Course Syllabus

Code - Course Title	**İNÖ471 - Mindfulness Practices in English Language Teaching**
Course Type	VII. SEMESTER
Laboratory + Practice	3+0
ECTS	**5.0**
Language of Instruction	İngilizce
Course Type	Area Elective Courses
Course Instructor(s)	PROF. DR. SAFİYE İPEK KURU GÖNEN

Mode of Delivery	face to face
Prerequisites	There are no prerequisites or co-requites for this course.
Courses Recomended	There is no recommended optional programme component.

Recommended Resources	Baer, R.A., Smith, G.T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. Assessment, 13, 27–45.Bakosh, L. S., Snow, R. M., Tobias, J. M., Houlihan, J. L., & Barbosa-Leiker, C. (2016). Maximizing mindful learning: Mindful awareness intervention improves elementary school students' quarterly grades. Mindfulness, 7(1), 59-67.Caballero, C., Scherer, E., West, M. R., Mrazek, M. D., Gabrieli, C. F., & Gabrieli, J. D. (2019). Greater mindfulness is associated with better academic achievement in middle school. Mind, Brain, and Education, 13(3), 157-166.Capel, C. M. (2012). Mindlessness/mindfulness, classroom practices and quality of early childhood education: an auto-ethnographic and intrinsic case research. International Journal of Quality & Reliability Management.Carvalho, J. S., Oliveira, S., Roberto, M. S., Gonçalves, C., Bárbara, J. M., de Castro, A. F., ... & Marques-Pinto, A. (2021). Effects of a Mindfulness-Based Intervention for Teachers: a Study on Teacher and Student Outcomes. Mindfulness,12(2), 1-14.Charoensukmongkol, P. (2016). The role of mindfulness in reducing English language anxiety among Thai college students. International Journal of Bilingual Education and Bilingualism, 22, 414–427.Ching, H. H., Koo, M., Tsai, T. H., & Chen, C. Y. (2015). Effects of a mindfulness meditation course on learning and cognitive performance among university students in Taiwan. Evidence-Based Complementary and Alternative Medicine, 2015.Clinton, V., Swenseth, M., & Carlson, S. E. (2018). Do mindful breathing exercises benefit reading comprehension? A Brief Report. Journal of Cognitive Enhancement, 2(3), 305-310.Corbin, J. and Strauss, A. (2015). Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed.). Thousand Oaks, CA: Sage Publications.Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.Fallah, N. (2017). Mindfulness, coping self-efficacy and foreign language anxiety: A mediation analysis. Educational Psychology, 37(6), 745-756.Fulwiler & de Torrijos (2011). Mindfulness and Health. Psychiatry Information in Brief, 8(2), 153-166Goretzki, M., & Zysk, A. (2017). Using mindfulness techniques to improve student wellbeing and academic performance for university students: A pilot study. JANZSSA-Journal of the Australian and New Zealand Student Services Association, 25(1), 1336.Güldal, Ş., & Satan, A. (2020). The effect of mindfulness based psychoeducation program on adolescents' character strengths, mindfulness and academic achievement. Current Psychology, 1-12.Hjeltnes, A., Binder, P. E., Moltu, C., & Dundas, I. (2015). Facing the fear of failure: An explorative qualitative study of client experiences in a mindfulness-based stress reduction program for university students with academic evaluation anxiety. International Journal of Qualitative Studies on Health and Well-being, 10(1), 27990.Hooker, K. & Fodor, I., (2008) Teaching mindfulness to children. Gestalt Review,12(1), 75 91. Hue, M. T., & Lau, N. S. (2015). Promoting well-being and preventing burnout in teacher education: A pilot study of a mindfulness-based programme for pre-service teachers in Hong Kong. Teacher Development, 19(3), 381-401.Hwang, Y. S., Noh, J. E., Medvedev, O. N., & Singh, N. N. (2019). Effects of a mindfulness-based program for teachers on teacher wellbeing and person-centered teaching practices. Mindfulness, 10(11), 2385-2402.Ingram, C. M., Breen, A. V., & van Rhijn, T. (2019). Teaching for well-being? Introducing mindfulness in an undergraduate course. Journal of Further and Higher Education, 43(6), 814-825.Jenkins, A. (2015). Guided meditation in the English language classroom. English Teaching Forum, 53, 35–38.Kabat-Zinn (2009). Neredeysen Orada Ol. İstanbul: Kuraldışı Yayınevi. Langer, E. J. (2000). Mindful learning. Current directions in psychological science, 9(6), 220-223.Ma, Y., Wang, F., & Cheng, X. (2021). Kindergarten Teachers' Mindfulness in Teaching and Burnout: The Mediating Role of Emotional Labor. Mindfulness, 12(3), 722-729.Matsuba, M. K., & Williams, L. (2020). Mindfulness and yoga self-care workshop for Northern Ugandan teachers: A pilot study. School Psychology International, 41(4), 351-367.Meiklejohn, J., Phillips, C., Freedman, M. L., Griffin, M. L., Biegel, G., Roach, A. & Saltzman, A. (2012). Integrating mindfulness training into K-12 education: Fostering the resilience of teachers and students. Mindfulness, 3(4), 291-307.Miralles-Armenteros, S., Chiva-Gómez, R., Rodríguez-Sánchez, A., & Barghouti, Z. (2021). Mindfulness and academic performance: The role of compassion and engagement. Innovations in Education and Teaching International, 58(1), 3-13.Moghadam, H., Ghanizadeh, A., & Ghonsooly, B. (2020). Differences in EFL learners' burnout levels and receptive language skills with regard to the mindfulness-based instruction. Explorations in English Language and Linguistics, 8(2), 185-219.Morgan, W. J., & Katz, J. (2021). Mindfulness meditation and foreign language classroom anxiety: Findings from a randomized control trial. Foreign Language Annals.Mortimore, L. (2017). Mindfulness and Foreign Language Anxiety in the Bilingual Primary Classroom Mindfulness. Educación y Futuro(37), 15-43.Mrazek, M.D., Franklin, M.S., Phillips, D.T., Baird, B., & Schooler, J.W. (2013). Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering. Psychological Science, 24, 776–781.Müller, C., Otto, B., Sawitzki, V., Kanagalingam, P., Scherer, J. S., & Lindberg, S. (2021). Short breaks at school: effects of a physical activity and a mindfulness intervention on children\'s attention, reading comprehension, and self-esteem. Trends in Neuroscience and Education, 25, 100-160.Önem, E. (2015). A study on the effects of meditation on anxiety and foreign language vocabulary learning. Journal of Language and Literature Education, 15, 134–148.Reindl, D., Hamm, A., Lewis, R., & Gellar, L. (2020). Elementary student and teacher perceptions of a mindfulness and yoga-based program in school: A qualitative evaluation. EXPLORE, 16(2), 90-93.Shao, R., & Skarlicki, D. P. (2009). The role of mindfulness in predicting individual performance. Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 41(4), 195.Sheikhzadeh, E., & Khatami, M. (2017). The possible relationship between mindfulness and academic achievement among Iranian EFL learners. Modern Journal of Language Teaching Methods, 7(2), 43.Tasan, M., Mede, E., & Sadeghi, K. (2021). The Effect of Pranayamic Breathing as a Positive Psychology Exercise on Foreign Language Learning Anxiety and Test Anxiety Among Language Learners at Tertiary Level. Frontiers in Psychology, 40, 60-73.Thomas, G., & Atkinson, C. (2017). Perspectives on a whole class mindfulness programme. Educational Psychology in Practice, 33(3), 231-248.Tonga, F. E., & ERDEN, F. T. (2020). Mindfulness: Views of Turkish Pre-Service Early Childhood Teachers. International e-Journal of Educational Studies, 4(8), 122-137.Wang, Y., & Liu, C. (2016). Cultivate Mindfulness: A Case Study of Mindful Learning in an English as a Foreign Language Classroom. IAFOR Journal of Education, 4(2), 141-155.Wigelsworth, M., & Quinn, A. (2020). Mindfulness in schools: an exploration of teachers' perceptions of mindfulness-based interventions. Pastoral Care in Education, 38(4), 293-310.Zeilhofer, L. (2020). Mindfulness in the foreign language classroom: Influence on academic achievement and awareness. Language Teaching Research, 13.
Work Placement	None

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Introduction to the course and definition of mindfulness	
Week - 2		The role of attention, awareness, and positive mindset for language acquisition	
Week - 3		Historical background to mindfulness and mindfulness approach in English language Teaching	
Week - 4		Nine attitudes of mindfulness and their reflection in the language class	
Week - 5		Automatic pilot and rumination in mindfulness practices. Various breathing and meditation practices, guided instructions, and their use in the language classroom	
Week - 6		Mindfulness practices in English language teaching 1: Grammar teaching and vocabulary instruction	
Week - 7		Midterm	
Week - 8		Mindfulness practices in English language teaching 2: Reading, listening, writing, and speaking skills	
Week - 9		Informal mindfulness practices and their recordings: In and out of class practices	
Week - 10		Formal mindfulness practices and their recordings: In and out of class practices	
Week - 11		Mindfulness approach in testing of language skills	
Week - 12		Planning and design of language lessons with mindfulness practices	
Week - 13		Reflections on mindfulness-based language teaching: contemporary studies	
Week - 14		Discussions on the use of mindfulness in English language teaching	

Learning Outcomes

#	Learning Outcome
1	At the end of the course, the student will be able to identify mindfulness and will have information on the use of mindfulness in English language teaching
2	At the end of the course, the student will be able to design lesson plans on mindfulness-based English language teaching

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	40
Final Exam	1	60
	Sum (%)	**100**