing feelings and ideas (Kabat-Zinn, 1994). Among the basic practices of mindfulness, body scan meditation, breath awareness meditations, mindful eating, mindful listening, or mindful walking meditations may be mentioned (Labbé, 2011). Beginning in the medical industry, mindfulness exercises have expanded to other areas and have gained enormous popularity for dealing with stress and lowering negative tendencies (Meiklejohn et al., 2012). Education is one of the sectors where it has recently begun to spread. Early in the new millennium, mindfulness practices started to be gradually incorporated into the classroom setting (e.g., Nelson, 2003; Lau, 2009; Rotne & Rotne, 2009; and Murray, 2010). Despite the fact that it has begun to be used in this field in recent years, numerous studies have established its success in terms of benefits like regulating emotions (Lyons & DeLange, 2016), managing stress (Mapel, 2012), calming students under pressure (Hartel et al., 2017), fostering teacher well-being (Mazza-Davies, 2015), helping build resilience (Vidic & Cherup, 2019), and increasing attending behaviors (Wilson & Dixon, 2010). It has gained widespread acceptance by teachers, with many recommending it to their peers (Harris et al., 2015).

Studies examining the effects of mindfulness in English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms have been increasing for a comparatively short time, i.e., a few years. (Cheng, 2023; Fallah, 2016; Huang, 2022; Li, 2021; Leila et al., 2018; Skelly & Estrada-Chichon, 2021;

Waldman & Carmel, 2019; Wang & Liu, 2016; Zeilhofer, 2020). Research on mindfulness in English learning classrooms mostly focuses on the effects of mindfulness on language anxiety (Charoensukmongkol, 2016; Fallah, 2016; Önem, 2015; Shen, 2022) and academic performance (Beauchemin et al., 2008; Caballero et al., 2019; Thierry et al., 2016). While these are important areas of study, the potential effect of mindfulness on students' disruptive behaviors may also be significant issue in EFL classrooms that has received less attention. Trying to make connections between grammatical structures, struggling to recall vocabulary, and having difficulty expressing themselves in a non-native language may result in language anxiety (Meihua, 2007). Due to language anxiety brought about by difficulties with a foreign language, children may become demotivated and more inclined to engage in disruptive activities (Jati et al., 2019). Mindfulness exercises, as they help with regulating emotions (Lyons & DeLange, 2016), may make the students more engaged in an EFL classroom. By helping students increase their attention span (Mapel, 2012), it may also encourage them to overcome the difficulties they face in language learning. Also, with its calming effect (Tang et al., 2015), mindfulness has the potential to decrease the frequency of disruptive behaviors resulting from students' anxiety about language learning.

Although it has many potential benefits, there is a lack of studies examining the direct effect of mindfulness on disruptive behaviors in EFL classrooms with young learners.

1.4. Purpose of the Study

The primary aim of this study is to examine the effects of integrating 10 minute mindfulness exercises into EFL classrooms with young learners on the frequency of disruptive behaviors among students. The study aims to see if there is a significant decrease in the frequency of disruptive behaviors when mindfulness practices are employed. The secondary aim of the study is to explore students' perceptions of their mindfulness experience and the perceived effects of mindfulness exercises on their own behaviors as well as those of their classmates. In this context, the questions (RQs) that this research seeks to answer are as follows:

RQ 1. Are there any impacts of mindfulness exercises on the frequency of disruptive behaviors in EFL classes with young learners?

RQ 1a. Is there a statistically significant difference between the experimental group and control group in terms of the frequency of disruptive behaviors prior to the mindfulness intervention?

RQ 1b. Is there a statistically significant difference between the experimental group and the control group in terms of the frequency of disruptive behaviors after the mindfulness intervention?

RQ 1c. Is there a statistically significant difference in the frequency of disruptive behaviors of the participants in the experimental group prior to and after the mindfulness intervention?

RQ 1d. Is there a statistically significant difference in the frequency of disruptive behaviors of the participants in the control group prior to and after the mindfulness intervention?

RQ 2. What are the young learners' perceptions and experiences of the mindfulness exercises implemented in the EFL classroom?

RQ 3. How do young learners perceive the influence of mindfulness exercises on their own disruptive behaviors and their classmates' disruptive behaviors in the EFL classroom?

1.5. Significance of the Study

Disruptive behaviors such as wandering around, talking out of turn, yelling, hitting, or climbing furniture result in significant challenges for both students and teachers in any classroom (Mahvar et al., 2018). However, these behaviors can be particularly problematic in EFL classrooms with young learners, as young learners of EFL generally suffer from limited vocabulary, limited grammar knowledge, and difficulty of constructing complex sentences when speaking (Al Hosni, 2014). Additionally, studies show that low levels of perceived proficiency may result in language anxiety (Liu, 2006). This anxiety may lead to boredom (Dewaele et al., 2022), and boredom is one of the main reasons to display disruptive behaviors in EFL classrooms (Umar & Khair, 2022). Also, as young learners have a shorter attention span (Musthafa, 2010), it may be easier for them to get distracted in the class, which may increase the chance of disruptive behaviors in EFL classrooms with young learners (Humaeroah, 2020).

As mentioned earlier, when these behaviors are repeated frequently, it leads to undesirable circumstances for both students and teachers (Mahvar et al., 2018).

Students may experience distraction, low engagement, or academic failure (Blank & Shavit, 2016; Douglas et al., 2016; Liu et al., 2017; Nurul, 2021), and teacher's well-being is harmed since they become exhausted (Kollerová et al., 2023). In the end, managing disruptive behaviors becomes an issue that depletes teachers' mental resources (López et al., 2008), leading to higher levels of teacher burnout (Fernet et al., 2012), which then results in more disruptive behavior from students, and the cycle repeats itself (Brouwers & Tomic, 1999). In this context, teachers struggle to find strategies to successfully manage the classroom and minimize students' disruptive behaviors (Witcher et al., 2008).

Considering the negative effects of disruptive behaviors in EFL classes with young learners, the significance of this study becomes clearer in that, as well as improving the well-being (Calin & Ginara, 2023; Carruthers and Hood, 2011) and academic performance (Verhaeghen, 2023; York et al., 2019), mindfulness exercises have the potential to decrease disruptive behaviors in the classroom. Although there are studies examining the effects of mindfulness exercises on disruptive behaviors of students with clinical diagnoses like AD/HD (attention-deficit/hyperactive disorder) or ASD (autism spectrum disorder) (Carboni et al., 2013; Singh et al., 2019), this study does not focus on specific cases and examines common disruptive behaviors conducted in regular classrooms. Also, as reasons like learning difficulty or language anxiety for disruptive behaviors in EFL classes are unique to these classes, the effects of an intervention should be specifically examined. Thus, the findings of this study may offer important insights on how to benefit from mindfulness techniques in EFL classes with young learners, in which disruptive behaviors are frequently displayed (Kuloheri, 2016). Furthermore, as all mindfulness practices may not be appropriate for all ages, the study may provide information about how mindfulness exercises can be optimized for young learners of EFL. This could be beneficial for laying the groundwork for further study with young learners. The study also examines the effects of mindfulness from the perspective of students. Comments from their perspectives may provide insight on how they perceive the impact of the intervention, both on their behaviors and those of their friends. This could shed light on students' mindfulness experiences and help go beyond quantitative measurements. Their perspectives may provide a qualitative insight into the effects of mindfulness, which quantitative measures cannot catch.

Finally, if the results of the study show a significant reduction in students' disruptive behaviors after the mindfulness intervention, it means that disruptive behaviors may decrease with the help of mindfulness practices when they are still young. Humaeroah (2020) states that as students get older, their disruptive behaviors tend to be more destructive in school and this may ruin their academic and social environments. Thus, this study is significant in terms of raising awareness about interfering with disruptive behaviors when students are still developing. Therefore, it can be concluded that addressing disruptive behaviors at an early age has a potential to prevent more destructive consequences in the future.

1.6. Assumptions

There are several assumptions that must be acknowledged in this study. First, it is assumed that mindfulness exercises will be employed properly by the practicing teacher and that the students will actively participate in the exercises. Second, the study assumes that the disruptive behaviors occurring in the classroom can be accurately identified and recorded. Third, it is assumed that when filling out the Video-Based Observation Chart (the measurement instrument that will be used for recording the frequency disruptive behaviors), the students will be observed in their natural classroom environment without any change in the typical classroom routines. Fourth, the span over which the intervention will take place is assumed to be long enough to observe any potential change in the frequency of disruptive behaviors. Fifth, the study assumes that, during the interviews, the students will be honest about their experience with the intervention and the behavioral changes they will observe in themselves. Finally, other variables that may influence the results are considered to be constant, and any change can be attributed to the integration of mindfulness exercises.

1.7. Limitations

Like any study in the social sciences, this study has several limitations. The primary limitation is that the number of participants is limited to one class as a control group (CG) and one class as an experimental group (EG). This may affect the generalizability of the results to broader populations. The second limitation is that English instruction is restricted to 2 sessions, each lasting 40 minutes, per week in

primary schools. Thus, only 5 minutes per lesson and a total of 10 minutes per week can be allotted for mindfulness exercises. The frequency of intervention may be inadequate, which may jeopardize the results of the study. Another limitation is the self-report of the students on their experiences and observations. Self-reported data may include inaccuracy and exaggeration (Paulhus et al., 2007). Individual differences among the students represent the final limitation of the study. Not all the students can benefit from mindfulness exercises to the same extent because of their differences in terms of learning style and personality.

1.8. Definitions

This section provides the definitions of the key terms used in this study.

Mindfulness: A mental state including purposeful awareness and non-judgmental monitoring of the present moment as well as open-heartedly experiencing feelings and ideas (Kabat-Zinn, 1994).

Mindfulness practices: Exercises designed to improve mindfulness skills like awareness, attention, or non-judgmental presence through techniques such as body scan, breathing practice, mindful listening, and mindful eating (Labbé, 2011).

Young EFL learners: Primary school students whose ages range from 7 to 12 and who are learning English as a foreign language (Mihaljević Djigunović, 2012).

Disruptive behaviors: Actions that inhibit the individual's own learning process, hinder the learning and participation of peers, or make it difficult for teachers to manage classrooms (Merrett & Wheldall, 1984).

CHAPTER II

REVIEW OF LITERATURE

2.1. Presentation

The main purpose of this study is to investigate the impact of including mindfulness exercises in EFL classes with young learners on the frequency of disruptive behaviors. This chapter outlines the key concepts and theoretical framework of the study to better organize the ideas and provide a more organized understanding of the study. Relevant concepts such as mindfulness and disruptive behaviors will be comprehensively examined in the light of the previous literature.

2.2. Disruptive Behaviors in Educational Settings

Disruptive behaviors in educational settings result in certain difficulties in terms of students' academic performance, their relationships with teachers and other students, and the general classroom climate (Smith & Sugai, 2000). Furthermore, teachers generally have to deal with the disruptive behaviors of children every day, which can be sometimes difficult for them (Marais & Meier, 2010). This section will look at several classification strategies proposed by researchers, investigate the causes of these actions, and explore how different stakeholders perceive the effects of disruptive behaviors. Additionally, perceived suggestions for dealing with disruptive behaviors will be examined.

2.2.1. Categorizing Disruptive Behaviors in Classroom

Researchers are interested in examining various forms of disruptive behaviors and trying to figure out the elements leading to or contributing to them in an effort to

shed light on this complicated issue and its possible causes (Vongvilay et al., 2021). To better understand the characteristics of disruptive behaviors and identify the underlying reasons, different categorizing strategies used by researchers will be examined in this section.

Thomas et al. (1968), in their research examining the role of teacher behaviors in creating a disruptive classroom environment, divided disruptive behaviors into five categories. According to Thomas et al., (1968), gross motor behaviors are disruptive behaviors in which students behave physically out of order. These behaviors include getting up, walking around, sitting in a chair incorrectly, etc. Another type of disruptive behavior discussed in the study is noise-making behavior. It includes excessively loud talking and shouting behaviors. Another category in the study is orienting disruptive behaviors. This category includes behaviors that involve distraction, such as looking left and right during the lesson and not paying attention to the lesson. Verbalization behaviors include behaviors such as whistling, crying, chatting during class and aggression referring to behaviors in which students display overly aggressive attitudes, such as hitting, kicking, damaging classroom objects, etc. Finally, Thomas et al. (1968) adds a category called other tasks and states that this category includes behaviors that do not fit into the mentioned categories of disruptive behavior.

Additionally, Hoffman and Lee (2014), in their study providing an insight into disruptive behaviors in education, developed a typology for disruptive behaviors. The study focuses on issues and behaviors occurring in the classroom and concludes that disruptive behaviors can be grouped as side discussion issues (talking to peers about unrelated issues during the class), technology issues (using technologic devices for unrelated purposes during the class), over-the-top participation issues (behaviors exceeding the approximate participation such as dominating the discussion, asking irrelevant questions, etc.) commitment issues (lack of involvement in the learning process.) proximity issues (issues resulted from getting too close with mates in a mutual environment, such as disturbing a friend with noises, invading the desk shared with others, strong smell of food etc. and miscellaneous issues (various issues that do not fit in other categories, such as bringing pets, cheating, bullying, reading unrelated material, etc.). Hoffman and Lee (2014) also focus on how frequently disruptive behaviors occur in classrooms and conclude that side discussion issues constitute the most common disruptive

behaviors. Side conversation difficulties are followed by technology issues, and excessive involvement issues are the third. It should be highlighted that this study was conducted on college students, and the frequency of certain behaviors would probably vary among younger students.

According to Levin and Nolan (1996, as cited in Marais & Meier, 2010), disruptive behaviors prevent teachers from achieving their teaching goals, and they are primarily categorized based on how they affect the elements of the learning environment. Levin and Nolan (1996, as cited in Marais & Meier, 2010) categorize disruptive behaviors as:

- behavior that interferes with the teaching and learning act (e.g., a learner who distracts other learners during lesson presentation, who refuses to follow directions, or displays aggressive behavior),
- behavior that interferes with the rights of other learners to learn (e.g., a learner who continually calls out while the teacher is explaining content),
- behavior that is psychologically or physically unsafe (e.g., leaning on the back legs of a chair, unsafe use of tools or laboratory equipment, threats to other learners, and constant teasing and harassment of classmates),
- and behavior that causes the destruction of property (e.g., vandalism in the classroom). (pp. 43-44)

Finally, in their study on disruptive behaviors in physical education (PE) classrooms, López Jiménez et al. (2016) divide disruptive behaviors into three basic categories: disinterest, indiscipline, and violence, as well as other categories that include the combinations of these three. The results of the study show that disinterest is the type of disruptive behavior that is most frequently observed. Indiscipline comes in second, and violence is the type of disruptive behavior that is least frequently observed in PE classes.

2.2.2. Causes of Disruptive Behaviors in Educational Settings

Identifying the causes of disruptive behaviors enables teachers and administrators to address the issues and work more effectively toward finding solutions (Latif et. al., 2016). Therefore, for the successful management of disruptive behaviors, it is important to initially comprehend the underlying causes of these actions. (Afzali et. al., 2015). This section aims to investigate the main causes of disruptive behaviors that have been identified by different researchers.

Jacobsen (2013) conducted a study looking at the primary teachers' perceptions on the causes of disruptive behaviors in the classroom through interviews. According to the participants of the study, trauma caused by past events is the most common reason for disruptive behaviors among young students since they lack the emotional maturity to deal with it. The desire to gain attention from peers is the most frequent reason for disruptive behaviors when students move to secondary school, according to the observations and opinions of the participant teachers. The teachers also reported that students diagnosed with autism, developmental delay, EBD (emotional behavioral disorder) and ADHD might have difficulty in adapting to the rules of their social environments, and this may result in displaying more disruptive behaviors. Last but not least, according to the participant teachers, another important cause of disruptive behaviors in the classroom is the attitudes of parents. Their opinion is that if a child has parents who do not set rules at home and do not supervise the child's behaviors, it is difficult for the child to adapt to the rules and discipline at school. Jacobsen (2013) also cites that there may be varying underlying reasons for disruptive behaviors in the classroom; thus, the teachers should focus on those reasons, not the behavior itself.

In a different study looking at disruptive behaviors in primary schools, Marais and Meier (2010) divided the causes of disruptive behaviors into internal and external factors. In the study, internal factors are defined as the ones related to students themselves, including factors related to their developmental stage and the potential challenges that can arise if a child does not perceive themselves as capable. Other internal factors mentioned in the study are inexperience, ignorance, curiosity, the desire for a sense of belonging, the need for acknowledgment, and the need for power, control, and anger release. Marais and Meier (2010) associate external factors with the ones originating from students' social and academic surroundings, including family, school, and society. The study shares the same family-related explanations for disruptive behaviors as did Jacobsen's (2013) study while school-related reasons were attributed to issues with poor learning environments, instructors, crowded classrooms, and societal reasons stemming from the degeneration of society, inadequate services, and substandard living conditions.

Latif et al. (2016) compared the perspectives of college students and their professors on the causes of disruptive behaviors in the classroom, categorizing factors as physical classroom environment, psychological classroom environment,

teachers and their instructional methods, health concerns, and students' psychological problems. According to the study of Latif et al. (2016), problems with physical classroom environment include excessive temperatures, uncomfortable seats, and large class sizes, while factors related to the psychological classroom environment include cultural diversity, immature students, and students asking irrelevant questions either for mocking or for information. The study identified inadequate instruction and insufficient teacher communication as difficulties pertaining to teachers, and low eyesight and hearing as factors related to health. Latif et al. (2016) explain factors related to psychological problems of students as comprising superiority complex, exposure to misbehavior, competition, trying to stand out for a good impression, searching for fun, laziness, and tiredness. In addition, Dobmeier and Moran (2008), in their study with adult learners, list the factors that may result in disruptive behaviors as disability, low socio-economic history, violence, and personal issues such as childcare or job demands. According to the same study, in-class factors include insufficient instruction, useless intervention from the teacher, and disconnection with classmates or the teacher.

In conclusion, the research reviewed shows that disruptive behaviors in the classroom may have various causes. These causes can be physical, psychological, interpersonal, or environmental. Understanding these causes may help educators and administrators better address the problems and find solutions.

2.2.3. Perceptions on the Impact of Disruptive Behaviors Among Various School Individuals

Disruptive behaviors include a wide range of undesirable actions that may have various negative effects on educational settings (Thompson, 2010). This section will look at these effects of disruptive behaviors on several educational components in the light of prior research.

Wangdi and Namgyel (2022), as a part of their action research on the relationship between seating arrangements and disruptive behaviors, conducted interviews to gather EFL students' opinions about how the disruptive behaviors of their peers affected them. According to the participants, disruptive behaviors lead to loss of focus, annoyance over not hearing the teacher correctly, a lack of interest in the lecture, and ultimately inhibit learning. Wangdi and Namgyel's investigation led

them to suggest that rearranging the seating might help excite the students and reduce the frequency of disruptive behaviors in the classroom. The participants in the same study also opine that the issue of disruptive behavior may be resolved if the teachers establish the rules at the beginning, make the lesson enjoyable, and apply effective classroom management. Participants in Douglas et al.'s study (2016) revealed similar views, offering rich insight into the perspectives of students towards disruptive behaviors in the classroom. The negative effects of disruptive behavior on peers are evident from the adjectives they use to describe their emotions, such as "frustrated", "intimidated", "distracted", "stressed", and "annoyed". Additionally, the study by Robarts (2014) on teachers' views of disruptive behavior and its effects in the classroom has similar concluding findings. The participants' main complaints involved the amount of time required for discipline, interrupted or even incomplete classes, attention loss, and detrimental consequences for the teaching process. Additionally, 83 percent of the participants claimed that the disruptive children performed worse academically than the ones who were not. Moreover, the study by Khan et al. (2021) on the impact of disruptive behavior in secondary schools, teachers, parents, and school principals took part. Teachers defended the notion that students' disruptive activities not only affect the classroom environment but also the entire educational system of the school. However, parents refused the idea that their children were accountable for the disruption of classroom discipline. Almost all the participant school principals acknowledged the need for a compulsory teacher training program to address disruptive behaviors in the classroom. They encouraged teachers and students to have good relationships and to speak politely, such as by saying "thank you," "please," "it's okay," "excuse me," and "I'm sorry." They also proposed employing rewards in the classroom.

While most studies focus on the impact of disruptive behaviors on students, teacher or learning environment, Noeth-Abele (2020) conducted a study to gain insight into how these behaviors affect the professional lives of other members of a school, including school leaders, psychologists, social workers, and counsellors, through interviews. The school administrators among the participants claim that disruptive behaviors stop them from concentrating completely on regular duties since it takes time to deal with the issues brought on by repeated disruptive behaviors. The need to calm down their co-workers who have been disturbed and stressed out by the disruptive activities of the students is a different topic that administrators have

brought up. Two difficulties are raised by counsellors, social workers, and the school psychologist: schedule or routine disruption and an increased requirement for time and effort. The participants claim that it takes a lot of their time and energy to deal with students who act disruptively. Additionally, their work schedules and routines are disturbed because of their carelessness and laziness.

All in all, this literature highlights the negative consequences of disruptive behaviors in the educational environment and individuals in it, particularly students and teachers. However, in addition to students and teachers, the studies emphasize that disruptive behaviors may negatively affect other school members like administrators, social workers, and school psychologists. Therefore, greater research on preventative interventions to reduce disruptive behaviors in schools is a need.

2.3. Mindfulness

The practice of mindfulness has gained popularity in recent years among academics, medical professionals, and the general population (Lee et al., 2021). Its popularity should not give rise to the misconception that it is merely a passing trend used for effect, as mindfulness practice dates back thousands of years to ancient teachings of Buddhism (Kirmayer, 2015). However, it is worth noting that meditation today is applied in a nonreligious manner, separate from its roots from thousands of years ago, and it is used as a secular technique practiced in different situations for a variety of reasons (Compson, 2017). The use of mindfulness and particular examples of how mindfulness has been successfully implemented in educational settings will be covered in more detail following several proposed definitions of the concept.

2.3.1. Mindfulness as a Concept

Kabat-Zinn's (1994) definition of mindfulness is the one that is most frequently utilized in the studies on the topic. According to Kabat-Zinn (1994), mindfulness is a mental state involving purposeful awareness and non-judgmental monitoring of the present moment as well as open-heartedly experiencing feelings and ideas. Kabat-Zinn's (1994) definition best reflects mindfulness, based on a few key words. First, the term "purposeful" indicates that this state does not spontaneously occur. The nature of mindfulness requires an effort to focus one's

attention deliberately on the present moment. “Present moment” is another key term that emphasizes how important it is to concentrate on what is happening right now and right here to reach mindfulness. Another essential component of the definition is the concept of “non-judgmental”. It implies monitoring the present moment without judging it as good or bad. It requires a flexible mind and an accepting manner towards feelings and ideas. In this context, Kabat-Zinn emphasised nine main attitudes for mindfulness (Kabat-Zinn, 2013). According to Kabat-Zinn (2013), nine key attitudes of practicing mindfulness involves: non-judging (becoming an impartial observer), patience (embracing the wisdom of unfolding naturally), beginner's mind (approaching with openness and free from preconceptions), trust (having faith in the practice), non-striving (letting go of outcome-oriented goals), acceptance (acknowledging experiences without judgment or resistance), letting go (releasing attachments and allowing experiences to pass), non-attachment (observing experiences without excessive identification), and wholeheartedness (bringing full presence and commitment).

Bishop et al. (2004) propose an alternative definition for mindfulness. According to their proposed definition, mindfulness is “an approach for increasing awareness and responding skillfully to mental processes that contribute to emotional distress and maladaptive behavior” (p. 230). Improving awareness in a particular way and self-regulation are the key components of Bishop et al.’s (2006) definition. In sum, even though Bishop et al. (2006) have intended to propose an alternative to Kabat-Zinn’s (1994) operational definition, both definitions present the same concept of mindfulness in different ways. Additionally, Germer’s (2004) definition of mindfulness involves “waking up” to what is taking place here and now. The essential idea of Germer’s (2004) definition is also awareness of the present moment.

As a result, it can be inferred that awareness is the core component of mindfulness. All the studies mentioned above emphasize the importance of intentional awareness of the present moment. They also agree that monitoring should be practiced in a non-judgmental and accepting manner. Another crucial element of mindfulness is attention, which is why Thera (1972/2005) prefers to use the terms “mindfulness” and “attention” interchangeably in his work.

2.3.2. Mindfulness and Well-being

With the growing popularity of mindfulness practices, studies examining the impacts of mindfulness practices on the well-being of specific groups keep growing (e.g., Ryff and Singer, 1996; Gu et al., 2015; Parto and Besharat, 2011; Birtwell et al., 2018). Well-being encompasses a wide range of positive emotional states, physical health, psychological health, and social environment (Dodge et al., 2012). In this chapter, the impacts of mindfulness on physical and psychological well-being will be explored.

2.3.2.1. The impact of mindfulness on physical well-being

While most studies focus on the emotional and psychological consequences of mindfulness (e.g., (Hülshager et al., 2013; Nyklíček, 2010; Prakash et al., 2015; Roemer et al., 2015), studies show that it also helps with improving certain physical functions of the body (e.g., Liu et al., 2012; Rusch et al., 2018; Winbush et al., 2007). This section aims to review existing literature concerning the impact of mindfulness on physical well-being and certain bodily functions.

Sleep quality is one of the factors determining one's physical well-being (Denison et al., 2021). No matter how healthy someone is in other respects, a lack of sleep has the potential to have a detrimental effect on a number of daily activities (Orzeł-Gryglewska, 2010; Pilcher and Huffcutt, 1996). The results of a systematic review study conducted by Winbush et al. (2007) assessed multiple studies looking at the impacts of mindfulness on sleep disturbances. The results demonstrated that mindfulness helped improve sleep-related outcomes in over half of the studies. Rusch et al. (2018) conducted a more recent and comprehensive meta-analytic study to examine the impact of mindfulness on sleep quality. They used data collected from 1654 participants across 18 studies. According to the study's results, there was moderate-strength evidence that mindfulness considerably improved sleep quality, while there was weak evidence that it might have no effect on sleep quality. The findings of these studies indicate that mindfulness practices may help improve the sleep of people with insomnia. Numerous studies have shown that mindfulness also has some benefits for pain tolerance, pain intensity, and blood pressure (e.g., Liu et al., 2012; Mohammed et al., 2018; Petter et al., 2013; Reiner et al., 2013). One of those studies is the one by Kingston et al. (2007) examining the effects of

mindfulness practices on pain tolerance and other health outcomes. The study discovered that individuals who exercised mindfulness had lower diastolic blood pressure and higher pain tolerance. The findings suggest that mindfulness may support cardiovascular treatments and pain relief therapies in the future. Another vital component of physical health is the immune system. One is protected against illnesses and infections with the help of a good immune system (Segerstrom & Miller, 2004), and mindfulness may present a chance for boosting the immune system according to the results of a review study conducted by Black and Slavich (2016). The results of the study emphasize the possible effects of mindfulness meditations on reducing certain markers of inflammation, improving immunity, and slowing biological aging. Black and Slavich (2016) also pointed out that those findings were still preliminary and further research was needed to draw more definitive conclusions.

In summary, mindfulness affects physical well-being and how the body functions in a positive way. Research reviewed indicates that engaging in mindfulness practices can improve sleep quality, support immune system and increase pain tolerance. It has also been perceived to have the potential of decreasing inflammation and chronic pain, as well as an improvement in cardiovascular health.

2.3.2.2 The relationship between mindfulness and dimensions of psychological well-being

Psychological well-being is a broad term and encompasses several dimensions that interact with one another (Ryff and Singer, 1996). Ryff and Singer (1996) reviewed the relevant research and concluded that the studies agreed upon the dimensions of psychological well-being, which included “self-acceptance, autonomy, environmental mastery, purpose in life, positive relations with others, and personal growth” (p.15). In the same study, people with a high score of self-acceptance were defined as those who accepted both their positives and negatives about themselves. They characterized individuals with high levels of autonomy as being free from external pressure. They identified the ones who scored highly on favorable relationships with others as friendly and outgoing. They characterized people with high environmental mastery scores as successful at regulating their environment in accordance with their needs. High achievers in the purpose in life category were the

ones who had goals and ambitions in life. Lastly, those who regarded themselves as growing and expanding did better on personal growth tests, according to Ryff and Singer (1996). The development of mindfulness and each dimension of psychological wellness mutually influence one another. Several studies have attempted to explore the multifaceted relationship between mindfulness and the dimensions of psychological well-being. Those studies and the ones examining the role of certain mediations improving this relationship will be discussed in this section.

Self-acceptance has been the focus of multiple mindfulness studies. Carson and Langer (2006) suggest several techniques to enhance mindful self-acceptance, including a mindfulness journal, viewing situations from a different angle, noticing new things, etc. According to Carson and Langer (2006), when people observe themselves and their environment in a mindful way, they are able to embrace themselves without conditions. Their hypothesis was supported by the empirical research of Thompson and Waltz (2007), which concluded that mindful people had higher levels of self-acceptance and self-esteem.

As for autonomy, rather than exploring how autonomy is affected by mindfulness, studies primarily focus on the role of autonomy as a mediating factor in promoting mindfulness (Leigh & Anderson, 2013; Parto & Besharat, 2011). The findings of Parto and Besharat's (2011) study shows that mindfulness is positively connected with psychological well-being. The study also discovered the contribution of autonomy to the effects of mindfulness on well-being and lowering anxiety. Parto and Besharat (2011) found that the positive effects of mindfulness on well-being increased when they perceived themselves in control of their lives. Another study by Goodman et al. (2021) has similar conclusions. The study highlights the relationship between practicing mindfulness, having less test anxiety, and performing better on tests. According to Goodman et al. (2021), teachers' encouragement of student's perception of autonomy and competence can be the enabler of this relationship. Furthermore, Leigh and Anderson (2013) suggest that even people with little or no meditation experience may benefit from autonomy orientation and high self-esteem, which support cultivation of mindfulness.

According to the findings of a study with 60 infertile women in Iran (Fard et al., 2018), practicing mindfulness can improve those women's control over their

environment as well as other aspects of their well-being. Just as with autonomy and mindfulness, the relationship between environment and mindfulness may also work in the opposite direction, as suggested by Palma et al. (2022) who found that environmental mastery and purpose in life significantly and positively influenced the impact of mindfulness on distress among men. Additionally, Voci et al. (2019) examined the effects of two mediators —self-compassion and gratitude— between mindfulness and psychological well-being. They found that both had positive mediating effects on the relationship between mindfulness and environmental mastery, as well as the relationship between mindfulness and autonomy.

In another study, Iani et al. (2016) attempted to examine the complex relationship between mindfulness and psychological well-being. The study concluded that practicing mindfulness, including describing, observing, and acting with awareness, had a good impact on fostering personal growth, autonomy, and purpose in life. Also, Crego et al.'s study (2021) found that increased mindfulness was positively associated with purpose in life. According to the study, mindfulness was associated with higher levels of happiness, lower anxiety, and depression symptoms. Crego et al. (2021) also suggested that this association could be partially explained by purpose in life acting as a mediator.

Examining the comments of various mindfulness-based strengths practice (MBSP) groups, Niemiec and Lissing (2016) found that participants consistently reported improvements in their relationships with others following the intervention. The researchers provided several examples of MBSP participants describing enhanced connections and deeper bonds with their families and increased appreciation of people after completing the program. The findings of the same study suggest that incorporating mindfulness into one's daily life may contribute to reshape their relationships.

Additionally, mindfulness-based stress reduction (MBSR) programs are also widely recognized for their benefits in promoting psychological well-being (Bergen-Cico et al., 2013; Bennett & Dorjee, 2016; Norouzi et al., 2020). Through participation in MBSR programs, individuals may gain essential skills to manage stress, reduce anxiety and depression symptoms, and enhance overall psychological well-being (Heredia et al., 2017; Nyklíček & Kuijpers, 2008).

All in all, research findings suggest that mindfulness has a complex but positive relationship with psychological well-being. Therefore, with more research providing solid evidence, mindfulness-based programs could be effectively implemented to enhance individuals' psychological well-being.

2.3.3. Mindfulness in Education

Teachers today strive not only to monitor and help students improve their academic progress, but also to contribute to their social and emotional development (Frey et al., 2019). By doing so, they can help students acquire the emotional and behavioral control skills necessary for dealing with both academic and behavioral issues (Joseph & Strain, 2003). One way to help students acquire such skills is to develop social and emotional learning (SEL) competences in children, as they involve the regulation of emotions and behavior (Humphrey et al., 2011). To mention in detail, SEL competencies are “self-awareness, self-management, social awareness, relationship skills, and responsible decision-making” (CASEL, 2013, p.9). Developing these competences also help improve students' overall well-being (Chernyshenko et al., 2018). Mindfulness in an educational context is a practice or state of mind serving as a means to realize certain aims of SEL, which are to develop students' interpersonal and intrapersonal skills such as relationship management, self-regulation, and emotional regulation (Lawlor, 2016). However, practice of mindfulness is not limited to improving students' SEL, as its' positive effect on academic performance has also been demonstrated by several studies (e.g., Caballero et al., 2019; Lin and Mai, 2016; Manocchi, 2017).

This section examines the application of mindfulness practices in K–12 and higher educational settings in terms of academic performance, stress and anxiety, self-regulation, executive functions, and teacher well-being. Most of the mindfulness research examines the relationship of mindfulness with anxiety and academic performance (e.g., Beauchemin et al. 2008; Franco et al., 2010; Vorontsova-Wenger et al., 2020), or with self-regulation and academic performance (e.g., Tang, 2014) because anxiety and self-regulation are among the factors influencing academic success (Fomina et al., 2020; Morosanova & Fomina, 2017; Yüksel et al., 2023).

2.3.3.1. Improvement of academic performance through mindfulness

Academic success is unquestionably one of the most significant components of school life (York et al., 2019). Numerous studies have examined whether mindfulness could have a positive effect on academic achievement or not (e.g., Caballero et al., 2019; Lin and Mai, 2016; Manocchi, 2017). Some of these studies will be presented in this section.

To bring clarity to the issue, Caballero et al. (2019) conducted research to examine the relationship between students' mindfulness and their academic performance. The study concluded that mindfulness was strongly associated with improved academic performance determined by GPA, mathematics and literacy assessments, and academic growth since the previous year. Additionally, Nightingale's (2018) experimental study investigated the relationship between mindfulness and reading fluency as well as retell fluency. The study found that the introduction of mindfulness increased both oral reading fluency and retell fluency by an average of three words per minute. According to Bigozzi et al. (2017), reading fluency is a strong predictor of academic performance, specifically in courses based on literacy.

By understanding its short-term and long-term benefits, the process of implementing mindfulness in schools to enhance academic achievement can be made more effective. Lin and Mai's (2016) research is one of the experimental studies that examines the immediate and long-term effects of mindfulness practices on academic performance. The study's findings showed that while both the control and group and the experimental group showed similar long-term outcomes, the EG that engaged in mindfulness activities demonstrated better academic progress in the short term. Baranski and Was (2019) carried out an additional study to look at the immediate and long-term effects of mindfulness on academic performance. In their research, Baranski and Was (2019) aimed to support the conclusions reached in previous studies by Ramsburg and Youmans (2013) and Calma-Birling and Gurung (2017) that showed a positive correlation between mindfulness and academic achievement. However, they did not discover a connection between academic success and mindfulness. The authors suggest that this could be due to a variety of factors, including a lack of mediators, the small number of quiz questions, and other constraints. These mixed results mean that more investigation regarding the long-term and short-term effects of mindfulness interventions is needed.

Vidal-Meliá et al. (2022) discovered an indirect positive relationship between mindfulness and academic success in their study. The study suggests that mindfulness increases resilience, and resilience has an important role in raising academic achievement. In brief, they suggest that resilience serves as a mediator, strengthening the relationship between mindfulness and academic success. According to López-González et al. (2018), the classroom setting is another successful mediator in enhancing the relationship between mindfulness and academic achievement. Another factor improving academic performance is creative thinking (Anwar et al., 2012; Sternberg, 2003; Yang & Zhao, 2021). Ding et al. (2014) studied the potential benefits of a short-term mindfulness training, to improve creativity-related performance. The findings of the study suggest that short-term meditation may foster creativity. Therefore, the results indirectly demonstrate the relationship between mindfulness and academic achievement.

In conclusion, although there may be some minor disagreements, it is evident that there is a relationship between mindfulness and academic success.

2.3.3.2. Managing stress and anxiety through mindfulness

Stress and anxiety are widespread issues that impact people from all ages and backgrounds in modern world (Pugh, 2021). One approach that has gained increasing recognition and attention in the research for reducing stress and anxiety is mindfulness (Bamber & Schneider, 2016). In this section, several studies examining the effects of mindfulness on stress and anxiety will be discussed.

Mahfouz et al. investigated the effects of Just Breathe, a mindfulness technique, on the stress and anxiety experienced by first-year college students, which, according to the study, generally results from academic pressures, social demands, and financial issues. They concluded that first-year college students might control their stress effectively by practicing mindfulness. Another study by McKenzie (2022) investigated the impact of online mindfulness meditation on students' stress management, resilience, and college persistence. While establishing a positive relationship between each variable and the online mindfulness meditation, the study also found a good relationship between mindfulness practice and academic performance, which resulted from increased college persistence, according to the perceptions of the participants.

The impact of mindfulness practices on both academic achievement and anxiety, has been studied by several researchers (e.g., Beauchemin et al. 2008; Vorontsova-Wenger et al., 2020). According to an experimental study by Beauchemin et al. (2008), practicing mindfulness not only helps students with learning difficulties improve their academic performance, but also helps them overcome anxiety and develop better social skills. Another study (Vorontsova-Wenger et al., 2020) found that the non-reaction aspect of mindfulness has beneficial impacts for both reducing depression symptoms and enhancing academic performance among university students. In a related study with secondary school students, Franco et al. (2011) also concluded that mindfulness interventions helped with both academic performance and stress reduction. On the other hand, Alzahrani et al. (2020), in their study examining the relationship between mindfulness, academic achievement, and anxiety, reached slightly different results. Similar to the related studies, it concluded that practicing mindfulness reduced the signs of stress and depression. However, this study did not discover a connection between mindfulness and academic success, suggesting that this might be because there was only a semester between the pre- and post-GPA results.

Overall, the results of related research show that there is a significant effect of mindfulness on academic performance. However, it is evident from the findings of research that mindfulness is better at predicting the reduction in stress and anxiety symptoms than the improvement of academic performance.

2.3.3.3. Improving self-regulation and executive functions through mindfulness

Executive functions (EF) include updating (updating working memory to keep things fresh in mind and be able to retrieve them when needed), inhibiting (keeping oneself from impulsive actions when needed), and shifting (being able to switch between tasks when needed) (Hofmann et al., 2012). EF can help to govern self-regulation (Blair & Ursache, 2011), which is the ability to consciously control one's own thoughts, behaviors, and emotions to achieve their goals (Zimmerman, 2000). Due to their close link, these two concepts will be examined in terms of their relationships with mindfulness together. When self-regulation works properly, people are able to modify their behavior to be in accordance with the system of life,

which includes rules, plans, goals, and other criteria. (Baumeister et al., 2007). Mindfulness is associated with better self-regulation, EF, and autonomy, because when a person is more mindful, they are able to respond more appropriately to situations and are aware of themselves and the events around them (Brown et al., 2007). Self-regulation is also a crucial skill in life, particularly for development of children (McClelland & Cameron, 2011). Becoming aware of their emotions and the environment, students can reduce their high levels of anxiety and improve their self-regulation through mindful experiences. (Etkin, 2018). Therefore, it's critical to comprehend how this relationship works in educational contexts and how to benefit from it as much as possible.

The association between mindfulness and EF as well as self-regulation was investigated by Short et al. (2016) in an experimental study including 77 undergraduate students as participants. According to the findings of the study, people perform EF and self-regulation better when they are more mindful. Another related study by Schonert-Reichl et al. (2015) examined the effect of SEL programs involving mindfulness on enhancing cognitive control, lowering stress, fostering well-being, and creating positive educational results. The results of the study showed that students taking part in the mindfulness-based program outperformed the other participants on challenging EF tasks requiring working memory, cognitive flexibility, and the ability to restrict reactions.

Gallant (2016) examined the effects of mindfulness on each domain of EF by reviewing 12 related experimental studies. The study reveals that the positive impact of mindfulness on the function of inhibition is consistent across the investigations; however, there is less consistent evidence to demonstrate the positive effects of mindfulness meditation on updating and shifting. Leyland et al. (2019) conducted another meta-analysis, including 27 studies, to gain evidence-based knowledge about the effect of mindfulness on self-regulation. In the study, self-regulation was classified as regulation of negative affect, emotion-regulation, and EF. The results of the same study show that by making a change in attention through mindfulness practice, it is possible to improve the regulation of negative emotions and enhance EF. Finally, a study by McCloskey (2015) reported that mindfulness practices are also beneficial for the academic and personal functioning of children diagnosed with executive function impairments, such as ADHD (attention deficit hyperactivity

disorder), learning disabilities, or other disorders. Further research involving these students could produce good results.

In summary, research has demonstrated the effectiveness of mindfulness in enhancing executive functioning and self-regulation in individuals with and without formal diagnosis of executive functioning issues.

2.3.4. Mindfulness and Young Learners

Although they are becoming increasingly popular and hold promise for enhancing self-awareness and emotional stability in adults, research on mindfulness interventions in children is still in its early phases. (Black, 2015). However, children may begin to experience issues such as increased levels of stress, distraction, and anxiousness at a very young age (Holt et al., 2021). As Hooker and Fodor (2008) point out, mindfulness can begin to be introduced to young children by having them pay attention in the present to things that they may not have been aware of in their environment. Most of the mindfulness-based interventions (MBIs) and curricula conducted in K-12 education consist of some activities appropriate for the ages of the children and aim to “increase focused attention, social competencies, and emotional self-regulation” (Meiklejohn et al., 2012, p. 298). Some examples of these studies will be briefly discussed in this section, together with their implementation processes and relevant results.

2.3.4.1. Mindfulness, emotion regulation, and emotional well-being in young learners

According to Gross (1998), emotion regulation is “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (p.275), that is, regulating their emotions. Enhancing emotion regulation is especially advantageous for young children since it develops in them from early on and they could potentially carry it over into the rest of their lives (Jones, 2018). Therefore, it may be important to understand the contribution of mindfulness practices to young learners’ emotion regulation.

In a recent systematic review, Rowland et al. (2023) examined the effects of MBIs on the improvement of emotion regulation in children aged 6-12. 15 studies were included in the review. Even though the results of the studies were mixed,

Rowland et al. (2023) concludes that MBIs have potential to improve young children's emotion regulation, particularly with consistent practice over time. Additionally, Schornert-Reichl and Lawor (2010) included 246 participants' self-report and teacher ratings in their study investigating the impact of a mindfulness education (ME) program on well-being and social-emotional competencies of primary and secondary students. Teachers reported that the ME program developed students' social-emotional competencies, and one of the skills required by these competencies was emotion regulation. Therefore, Schornert-Reichl and Lawlor's (2010) findings offer experimental evidence that integrating mindfulness training into the classroom may support young learners' development of emotion regulation skills, a critical component of their well-being and academic performance (Djambazova-Popordanoska, 2016; Graziano et al., 2007; Kwon et al., 2017).

A study by Saltzman and Goldin (2008) examined how their proposed "mindfulness-based stress reduction (MBSR) program" affected students in grades 4-6. There were 24 families with 31 children in the research. It took eight weeks to finish the program. The study's findings demonstrated that the MBSR intervention reduced the students' emotional reactivity. Also, the participants reported positive feelings they had experienced during the intervention, which may be the result of the fact that emotion regulation is an important factor in emotional well-being (McLaughlin, 2008). According to Park et al. (2023), emotional well-being is:

a multi-dimensional composite that encompasses how positive an individual feels generally and about life overall. It includes both experiential features (emotional quality of momentary and everyday experiences) and reflective features (judgments about life satisfaction, sense of meaning, and ability to pursue goals that can include and extend beyond the self). These features occur in the context of culture, life circumstances, resources, and life course. (p.16)

Additionally, Amundsen et al. (2020) looked into how the "Living Mindfully Programme," a 6-week mindfulness program, affected the well-being of 9–10-year-old students. The study involved 108 students from three distinct schools, and the MBI was carried out by the students' own teachers as part of their classes. Prior to, immediately after, and three months after the intervention, data on well-being, mindfulness, and emotion regulation were gathered. Findings of the study showed that students experienced positivity and happiness in life as a result of the mindfulness intervention. These findings and additional findings of the study imply that mindfulness training may improve children's emotional well-being in

elementary school in a long-lasting fashion by fostering awareness and regulating skills. Moreover, a pilot study was carried out by Vickery and Dorjee (2016) to examine the feasibility of implementing the “Paws b mindfulness program” for children aged 7-9 in primary schools. It was feasible for classroom teachers to incorporate the 8-week program into their normal lessons. The majority of kids said they loved practicing mindfulness. The study’s findings demonstrated that the program enhanced the students’ emotional well-being and emotion regulation.

In summary, research suggests that mindfulness training may enhance young learners’ emotional well-being by enhancing their emotion regulation abilities. According to the studies, there are long-lasting effects of mindfulness on emotional well-being, like decreased negative feelings, a more optimistic attitude, and a higher level of life satisfaction. Although further research is required, these findings indicate that mindfulness should be investigated further as a strategy to enhance emotional well-being from a young age.

2.3.4.2. Mindfulness and attention skills in young learners

Children have relatively short attention span when compared to adolescents or adults (Octaviana, 2017). Therefore, working on improving attention skills in children may have important implications. These skills include “executive function, planning, sustaining attention, task persistence, and inhibition of impulsive responses” (Duncan & Magnuson, 2011). There is a growing body of research finding the positive effects of mindfulness practices on young learners’ attention in addition to benefits for health and well-being (e.g., Lau, 2009). This section aims to discuss the existing literature examining the effects of mindfulness interventions in educational contexts on the attention span of children.

Napoli et al. (2005) conducted a study in order to explore the effects of a 24-week mindfulness program on students in the first, second, and third grades. The training’s main goal was to help young students become more focused and attentive. Training included a variety of mindfulness techniques, including bodyscan and breathwork. The attentional measurements of students who engaged in mindfulness practice and those who did not showed substantial differences, according to the results. These results provide empirical evidence for the positive effects of mindfulness practices on the attention skills of young learners. Crescentini et al.

(2016) conducted another study to examine the effects of mindfulness training on attention and internalizing problems in primary school students aged 8-9 years. The study included a mindfulness-meditation training group of 16 students and a CG that received another type of intervention. The findings revealed that mindfulness-meditation training had a significantly positive effect on reducing attention problems and internalizing problems. The results of the study also provide support for the effectiveness of MBIs in improving attention regulation skills among young learners, which involve controlling attention, reacting only to necessary stimuli, staying calm and focused, while being adaptable to changes (Luszczynska et al., 2004). Similarly, Tarrasch (2017) investigated how children at various grade levels were able to self-regulate their attention and emotions through mindfulness practice. The study contrasted a comparative school with a mindful school, which incorporated mindfulness practices into the curriculum. The results showed that mindfulness practice was related to better attentional performance and an earlier start of self-regulation. This study demonstrates the feasibility and efficacy of mindfulness training as a strategy for improving young learners' attention regulation. Additionally, Thomas and Atkinson (2016) carried out a quasi-experimental study to assess how a six-hour mindfulness program affected the primary school children's ability to pay attention. The intervention significantly improved attentional functioning, according to the results. The effectiveness of mindfulness interventions in improving attention regulation in young learners is supported by this study.

All in all, the research that has been examined indicates that mindfulness exercises may improve young students' ability to improve their attention skills.

2.3.4.3. Mindfulness and classroom climate for young learners

According to Zahn et al. (1986), classroom climate is "a set of generalized attitudes, affective responses, and perceptions related to classroom processes among students" (p. 351). Recently, the term classroom climate has been used as an umbrella term in research investigating how different experiences influence the development of certain aspects of students (Wang et al., 2020). According to Schmuck and Schmuck (1975),

a positive classroom climate is one in which the students expect one another to do their intellectual best and to support one another; where the students share high amounts of

potential influence both with one another and with the teacher; in which high levels of attraction exist for the group as a whole and between classmates; where norms are supportive for getting academic work done, as well as for maximizing individual differences; wherein communication is open and featured by dialogue; and where the processes of working and developing together as a group are considered relevant in themselves for study. (p.24)

It is the responsibility of teachers to establish and preserve a positive classroom climate, an assignment that is made harder by the likelihood that unpleasant experiences resulting in negative emotions may arise (Shewark et al., 2018). Therefore, research that seeks and tests ways to support a positive class climate is increasing (e.g., Güzeldere Aydın & Ocak Karabay, 2020; MacSuga-Gage et al., 2012; Patrick et al., 2011), and one approach proposed for improving classroom climate is the implementation of mindfulness practices (Darling-Hammond & DePaoli, 2020). Research in this field is, however, limited. For example, in a recent study, Meyer and Eklund (2020) assessed student perceptions of the benefits of mindfulness interventions for primary school students by measuring classroom climate and found that students' impressions of classroom atmosphere and learning opportunities were positively affected by mindfulness activities. In the study, the satisfaction of the CG decreased over time, while the high satisfaction rates of the students in the EG remained stable. In another study, Sánchez-Gómez and Adelantado-Renau (2020) measured the impact of a mindfulness program on the climate of a pre-school classroom. Twenty-five children participated in a 12-week mindfulness intervention conducted by the researchers. They assessed the impact of the program on children's emotional well-being as well as on teachers' perceptions of the attention and academic performance of students and the classroom climate. According to the results, increased emotional well-being among students was associated with the mindfulness program. Teachers also reported improvements in the learning environment, or classroom climate in general, students' attention span, and academic performance following the intervention. Additionally, DiCarlo et al. (2019) examined the effects of a mindfulness intervention on perceived teacher stress and classroom climate, but the practices targeted the teachers of a preschool rather than students directly. Three teachers experiencing high stress were included in the study. The intervention included practices such as breathing and yoga. Results showed that perceived stress scores decreased for two teachers, while all three

teachers reported an increased classroom climate and a decreased negative climate in their in-class ratings.

Although research on the effects of mindfulness practices on classroom climate in classrooms with young learners is still limited, the existing studies conducted so far have produced promising outcomes. Reviewed investigations have found higher views of classroom atmosphere variables such as behavioral engagement, cooperation, and emotional support, particularly through teacher-reported measures.

2.3.4.4. Mindfulness and academic engagement in young learners

According to Abid and Akhtar (2020), “academic engagement is the feelings, thoughts and behaviors of learners that influence on achievement and play a significant role in promoting academic as well as interpersonal skills” (p. 56). Therefore, academic engagement is a strong predictor of academic achievement (Greenwood et al., 2002) and other educational experiences, including the social dynamics of the school (Johnson et al, 2001). In recent years, there has been a growing number of articles investigating the effects of mindfulness interventions on academic engagement (e.g. Felver et al.,2013; Minkos, 2016; Singh et al., 2007).

A form of mindfulness meditation called “Meditation on the Soles of the Feet” (SOF) was utilized in Felver et al.’s (2013) study examining the efficacy, acceptability, and feasibility of the SOF intervention with young learners. SOF starts with focusing on a prior incident that made one feel angry, then moves on to protecting that emotion, and then focuses on the soles of the feet while letting that anger go by making toe movements. (Singh et al., 2007). Three 3rd grade students with no diagnosed behavioral disorders participated in the study. All three of them were disruptive students who acted out in ways like shoving, yelling, tearing up work, fleeing from class, and acting aggressively toward others. Five sessions of SOF instruction lasting approximately 20–30 minutes each were provided to each learner by the authors. Direct observation and a semi-structured interview were used to collect information on the frequency, duration, and severity of disruptive behaviors before and after the intervention. Findings from the study show that primary school students who complete the SOF intervention effectively spend more time in class engaged in learning and less time engaged in disruptive behaviors.

Similarly, a daily mindful breathing intervention's effects on pre-adolescents and adolescents with emotional and behavioral problems in grades 4-12 were investigated in Minkos's study (2016). In the study, during and after the intervention, there was an improvement in academic engagement and a decrease in disruptive behavior, according to the results of observations and direct behavior ratings. The results of the study show promising results regarding the effect of mindfulness interventions on academic engagement, even though the researcher notes that the effect cannot be definitively attributed to mindfulness as some participants left the study before some practices were implemented in their classrooms and not all practices could be applied equally to all groups. Additionally, the study by García-Rubio et al. (2023) evaluated the effectiveness of a school-based mindfulness-based intervention (MBI) program called GrowingUp Breathing on 313 elementary students aged 7–12. Measures of mindfulness skills, well-being, social-emotional competence, and academic competence (academic engagement and achievement) were collected at pre- and post-intervention, as well as a 3-month follow-up. Results found that students who received the MBI showed improvements in all three competences. This provides support for the idea that school-based MBIs can positively impact the socio-emotional and academic development of young learners when integrated into regular lessons. One study (Axelrod and Santagata, 2021) provided results that diverged from the existing literature. In the study, three elementary school students were included in a small group implementation of the SOF MBI to test its impact on academic engagement in the classroom. The results of the study were inconsistent; two students showed modest to moderate improvements in academic engagement during mindfulness practice sessions, whereas one student showed no improvement.

In conclusion, research on the impact of mindfulness interventions on young learners' academic engagement has generally produced promising findings, with some studies reporting positive relationship. However, it is important to recognize that not all research has discovered results that are significantly positive as one (Axelrod and Santagata, 2021) has only found minor effects.

2.3.5. The Effects of Mindfulness Practices on Children with Behavioral and Developmental Disorders

Most of the studies examining the effect of mindfulness practices on behavioral issues are conducted with children clinically diagnosed with certain behavioral or developmental disorders and disabilities, such as ADHD, ASD, CD (conduct disorder), and ID (intellectual disability) (e.g., Carboni et al., 2013; Singh et al., 2006; Singh et al., 2007; Singh et al., 2009; Singh et al., 2019) in terms of the effects of mindfulness practices. Not all the studies regarding the effects of mindfulness exercises on children with disorders and disabilities are conducted in a school environment, as some of the studies focus on reducing disruptive behaviors at home (e.g., Singh et al., 2006; Singh et al., 2009).

Singh et al. (2006) investigated how mindful parenting affected aggression, noncompliance, and self-injury in children with ASD. Within the scope of the study, mothers of 3 children diagnosed with ASD and aged 3, 4, and 5 were taught the philosophy of mindfulness and how to apply it in parenting through a 12-week training. The training included several meditation exercises, such as mindful breathing, being present in the moment, cultivating loving-kindness, and letting go. All of the participant children displayed physical aggressive tendencies such as biting, kicking, slapping, etc. Two of them showed signs of noncompliance including failing to follow the mother's wishes or instructions, and one of them engaged in self-harming activities such as biting himself or beating his head on hard surfaces. Every relevant action during the day was noted by the mothers and fathers separately on their digital assistant devices. After the training session, mothers applied the mindfulness exercises and interventions they had been taught for 52 weeks. According to the study's findings, the children's aggressive behavior, disobedience, and self-harm decreased following the intervention. The mothers were also more satisfied with their parenting abilities.

In a related study, Singh et al. (2009) examined the impact of mindfulness training given to the mother on the degree of compliance of the children with a different diagnosis, ADHD. Two children with ADHD, aged 12 and 10, and their moms participated in the study. Every time mothers asked their children for something, they noted their reactions on their digital assistants during the study. Both mothers and children participated in 12 sessions of mindfulness training. Applications, similar to those in Singh et al.'s 2006 study were included in the

training. For the next 24 weeks, the mothers kept data collection. Data collected showed that the children's compliance levels increased as their mother received mindfulness training, but they increased even more when the children themselves received the targeted mindfulness teaching. The mothers also reported increases in their parenting satisfaction and joy in their relationships with their children.

Carboni et al. (2013) carried out another investigation on children with ADHD. The study looked at how mindfulness training affected the on-task behaviors of four 8-year-old ADHD boys. Parents and instructors completed a rating scale measuring the intensity of disruptive behaviors both before and after the mindfulness intervention. A school psychologist with the necessary experience met with each participant twice a week for 30 to 45 minutes at a time during the intervention period. The results showed that participants' on-task behaviors improved after mindfulness training.

Singh et al. (2007) conducted another study measuring the effect of mindfulness on the aggressive behavior of children diagnosed with CD. CD includes "a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated" (American Psychiatric Association, 2000, p. 93, as cited in Singh et al., 2007). The research was conducted with three adolescents in the 7th grade whose disruptive behavior put them at risk of expulsion from school. The participants were instructed on how to perform SOF by a qualified therapist with experience working with teenagers. After 25 weeks of practice, the three teenagers' levels of aggression dropped to levels that were socially acceptable, and this impact persisted until their graduation.

Another study by Singh et al. (2013) looked at the effects of mindfulness training for teachers on the compliance levels and behaviors of preschoolers attending a non-profit school for kids with minor ID. After a training program, 16 weeks of mindfulness practice began. The instructors were asked to continue with all the mindfulness meditation to fully implement their mindfulness skills in their interactions with the students. The statistics showed that disruptive behaviors among students decreased after experiencing mindfulness practice. Also, the compliance levels of the students increased. Additional study findings revealed a decline in the students' undesirable interactions with one another and a significant increase in isolated play, which may be a sign that students avoided negative interaction and moved away to play alone.

In conclusion, the effects of mindfulness practices on behavioral problems of children with behavioral and developmental disorders are promising and offer potential benefits. Studies have shown that mindfulness practices for children can successfully reduce symptoms related to behavioral and developmental conditions, including ADHD, ASD, ID, and CD.

2.3.6. Mindfulness in EFL Context

Learning a new language has its own emotional, cognitive and social challenges (Huang, 2005; Alsalihi, 2020). In order to overcome these challenges, certain capabilities such as stress management, self-efficacy, self-management, self-awareness, attention and focus, etc. are needed to be developed. (Baran-Łucarz & Klimas, 2020; Salehi & Rostami, 2017; Raja, 2015; Tural & Çubukçu, 2021; Skelly & Estrada-Chichon, 2021). In the literature, there are several studies investigating the impact of mindfulness on some of these capabilities as well as on the language performance in EFL classrooms (Koçali & Aşık, 2022).

According to a systematic review of the studies regarding mindfulness in EFL/ESL classrooms (Koçali & Aşık, 2022), most of the mindfulness studies dwell on the effects of mindfulness on language anxiety and language performance. In the study examining the relationship between mindfulness, coping self-efficacy (CSE) and foreign language anxiety (FLA), Fallah (2016) incorporated 295 EFL learners. The study's findings demonstrated a relationship between increased CSE and decreased FLA levels and mindfulness. It was proposed that CSE instruction and mindfulness would lessen test anxiety, nervousness when speaking, and fear of receiving a poor grade in EFL classes. In a similar study, Koçali (2020) found a negative correlation between 157 college students' language anxiety and their mindfulness levels. According to the study, mindfulness is a predictor of decreased FLA. Fallah's (2016) and Koçali's (2020) studies measured the mindfulness levels of participants with Mindfulness Attention Awareness Scale (MAAS). In a different study, Shen (2020) investigated the role of mindfulness and resilience on EFL learners' anxiety. 502 Chinese students participated in the study, completing questioners measuring their mindfulness, resilience, and anxiety. The results showed that mindfulness and resilience have the potential to strongly predict students' anxiety levels, suggesting that these constructs may be able to reduce the anxiety

associated with language learning. Additionally, Öz (2017) conducted a study to examine how a 6-week mindfulness MBI program affected the mindfulness, speaking anxiety, communication willingness, and L2 speaking performance of EFL students. 29 Turkish students participated in the study. Changes were measured before and after the intervention using questionnaires and interviews. The mindfulness exercises considerably reduced speaking anxiety and raised awareness and communication willingness, according to the results. Furthermore, in the midterm exam, the EG performed better. Likewise, Önem (2015) examined how 61 ELT students in Turkey who were learning new English words over a two-week period responded to mindfulness meditation in terms of anxiety and vocabulary acquisition. Before classes, the experiment group engaged in meditation sessions, but the CG did not. The participants' lexical knowledge and anxiety levels were measured by pre- and post-tests. T-test results showed that, in comparison to the CG, meditation resulted in significantly lower anxiety and improved vocabulary acquisition. These results offer evidence that mindfulness exercises may lessen language anxiety and facilitate vocabulary learning in EFL learners.

Another review by Skelly and Estrada-Chichon (2021) investigated 11 quantitative studies examining the effects of mindfulness on attention, emotion, behavior, thinking, and EFL learning and performance among secondary education students. The review demonstrated that mindfulness training can reduce adolescents' overall stress and anxiety levels as well as anxiety related to language. Accordingly, the review concluded that secondary students could learn English more successfully and maintain better mental health through incorporating mindfulness into their daily routine.

A more recent study, Fan and Cui (2024) conducted a study looked at the connections between psychological well-being, self-efficacy, self-regulation, and mindfulness, and 527 Chinese EFL learners participated in the study. The MAAS was used to evaluate the participants' levels of mindfulness. The findings showed that the psychological well-being of EFL learners was directly predicted by mindfulness and self-efficacy. These results demonstrate the significance of self-efficacy beliefs, self-regulation abilities, and mindfulness in supporting the psychological well-being of EFL learners. Ghanizadeh et al. (2019) conducted another study examining the effects of L2 resilience and mindfulness on L2 learners' motivation and self-fulfillment among 221 Iranian EFL learners. Surveys measuring

these variables were filled out by participants. The results showed that resilience and self-fulfillment were positively correlated with mindfulness. Mindfulness also showed a direct and indirect impact on motivation. Additionally in Xie and Guo's study (2023), 299 Chinese EFL students' positive academic feelings, mindfulness, and peer and teacher support were investigated. The results showed that the relationship between support and positive emotions is mediated by mindfulness. This shows that emotional experiences during language learning are benefited by social support, in part due to its effects on mindfulness. The results imply that developing mindfulness and creating positive climate may improve the academic feelings of foreign language learners.

From a different perspective, to look at the relationship between mindfulness and EFL teachers, Şimşir (2019) conducted a study in Türkiye to investigate the effects of online mindfulness training on EFL teachers' well-being, motivation, and willingness to teach. An online mindfulness program lasting four weeks was offered to the EG, whereas no instruction was provided to the CG. After the training, the EG reported considerably higher levels of productivity, willingness, aspiration, and motivation than the CG, according to statistical analysis. This offers evidence that mindfulness training may improve aspects of the well-being and effectiveness of EFL teachers.

The reviewed research indicates that many of the capacities that facilitate language learning are positively impacted by mindfulness activities. Several studies have shown that practicing mindfulness can improve self-efficacy, cognitive abilities, and general well-being while lowering stress and anxiety. It has been demonstrated that introducing mindfulness into EFL classes enhances students' language proficiency as well. Although further study is required, the current studies offer preliminary evidence that mindfulness training may help language learners of foreign languages in a variety of ways. It was also suggested that frequent mindfulness practices may also improve the well-being of EFL teachers.

2.3.6.1 Mindfulness and Disruptive Behaviors in EFL Context

Disruptive student behaviors can have a negative effect on the learning environment in English as a Foreign Language (EFL) courses where communicative, interactive activities are prioritized (Umar & Khair, 2022). Peer practice opportunities may be limited, and the flow of the lesson may be disrupted by

behaviors such as yelling out, chatting off-task, and refusing to follow instructions and teachers in EFL situations always struggle to control such interruption (Ardin, 2020).

Studies show that practicing mindfulness, which develops emotional control and present-moment awareness, may be helpful in dealing with disruptiveness (Klingbeil et al., 2017). It has been demonstrated that mindfulness reduces aggression and hyperactivity in young learners by decreasing impulsivity (Franco et al., 2016). Student attention spans and engagement with the course material have also showed increased (Felver et al., 2013; Crescentini et al., 2016; Minkos, 2016).

Therefore, introducing basic mindfulness practices could support the control of disruptive behavior in EFL classes with young learners. When classes begin, five minutes of breathing exercises or body scans might help students relax and focus on the courses ahead of them. By encouraging self-control and focus, mindfulness provides an underlying strategy for preventing such situations rather than punishing during disruption. However, studies have not sufficiently focused on how mindfulness techniques like breathing meditation or body scans may influence disruptive behaviors unique to EFL classrooms with young learners.

CHAPTER III

METHODOLOGY

3.1. Presentation

This chapter consists of five sections. The study's research design is explained in the first section. The second section provides a comprehensive description of the contexts in which the study was carried out. A detailed explanation of the tools used for collecting both qualitative and quantitative data is provided in the third section. The validity and reliability of the data collection tools are mentioned in the fourth section. Finally, data collection and data analysis procedures are thoroughly described in the fifth and sixth sections.

3.2. Research Design

This study utilizes a quasi-experimental research design employing a mixed-methods approach to address its research questions. A mixed-methods approach means collecting, analyzing, and interpreting both qualitative and quantitative data in a single study (Azorín & Cameron, 2010). By employing a mixed-methods approach, researchers can achieve a balance between the advantages and disadvantages of each strategy, as well as the validity and reliability issues that each method presents (Abowitz & Toole, 2010). Additionally, mixed-methods research provides researchers with a diversity of perspectives that each approach could offer (Johnson & Onwuegbuzie, 2004).

In this quasi-experimental study, an explanatory sequential design of mixed method was employed. An explanatory sequential design first collects quantitative data to provide a general picture of the research problem, then gathers qualitative data to refine and elaborate on the results through further analysis (Subedi, 2016)

(See Figure 1). In this respect, the present study initially utilized a quantitative observation method to gather numerical data regarding the frequency of disruptive behaviors conducted by the students both in the EG and the CG. In this way, statistical results regarding the quantitative research questions were obtained. Following that process, a qualitative method involving an interview was used to collect data regarding the qualitative research questions seeking learners' perceptions of their intervention experience.

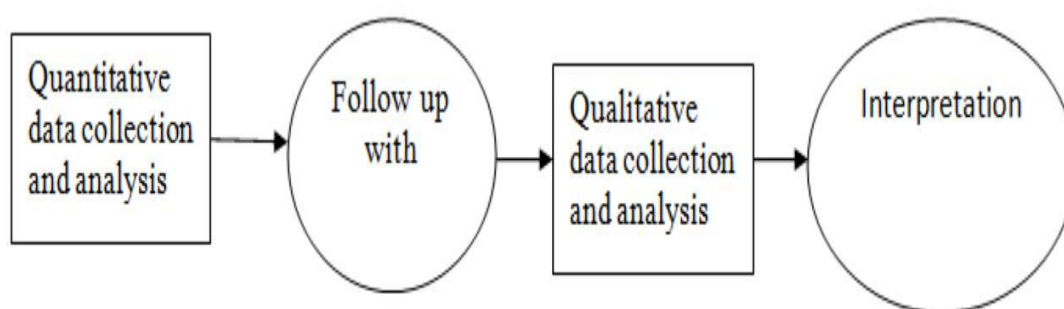


Figure 1. *Explanatory Sequential Design* (From Subedi, 2016, p.573)

3.3. Research Setting

3.3.1. Context

The study was conducted in a primary school located in the province of Gaziantep, Turkiye. It was an average local school, hosting 25 classrooms, 32 teachers, and 690 students. The medium of instruction was Turkish. Students in the school attended 30 classes in total per week.

According to the English language teaching curriculum for primary and secondary schools, which was released by the Ministry of National Education (MONE) in 2013, English is a compulsory subject in Turkish primary schools, beginning in the second grade. Students in public primary schools receive two hours of English instruction each week; however, private schools are free to modify their own curriculum. The Common European Framework of Reference for Languages (CEFR) is followed as a guide for setting standards and creating the curriculum. In association with the CEFR, especially in programs for young learners, the goal is to

teach students English by fostering a love of the language and encouraging them to enjoy the process of learning. In the second and third grades, speaking and listening skills are given precedence over reading and writing, and they are gradually included in the curriculum as students advance.

Throughout the research process, the researcher continued to work as an active English language teacher and taught English lessons at the school where the study was conducted. Videos taken during the researcher's regular English classes with the participant learners were used for quantitative observation. In the second phase of the study, the interviews also took place in the school.

3.3.2. Participants

Before collecting the data, necessary consents to conduct this study were obtained from Gaziantep University, the Ministry of National Education, and the parents of the participant students.

A pair of third-grade classrooms were selected as study participants using the convenience sampling method, also referred to as opportunity sampling (Farrokhi & Mahmoudi-Hamidabad, 2012). According to Obilor (2023), convenience sampling “is a technique in which a sample is drawn from that part of the population that is close to hand, readily available, or convenient.” (p. 4). Convenient samples, according to Dörnyei (2007), are usually not merely convenience-based but also involve the selection of people who have qualities relevant to the goal of the study. Therefore, while accessibility played a critical role in the selection of these participants, they also had the primary research characteristic—high levels of disruptive behavior during English courses, as observed by the researcher who was also the teacher of these classes. The opinions of the third grade classroom teachers were also taken into consideration during this procedure. The ages of the participants ranged from 8 to 9. After being selected as participants, those groups were assigned randomly as the EG and CG.

Table 1*The Distribution of Participants' Genders*

Gender	Experimental		Control		Full Sample	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
Female	11	52.3	8	55.6	19	48.7
Male	10	47.7	10	44.4	20	51.3
Total	21	100	18	100	39	100

Of the 22 students in the EG, 11 were male and 11 were female. As one of the male students was clinically diagnosed with ADHD, he was excluded from the study. Therefore, as seen in Table 1, in the EG, there were 11 female (%52) and 10 male (%48) students valid for the study. In the CG, there were 18 students, 10 male (%56), and 8 female (%44). There were no students clinically diagnosed with any behavioral disorders in the CG. All 18 students in the CG were therefore eligible to participate in the study.

Three students from the EG were randomly chosen to take part in the interviews. One student from the males and two students from the females were randomly selected for further qualitative analyses.

3.4. Data Collection Tools

3.4.1. Video-Based Observation Chart

The data collection tool used in the first phase of this study was an observation chart. The purpose of using an observation chart was to systematically record students' disruptive behaviors. This data collection tool was developed after an extensive literature review and two months of in-class observational data collection in six second and third grade EFL classrooms to determine which behaviors should be included in the study and how to categorize them. The observational data collection process involved the researcher spending significant time in the classrooms, closely observing student behaviors during instructional periods, group activities, transitions, and other relevant contexts.

Each behavior category in the chart corresponds to the behavior types presented in the previous literature on disruptive behaviors in classrooms. The observation chart was created with students' code numbers in each row and a disruptive behavior in each column. After viewing the videos that were recorded

during the English class, the researcher noted which disruptive behaviors and in what quantities the students engaged in those behaviors during the class on the chart. Because this chart included information on the frequency of certain behaviors, the data it collected could be subject to quantitative analyses. Disruptive behaviors in the classroom were divided into five categories in the chart:

- a. Non-compliant behaviors (NCB)
- b. Distracting behaviors (DB)
- c. Disrespectful behaviors (DrB)
- d. Physically disruptive behaviors (PDB)
- e. Academic disengagement behaviors (ADB)

Since they may cause problems like academic disengagement, aggressive reactions and distraction in the classroom, NCB are said to be the foundation of other disruptive behaviors (Cipani, 1993). NCB, within this study, include behaviors pertaining to disregarding classroom rules and instructions and encompass actions such as speaking out of turn, interfering with the teacher or other students, ignoring instructions, leaving the seat without permission, and refusing to finish tasks. Behaviors in this category are built on the basis of the works of Reynolds et al. (2011) and Schwab et al., (2019). DB in the chart refer to actions that divert students' attention and distract the focus during the class, such as making loud noises, playing with toys or unrelated items, and talking about unrelated topics. The DB in the chart correspond to the off-task behaviors in the study by Godwin et al. (2013). They also correspond to the categories of noise-making and orienting behaviors in Thomas et al.'s (1968) study. DrB in the chart involve behaviors that demonstrate a lack of regard for the teacher and the other students, and this category includes behaviors such as bullying or disturbing other students and using inappropriate language or gestures. The DrB in this study were mostly inspired by the behaviors in the verbalization category in Thomas et al.'s study (1968). In the context of this study, PDB are behaviors that students engage in with the intent to physically harm other students, or behaviors that involve damaging themselves or a classroom object. This category involves rough play/horseplay, violence/throwing objects, and other risky behaviors. The PDB in this chart were taken from gross-motor and aggression behaviors in Thomas et al.'s study (1968). ADB in the chart refer to actions that indicate a lack of involvement in the academic aspects of the classroom. This category includes behaviors such as being unprepared for class, displaying a lack of

interest in classwork, being overly competitive or aggressive, and engaging in cheating. The behaviors in this category were formed based on inattentive behaviors and miscellaneous behaviors in Appleby's (1990, as cited in Sorcinelli, 1994) study. Table 2 displays the disruptive behavior types observed in the study, along with corresponding sample behaviors that exemplify each type.

Table 2

Disruptive Behaviors

Type of the Behaviors	Sample Behaviors
Non-Compliant Behaviors	Speaking out of turn, interfering with the teacher and students, ignoring instructions, leaving seat without permission, eating/drinking without permission
Distracting Behaviors	Making loud noises, playing with unrelated items, talking about unrelated topics
Disrespectful Behaviors	Bullying and disturbing students, inappropriate language and gestures, refusing collaboration
Physically Disruptive Behaviors	Rough play/horseplay, violence, throwing objects, risky behaviors
Academic Disengagement Behaviors	Being unprepared for class, lack of interest in classwork, being overly competitive/aggressive, cheating, sleeping

3.4.2. Semi-Structured Interviews

Rabionet (2011) suggests that a qualitative interview is an adaptable and effective tool that helps researchers gather people's perspectives and understand how they make sense of their experiences. Three randomly chosen students from the EG were interviewed following the eight-week mindfulness exercise intervention. As

this study aims to ensure consistency in the questions directed at each participant, while at the same time allowing for the individual participants' own perspectives and experiences, a semi-structured interview method was used (Dearnley, 2005). Among the participants of the interviews, Students 1 and Student 2 are students who display disruptive behaviors to a moderate degree during English lessons. However, there have been occasional instances when they exhibited these behaviors at a high frequency, potentially causing disruption to the learning environment during those times. In contrast, Student 3 is a student who rarely shows any disruptive behavior in the classroom. This student is generally well-behaved, focused and engaged throughout lessons, minimally impacting both the instructional process and other students' learning. Therefore, while Students 1 and 2 represented those capable of significant disruption during some classes, Student 3 served as an exemplar of an attentive learner who hardly caused disturbances to the teaching/learning experience of their own and their peers. The interview utilized nine questions. The interview questions were developed after consultation with and approval by a subject matter expert to ensure their appropriateness and relevance for addressing the research questions comprehensively. The questions were mainly designed to gather information regarding the experiences of students with mindfulness practices they had engaged in throughout the past eight weeks. Additionally, the questions were designed to find out if the students believed that these exercises had changed the frequency of their own and their peers' disruptive behaviors in the classroom. At the end of the interviews, the students were also asked for their opinions on whether they would like to continue with the mindfulness exercises in the English lessons and what they would like to change.

3.5. Validity and Reliability

The internal consistency of the video-based observational chart was examined using Cronbach's alpha. The reliability score of the pre-test items was $\alpha = .92.$, and for the post-test items, the reliability was $\alpha = .84.$ Both scores indicated excellent internal consistency (George & Mallery, 2019) between the items rated on the video observation chart across the recordings of the participants' pre-test and post-test.

Additionally, as the reliability of observational data is defined as the degree of agreement between the data obtained by two distinct observers or by one observer

at different periods (Jansen et al., 2003), the video-based observational chart was completed by two raters. The researcher and a colleague collaborated to conduct the observation and ratings. In order to improve reliability, the study required an assessment of inter-rater reliability, as it is often necessary for study designs where data are collected through coder ratings (Hallgren, 2012). Table 3 lists the findings of the Intraclass Correlation Coefficient (ICC) test used in this study to obtain the inter-rater reliability score.

Table 3

Intraclass Correlation Coefficient Test Results

	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.950	.923	.968	39.330	77	77	<.001
Average Measures	.975	.960	.984	39.330	77	77	<.001

According to Cicchetti (1994), an inter-rater reliability score of more than .90 indicates an excellent level of significance. Based on this criterion, it may be stated that the obtained score of 0.95 suggests an excellent level of inter-rater reliability in this study. These results support the agreement among raters' assessments as well as the validity of the conclusions drawn from the collected data.

The researcher established an organized recording procedure and used precise criteria for disruptive behaviors to ensure accurate and reliable measurements. This involved using an observation chart specifically designed to record the occurrence of these behaviors. By employing this approach, the purpose of the study was to improve the validity and reliability of the observations.

Additionally, the use of video recordings in the study reduced observer bias, which is the systematic difference resulting from changes between the conditions as perceived and as they actually were (Caldwell & Atwal, 2005). Because the video recordings reflected the exact classroom settings, the researcher was able to record the behaviors more objectively. The study's reliability and observer validity were improved by this decrease in observer bias (Roberson, 1998).

In terms of validity, the assessment of research has two key components: external validity, which pertains to the applicability of study findings to different

populations and environments, and internal validity, which determines if the observed changes are related to the intervention or exposure (Carlson & Morrison, 2009). The use of a CG in the study aimed to improve internal validity by helping to distinguish the effects of the intervention from other possible explanations for the behavioral changes observed. Participants that closely resembled the target population were chosen in order to improve external validity. In order to ensure that the participant groups most closely resemble the target demographic, the opinions of the third-grade classroom teachers were also considered during the participant selection process. Also, the CG and EG were randomly allocated by the researcher once the participant groups were chosen. This improved comparability between the two groups and helped control for any confounding variables, which improved the study's external validity.

The validation of the qualitative analyses was achieved by following a simplified version of the steps given by Hycner (1985) in his work on the steps of phenomenological analysis of interview data. These steps will be presented in detail in the data analysis section.

3.6. Data Collection and Implementation Procedure

3.6.2. Pre-Implementation Observation

The pre-implementation data collection process began after obtaining the consent of each parent. Both the CG and the EG were videotaped for a total of two weeks and four classes before the implementation phase. Disruptive behaviors in the lessons were documented using the video-based observation chart.

3.5.3. Implementation of Mindfulness Exercises

After two weeks of observation, mindfulness exercises for a total of eight weeks started to be practiced for five minutes at the beginning of the English lessons in the EG, for 10 minutes in total per week. The CG continued to receive their regular English language instruction without any additional intervention. They participated in activities which were included in their regular lesson plans and in accordance with their language learning objectives. In addition to engaging in mindfulness exercises, the EG also maintained their regular English language

classes, which were identical to those of the CG. Prior to the implementation of the intervention program in the EG, the research teacher carefully outlined the procedures and activities to the students in child-friendly language to ensure their complete understanding of and comfort with the process. The implementation process included a total of eight different mindfulness activities for children. The exercises used were sourced from a blog article by Murphy (2022). The article titled “13 Mindfulness Activities for Kids That Are Fun and Teach Mindfulness” provided a valuable resource for incorporating mindfulness activities into the study. The exercises were selected to ensure that they were suitable for children, as well as having the potential to teach mindfulness practices in an entertaining manner. It was also ensured that the exercises selected for the study were compatible with the types of exercises recommended for EFL classes in Kuru Gönen’s study (2022). Certain activities were carried out with small modifications based on the conditions and suitability of the classroom setting. After four weeks of practicing all the activities, the same activities were repeated once more for the next four weeks. The 8-week implementation plan of the mindfulness exercises is shown in Table 4.

Table 4
Mindfulness Exercise Plan

Week 1	Lesson 1: Blow Some Bubbles
	Lesson 2: Focus on the 5 Senses
Week 2	Lesson 1: Draw It Out
	Lesson 2: Feel the Beat
Week 3	Lesson 1: Simple and Fun Body Scan
	Lesson 2: Mindful Listening
Week 4	Lesson 1: Gratitude Exercise
	Lesson 2: Fun Breathing Meditation for Kids
Week 5	Lesson 1: Blow Some Bubbles
	Lesson 2: Focus on the 5 Senses

Table 4 Continued*Mindfulness Exercise Plan*

Week 6	Lesson 1: Draw It Out
	Lesson 2: Feel the Beat
Week 7	Lesson 1: Simple and Fun Body Scan
	Lesson 2: Mindful Listening
Week 8	Lesson 1: Gratitude Exercise
	Lesson 2: Fun Breathing Meditation for Kids

1. **Blow some bubbles:** Each student received a bubble-blow toy from the teacher for the exercise. The teacher instructed the class to close their eyes and focus on unfavorable ideas that make them feel anxious, angry, or disturbed. After that, the students visualized blowing these unfavorable ideas into a balloon while blowing into the bubble blowing devices. They believed that the thoughts filled the balloon, which soared into the air before popping and vanishing.
2. **Focus on the 5 senses:** The goal of this activity was to get the pupils to pay close attention to their surroundings. Students asked themselves what they heard, smelled, saw, tasted, and touched in their surroundings, occasionally closing their eyes and at other times opening them. Those who felt like telling friends about them did so out loud. The teacher sought to enhance the vibrancy of the activity by incorporating a variety of sensory-engaging artifacts into the classroom.
3. **Draw it out:** The students were instructed to close their eyes and focus on a positive thought by the teacher. The teacher then instructed them to use whichever paint they wanted to draw and paint these ideas on a piece of paper. The teacher questioned the students about the texture of the paper and how the paint felt in their hands as they were drawing. While drawing, the students simultaneously conversed about what they were

drawing. The teacher helped the students stay focused by probing them about their feelings and their artwork when they became sidetracked.

4. **Feel the beat:** At the beginning of the exercise, the kids jumped and ran all around the classroom. The teacher instructed the students to pause and listen to themselves once they had engaged in adequate physical activity. As they tried to feel their heartbeats, students put their palms to their chests. The teacher inquired if they noticed a progressive drop in their heart rate. Once the children realized the change in their heart beats, they concentrated on breathing. They realized that it was progressively becoming regular, like their heartbeats. At the end of the activity, the students shared if they had noticed any other physical changes in their bodies.
5. **Simple and fun body scan:** The teacher instructed the class to use their hands to touch specific body areas and then inquired about their feelings. Directions and inquiries like “Touch your head, how do you feel? Is it fuzzy, soft, or warm?” or “Touch your belly, how do your clothes feel?” were posed by the teacher. Then, by assigning body parts amusing names, the teacher aimed to enhance the entertainment factor of the exercise.
6. **Mindful listening:** Since this activity is about realizing, recognizing, and correctly naming certain sounds, two different types of activities were used in the two interventions. In the first one, the teacher played the same sound twice, but one of the sounds had an added wind effect. The teacher asked the students to listen carefully to these sounds and recognize the difference. The students experienced this awareness by focusing on the sounds. In the second exercise, the teacher played 20 sounds and asked the students to listen to them carefully and note down or keep in mind what they sounded like. Then they listened to the sounds again together and learned the correct answer.
7. **Gratitude exercise:** In order to make the students aware of their own feelings and to evoke positive feelings, the teacher asked the students to close their eyes and think about the things that make them happy in this life. Then she asked questions such as “What do you feel grateful for?” and asked the students to share these feelings. The students thanked the

people, objects, and events that they were grateful for in their lives, and those who wanted to share them shared them out loud.

- 8. Mindfulness meditation for kids:** The students sat at their desks and leaned back. The teacher asked them to close their eyes, and put their hands on their bellies, and imagine their bellies as a sea and their hands as a sailboat. As the children breathed in and out, they imagined this sailboat sailing on the sea. Each time they took a deep breath in, they voiced “1”, and each time they breathed out, they voiced “2”. Then they thought of something they liked, smiled, and wiggled their fingers and toes.

3.6.4. Post-Implementation Observation

The post-implementation observation was conducted in the final two weeks of the practice. Similar to the preceding observation procedure, both the CG and the EG were videotaped during the last two weeks of the implementation phase. In order to collect and analyze disruptive behavior data for analysis and comparison between the experimental and CGs, the video-based observation chart was utilized again.

3.6.5. Interviews

Due to the participants' young age, a brief process review discussion was conducted with the participants before the interview to acquaint them with the procedure and minimize any potential distractions. The interviews were conducted in a quiet, peaceful place within the school, and they were audio recorded. The interviewees were asked to relax before the interview and to answer honestly about anything they felt. Since the researcher was already a teacher that the students were familiar with, the students had a stress-free, conversational interview. Each interviewee took about five minutes to respond to the nine questions in their native language (See Appendices 2 and 3). The interviews provided insights into their opinions about the procedure.

3.7. Data analysis

Before selecting between parametric and nonparametric tests for the quantitative analysis, pre-test and post-test data from the video-based observational chart were checked for normality using the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. In the present study, all of the variables' kurtosis and skewness

values were found within the range of ± 1.0 , which George and Mallery (2019) recommend for generating a normal distribution. This indicates that the data exhibited a normal distribution according to the standard criteria for assessing normality using skewness and kurtosis statistics. Therefore, pre-test and post-test differences and correlations between variables were examined using parametric tests. A set of independent samples t-tests were used to compare the pre- and post-test results for the EG and CG between groups to see if there were any statistically significant differences. Later, paired samples t-tests were conducted to evaluate pre-test and post-test changes within each group separately. The statistical software tool SPSS, version 29.0, was used to perform data analyses and descriptive statistics on the quantitative data gathered from the video-based observational charts. These statistical tests provided information about comparisons of pre-tests and post-tests between and within the groups.

Qualitative data of the interviews were analyzed by the researcher using phenomenological data analysis approach. “Phenomenology is a philosophical approach, initially articulated by Husserl, which aims to produce an account of lived experience in its own terms rather than one prescribed by pre-existing theoretical preconceptions” (Smith & Osborne, 2015, p. 41). A simplified form of the 15 steps of Hycner’s (1985) phenomenological analysis approach was followed to analyze the data. As Hycner (1985) identified more complex steps, which were based on two examiners’ interpretation of the data, the steps involving two researchers were eliminated.

In the transcription step, the interview responses were transcribed and translated, ensuring accuracy. The transcripts were carefully read by the researcher several times to become acquainted with the data. The next step was bracketing, the attempt to enter the world of the interviewees as much as possible by freeing the researcher from pre-assumptions and personal opinions about the interviewees as much as possible. Regarding this step, Hycner (1985) stated that the possibility of being one hundred percent objective is a fallacy and that it is important to be aware of one’s own presuppositions. Once the researcher reflected on her preconceptions, comprehended what they were, and became as free of them as possible, the next step, delineating, was followed to define the data in the light of the relevant research questions. At this stage, the codes that would later form the themes were developed using version 14 of the NVivo software. While repeatedly reading the transcripts in

detail and trying to identify codes, instead of taking an exclusive approach, an inclusive approach was adopted by taking longer to consider ambiguous or questionable statements, as suggested by Hycner (1985). In the clustering step, the researcher carefully examined each relevant unit of meaning. The researcher tried to determine whether any natural clusters or common themes emerged from the data. By carefully analyzing each unit and taking into account the given context, the researcher identified connections and similarities between the units. The researcher questioned each individual meaning to understand its essence, taking into account its context and the overall content. After identifying the clustered meanings in the answers of all the interviewees, the step of determining themes was implemented. Main themes were decided upon. Later, in the step of identification of common and unique themes, it was checked whether there were similarities between the interviews or clusters belonging only to that person. If there were similar clusters between the interviews, they were combined into a single theme. After these steps, final themes emerged. In the last stage, Hycner's (1985) conceptualization step was followed. In this step, specific examples, from which the themes were generated, were provided.

CHAPTER IV

FINDINGS

4.1. Presentation

This chapter presents the findings derived from the analyses of the data collected during the research. To facilitate a comprehensive understanding of the topic, the chapter includes results from both quantitative and qualitative data analyses. Quantitative findings were obtained using statistical methods on the numerical data. Qualitative findings were obtained through analyzing the contextual aspects of the data gathered from the interviews. The chapter is divided into sections corresponding to the RQs to ensure each receives appropriate examination. At the end of the chapter, the key findings are summarized.

4.2. Findings Regarding RQ 1

The objective of RQ 1 was to examine whether there was any effect of mindfulness intervention on the frequency of disruptive behaviors in EFL classrooms with young learners. To better address the issue, RQ 1 was divided into four sub-questions for separate analyses. Sub-questions 1a and 1b compared the EG and CG before and after the intervention to identify whether there were any statistically significant differences between the two. Sub-questions 1c and 1d analyzed in-group changes over time for the EG and CG separately. This subdivision gave an extensive understanding of the ways in which the EG's disruptive behaviors were changed after mindfulness intervention, with the CG not receiving any intervention.

4.2.1. Findings Regarding RQ 1a

The aim of the RQ 1a was to determine whether statistically significant differences existed between the EG and CG prior to the application of the mindfulness intervention in terms of the frequency of disruptive behaviors. A series of independent samples t-tests were utilized to find the answer to this question. The results from these t-tests can be seen in Table 5 below:

Table 5

T-test results of Pre-Intervention Differences in Disruptive Behavior Frequency: EG vs. CG.

Types of the disruptive behaviors	EG		CG		<i>df</i>	<i>t</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
NCB	7.52	11.75	5.72	8.43	37	.54	.592
DB	6.76	7.83	6.55	7.46	37	.08	.934
DrB	2.19	3.54	2.05	3.55	37	.12	.906
PDB	3.28	6.00	1.66	3.25	37	1.01	.318
ADB	2.76	5.07	1.44	2.22	37	1.02	.315
TDB	22.52	32.90	17.44	23.64	37	.55	.589

Table 5 shows that there was no statistically significant difference between the EG ($M = 22.52$, $SD = 32.9$) and CG ($M = 17.44$, $SD = 23.64$) in terms of the total number of disruptive behaviors (TDB), $t(37) = .55$, $p = .589$, prior to the mindfulness intervention. Also, no significant difference was observed between the two groups with regard to the number of disruptive behaviors in each specific category: NCB for the EG ($M = 7.52$, $SD = 11.75$) and CG ($M = 5.72$, $SD = 8.43$), $t(37) = .54$, $p = .59$; DB for the EG ($M = 6.76$, $SD = 7.83$) and CG ($M = 6.55$, $SD = 7.46$), $t(37) = .08$, $p = .93$; DrB for the EG ($M = 2.19$, $SD = 3.54$) and CG ($M = 2.05$, $SD = 3.55$), $t(37) = .12$, $p = .91$; PDB for the EG ($M = 3.28$, $SD = 6.07$) and CG ($M = 1.66$, $SD = 3.25$), $t(37) = 1.01$, $p = .32$; and ADB for the EG ($M = 2.76$, $SD = 5.07$) and CG ($M = 1.44$, $SD = 2.22$), $t(37) = 1.02$, $p = .32$.

All in all, it can be stated that the two groups were almost identical in terms of the frequency of disruptive behaviors they used to engage in before the mindfulness intervention started, which is something that would contribute to the

belief that any difference observed in the post-test can be attributed to the effect of the intervention.

4.2.2 Findings Regarding RQ 1b.

RQ 1b aimed to explore whether there was a significant difference in the frequency of disruptive behaviors between the EG and CG following the application of the mindfulness intervention. Independent samples t-tests were used to assess if there was any significant difference. Below, in Table 6, are the findings from these t-tests:

Table 6

T-test Results of Post-Intervention Differences in Disruptive Behavior Frequency: EG vs. CG.

Types of disruptive behaviors	EG		CG		<i>df</i>	<i>t</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
NCB	3.33	4.41	6.83	11.70	37	-1.27	.212
DB	3.57	5.51	7.00	10.67	37	-1.28	.206
DrB	1.38	1.90	1.66	3.00	37	-.35	.722
PDB	1.76	4.28	3.33	6.46	37	-.90	.371
ADB	1.09	1.70	1.05	1.05	37	.08	.932
TDB	11.14	14.07	19.88	31.25	37	-1.15	.256

Table 6 demonstrates that, following the mindfulness intervention, there was no statistically significant difference between EG ($M = 11.14$, $SD = 14.07$) and CG ($M = 19.88$, $SD = 31.25$) in terms of the TDB, $t(37) = -1.15$, $p = .256$, after the mindfulness intervention. Additionally, there was no statistically significant difference between the two groups in terms of the frequency of disruptive behaviors within any specific category: NCB for the EG ($M = 3.33$, $SD = 4.41$) and CG ($M = 6.83$, $SD = 11.70$), $t(37) = -1.27$, $p = .21$; DB for the EG ($M = 3.57$, $SD = 5.51$) and CG ($M = 7.00$, $SD = 10.67$), $t(37) = -1.28$, $p = .21$; DrB for the EG ($M = 1.38$, $SD = 1.90$) and CG ($M = 1.66$, $SD = 3.00$), $t(37) = -.35$, $p = .72$; PDB for the EG ($M = 1.76$, $SD = 4.28$) and CG ($M = 3.33$, $SD = 6.46$), $t(37) = -.90$, $p = .37$; and ADB for the EG ($M = 1.09$, $SD = 1.70$) and CG ($M = 1.05$, $SD = 1.05$), $t(37) = .08$, $p = .93$.

The findings in Table 6 suggest that there were no statistically significant differences in the frequency of disruptive behaviors between the EG and CG after the

mindfulness intervention. However, it is important to note that further analysis was conducted to investigate differences within the EG and CG before and after the intervention. The results of these analyses, revealing significant differences in disruptive behaviors within the EG and no significant difference within the CG, will be presented under the following headings.

4.2.3. Findings Regarding RQ 1c

RQ 1c aimed to investigate whether there was a statistically significant difference in the frequency of disruptive behaviors in the EG before and after the mindfulness intervention. In order to ascertain if there was any significant variance, a set of paired samples t-tests was employed. The following table displays the findings from these t-tests.

Table 7

T-test Results for Frequency of Disruptive Behaviors in the EG Before and After Intervention

Types of disruptive behaviors	Pre-test		Post-test		df	t	P
	M	SD	M	SD			
NCB	7.52	11.75	3.33	4.41	20	2.25	.036
DB	6.76	7.83	3.57	5.51	20	2.76	.012
DrB	2.19	3.54	1.38	1.90	20	1.04	.308
PDB	3.28	6.07	1.76	4.28	20	1.55	.137
ADB	2.76	5.07	1.09	1.70	20	1.52	.143
TDB	22.52	32.90	11.14	14.07	20	2.24	.036

As seen in Table 7, the TDB statistically significantly decreased after the mindfulness intervention, $t(20) = 2.24$, $p = .04$. Moreover, the analysis demonstrates a statistically significant decrease in NCB between the pre-test ($M = 7.52$, $SD = 11.75$) and post-test ($M = 3.33$, $SD = 4.41$), $t(20) = 2.25$, $p = .04$. Similarly, a significant decrease is observed in DB between the pre-test ($M = 6.76$, $SD = 7.83$) and post-test ($M = 3.57$, $SD = 5.51$), $t(20) = 2.76$, $p = .01$. Additionally, results from Table 7 indicate that there is no significant difference within the other categories. Specifically, there is no significant difference in DrB between the pre-test ($M = 2.19$, $SD = 3.54$) and post-test ($M = 1.38$, $SD = 1.90$), $t(20) = 1.04$, $p = .31$. Similarly,

there is no significant difference in PDB between the pre-test ($M = 3.28$, $SD = 6.07$) and post-test ($M = 1.76$, $SD = 4.28$), $t(20) = 1.55$, $p = .14$. Additionally, there is no significant difference in ADB between the pre-test ($M = 2.76$, $SD = 5.07$) and post-test ($M = 1.09$, $SD = 1.70$), $t(20) = 1.52$, $p = .14$.

The findings of RQ 1c suggest that the mindfulness intervention had a positive impact on reducing overall disruptive behaviors among the participants. Also, the findings indicate that mindfulness intervention contributed to a reduction in both NCB and DB among the participants in the EG. The mindfulness intervention did not have a significant impact on reducing disrespectful behaviors, physically disruptive behaviors, or academic disengagement behaviors within the EG.

4.2.4. Findings Regarding RQ 1d

RQ 1d intended to examine if there was a statistically significant difference in the frequency of disruptive behaviors of the participants in the CG prior to and after the mindfulness intervention. Paired samples t-tests were utilized to find the answer to this question. The results of these t-tests are shown in Table 8.

Table 8

T-test Results for Frequency of Disruptive Behaviors in the CG Before and After Intervention

Types of disruptive behaviors	Pre-test		Post-test		<i>df</i>	<i>t</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
NCB	5.72	8.43	6.83	11.70	17	-.64	.531
DB	6.55	7.46	7.00	10.67	17	-.29	.779
DrB	2.05	3.55	1.66	3.00	17	.78	.447
PDB	1.66	3.25	3.33	6.46	17	-2.04	.057
ADB	1.44	2.22	1.05	1.05	17	.88	.393
TDB	17.44	23.64	19.88	31.25	17	-.66	.519

The findings from Table 8 reveal that there was no statistically significant difference in the CG's TDB between the pre-test ($M = 17.44$, $SD = 23.64$) and post-test scores ($M = 19.88$, $SD = 31.25$) after the mindfulness intervention. The t-test analysis showed a *t* value of -.66 and a *p* value of .52, indicating that the lack of

mindfulness intervention caused no significant change in the number of disruptive behaviors in the CG.

Additionally, there were no statistically significant differences between the pre-test and post-test results of the CG across the sub-categories of disruptive behaviors. Specifically, there were no significant differences in the frequency of NCB before ($M = 5.72$, $SD = 8.43$) and after the mindfulness intervention ($M = 6.83$, $SD = 11.70$), $t(17) = -.64$, $p = .53$; DB before ($M = 6.55$, $SD = 7.46$) and after the intervention ($M = 7.00$, $SD = 10.67$), $t(17) = -.29$, $p = .78$; DrB before and after the intervention ($M = 2.19$, $SD = 1.90$) and after ($M = 2.05$, $SD = 3.55$), $t(17) = .78$, $p = .45$; PDB before ($M = 1.66$, $SD = 3.25$) and after the intervention ($M = 3.33$, $SD = 6.46$), $t(17) = -2.04$, $p = .06$; and ADB before ($M = 1.44$, $SD = 2.22$) and after the intervention ($M = 1.05$, $SD = 1.05$), $t(17) = .88$, $p = .39$.

In summary, the results show that the CG's frequency of disruptive behaviors did not significantly change before or after the intervention process. Given that the CG did not receive any mindfulness intervention and proceeded with their usual English classes, it is not unexpected that there were no significant differences in the number of disruptive behaviors in total or within any particular category.

4.3. Findings Regarding RQ 2

RQ 2 aimed at gaining insights into the perceptions of the participants regarding their experience with the mindfulness intervention. In order to analyze the qualitative data obtained from the semi-structured interviews, the researcher adopted a phenomenological analysis approach. Table 9, displaying the frequency of main themes emerged after the coding process, was created to convey the results of this phenomenological analysis. A quantitative display of these themes' frequency throughout the interviews is presented in this table.

Table 9

Participants' Perceptions of Mindfulness Intervention

Themes	Student 1	Student 2	Student 3	Total
Positive experiences and enjoyment	3	6	5	14
Improved emotion regulation and emotional well-being	6	2	1	9
Improved attention skills	3	2	1	6
Improved classroom climate and learning experience	4	3	2	9

According to the frequency of the themes derived from participants' viewpoints during the extensive reading process and displayed in Table 9, incorporating mindfulness exercises into EFL classrooms with young learners has the potential to generate positive outcomes. During the interviews, no negative comments were articulated by the participants, and the transcriptions revealed no such remarks either. Therefore, no negative codes were generated from their perspectives in the coding process. The themes that emerged after the process of reading and coding were positive experiences and enjoyment ($f = 14$), improved emotion regulation and emotional well-being ($f = 9$), improved attention skills ($f = 6$), and improved classroom climate and learning experience ($f = 9$). The results suggest that incorporating mindfulness exercises into EFL classes is generally perceived positively. To provide a more comprehensive representation of the findings of the qualitative analyses, each code will be handled individually. Excerpts from the participants' interviews will be provided as examples to gain a deeper understanding.

4.3.1. Positive Experiences and Enjoyment

As seen in Table 9, the most frequently reported theme in the findings of the content analysis was positive experiences ($f = 14$). During the interviews, students consistently expressed positive outcomes from implementing mindfulness exercises in English classes.

When asked about her mindfulness experiences, Student 1 responded, "I think they were great.". When the participant was asked if she wanted to continue with the exercises in English lessons, she responded, "Of course, I would love to. They were great." Student 2 also expressed his positive experiences by saying, "It was nice, teacher. I liked the exercises. They were very good." and "They were good, all of them. They are also very good for different topics." Student 3 also shared his positive experiences and expressed his desire to continue implementing the exercises. He described the mindfulness exercises as "wonderful" experiences while expressing his enjoyment and excitement in his speech: "Teacher, it was wonderful. We had a lot of fun, and I'm very curious and excited to do even better," and stating, "It was nice, teacher. I liked the exercises. They were very good." These responses emphasize the students' positive perceptions of the mindfulness experiences and their willingness to continue engaging in them.

4.3.2. Improved Emotion Regulation and Emotional Well-Being

All three participants in the interviews showed signs of improved emotional well-being and emotion regulation ($f = 9$). Emotion regulation is “extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one’s goals.” (Thompson, 1994, pp. 27- 28). When some of the incidents experienced by the students and their reactions to those events were analyzed, the need to create an emotion regulation code arose. One example is below:

I hit a friend the other day. I threw my pencil case at her...The tip of my pencil touched my friend’s eye. Then, after I let go of my anger, I said to myself, “I wish I hadn’t done this to my friend” because my anger came out. (Student 2)

Student 2, after mentioning the incident where she overreacted to her friend, described the technique she used to calm herself down. She stated, “I counted from 1 to 10 for myself. I took a breath in and out.” When asked if she had applied the breathing exercises to her daily life, she affirmed that she had. In the example above, Student 2 showed a good example of emotion regulation. Student 1 reported a shift from being an angry person to becoming calmer in her speech and continued by exemplifying her statement with these lines:

I used to be an angry person, but I became calmer...For example, when my friends do something, I treat them better and calmly warn them. I don’t get angry at their mischievousness; I calmly say, “Please sit down” or something like that.

Student 1’s ability to regulate her emotions and communicate effectively could be seen in the excerpt above. It reflects her personal growth and a positive change in her approach to relationships and interactions. Student 3 also confirmed that practicing mindfulness exercises improved their ability to regulate their emotions, although he provided no particular example. In her speech, Student 2 mentioned her previous stage, where there were negative thoughts and nightmares that had a negative effect on her emotional well-being, and how she overcame that situation:

There used to be things bothering me because I had a lot of feelings inside. There were very bad things, terrifying things. They were all in my dreams. They used to bother me. Now that I let go of those feelings, they do not bother me anymore.

The excerpt from Student 2's speech highlights a significant transformation from experiencing negative thoughts, nightmares, and intense emotions to better emotional well-being by letting go of those feelings. In other parts of the interview, Student 2 mentioned her positive emotional well-being several times, using phrases like "I feel good." and "I'm happy." Student 3 also emphasizes his emotional well-being, saying, "I feel really good about myself."

4.3.3. Improved Attention Skills

Another frequently mentioned theme in the interviews was improved attention skills ($f = 6$). All the participants in the interviews agreed that mindfulness exercises implemented in English lessons improved their attention. To the question "Do you think you have been able to focus better in class since doing these exercises?", all three participants gave positive answers. In one of her answers, Student 1 expressed her opinions about her enhanced focus and attributed this to her not hurting her friends anymore: "I feel very good. I can focus very well on the lessons, and thanks to not hurting my friends, I can focus well." Her statement highlights how she views the relationship between positive behavior and improved attention skills. While discussing the positive changes she observed in her classmates, Student 2 made the following statement: "They paid more attention in class. They started making more effort." This statement suggests that the participant not only noticed improved attention skills in herself, but she also observed her classmates' enhanced attention.

4.3.4. Improved Classroom Climate and Learning Experience

As classroom climate encompasses "students' perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class" (Barr, 2016, p. 1), the theme was generated out of the perceived challenge degree of the English class, their interaction with their classmates and teacher, and their engagement in English class. In this context, a perception of a positive classroom climate and an improved learning experience were defined as an inseparable whole and handled together. Also, some excerpts where the participants highlighted the fixed behaviors of themselves and their friends were coded as improved classroom climate and learning experience, in addition to other categories.

When Student 1 was asked about the effects of mindfulness exercises on the classroom climate, she answered the question with the following statement: “It used to be a little tense and mischievous, but I noticed that they [the other students] were getting more well-behaved as time went by.” The excerpts in which Student 1 and Student 2 discussed how their interactions with their classmates had improved may also be a good example of the interaction aspect of the classroom climate. The other examples of reduced disruptive behavior in the classroom will be discussed under the following RQs concerning disruptive behaviors in particular. To the question where the researcher asked the opinion of Student 3 on how mindfulness exercises had affected classroom climate, he replied, “Positively.” The other two participants also provided positive replies to this question.

As for the learning experience, Student 2 expressed herself with the following statement: “It helped a little bit. I mean, I studied more for my lessons... Yes, I could focus better.”. Even though she considered it to have a moderate effect, Student 2 expressed that mindfulness exercises had a positive effect on her studying by improving her focus. Also, to the question examining their perceptions of the effects of mindfulness exercises on learning experiences, Student 1 answered, “Yes, they were very helpful, teacher. Thank you. They helped improve my English and regular conversation skills.” To the same question, Student 3 gave this answer: “They helped a lot, yes.” Those responses highlight the perceived positive effects of mindfulness exercises on the participants’ learning experiences.

4.4. Findings Regarding RQ 3

In RQ 3, the participants’ opinions on how the mindfulness intervention affected their own disruptive behaviors in the EFL classroom and how they observed changes in peers’ disruptive behaviors were to be obtained. In order to address this question comprehensively, the perceived effects of mindfulness exercises implemented in the EG for eight weeks at the beginning of English lessons will be examined below. Findings providing data for RQ 3 are presented in Table 10.

Table 10

Participants' Perceptions of the Impacts of Mindfulness Interventions on Disruptive Behaviors

Codes	Student 1	Student 2	Student 3	Total
Positive impact on own behavior	5	1	0	6
Positive impact on classmates' behaviors	3	6	0	9
Moderate impact on classmates' behaviors	0	0	3	3
No observed impact on classmates' behaviors	1	1	0	2

As seen in Table 10, the participants' perceptions of the effect of mindfulness exercises on their own and their classmates' behaviors did not include any purely negative viewpoints. Therefore, 'negative impact' code was not generated during the reading and coding process.

While there was an absence of any perceived negative or neutral effects of mindfulness on the participants' own behaviors, Student 1 and Student 2 reported experiencing positive changes in their own behaviors ($f = 6$) after practicing mindfulness exercises. In contrast to the other participants, Student 3 chose not to provide feedback on the effects of mindfulness on his own behavior. Instead, the participant focused on and discussed the observed behavior of his classmates.

As both Student 1 and Student 2 reported experiencing a decrease in their own behaviors because they could regulate their emotions better, the excerpts discussed in the improved emotion regulation and emotional well-being session could be a relevant context to address this RQ. Below is an example:

I used to be a very angry person, but through the activities we did together, all my nerves disappeared. I became very calm and peaceful...For example, when my friends do something, I treat them better and calmly warn them. I don't get angry at their mischievousness; I calmly say, "Please sit down" or something like that. (Student 1)

In the excerpt, Student 1 highlighted the significant change in her own behavior, particularly when something unwanted happened in the classroom. The participant reported a shift from showing aggressive reactions towards her classmates to reacting to the incident in a more calm and non-aggressive manner. This excerpt also emphasizes improved interaction between classmates. Throughout the interview, Student 1 consistently mentioned how she had become a calmer person. Some of her

statements were: “I feel very good. I can focus very well on the lessons, and thanks to not hurting my friends, I can focus well. I also focus a lot on being calm.” and “I used to be an angry person, but I became calmer.”

Student 2 answered the question of how mindfulness exercises had affected her own behaviors as: “For example, we became even better.”. In her terms, becoming even better implies a decrease in their disruptive behaviors in the classroom.

Another objective of RQ 3 was to gain insights into the perspectives of the participants on the effects of mindfulness intervention on their classmates’ disruptive behaviors in the EFL classroom. As shown in Table 10, there is a significant number of perceived positive impacts of mindfulness exercises on classmates’ behaviors ($f = 9$).

In one of her answers, Student 1 stated, “Some of my friends used to be mischievous, but they became more well-behaved. However, some of them are still mischievous.”. In this statement, the participant emphasized the reducing effect of mindfulness exercises on the disruptive behaviors of her classmates. However, the participant also noted that some of her classmates continued to engage in disruptive behaviors. Therefore, both ‘positive impact on classmates’ behaviors’ and ‘no observed behavior on classmates’ behaviors’ codes were assigned to this statement. In another remark, Student 1 expressed a similar observation: “I haven’t noticed any changes. They’re still the same: mischievous. But most of them have become better-behaved.”. Starting her remark, Student 1 noted that she did not observe any changes in some of her classmates. However, the participant also stated that most of her classmates had become better-behaved. These words could be interpreted in both ways. Thus, this statement was also assigned to both ‘positive impact on classmates’ behaviors’ and ‘no observed impact on classmates’ behaviors’ codes. Although these remarks may seem like the words of a confused child, it should be considered that the perspectives of the interviewees may be influenced by individual differences between the students.

Student 2 explained her observations of reduced disruptive behaviors in English class using these words: “Teacher, some people used to tease each other a lot. Now they have stopped teasing. I think they used to annoy each other. They let go of those feelings. They started behaving well now.” and “Some people seem to have changed. They still do the same things occasionally, but not as much. They

behave better towards some people.” According to Student 2, teasing behavior between the students decreased significantly after the implication. Furthermore, Student 2 emphasized that although the classmates still occasionally engaged in disruptive behaviors, it was not as frequent as it had been.

When asked about the observed changes in his classmates’ behaviors, Student 3 answered, “My classmates became a bit well-behaved.” and “They also changed a bit...They became a bit calmer.” Student 3’s responses, suggesting that his classmates became “a bit well-behaved” and “a bit calmer” imply that he perceived a moderate effect of mindfulness exercises on his classmates’ behaviors. By using the phrase “a bit” consistently, Student 3 indicated that the changes observed in his classmates’ behavior were noticeable but subtle.

4.5. Summary of the Findings

This chapter outlined the findings obtained through the analyses of the quantitative and qualitative data collected for this study. Regarding the quantitative RQs on the impacts of mindfulness exercises, significant reductions in disruptive behaviors were found in the EG but not in the CG. Specifically, total disruptive behaviors and categories of NCB and DB decreased significantly in the EG after the intervention. However, there were no significant differences between the EG and CG post-intervention. Also, there were no changes in the CG over time.

The qualitative findings provided insights into participants’ perceptions of mindfulness exercises. The phenomenological analysis revealed primarily positive experiences and outcomes. Themes that emerged included positive experiences and enjoyment, improved attention skills, enhanced emotion regulation and well-being, and a more positive classroom climate and learning experience. Participants described mindfulness as having a mostly beneficial impact on their own behaviors as well as classmates’ behaviors in terms of decreases in disruptive behaviors.

In summary, the results of this study indicated that a mindfulness intervention was effective in reducing disruptive behaviors within the EG according to quantitative measures. Qualitatively, participants reported mindfulness exercises to have various advantages. Overall, the findings provided answers to the RQs by revealing the effects of and perceptions on the implementation of mindfulness in EFL classrooms with young learners.

CHAPTER V

DISCUSSION

5.1. Presentation

The primary aim of this study was to examine the effects of mindfulness exercises on the frequency of disruptive behaviors conducted by young EFL learners. The findings of quantitative data and phenomenological analysis conducted to address the RQs were presented in the previous chapter. This chapter discusses these findings in light of previous studies on mindfulness interventions, mindfulness-based programs, classroom behaviors, and the connections between them. The discussion for each RQ will start with a review of the main findings and their interpretations. The data will then be meaningfully contextualized by comparing it with previous studies on the topic.

5.2. Discussion of Findings for RQ 1

RQ 1 aims to investigate whether mindfulness exercises affect the frequency of disruptive behaviors in EFL classrooms with young learners. According to the t-test results, there was no statistically significant difference between the EG and the CG in terms of the frequency of disruptive behaviors before the intervention. This suggests that the groups were well matched, and the changes observed after the intervention can be attributed to the effects of the mindfulness exercises implemented in the EG. In contrast, the results of within-group tests to observe changes before and after the mindfulness intervention show a significant difference. In the EG, the results show that the frequency of disruptive behaviors exhibited by students in the EFL class significantly decreased overall, whereas the CG did not show a significant difference in pre-test and post-test results, and even showed an increase in disruptive

behaviors, although not significantly. These results are in line with Mortimore's (2017) study, which aimed to measure FLA in English classrooms with young learners, where students and teachers observed a calmer and less disruptive classroom environment, although the mindfulness intervention did not result in significant changes in anxiety. Since the effects of mindfulness practices in language classrooms are usually measured on language learning-based changes such as foreign language learning anxiety (e.g., Charoensukmongkol, 2016; Morgan & Katz, 2021), studies on the direct effect on disruptive behaviors are very limited. In this context, this study is significant in that it explores the direct mitigating effect of mindfulness intervention on disruptive behaviors in EFL classrooms. Nevertheless, it can be noted that the results of this study are in accordance with many other studies concluding that mindfulness has an impact on reducing disruptive behaviors of young learners and helping to create a calmer and more positive classroom climate (Black & Fernando, 2013; Minkos, 2016; Renshaw, 2020).

The results showed a decrease within the EG following the mindfulness exercises, especially for NCB and DB. This indicates that the intervention had a reducing effect on disruptive behaviors related to following rules and instructions, such as speaking out of turn, interfering with teacher/students, ignoring instructions, leaving seats without permission, or refusing to finish tasks. The results of this study are in line with earlier research by Berti and Cigala (2022), which looked at how a mindfulness intervention affected the social-emotional development of preschoolers. Berti and Cigala (2022) observed and graded the children's "compliance" after the mindfulness sessions, even though they did not explicitly measure NCB. Compliance comprised listening, taking shifts, and acting according to regulations. This offers some experimental evidence that mindfulness interventions can support the development of young children's rule-following, turn-taking, and listening-oriented behaviors. Although the participant profiles were not similar, these results also corroborate with those of Marroquin's (2018) study on adult students with intellectual disabilities, which found that mindfulness exercises reduced NCB such as leaving seats without permission and speaking out of turn. The results of this study and Marroquin's (2018) study are also similar in terms of the decrease in making loud noises in the classroom, which is among the DB according to this study's classification of disruptive behaviors.

The findings also show that DrB like bullying/disturbing students, using inappropriate language/gestures, and refusing collaboration were not significantly affected by the mindfulness intervention. Even if a decline was observed, it was not statistically significant. These results are consistent with the results of Sarabia's (2015) research examining the effect of an 8-week mindfulness program with fifth grade students on certain disruptive behaviors. Both studies conclude that mindfulness intervention helps decrease NCB like talking out of turn and not following instructions, while it does not show a significant effect on decreasing behaviors like bullying and showing anger. The anger component in Sarabia's (2015) study may also be related to PDB in this study, as these two groups of actions are related to issues controlling impulses and external expressions of anger or emotion. PDB in this study include rough play/horseplay, violence/throwing objects, and risky behaviors. Although there was a decrease observed, it did not reach statistical significance. However, the results contradict the findings of Parker et al.'s (2014) study examining the impact of a mindfulness program, Master Mind, on elementary students' behaviors, including externalizing behaviors. Parker et al. (2014) observed a significant decrease in the participants' externalizing behaviors, such as bullying, using inappropriate language, physical aggression, etc. The difference in the results of the two studies may be due to differences in the specific mindfulness interventions used, including the duration and frequency. The Master Mind program, which was applied daily for 15 minutes for four weeks in Parker et al.'s (2014) study, differs from this study's twice-a-week, 5-minute practices. It is essential to consider these factors when interpreting the contradictory findings.

No statistically significant decrease in academic engagement behaviors was reported after the mindfulness intervention. To clarify, this study does not directly examine or report findings related to academic performance outcomes. Academic engagement behaviors in the scope of this study include those such as coming unprepared for class, lack of interest in classwork, being overly competitive, and cheating. There was a small decrease in academic engagement behavior, but it was not statistically significant. The findings of the study largely comply with those reported by Axelrod and Santagata (2022), indicating that mindfulness-based therapies had either no significant effect or only moderate effects on academic engagement. The findings of Kurnaedi et al. (2020), Minkos et al. (2018), and Taheri et al. (2019) contradict the conclusions of the current study on the impact of

mindfulness on academic engagement. These studies found that mindfulness therapies had a beneficial influence on academic engagement, implying that such interventions can effectively improve student engagement in educational contexts. The differences between the current study's results and those of the previous studies suggest that more investigation is required to look into the underlying causes of the differing conclusions about how mindfulness interventions affect academic disengagement behaviors.

5.3. Discussion of Findings for RQ 2

RQ 2 aims to gain insights into young learners' perceptions and experiences of the mindfulness exercises implemented in the EFL classroom. Positive experiences and enjoyment, improved emotion regulation and emotional well-being, improved attention skills, and improved classroom climate and learning experiences are the themes that emerged from the phenomenological analyses.

5.3.1. Positive Experiences and Enjoyment

According to the participants' perceptions, the mindfulness exercises used in the EFL classroom were highly enjoyable and offered positive experiences. While the quantitative results were partially distinct from Parker et al.'s (2014) study, students' perceptions of their experiences and thoughts were largely similar. In particular, students in both studies found MBIs to be enjoyable, and some students reported using counting and relaxing exercises outside the classroom. In a similar direction, educational staff involved in Norton and Griffith's (2020) study stated that they enjoyed and found mindfulness activities to be entertaining, as did children taking part in the mindfulness-intervention program. Consistent with the findings of the present study, Hassed et al. (2008) reported that most students enjoyed the mindfulness activities in their study utilizing mindfulness integrated HEP (Health Enhancement Program). The overall results of this study and the study by Aherne et al. (2016) also indicate a consistency in terms of enjoying the procedure and perceiving a pleasant experience. Even though Aherne et al. (2016) noted a few comments expressing discontent with mindfulness, such as having trouble sitting still, finding it difficult to relate to the material, or thinking it was too "hippie," it's important to remember that these comments were made by only a small number of participants. More studies have reported similar findings to the results of

this study (D'Alessandro et al., 2022; Fayerberger, 2023; O'Driscoll et al., 2019; Picena, 2023). These studies also observed high levels of satisfaction with mindfulness interventions in various contexts.

5.3.2. Improved Emotion Regulation and Emotional Well-Being

The findings obtained through qualitative interviews after the mindfulness intervention showed that all three of the participants had increased emotion regulation and overall well-being. After receiving the mindfulness training, the students reported feeling happier and more positive about themselves overall. The students also talked about how they used mindfulness practices to help them relax in stressful times, such as breathing exercises and letting go of negative thoughts. These results mirror the results of a previous study by Mahfouz et al. (2018) that examined the effects of mindfulness practices on college students, as participants in both studies reported improved emotion regulation and emotional well-being. Particularly, students in both studies reported using mindfulness techniques like breathing to calm intense negative feelings. The qualitative findings of this study are also consistent with the findings of the research by D'Alessandro et al. (2022), which examined the perceptions of students on mindfulness intervention. According to these two studies' findings, mindfulness appears to have a soothing effect and improve students' relaxation and general well-being. The results of this study are also consistent with those of Langer et al.'s (2020) investigation of students' perceptions of a mindfulness intervention. Participants in both the present study and Langer et al.'s study used expressions like "happier" and "more grateful" to express their improved emotional well-being. Beyond the studies mentioned, there is an array of additional studies that corroborate similar results and in which individuals reported the beneficial effects of mindfulness practices on emotion regulation and emotional wellbeing (Andreu et al., 2021; Bannirchelvam et al., 2017; Mortimore, 2017; Nardi et al., 2022; Santos Alves Peixoto et al., 2021).

5.3.3. Improved Attention Skills

After practicing mindfulness exercises, students in the current study reported feeling more focused in EFL class. The findings of this study regarding students' perceptions of the effect of mindfulness intervention on their attention skills are in line with the findings of Ager et al.'s (2015) study indicating that students reported

improved focus and attention following mindfulness practices. Similarly, Coholic (2011) found that all of the participants in the qualitative study on the effects of a mindfulness-based group program on young people receiving mental health and child welfare services agreed that paying attention and concentrating during class was improved by practicing mindfulness. Likewise, Ager et al. (2015) found that participating students reported improved focus and attention following mindfulness practices. Additionally, regarding the effect of mindfulness on attention skills, there are certain parallels between the results presented in Parish (2010) and the current investigation. Students stated that mindfulness meditation improved their capacity to focus in both studies, and participants agreed that it improved attention. Similar findings to the current study were found in other studies by Birnbaum (2008), Fearon (2024), Reindl et al. (2020), and Wisner (2013), which also found a perceived effect of mindfulness on improving focus.

5.3.4. Improved Classroom Climate and Learning Experience

The current study investigated the effects of mindfulness exercises on the learning environment and experiences in EFL classes according to the viewpoints of the students. The participants offered insights into how mindfulness training may positively influence the learning experience and the classroom climate. Overall, participants agreed that practicing mindfulness enhanced their learning experiences and helped create a more positive climate in the classroom. Similar findings were detected in D'Alessandro et al.'s (2022) study, which aimed to gain insights into elementary school students' perspectives about the effects of mindfulness practices. According to the findings of both studies, students who participated in mindfulness exercises felt that the environment had quieted down and that the class had become less argumentative and calmer. Although it was not the primary aim of the study and was not directly assessed, student and teacher opinions about improved classroom climate were reported in the interviews of the the study by Luong et al., (2019), investigating the effects of mindfulness practices on teachers and students in high school, based on findings from interviews where student and teacher perspectives about improved classroom climate were expressed. Meyer and Eklund (2020) conducted a classroom climate scale to evaluate students' perspectives of the effects of mindfulness interventions on elementary school students, which aligns with the findings of the current study. Meyer and Eklund (2020) observed that mindfulness

experiences had some positive effects on students' perceptions of the classroom environment and learning opportunities. Additionally, students' high satisfaction scores persisted over time, in contrast to the CG's declining satisfaction, suggesting that mindfulness could help maintain a positive classroom climate. Additionally, students who took part in the research conducted by Ingram et al. (2019) to find out how students felt about being introduced to mindfulness practices reported that their learning experience had improved in the classroom.

5.4. Discussion of Findings for RQ 3

RQ 3 investigates how young learners perceive the influence of mindfulness exercises on the frequency of disruptive behaviors in the EFL classroom. The results of the interviews support the findings of the quantitative analyses, which demonstrate that mindfulness practices have a beneficial impact on the reduction of disruptive behaviors in EFL classrooms with young learners. These analyses go beyond statistical analyses to conclude that these practices also result in perceived reduced disruptive behaviors. While one student noted that it had a moderate effect and the other two students reported that some students showed no change in their disruptive behaviors, the majority of their comments during the interview focused on the observed reduction in disruptive behaviors. The cause of their observations that they did not see any effect in some students and only a moderate effect in others may be the fact that different students could benefit from mindfulness activities to varying degrees. The results of this study are in line with Smith's (2023) study, in which most of the students in a language classroom perceived mindfulness practices as an effective way to overcome anger, anxiety or behavioral problems, while a minority of students reported ambivalence and concerns about the effectiveness of mindfulness in the classroom. A review by Tang and Braver (2020) emphasizes how important it is to take into account cognitive function, psychological well-being, and individual characteristics when evaluating the effects of mindfulness therapies. Additionally, Karl and Fischer (2019) highlight the importance of individual differences in mindfulness experience, emphasizing the variety of relationships between personality traits and different aspects of mindfulness.

Remarkably, the majority of the comments made by students during the interviews focused on their perceptions of mindfulness practices' ability to reduce disruptive behaviors. This result is in line with the greater body of research that

shows how mindfulness interventions are regarded as useful instruments for reducing disruptive behaviors and fostering a more peaceful learning environment. The responses of the students who participated in Siebelink et al.'s (2020) study with students with ADHD are comparable to a student's statements in the present study, which indicate that she reacted less impulsively to her friends in stressful situations after she began to apply mindfulness practices to cope with stressful situations. Despite the lack of diagnosed behavioral disorders in the present study's participants, these findings are significant due to the perceived improvement in anger management and decrease in disruptive behaviors. Similarly, in a study conducted by Bögels et al. (2008), adolescents with externalization issues self-reported improvements in their impulse control and externalizing behaviors.



CHAPTER VI

CONCLUSION

6.1. Presentation

In the first section of this chapter, the aims of the research, the methods used for gathering and analyzing data, and the primary findings of the analysis are summarized. The chapter then continues with a section of interpretations derived from these findings. The implications section explains how the results of the study might be used in practical or professional settings, offering suggestions based on the research's findings and explaining how practitioners could benefit from these findings. The chapter concludes with limitations of the study and suggestions for further research.

6.2. Summary of the Study

The main goal of this research was to investigate how integrating mindfulness practices into EFL classes with young learners affected their disruptive behaviors. The study sought to determine whether the frequency of disruptive behaviors significantly decreased by using mindfulness practices. The study's secondary goal was to investigate how students perceive their experiences and the impact that mindfulness exercises had both on their own and on their peers' behaviors. In order to answer the RQs, this study implemented a quasi-experimental research design with a mixed-methods approach.

Using convenience sampling, two third-grade classes were chosen to be research participants. The age range of the participants was eight to nine years old. Following their selection as participants, the EG and CG were randomly assigned to those classes. The observation chart was the data collection tool utilized in the

study's first phase. A video-based observation chart was used to numerically document disruptive behaviors conducted by the students. The researcher documented the disruptive behaviors that the students engaged in during the English class by marking them on the chart after watching the recordings that were taken during the lesson. Since this chart gathered data in categories like frequency, quantitative analysis could be applied to the information it had gathered. Behavior types that were observed and documented were NCB, DB, DrB, PDB, and academic disengagement behaviors. Following two weeks of pre-implementation observation, the EG began doing mindfulness exercises for a total of eight weeks, five minutes a day, one day a week, for ten minutes total, at the start of their English lessons. Without any extra intervention, the CG kept getting their usual English language education. Eight different mindfulness exercises for kids were part of the implementation process and these were the breathing exercises, body scan exercises, mindful listening exercises, and more. The last two weeks of the practice were used for the post-implementation observation. The aim of this observation was to see whether the participants' frequency of disruptive activities changed in any way. During the final two weeks of the implementation phase, videotaped sessions were conducted with both the CG and the EG. The video-based observation chart was used again to gather data on disruptive behaviors.

Three randomly selected students from the EG were interviewed after the eight-week mindfulness exercise intervention in order to perform additional qualitative analyses. The purpose of the interviews was to elicit information from the students about the mindfulness exercises they had done throughout the course of the eight weeks of instruction, as well as their thoughts and feelings regarding these experiences. An additional aim of the questions was to ascertain whether the students thought that these activities had affected how they and their classmates behaved in the classroom.

The quantitative data obtained from the video-based observational chart were subjected to data analysis using the statistical software program SPSS, version 29.0. To determine whether there were any statistically significant differences between the pre- and post-test results for the EG and CG, a series of independent samples t-tests were employed. Afterwards, each group's pre- and post-test changes were assessed independently using paired samples t-tests.

The results of the independent samples t-tests demonstrated that, prior to the introduction of the mindfulness intervention, the groups' frequency of disruptive behaviors was almost identical. Further analysis demonstrated that following the mindfulness training, there were no statistically significant differences in the frequency of disruptive behaviors between the EG and CG. It is crucial to be aware that additional research was done to look into variations within the EG and CG both before and after the intervention. The intervention appears to have had a beneficial effect on decreasing the participants' overall disruptive behaviors, based on the results of the paired samples t-tests. Furthermore, the results showed that the mindfulness intervention had decreased the amount of distracting and non-compliant behavior among the EG's participants. Within the EG, there was no noticeable reduction in behaviors of disrespect, physical disruption, or academic disengagement as a result of the mindfulness intervention. Additionally, the data demonstrated that neither before nor after the intervention process, the CG's frequency of disruptive behaviors had noticeably changed.

Phenomenological analysis approach was employed by the researcher to examine the data from the qualitative interviews. NVivo 14 software was used to arrange and code the data. Positive experiences and enjoyment, improved emotion regulation and emotional well-being, improved attention skills, and improved classroom climate and learning experience were the main themes that emerged from the qualitative analyses. Improvements in these areas were noted by each participant. Additionally, participants reported that they had seen a significant decline in both their own and their classmates' disruptive behaviors although they had not observed any change in a very small percentage of their friends.

6.3. Conclusion of the Study

Mindfulness practices have gained significant popularity, particularly for stress management and reducing negative opinions, and they are spreading to greater populations (Arthington, 2016). They have also begun to expand in the field of education recently (Ergas, 2019). Several studies have focused on the integration of mindfulness interventions into the EFL context (Moghadam et al., 2020; Sheikhzadeh & Khatami, 2017; Skelly & Estrada-Chichon, 2021; Xue, 2023). Apart from most studies primarily focusing on the effect of mindfulness on engagement or anxiety in EFL classrooms (Ersanlı & Ünal, 2022; Kim, 2021; Wu & Zhao, 2023),

the primary objective of this study was to find out how integrating mindfulness exercises into EFL lessons for young learners influences the frequency of the students' disruptive behaviors. The findings from the quantitative analyses related to RQ 1 showed a statistically significant reduction in students' overall disruptive behaviors in EFL classrooms with young learners. Disruptive behaviors result in difficulties in classroom management and create barriers to the teaching learning process (Nanyele et al., 2018). Therefore, these findings may suggest that interventions involving the practice of mindfulness can contribute to classroom management and support the language learning of young EFL learners. The results correspond with studies that relate mindfulness to enhanced self-regulation and executive functioning in young learners (Gallant, 2016; Short et al., 2016). It also strengthens the evidence for the benefits of mindfulness on disruptive behaviors (Anderson, 2017; Perry-Parrish et al., 2016). In particular, a significant reduction in the frequency of NCB and DB was observed. Students may follow rules and directions from teachers more closely as a result of the decline in non-compliant behavior, and English teaching and learning techniques may be more effectively used in the classroom. Moreover, a lower frequency of DB means that learners talk less about irrelevant topics during the lesson, make fewer distracting noises, and are less interested in objects outside the lesson, which may mean that learners are more engaged and pay attention to the lesson rather than irrelevant things. Additionally, the fact that there was an overall reduction in disruptive behaviors rather than a reduction in all behavioral categories separately means that mindfulness practices may have the potential to be effective when used to improve overall behavioral issues rather than targeting particular behavioral issues.

The second aim of the study was to gain the perspectives of young EFL learners regarding their experiences and emotions with mindfulness practices. Following the mindfulness intervention performed in the EFL classroom, these practices were perceived by the participants as very positive and enjoyable. The fact that students reported positive experiences with the mindfulness practices and that they found them enjoyable suggests that it may be useful to continue conducting such interventions in EFL classrooms with young learners. In addition, Carreira (2011) states that enjoying English lessons increases intrinsic motivation and interest in other countries in English classes. Although the practices were not fully integrated into the English lesson plans, the positive experiences students have with

mindfulness practices and the fact that they find them enjoyable can be a good preliminary step for them to look forward to English lessons and increase their intrinsic motivation. Qualitative interviews also revealed that all three individuals perceived mindfulness practices as improving emotion regulation and emotional well-being. It can be concluded from these results that mindfulness exercises may indirectly benefit the development of SEL competencies by providing improved emotional well-being and improved emotion regulation. This supports Gueldner and Feuerborn's (2015) suggestion that the inclusion of mindfulness-based interactions in SEL programs would benefit students' well-being and would be a good step towards eliminating the risk factors. Improved emotion regulation skills may also lead to fewer disruptive behaviors in classrooms (Njardvik et al., 2022). Additionally, after practicing mindfulness, the participant students reported being more focused and attentive, which are important factors in the learning of young learners (Asprilia et al., 2020). The participants also agreed that engaging in mindfulness practices improved their learning experiences and contributed to a positive climate in the classroom. As for the improved learning experience, Langer et al. (1989) drew a similar conclusion, reporting that mindfulness enabled students to participate more creatively in the learning process and to use what they had already learned in this innovative context. Perceived classroom climate is also an important factor for good learning in EFL classrooms (Gedamu & Siyawik, 2015). Therefore, it can be concluded that mindfulness practices have the potential to improve perceived classroom climate and have an indirect positive impact on English language learning outcomes. As Hanh (1976, p. 25, as cited in Napoli et al., 2005) stated, "If in one class, one student lives in mindfulness, the entire class is influenced."

Obtaining participant perceptions on the influence of mindfulness interventions on disruptive behaviors in the classroom was another goal of the current study. In this regard, the quantitative analysis results, which show that mindfulness techniques are useful in reducing disruptive behaviors in EFL classrooms with younger learners, are corroborated by the results of the interviews. The findings conclude that these practices also lead to perceived reductions in disruptive behaviors by the students. The students also reported an improvement in their self-control behaviors in moments of anger, implying an improvement in self-regulation and inhibition, which is one of the executive functions (St Clair-Thompson & Gathercole, 2006).

6.4. Implications

Findings of the quantitative analyses, regarding the effects of mindfulness intervention on the frequency of disruptive behaviors in EFL class with young learners, showed that there was an overall decrease in those behaviors after the mindfulness intervention. In this regard, educators of EFL can incorporate mindfulness practices into their classes, particularly with young learners. Educators can particularly target NCB and DB when integrating mindfulness activities into the EFL lessons since these types of behaviors are the ones that improve the most, according to the findings of this study. Furthermore, as there was an overall reduction in disruptive behaviors, rather than a reduction in all behavioral categories separately, mindfulness practices may be used to improve overall behavioral issues rather than targeting single issues. Also, developing or applying more focused mindfulness exercises might be required to improve other behavioral categories.

Findings of the qualitative analyses, regarding RQs 2 and 3, discovered how young learners of EFL perceived and engaged in the mindfulness activities used in English classes and what their opinions were about the impact of integrating mindfulness activities into EFL lessons. The findings implied perceived improvement in positive experiences and enjoyment, attention skills, emotion regulation and emotional well-being, enhanced classroom climate and learning experience, as well as a perceived reduction in disruptive behaviors conducted by the self and classmates. These findings suggest that teachers can benefit from mindfulness exercises briefly at the beginning of the lessons to help students enhance their emotional well-being, attention, and learning experience, as well as create a calm and focused learning atmosphere. As the results also showed that the learners may gain different levels of benefit from mindfulness exercises, another implementation may be that the teachers provide individualized support in practicing mindfulness. Teachers can provide students with a range of mindfulness activities, from which they can select the ones that work best for them. From a whole-school perspective, it might be suggested that school administrators support the implementation of short weekly mindfulness exercise sessions to encourage positive classroom behaviors.

The findings of this study also can emphasize the importance of incorporating mindfulness practices in EFL classrooms to teacher educators. Teacher educators can

provide future teachers with training on mindfulness skills and practices, enabling them to effectively utilize these methods. By incorporating mindfulness activities in their classrooms, future teachers can support students' emotional and academic development.

Additionally, the results of this study can provide guidance for coursebook publishers on integrating mindfulness activities into EFL textbooks. Publishers can include materials that incorporate mindfulness practices in textbooks, offering teachers and students the opportunity to engage in these techniques.

Professional training programs for teachers could be another implication of the present study's findings. In order to ensure that mindfulness activities are performed appropriately, teachers may acquire the necessary skills to successfully carry them out in EFL classrooms.

6.5. Suggestions for Further Research

It may be useful for future studies to use longer and more intensive programs in the use of MBIs, as this would help to obtain more comprehensive data on the effects of mindfulness interventions and to draw conclusions that are longer lasting and more tangible. Also, future studies might look into which mindfulness exercises—of varying durations and types—have a greater decreasing effect on disruptive behaviors while also addressing this issue. In addition, based on the results of this study, which found varying results on different behaviors, future research could more comprehensively examine the impact of mindfulness exercises in classrooms on particular disruptive behaviors. Moreover, future studies can make inferences about the long-term outcomes of these interventions by conducting follow-up measurements and analyses to examine whether mindfulness practices have a long-term impact on the behavior of young EFL learners. Another suggestion for future research would be that researchers include the measurement of individual differences among students so that the potential effects of individual differences on the impact of mindfulness practices on disruptive behaviors can be better explored.

In addition, it is recommended that the teacher and the researcher be planned as different individuals in future studies, as this will help to reduce the bias factor and increase the validity of the data collection and analysis phases. In this context, it is also suggested that the researcher collecting and analyzing the data be blind to which group the EG and the CG are.

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APPENDICES

Video-Based Observation Chart

[illegible]

APPENDIX 2

Görüşme Soruları

1. 8 hafta boyunca öğretmenle ve arkadaşlarıyla deneyimlediğin bilinçli farkındalık egzersizleri hakkında ne düşünüyorsun?
2. Bilinçli farkındalık egzersizleri senin sınıftaki davranışlarını etkiledi mi? Evet ise nasıl?
3. Bilinçli farkındalık egzersizlerinin sınıf ortamında bir değişiklik sağladığını düşünüyor musun?
4. Bu egzersizleri sınıf içinde uygulamaya başladığınızdan beri kendini daha iyi odaklanmış hissediyor musun?
5. Bu etkinlikler hislerini ve duygularını yönetmende sana yardımcı oldu mu?
6. Bilinçli farkındalık egzersizlerine bağladığınızdan beri arkadaşlarının sınıf içindeki davranışlarında bir değişiklik olduğunu düşünüyor musun?
7. Bu egzersizlerin İngilizce öğrenmene yardımcı olduğunu düşünüyor musun?
8. İngilizce derslerinde bilinçli farkındalık egzersizlerini uygulamaya devam etmek ister misin?
9. Bu deneyiminle ilgili bizimle paylaşmak istediğin bir şey var mı?

APPENDIX 3

Interview Questions

1. What do you think about the mindfulness exercises you experienced with your teacher and your friends for eight weeks?
2. Did the mindfulness exercises affect your behavior in the classroom? If yes, how?
3. Do you think the mindfulness exercises brought about a change in the classroom environment?
4. Do you feel more focused since you started practicing these exercises in class?
5. Have these activities helped you to manage your feelings and emotions?
6. Do you think your friends' behavior in class has changed since you started practicing mindfulness?
7. Do you think these exercises have helped you learn English?
8. Would you like to continue practicing mindfulness exercises in your English classes?
9. Is there anything else you would like to share with us about this experience?

APPENDIX 4

Parental Consent Form

VELİ ONAM FORMU

Tarih: ... / ... / ...

Sayın veli,

Ben Mütercim Asım İlkokulu İngilizce öğretmeni Sinem ACAR. Aynı zamanda Gaziantep Üniversitesi'nde yüksek lisans tez çalışmamı yürütüyorum. Bu mektubu, sizin değerli çocuğunuzun, bilinçli farkındalık egzersizlerinin sınıf ortamını olumsuz etkileyen davranışlara etkisi üzerine yürüttüğüm araştırmaya katılmasına izin vermeniz için yazmaktayım.

Araştırmanın amacı, bilinçli farkındalık egzersizlerinin çocukların olumsuz davranışlarını azaltmada bir etkiye sahip olup olmadığını incelemektir. Bu çalışma kapsamında gerekli izinler ve onaylar Gaziantep Üniversitesi ve Milli Eğitim Bakanlığı'ndan alınmıştır. Araştırmaya konu olan bu etkinliklerin çocuklarımızın zihinsel ve duygusal sağlığına olumlu etkileri olduğunu gösteren araştırmalar bulunmaktadır. Eğer izin verirseniz, çocuklarımız bu egzersizleri İngilizce dersinde 8 hafta boyunca düzenli olarak uygulayacaklardır. Uygulama öncesinde öğretmen olarak sınıf içindeki olumsuz davranışları video ile gözlemleyip not alacağım. Daha sonra 8 hafta boyunca bilinçli farkındalık egzersizlerini ders başında 5 dakika uygulayıp 8 hafta sonunda tekrar gözlem yapıp uygulamanın olumsuz davranışları azaltmada etkisi olup olmadığına bakacağım. Çalışma sonrasında kura yöntemiyle seçilen 3 öğrenciyle görüşme yapıp egzersizlerin sınıf içi davranışlara etkisi hakkında görüşlerini alacağım.

Bu çalışmada, çocuklarımızın günlük hayatta kullanabilecekleri basit ve etkili bilinçli farkındalık egzersizlerini deneyimleyecekler. Bir sonraki sayfada uygulayacağım egzersizlerin açıklamaları bulunmaktadır. Çocuğunuzun bu araştırmaya katılmasına izin vermeniz durumunda, aşağıdaki hususları dikkate almanızı rica ederim:

- Çocuğunuzun gönüllü olarak bu çalışmaya katılması gerekmektedir.
- Çalışma sürecinde çocuğunuzun rahatlığı ve gizliliği ön planda tutulacaktır.
- Çocuğunuzun katılımı tamamen gönüllü olup, herhangi bir zorlama veya baskı yapılmayacaktır.
- Çalışmanın sonuçları isimsiz olarak rapor edilecek ve çocuğunuzun kimliği gizli tutulacaktır.
- Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır.

Oğlunuzun / kızınızın bu çalışmaya katılmasına izin verirseniz, lütfen bu mektubu doldurun ve bana gönderin.

Saygılarımla

Sinem ACAR, İngilizce Öğretmeni

Oğlumun/Kızımın çalışmaya katılmasına izin veriyorum.

İsim – Soyisim İmza

ÇALIŞMADA KULLANILACAK BİLİNÇLİ FARKINDALIK EGZERSİZLERİ

1. Biraz Baloncuk Şişirelim:

Çocuklarımız yavaşça nefes alacak ve baloncuk oyuncağına üfleyerek rahatlayacaklar. Endişeli düşüncelerini balonun içinde görselleştirerek ve balonun uçup patlamasını izleyerek streslerini azaltacaklar.

2. 5 Duyuya Odaklanalım:

Öğrencilerimiz etraflarına bakarak ve farklı objelere dokunarak beş duyu egzersizini gerçekleştirecekler. Gördüklerini, duyduklarını, kokladıklarını, hissettiklerini ve tadabildiklerini farkındalıkla keşfedecekler.

3. Çizim Yapalım:

Çocuklarımız gözlerini kapatarak içlerinde mutluluk hissi uyandıran bir şey düşünecekler. Ardından bir defter ve boya kalemi kullanarak bu düşüncelerini çizecekler.

4. Ritmi Hissedelim:

Öğrencilerimiz enerjilerini boşaltmak için zıplama hareketleri yapacak veya koşacaklar. Ardından gözlerini kapatarak ellerini kalplerinin üzerine koyacaklar ve kalp atışlarını ve nefeslerini fark etmeye çalışacaklar.

5. Basit ve Eğlenceli Vücut Taraması:

Çocuklarımız gözlerini kapatarak vücutlarının farklı noktalarına dokunarak vücut taraması yapacaklar. Öğretmen çocuklara sorular soracak: “Ellerinizi başınızın üstüne koyun, nasıl hissettiriyor? Sıcak mı? Yumuşak mı? Yuvarlak mı?”

6. Dikkatli Dinleme:

Öğretmen iki aynı ses klibini çalar ancak birine ince bir ses efekti ekler ve öğrencilerden iki klipteki farkı yazmalarını veya seslendirmelerini ister. Örneğin, öğretmen basketbol oynayan insanların 10 saniyelik kısa bir ses klibini çalar. Ancak ikinci oynatışında klibin ortasına bir rüzgâr ses efekti ekler.

7. Minnettarlık Egzersizi

Öğretmen basitçe “Bugün ne için şükrediyorsun?” diye sorar. Eğer öğrenci daha önce verdiği bir cevabı tekrarlarsa, “Başka ne var?” diye sorar ve hatta “Bunun için neden minnettarsın?” veya “Bunun için minnettar olmak sana nasıl hissettiriyor?” diye devam edebilir.

8. Çocuklar için Dikkatli Nefes Egzersizi

Öğrenciler sandalyelerinde arkalarına yaslanır ve ellerini göbeklerinin üzerine koyarlar. Ellerin, bir yelkenlinin dalgalanması gibi göbeğinin üzerinde dalgalandığını fark eder. Nefesleri sayarlar. Her derin nefes, 1. Her nefes verme, 2. Son olarak, kendilerini mutlu eden birini akıllarına getirirler. Bu kişi gerçek ya da hayali olabilir. Ayağa kalkarlar ve gülümserler.

APPENDIX 5

Ethics Approval from the Gaziantep University Social and Human Sciences Ethical Committee

T.C.
GAZİANTEP ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU TOPLANTI TUTANAĞI

Toplantı No : 12
Toplantı Tarihi : 06.11.2023
Toplantı Saati : 11:00

Sosyal ve Beşeri Bilimler Etik Kurulu 06.11.2023 tarihinde toplanarak yapılan başvuruları değerlendirdi ve aşağıdaki kararları aldı:

8) Eğitim Bilimleri Enstitüsü'nün 13.10.2023 tarih, 394922 sayılı ve "Bilimsel ve Eğitim Amaçlı (Sinem ACAR)" konulu yazısı incelenmiş olup Üniversitemiz Gaziantep Eğitim Fakültesi Öğretim Üyesi Doç. Dr. Mehmet KILIÇ'ın Eğitim Bilimleri Enstitüsü'nde danışmanlığını yürüttüğü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sinem ACAR'ın "The Effects of 10 Minute Mindfulness Exercises on The Disruptive Behaviors of Young Learners in EFL Classes: An Experimental Study on Classroom Climate Improvement (10 Dakikalık Bilinçli Farkındalık Egzersizlerinin EFL Sınırlarındaki Genç Öğrencilerin Yıkıcı Davranışları Üzerindeki Etkileri: Sınıf İkliminin İyileştirilmesi Üzerine Deneysel Bir Çalışma" başlıklı yüksek lisans tezi çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'na değerlendirilmesi istenmektedir. Kurula yapılan başvuru; çalışmanın amacı, yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen öğrencinin söz konusu yüksek lisans tezi çalışmasını yapabilmesinin uygun görülmesine;

Toplantıya katılanların oy birliğiyle karar verildi.

APPENDIX 6

Research Approval from the Ministry of National Education



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı :
Konu : Araştırma İzin Talebi
(Sinem ACAR)

22/01/2024

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Rektörlüğünün 22.11.2023 tarihli ve 413200 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sinem ACAR'ın yürüttüğü "The Effects of 10 Minute Mindfulness Exercises on The Disruptive Behaviors of Young Learners in EFL Classes: An Experimental Study on Classroom Climate Improvement" konulu anket uygulama isteği kapsamında, İlimiz Şehitkamil ilçesine bağlı bulunan Mütercim Asım ilkokulu 3. Sınıf öğrencilerine yönelik Anket Uygulama İsteği, ilgi yazıda belirtilmektedir.

Bu kapsamda bahsi geçen Anket Uygulama İsteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şehitkamil ilçesine bağlı bulunan Mütercim Asım ilkokulu 3. Sınıf öğrencilerine yönelik anket uygulama isteğinin, eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Yasin TEPE
İl Millî Eğitim Müdürü

OLUR
Murat AKYÜZ
Vali a.
Vali Yardımcısı

VITAE

Sinem Acar graduated from the Faculty of Foreign Language Education at Hacettepe University in 2017. She has been working as an English teacher in a school affiliated with the Ministry of National Education in Gaziantep since 2019. In 2021, she began her Master's degree in the English Language Teaching program at the Institute of Educational Sciences at Gaziantep University.

ÖZGEÇMİŞ

Sinem Acar, 2017 yılında Hacettepe Üniversitesi Yabancı Diller Eğitimi Fakültesinden mezun olmuştur. 2019 yılından bu yana Gaziantep'te Millî Eğitim Bakanlığına bağlı bir okulda İngilizce öğretmeni olarak çalışmaktadır. 2021 yılında Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi programında yüksek lisans eğitimine başlamıştır.