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A Study on the Literature of Cognition of Meditation on Teaching the English Language as a Second Language in Iraq and the World

Bushra Wahid Ali [1] , **Prof. Salasiah Binti Che Lah** [2]

Abstract

A Study on the Literature of Cognition of Meditation on Teaching the English Language as a Second Language in Iraq and the World aims to target researchers who are constantly interested in teaching methods. Researchers try to use meditation in education, especially in teaching English as a second language. Since students need mental health in their educational career, it is effective because it is based on neuroscientific research and cognitive psychology. They accept that this process generates a happy mind concept. In this paper, we attempt to discover this concept of the past writings in the education and meditation relation. To conclude, this survey is about cognitive psychology and the neuroscientific field of education. It deals with studying the brain system in cognitive psychology, by what method it can get and process data of meditation, and how it educates the learners to be satisfied, nutritious, and cheerful in education.

Keywords: meditation, literature, neuroscientific, cognitive, and happy mind

Affiliations of Authors

[1] College of management and administration, University of Sumer.

[2] School of Languages, Literacies and Translation, Universiti Sains Malaysia,

[1]bushrawahidali@student.usm.my
[2] Salasiah@usm.my

[1] **Corresponding Author**

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دراسة في أدبيات المعرفة التأملية في تدريس اللغة الانجليزية كلغة ثانية في العراق والعالم

بشرى واحد علي كاظم [1] ، **بروفسور سلاسيا بنت جي لاه** [2]

المستخلص

تهدف الدراسة إلى: تهدف الدراسة إلى استهداف الباحثين الذين يقومون دائما بتدريس الأساليب. يحاول الباحثون استخدام التأمل في التعليم، وخاصة في تدريس اللغة الإنجليزية كلغة ثانية. نظرا لأن الطلاب يحتاجون إلى الصحة العقلية في حياتهم المهنية التعليمية، فهي فعالة لأنها تستند إلى أعمال علم الأعصاب وعلماء النفس المعرفي. إنهم يقبلون أن هذه العملية تولد مفهوم العقل السعيد. في هذه الورقة، نحاول معرفة هذا المفهوم للكتابات السابقة في علاقة التعليم والتأمل. أخيرا، يدور هذا الاستطلاع حول علم النفس المعرفي ومجال التعليم العصبي. إنه يتعامل مع دراسة نظام الدماغ في علم النفس المعرفي، وبأي طريقة يمكنه الحصول على بيانات التأمل ومعالجتها، وكيف يثقف المتعلمين ليكونوا راضين ومغذيين ومبهجين في التعليم.

الكلمات المفتاحية: التأمل والأدب وعلم الأعصاب والمعرفي والعقل

انتساب الباحثين

[1] كلية الادارة والاقتصاد، جامعة سومر، العراق، ذي قار الرفاعي

[2] كلية اللغات، جامعة يو اس ام، ماليزيا ، بيانج،

[1]bushrawahidali@student.usm.my
[2] Salasiah@usm.my

[1] **المؤلف المراسل**

معلومات البحث
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Introduction

Meditation is a listening relaxation process caused by specific brain mechanisms. So many scholars and researchers try their best to find out what is the brain mechanism and how the brain takes the action of learning new knowledge. They find out that the brain receives the command from the neocortex and processes it by the limbic as a happy situation has certain feelings. The cerebellum will produce the action by the brain chemicals. And this is precisely what happens to the brain in listening to meditation in a second language. In this research, we try our best to shed light on the mechanism of the brain in listening to meditation in a second language. It is a research review to

focus on this fact.

A significant gap is in meditation and education research in which the student in Iraq is still in a state of fear, worry, anxiety, and unhappiness because of the methods of teaching and very rear try to use meditation in education in Iraq or even tries to analyse the learner's cognitive procedure of meditation in the classroom. And to find out to what extent meditation has a significant impact on the level of learners. In this situation of foreign research is noticed that they are unhappy and stressed.(Simic & Krstic, 2017).

Meditation is a listening relaxation process caused by specific brain mechanisms. Listening is the central aspect of acquiring the mother tongue. In this respect, we, as many other scholars, assume that a second language could be acquired similarly. Also, we try to find the easiest way of second language acquisition, which is presented by meditation, and how this process has a specific mechanism in a second language, so we selected several research studies to give a clear overview of listening to meditation in a second language. First, we study listening skills as a central factor in second language acquisition as J Hoge and many other scholars think listening is the key to speaking skill acquisition. Second, how does the brain process this matter, especially with meditation time? Therefore, in this research, we focus on the listening skill acquisition process for speaking skills and the mechanism of the meditation process in the kids' brains.

In 2021, Lara Boyd claimed that meditation and affirmation can affect the brain and these two features are about to be indistinguishable in the point to an individual's (happy mood) idea. Many different fields of researchers try to support it, especially in relation to education, like Wang & Li, Burton Nicholas et al., and Bhanoo, who approved that these ideas of mind-happiness, particularly in their education and learning course.

We extant this research to give a solution for the increasing effects of old teaching methods on the learners, and accordingly, the university and academy levels will rise. Also, meditation in education aids the learner to be cheerful, comfortable, and calm in second language learning (Al-Refai, 2021; Beauchemin et al., 2008; Bhanoo, 2011; Buchanan, 2017; Burke, 2010; Burleigh, 2020; Dunning et al., 2019; Friedman-Wheeler et al., 2021; Kennedy et al., 2022; Norton & Griffith, 2020; Sharma & Rush, 2014; Vonderlin et al., 2020). The intention here is to provide a clear understanding of the idea of meditation affection on Iraqi learners and if we can raise their grades, as well as in what way the neuroscientific part describes this idea.

Problem Statement

We noticed that there is a gap in meditation on education research in Iraq, so the aim of this study is to examine the cognitive literature to see why there is an English language skills fragility and try to give the learners' minds a kind of remedy, by analyzing the past researches on cognition concept.(Crescentini et al., 2016; Culham & Shivhare, 2018a; Phang et al., 2014a; Wang & Liu, 2016) The researchers mentioned did not clarify precisely the cognitive meditation in the learner's mind.

Objectives

The aim is to analyse the literature on cognition of meditation according to the Neuroscientific

viewpoint: to examine this idea from the neuroscientific opinion. Discover the concept of happy-mind and the cognitive in meditation. Moreover, it is to discover to what degree meditation can style the mind to be happy.

Limitations of the Study

The study is limited to the past literature in neuroscientific and cognitive linguistics to be analysed to find out the cognition of the happy mind concept.

Literature Review

Academics have undertaken many topics of research. Nevertheless, in Iraq, no research on meditation and education. It is practiced in education around the world. This article may be the first study in this country. At the same time, we have academic exercise groups in the Arabic domain, but we don't have clear research. Therefore, we will present the world education and then the Iraqi ones chronologically.

R. C. Gardner in 1985, clarified the motivation role in English language learning. He utilized two hypothetical modules to examine different changes and their immediate impact on English language procurement. Moreover, they believed that learners in education must be wanting to implement an English language and oral behavior. Here there is proof for meditation as a motive in education.

In 2008, scholars made a pilot study on a program named the Researcher (mindfulness meditation intercession) this is for 34 LD learners of the disability type. They utilized the cognitive model of interference. They observed that meditation can successfully reduce stress. Later they evaluated the results with the controlling group. (Beauchemin et al., 2008). Their results revealed substantial progress, with reduced anxiety and academic accomplishments. Though, they do not assess them well.

In 2009, researchers explored meditation based on children's mental therapy by affirmation. They utilized a program called (MBCT-C) and utilized it on 9–13-year-old teenagers. They focused on increasing attention to mindfulness and emotional and social strength. They described the curriculum and its results. The findings showed more decreases in attention and warning signs of anxiety. (Semple et al., 2010). The study includes a meaningful impact on the happy-mind concept and meditation.

In 2010, an exploration led by Flook L. et al. that non-meditation outcomes on school kids, the method was a questionnaire about the small learners' reactions toward the meditation process. It was made immediately in advance of the meditation procedure. For about 64 seconds and in third classes of 7-9-year-old students, he used the (MAPs) package to be assessed. The results indicated that the experiment exhibited better education progress than the controlling groups—specifically, teenagers' poor training, behavior regulation, and well-being.

Burke 2010, calculated children and teenagers too. However, he reviewed several papers that studied meditation; they found out to what extent these modules are relevant to children and grownups. (Burke, 2010) He collected 50 printed papers to be reviewed and evaluated. The result showed that mindfulness is appropriate for education; it is outstanding research.

An investigator in 2012, proposed a study on toddlers and meditation. This study is thematic.

Moreover, it is about how the students can explain their knowledge of meditation. The experimental sample is about 9-10-year-old teenagers; they qualified for meditation once time only a 10-minute of meditation. Then the researcher noted a speaking interview. This is to show the toddlers' intimacy with meditation. He discovered that it is a helpful process that enhances effectiveness and involves more self-consciousness. (Cain, 2012) . It is evidence of a happy mind experiment.

Mindfulness education is popular in Malaysia. It is in the Buddhist community. Nevertheless, a survey by (Kuala Lumpur Buddhist Mental Health Association BMHA) was conducted in 2010 for caregiver anxiety drop through meditation support. (Phang et al., 2014a). He could approve that it can lessen bloodline pressure and encourage recreation and pleasure.

In 2015, a report was organized to test medical students in the same country, Malaysia, Önem, E. E. (2015). He made up this experiment to realize whether the effective meditation method regarding terminology learning is suitable; Lea Waters, Amanda Ridd & Kelly, Allen Adam Barsky also presented a study about the consequences of the meditation process on education; Ager et al. examined the teenager's information about mindfulness too, Kimberly A. Schonert Reichl et al. regard as a mindfulness instruction for a joint group of educators and sensitive group learners they are from elementary school pupils, S. Oken also considered cognitive deterioration and psychological stress that affects ailments., Wang, Y. & Chao, L studied the knowledgeable learning method through meditation; Wang & Chao investigated the conclusions of mindfulness on academy learners in English language education. Additionally, professors in 2016 examined the properties of mindfulness and meditation in about 16 school children. Bannirchelvam et al. 2017 conducted a study on primary school learners. This is to see the impact of meditation and train them on it too. Kanga Yoona et al., scholars absorbed gender as a leading director of mindfulness teaching. Thomas Culham and Neha Shvhare's 2018, schoolwork is on business pupils. His study aims to prove how 10 minutes of meditation from elementary school to university college changes the pupils' stages, emotional life, and mental cognition. This is to create a quiet and calm mind; furthermore, a thesis was achieved by William Justin Morgan. He utilized meditation as a guidebook in second language education. The scholars tried to portion the cognitive factor based on a component to find how meditation can be a precious learning method. Ergas, O. observed the role of mindfulness in schooling. Dr. Ahmed Emara 2021 clarified the most excellent way to meditate in school. Also, in 2121 researchers studied the schoolchildren's academic accomplishments and their memory after meditation meetings. After all, we get the following findings in Iraq.

H. Nyaz was a biologist in Iraq in 2020, studied meditation efficacy in Kurdistan-Iraq learning. This was during Coronavirus outbreaks. He noted that meditation could affect the students' stress decline in tension condition, anxiety, and sleep loss; he thinks that meditation fixes and lets the students be quiet in their simulated education. The sample was 12 females and 18 males. They were informed and given daily sessions to set their stressed mood. The researcher funds the development of the student's energy in meditation meetings, expansion of consciousness, and

meditation affection for overall the student's health. (Nyaz, 2020).

In 2021, William Justin Morgan and Jonah Katz examined meditation costs in learning in foreign language school rooms. He studies that approving that could be helpful in the teaching process. and how this can raise the rank of students. Also, they examined the meditation opinions made by them through a questionnaire. They accepted that it has a massive impact on learners. Ultimately, in 2022 scientists also examined the impact of mindfulness sittings on limbic brain networks and connectivity. (Kennedy et al., 2022).

Methodology

The study is quantitative since we analyze the cognition procedure of meditation. This is rendering the neuroscientific background.

The study analyses the past literature in the cognitive linguistics and neuroscientific fields to assess the cheerful thinking concept and illuminate the mental procedure of why there is a shortage in the outcomes of exams.

The Sample

We will gather data consistent with our study; we used the writings in the neuroscientific area to understand meditation and the process of making the happy-mind idea in the brain of students in education.

Research Instruments

The cognitive analysis tool is the background knowledge of lectures and literature done by mavens in that area.

Material

The background knowledge of study studies in neuroscientific and cognitive fields.

Data Analysis

We set the cognitive study as a survey that clarifies the selected research and references of the neuroscientific and mental fields. The researcher needs to confront and do the unfamiliar to give a hand to the problem to let the solution get birth. The Cognitive Analysis meaning or the cognitive discipline 'is the scientific study of mental processes such as attention, language use, memory, perception, problem-solving, creativity, and reasoning' (Wikipedia, 2022, p. 1). Likewise, Shinzen Young 2016 stated that people are mindful when they have conscious awareness.

Meditation procedures have been utilized conventionally in medicine, psychology, and religion and have recently been used in education (Beauchemin et al., 2008). Still, it is shy on this ground, particularly in Iraq and the Arabic world. Dr. Joe Dispenza (2012) granted that the bright mind can get and realize learning and language directly and with no effort. Thus, we try to analyze this way of thinking depending on the concept. In addition, we will shed light on evaluations that approve of the happy mind idea and that it is beneficial in education (Phang et al., 2014a; Capurso et al., 2014; Culham & Shivhare, 2018; Morgan, 2019) etc.

We learn the connection between education and the brain in this paper. So, to tell how it does, a scholar named Boyd 2021 specified that education is the brain's primary issue for medicine and entertainment, and it is vital to the brain. Corresponding to Boyd, why do some students learn a language immediately? She believes the brain is in permanent change since the person understands a knows any language at any time; he alters his brain. It is what she calls neuroplasticity (Boyd, 2021). Dispenza expresses that idea too. The brain can obtain whatever it any time, only at

a diminished moment. She said the reason is three main aspects that encourage education: biochemical signals, changing the brain's shape and performance. (Ibid)

Ultimately, the knowledge procedure is driven by systematic, biological, and valuable differences. They promote education and always get hold of the place while learning is positioned in the brain each moment.

Neuroscientific scholars like Bruce Lipton 2021, studied education and the brain; he stated that attention has 40 million data bits from the environment to be treated every second. Moreover, he clarifies that the mind can back all it learns.

Dr. Joe Dispenza processed that a change could break all lifetimes by feeling only; this is the social brain. It is "this globe's ultimate supercomputer." (Dispenza, 2012, p. 22). He contained that the process of knowledge comes fundamentally. (Ibid). but he faces two qualities of himself these are the mind and the body. The mind has an objective, but the body attempts to stay on what it had automatically skilled traditionally; hence, to unify the body and the mind is the aim, and to do the unification, the individual must generate a new mode of thinking, deed, and presence. (Ibid) This is to establish alteration, first, we modify our ideas and emotions, and then the action.

This transference in behavior creates a new feeling, which sequentially generates a distinctive sense. When the action is repeated it is remembered and acquainted to transfer it into a state of life. This is the mind and body motivation; it tells the three brains the truth.

The neocortex is the brain of thinking that permits undergraduates to remember, learn, plan, be motivated, examine, estimate possibilities, generate, form, and communicate. The brain archives the information which is physically like listening to and observing in this area.

The writer explains that the brain first observes knowledge by person's collecting information as facts or philosophical data, facts, or hypothetical concepts to let it add new networks and paths. Second, when the neocortex creates the connections, it chooses to join its learned knowledge to make an experience that is unique. Those encounters will be the earth patterns of (neural networks) or nerve cell, it is modeled in this segment of the brain. These nervous systems prove the electrical system of what he discovered mentally.

The limbic (Figure 1) or responsive brain is the second brain, it is under the neocortex. It controls the brain's power of body elements. When anyone is in a new experience the feelings send info to the neocortex from the external environment, and then the brain's nervous nets arrange themselves to replicate the event. (Ibid)

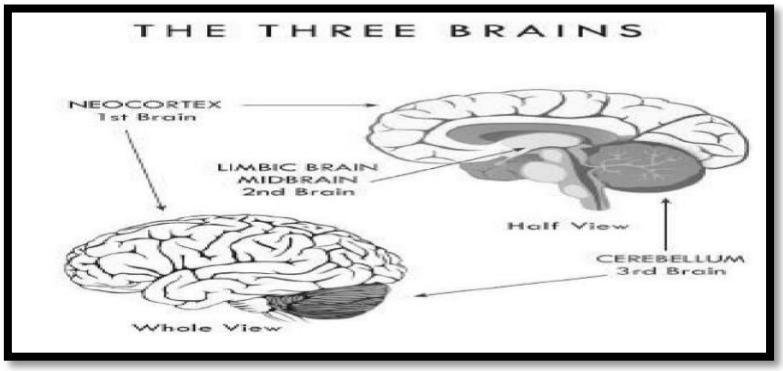

Figure 1: New neural patterns (experience) (Dispenza J., 2012, p. 23)

As is shown clearly in the above figure (the neural patterners) the cerebellum is the bench of the subliminal mind (Ibid) It is the brain's operational section it is at the skull's back. The writer illustrates it as the brain's microchip. It joins with the other cells to manage body drives saved in the brain's third part as easy skills and actions. (Ibid) This portion keeps excellent memory loading and smoothly transfers unique forms of data.

Moreover, the writer implies meditation as a development in which the person goes clearly from reasoning to being. "Change all begins with thinking: we can immediately form new neurological connections and circuits that reflect our latest thoughts. And he assumes the brain can excite when it is "learning—assimilating knowledge and experiences."(Ibid, p.23)

Our proposal and what Dr. Dispenza gives, remain the same thing as students converting the meditation experience and feeling. The neocortex meets it, and then it adds new connections and circles, as patterns are called experiences.

This encounter and connection are the signs of feelings. It is recorded as a contented experience, then the brain gives the body a signal of happy knowledge, and the Cerebellum recalls the body has the same feeling. So, the action will be improved.

The cognitive piece, meditation is "a family of complex emotional and attentional regulatory practices, in which mental and related somatic events are affected by engaging a specific attentional set." (Raffone & Srinivasan, 2010, p. 43); the researchers study the significance of states and trays of meditation to present the understanding of cognitive and neuroplasticity of meditation.

Furthermore, in 2011, Slagter et al. affirmed that "meditation is thought to not only train one's ability to sustain attention but also to develop three regulatory skills;" examining faculty that seeks to stay attentive to unknown interferences without disordering the intended attention.

He included, 'The ability to learn is a function of brain plasticity and essential to the survival of all animals' (Ibid, p. 2). For now, academics exhibited ideas regarding the mindfulness result " 'Deep Relaxation Breathing' helps induce instant relaxation effects. Taking little breaks to relax throughout the day may make challenges more manageable. It also helps to support memory and effective learning … " (Phang et al., 2014b, p. 3).

Conclusions

From the mentioned neuroscientific research and analyses of professionals in this field we investigated the brain mechanism. Some academics assume that "the brain has three brains: neocortex, limbic, and cerebellum. Each one has its own job to do. All of them create one fundamental type of education under the happy-mind condition. (Dispenza J., 2012, p. 24)

Likewise, many specialists study brain meditation, and they state that the studying process is the best activity that the brain selects to do. It is studying all the time since learning is the best energy for the brain, it is continuously changing and learning. Also, it creates happiness in the mind when the brain enhances relaxation and begins to learn and be productive. This is how the student's grades in meditation are higher than in the typical test situation in some of the literature on the cognitive and nonscientific fields. Moreover, scholars approve that it gives the brain a tremendous number of chances of relaxation, unstressed, and happiness (Beauchemin et al., 2008; Dispenza J.,

2012; Sharma & Rush, 2014; Bruce S. McEwen, 2016; Burleigh, 2020).

So we recommend out of the experimental tests that give higher grades in the tests on most of the researches, that in education, we can apply meditation, also we can create new methods of teaching which can be based on meditation and listening skills to program the schoolchild's mind to be content and relaxed throughout the English language knowledge by listening skill only and this is our Ph.D. project that is offered to USM university in Malaysia.

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