



วารสารธรรมเพื่อชีวิต

JOURNAL OF DHAMMA FOR LIFE

ISSN: 2822-048X

<https://soo8.tci-thaijo.org/index.php/dhammalife/index>

Academic Article

Integrating Buddhist Teachings to Cultivate Mindfulness in English Language Learning

Sompoch Wowong^{1*}, Chetnitipath Promchin²
Somsack Phetsamai³ & Phrapalad Thana Pimparat⁴

ARTICLE INFO

Name of Author & Corresponding Author: *

1. **Sompoch Wowong***
Mahachulalongkornrajavidyalaya University, Thailand.
Email: sompoch.wo@mcu.ac.th

2. **Chetnitipath Promchin**
Mahamakut Buddhist University, Thailand.
Email: chetnitipath.pro@mbu.ac.th

3. **Somsack Phetsamai**
Luangprabang Province, Laos PDR
Email: somsack79@yahoo.com

4. **Phrapalad Thana Pimparat**
Mahamakut Buddhist University, Thailand.
Email: thana.pim@mbu.ac.th

Keywords:

Buddhist Teachings; Mindfulness; English Language Learning

Article history:

Received: 12/04/2024
Revised: 24/06/2024
Accepted: 19/10/2024
Available online: 30/12/2024

How to Cite:

Wowong, S. et al. (2024). Integrating Buddhist Teachings to Cultivate Mindfulness in English Language Learning. *Journal Dhamma for Life*, 30(4), 414-425.

ABSTRACT

This an academic article examines how integrating Buddhist teachings, specifically mindfulness (Sati), can improve English language learning by addressing cognitive, emotional, and linguistic challenges. Mindfulness, grounded in the principles of present-moment awareness and non-judgmental observation, helps learners manage common difficulties such as anxiety, poor concentration, and low retention. Techniques like mindful breathing, guided meditation, and reflective journaling offer practical ways to boost focus, reduce stress, and enhance emotional balance. Additionally, mindful listening and speaking exercises improve comprehension, retention, and language fluency. Teachers play a critical role in applying these practices by fostering a supportive classroom environment that promotes confidence and resilience. By incorporating mindfulness into language education, students can develop better concentration, manage learning anxiety, and engage more deeply with language tasks. This approach not only enhances language acquisition but also supports overall emotional well-being and personal growth. Adopting Buddhist mindfulness practices provides a balanced and holistic framework for improving learning outcomes in English language education.

Introduction

In recent years, mindfulness has become a popular tool in education, praised for its ability to boost cognitive performance, emotional well-being, and psychological health (Kabat-Zinn, 2013). This concept, rooted in Buddhism, particularly the idea of Sati, encourages staying aware of the present moment without judgment (Nyanaponika, 1962). The Satipatthana Sutta (MN 10) in the Tripitaka describes four key areas of mindfulness: the body (kaya), feelings (vedana), the mind (citta), and mental phenomena (dhamma) (Ñanamoli & Bodhi, 2009). This practice helps develop continuous awareness, offering both spiritual insight and practical benefits for mental clarity (Bodhi, 2000).

In education, incorporating mindfulness practices like mindful breathing or meditation has been shown to improve students' ability to focus, handle stress, and engage with learning materials (Napora, 2013). Research by Brown and Ryan (2003) indicates that students who practice mindfulness demonstrate better attention control and reduced anxiety — factors critical for effective learning. For English language learners, who often struggle with anxiety, cognitive overload, and low motivation, mindfulness can be particularly beneficial (Horwitz, 2010). This anxiety may appear as fear of making mistakes, public speaking challenges, or self-doubt (MacIntyre & Gardner, 1991), all of which hinder language acquisition and overall performance.

Buddhist principles offer a useful framework for overcoming these obstacles. The concepts of Sati (mindfulness), Samadhi (concentration), and Paññā (wisdom) form the Tri-Sikkha or Threefold Training (Rahula, 1974). As described in the Digha Nikaya (DN 22), these practices promote ethical conduct, mental discipline, and insight (Walshe, 1995). By incorporating these principles into English language learning, educators can help students achieve calm, focused concentration, which can ease anxiety and improve their language processing skills. Empirical studies support mindfulness in education, showing that mindfulness-based interventions improve focus, emotional regulation, and academic success (Schonert-Reichl et al., 2015). In language learning, activities like mindful breathing, body scans, and reflective listening can help students remain present, listen more effectively, and speak with greater confidence (Richards, 2015). These practices mirror Buddhist teachings such as those found in the Anapanasati Sutta (MN 118), which advocates mindful breathing to cultivate calm and insight (Bodhi, 2000).

This study aims to investigate the practical application of Buddhist mindfulness, as grounded in the Tripitaka (Bodhisatirawarangoora, et al., 2024), to English language learning. Specifically, it examines how mindfulness practices can enhance cognitive function, alleviate language anxiety, and facilitate language acquisition. The study also seeks to explore how integrating mindfulness techniques into teaching methods can foster resilience, improve focus, and promote deeper engagement among learners. By adopting mindfulness as a teaching tool, educators can create an environment that nurtures resilience, focus, and deeper engagement in the learning process.

Buddhist Concepts of Mindfulness

In Theravada Buddhism, Sati is the practice of maintaining a continuous, non-reactive awareness of the present moment (Nyanaponika, 1962). The Satipatthana Sutta (MN 10) describes this as observing the body, feelings, mind, and mental states with sustained attention

(Ñānamoli & Bodhi, 2009). Unlike passive observation, Sati involves an active, deliberate focus that fosters insight (vipassana) and mental discipline (Rahula, 1974). Mindfulness is a bridge between Samadhi (concentration) and Paññā (wisdom), both essential aspects of the Tri-Sikkha (Bodhi, 2000). By remaining focused and observing thoughts and sensations objectively, practitioners can develop greater clarity and understanding.

Key Elements of Mindfulness:

1. Awareness of the Present Moment: This involves staying fully engaged with one's current experience, whether it's a physical sensation, emotion, or thought (Analayo, 2003). The Anapanasati Sutta (MN 118) uses mindful breathing to anchor awareness in the present, fostering calm and clarity (Bodhi, 2000). In learning, this awareness helps students maintain focus, minimizing distractions and improving cognitive processing (Brown & Ryan, 2003).

2. Non-Judgmental Observation: Sati encourages observing experiences without judgment or reaction (Nyanaponika, 1962). The Satipatthana Sutta highlights the importance of accepting thoughts and sensations as transient, reducing attachment or aversion (Ñānamoli & Bodhi, 2009). For language learners, this means approaching challenges, such as mistakes or frustration, with acceptance, reducing anxiety (Kabat-Zinn, 2013).

3. Focus and Clarity: Mindfulness develops sustained attention and mental clarity (Samadhi) (Rahula, 1974). The Digha Nikaya (DN 22) teaches that mindfulness anchors the mind to specific objects, like the breath, enhancing focus (Walshe, 1995). This allows learners to engage deeply with tasks like listening and writing, improving comprehension and retention (Napora, 2013).

Challenges in English Language Learning

Common Issues

For students learning English as a Second Language (ESL) or English as a Foreign Language (EFL), the journey often comes with a blend of cognitive and emotional hurdles. These obstacles can greatly affect their ability to grasp and use the language efficiently. Here are some common challenges they encounter:

1. Language Anxiety

One of the most significant barriers is language anxiety—the nervousness or fear that arises when learning or speaking a second language. Horwitz (2010) describes it as a form of apprehension triggered by situations such as making mistakes, speaking in public, or being evaluated by peers and teachers. This anxiety can take many forms: self-consciousness, hesitation, or even an avoidance of speaking altogether (MacIntyre & Gardner, 1991). In Buddhist teachings, the Tripitaka identifies anxiety (uddhacca-kukkucca) as a mental hindrance that disrupts focus and clarity (Ñānamoli & Bodhi, 2009). When students feel anxious, their ability to process information, engage actively, and retain new language skills is significantly weakened.

2. Lack of Concentration

Staying focused is essential for understanding and retaining new language concepts. However, many students struggle with concentration due to constant distractions, cognitive overload, or stress (Zeidan et al., 2010). The prevalence of digital distractions, like smartphones

and social media, only intensifies this issue. According to the Satipatthana Sutta (MN 10), a scattered mind lacks the stability needed for deep understanding (Analayo, 2003). In language learning, poor concentration leads to incomplete comprehension, weak listening and reading skills, and difficulty maintaining productive study sessions.

3. Poor Retention and Low Motivation

Effective language learning requires consistent practice and a motivated mindset. Unfortunately, many learners experience poor retention of vocabulary, grammar, and speaking skills. This can stem from inefficient study techniques, lack of reinforcement, or simple disinterest (Dörnyei, 2001). Low motivation, often fueled by negative experiences or a perceived lack of progress, further hampers language acquisition (Gardner, 2006). In the Anapanasati Sutta (MN 118), mindfulness of breathing helps develop persistence (*viriya*), which is crucial for overcoming learning plateaus (Bodhi, 2000).

Need for Holistic Approaches

Given these interconnected challenges, it's clear that students need holistic strategies that address both their cognitive and emotional needs. Mindfulness, rooted in Buddhist teachings, offers a practical approach to enhancing awareness (Thepa, 2022), managing emotions, and sustaining focus (Kabat-Zinn, 2013).

1. Reducing Language Anxiety

Mindfulness practices such as breathing exercises and meditation can help ease anxiety by fostering a calm, non-judgmental awareness of thoughts and feelings (Brown & Ryan, 2003). The Anapanasati Sutta (MN 118) emphasizes using breath awareness to cultivate inner peace (Bodhi, 2000). Approaching language tasks with a calm mind reduces the fear of making mistakes, enabling more confident participation.

2. Enhancing Concentration

Mindfulness encourages learners to remain present, boosting their ability to focus on language tasks. By practicing *Samadhi* (concentration), as described in the *Digha Nikaya* (DN 22), students develop the mental clarity needed for activities like listening, reading, and speaking (Walshe, 1995). This focused attention helps reduce distractions and improves information processing.

3. Improving Retention and Motivation

Mindfulness cultivates persistence and a positive attitude toward learning (Rahula, 1974). Reflective activities, such as journaling or mindful listening, help students track their progress and stay engaged (Richards, 2015). Observing thoughts without judgment builds resilience, encouraging students to push through challenges.

4. Mindfulness in Educational Contexts

Current Applications

Mindfulness practices are becoming a core part of educational programs worldwide. Schools, universities, and training centers are incorporating mindfulness-based interventions (MBIs) to help students improve mental health, focus, and learning outcomes (Kabat-Zinn, 2013). These interventions typically involve straightforward, practical techniques, such as:

1. **Mindful Breathing Exercises:** Simple yet effective, these exercises involve focusing on the breath to stay anchored in the present moment. Teachers often use mindful breathing at the beginning of lessons or during high-stress times like exams (Schonert-Reichl et al., 2015).

2. **Body Scans:** This practice guides students to pay attention to different parts of their bodies, helping them relax and become aware of physical sensations. Body scans can reduce tension and promote overall bodily awareness (Napora, 2013).

3. **Mindful Meditation:** Brief meditation sessions give students a chance to observe their thoughts and emotions without judgment. This helps with emotional regulation and lowers anxiety (Zeidan et al., 2010).

4. **Reflective Journaling:** Writing mindfully about their experiences allows students to process emotions and develop self-awareness. In language learning, reflective journaling helps students track their progress, identify challenges, and celebrate small successes (Napora, 2013).

5. **Mindful Listening:** Mindful listening encourages students to fully engage with what they hear, fostering active and non-judgmental listening skills. This is especially beneficial for improving communication abilities, a key component of language learning (Richards, 2015). These mindfulness strategies often feature in broader social-emotional learning (SEL) initiatives like the MindUP program and the Mindfulness in Schools Project (MiSP), which aim to improve students' emotional intelligence, well-being, and cognitive abilities (Weare, 2013).

Limitations of Current Approaches

Despite its many benefits, implementing mindfulness in language learning comes with a few challenges:

1. Lack of Tailored Frameworks

Most mindfulness programs are designed for general education or mental health, not specifically for language learning. As a result, ESL and EFL learners may not fully benefit from these programs unless they are adapted to address their unique needs (Richards, 2015).

2. Cultural and Contextual Sensitivity

Since mindfulness has its roots in Buddhist traditions, it may not resonate with all students' cultural backgrounds or beliefs (Hyland, 2016). Educators need to be aware of this and adapt mindfulness practices to be inclusive and respectful of diverse perspectives.

3. Inconsistent Implementation

Mindfulness programs are most effective when practiced consistently, but not all teachers receive adequate training. Without regular practice and knowledgeable instructors, the impact of mindfulness interventions can be limited (Weare, 2013).

4. Measuring Effectiveness

While qualitative studies highlight the benefits of mindfulness, there is a need for more robust quantitative research to assess its impact on language learning outcomes (Chiesa et al., 2011). Developing clear metrics and conducting long-term studies will help validate mindfulness as a tool for improving language skills.

5. Time Constraints

Adding mindfulness exercises to an already full curriculum can be challenging. Teachers may find it difficult to balance mindfulness practices with core academic content (Hyland, 2016).

Integrating Buddhist Mindfulness into English Language Learning

Incorporating Buddhist mindfulness practices into English language learning provides a holistic way to boost focus, ease anxiety, and promote emotional well-being. By applying principles of Sati (mindfulness), Samadhi (concentration), and Paññā (wisdom), educators can help students achieve more effective language acquisition. The following strategies and practices can support this integration.

Proposed Strategies

1. Mindful Breathing Exercises Before Language Tasks

Mindful breathing, known as Anapanasati, is a fundamental Buddhist practice mentioned in the Anapanasati Sutta (MN 118) (Bodhi, 2000). Short breathing exercises before lessons can help students focus and calm their minds.

Practice Example

1. Ask students to sit comfortably and close their eyes.
2. Guide them to focus on their natural breathing, paying attention to each inhale and exhale.
3. If their minds wander, gently encourage them to return to their breath.

Benefits

- 1) Sharpens focus and prepares the mind for learning.
- 2) Lowers anxiety and clears mental clutter before tasks.

2. Guided Meditation to Ease Anxiety

Guided meditation helps students relax and manage pre-task nerves. It can be especially helpful before speaking exercises or presentations.

Practice Example:

- 1) Lead a 5-minute meditation session where students visualize a calm environment.
- 2) Use affirmations like, "I am capable" or "I am calm and confident."

Benefits

- 1) Eases fear of making mistakes.
- 2) Builds a sense of calm and confidence before speaking.

3. Reflective Journaling for Self-Awareness

Reflective journaling promotes mindfulness and self-reflection. This aligns with the Buddhist concept of yoniso manasikāra (wise reflection).

Practice Example

- 1) After each lesson, ask students to write about what they learned, challenges they faced, and how they felt.
- 2) Encourage them to observe their thoughts and emotions without judgment.

Benefits

- 1) Increases self-awareness and emotional intelligence.
- 2) Helps students recognize patterns in their learning experiences.

Classroom Practices

1. Mindful Listening Exercises

Mindful listening trains students to fully engage with what they hear, enhancing comprehension.

Practice Example

- 1) Play an audio clip or read a passage aloud.
- 2) Instruct students to focus on the speaker's voice, tone, and words without distraction.
- 3) Afterward, discuss what they heard and how they maintained focus.

Benefits

- 1) Enhances listening skills and attention to detail.
- 2) Reduces distractions and cognitive overload.

2. Mindful Speaking and Pronunciation Activities

Mindful speaking encourages students to speak thoughtfully and clearly, reducing anxiety and promoting clarity.

Practice Example

- 1) Ask students to take a deep breath before speaking.
- 2) Encourage them to focus on each word and the sensation of forming sounds.
- 3) Allow pauses for composure between sentences.

Benefits

- 1) Improves articulation and pronunciation.
- 2) Builds confidence by promoting a calm and deliberate speaking pace.

Role of Instructors

Instructors play a crucial role in integrating mindfulness into language learning. Their own mindfulness practices and understanding of these techniques can greatly influence their effectiveness in the classroom.

1. Teacher Awareness and Practice

Teachers who practice mindfulness are better equipped to guide their students. Mindfulness helps educators remain patient, calm, and responsive.

Recommendations

- 1) Attend mindfulness training workshops.
- 2) Incorporate daily mindfulness exercises, such as meditation or breathing.
- 3) Reflect regularly on teaching experiences to build resilience and awareness.

2. Training in Mindfulness Techniques

Practical training enables teachers to effectively incorporate mindfulness activities into their lessons.

Recommendations

- 1) Participate in professional development focused on mindfulness in education.
- 2) Learn techniques like guided meditation, breathing exercises, and reflective journaling.
- 3) Adapt mindfulness practices to fit the cultural backgrounds and needs of students.

3. Creating a Supportive Classroom Environment

A classroom built on trust and openness encourages students to practice mindfulness without fear of judgment.

Recommendations

- 4) Start each class with a brief mindfulness exercise.
- 5) Foster a culture of empathy and acceptance.
- 6) Invite students to share their mindfulness experiences and insights.

Table 1 The integration of Buddhist mindfulness into English language learning

Component	Proposed Strategies and Practices	Practice Examples	Benefits
Mindful Breathing	Use Anapanasati (mindful breathing) to enhance focus and calmness before tasks.	<ul style="list-style-type: none"> - Ask students to sit comfortably and focus on their breathing. - Guide them to return to their breath if their minds wander. 	<ul style="list-style-type: none"> - Sharpens focus and prepares the mind for learning. - Lowers anxiety and clears mental clutter.
Guided Meditation	Conduct meditation sessions to ease anxiety and manage pre-task nerves.	<ul style="list-style-type: none"> - Lead a 5-minute visualization of a calm environment. - Use affirmations such as "I am calm and confident." 	<ul style="list-style-type: none"> - Reduces fear of mistakes. - Builds calmness and confidence before tasks.
Reflective Journaling	Encourage self-awareness and emotional intelligence through journaling after lessons.	<ul style="list-style-type: none"> - Ask students to reflect on lessons, challenges, and emotions. - Guide them to observe thoughts and emotions without judgment. 	<ul style="list-style-type: none"> - Enhances self-awareness. - Helps recognize learning patterns.
Mindful Listening	Train students to fully engage with auditory materials, improving comprehension.	<ul style="list-style-type: none"> - Play an audio clip or passage and instruct focus on tone and content. - Discuss what they heard and strategies to maintain focus. 	<ul style="list-style-type: none"> - Improves listening skills and attention to detail. - Reduces distractions and overload.
Mindful Speaking	Promote deliberate and thoughtful speech to enhance clarity and reduce anxiety.	<ul style="list-style-type: none"> - Encourage students to breathe deeply before speaking. - Focus on word articulation and pauses for composure. - Allow time between sentences to speak mindfully. 	<ul style="list-style-type: none"> - Improves articulation and pronunciation. - Builds confidence through a calm speaking pace.
Teacher Awareness	Enhance educators' mindfulness to better	<ul style="list-style-type: none"> - Attend mindfulness workshops and training. 	<ul style="list-style-type: none"> - Improves teacher patience and responsiveness.

Component	Proposed Strategies and Practices	Practice Examples	Benefits
	guide and support students.	<ul style="list-style-type: none"> - Incorporate personal daily mindfulness practices, like meditation. - Reflect on teaching experiences for growth. 	<ul style="list-style-type: none"> - Builds resilience and self-awareness.
Training in Mindfulness	Equip instructors with tools to implement mindfulness effectively in their teaching methods.	<ul style="list-style-type: none"> - Participate in professional development focused on mindfulness in education. - Learn techniques like guided meditation, breathing exercises, and reflective journaling. - Adapt practices culturally. 	<ul style="list-style-type: none"> - Ensures effective integration of mindfulness. - Meets the needs of diverse student backgrounds.
Supportive Environment	Foster a classroom atmosphere of trust and openness to encourage mindfulness practice.	<ul style="list-style-type: none"> - Start classes with a mindfulness activity. - Promote empathy and acceptance. - Encourage sharing of mindfulness experiences. 	<ul style="list-style-type: none"> - Builds a safe space for learning. - Encourages open dialogue and mindfulness application.

This table provides a clear and concise overview of how Buddhist mindfulness can be practically applied to enhance English language learning.

Conclusion

Integrating Buddhist teachings into English language learning offers a holistic and transformative approach to addressing cognitive, emotional, and linguistic challenges faced by learners. By drawing on the principles of Sati (mindfulness), Samadhi (concentration), and Paññā (wisdom), educators can cultivate an environment that supports focus, reduces anxiety, and enhances language acquisition. These ancient practices, as described in key texts such as the Satipatthana Sutta (MN 10), Anapanasati Sutta (MN 118), and Digha Nikaya (DN 22), provide valuable strategies for promoting present-moment awareness, non-judgmental observation, and mental clarity.

Mindfulness practices such as mindful breathing, guided meditation, reflective journaling, mindful listening, and mindful speaking equip students with tools to manage

anxiety, improve concentration, and develop confidence. Research demonstrates that these techniques not only enhance cognitive performance and emotional regulation (Kabat-Zinn, 2013; Brown & Ryan, 2003) but also contribute to a more enjoyable and effective language learning experience (Richards, 2015). Moreover, the role of instructors is crucial in successfully implementing mindfulness practices. Teachers who cultivate their own mindfulness can model these techniques and create a supportive, empathetic classroom environment. This fosters a culture of acceptance, resilience, and deeper engagement with language tasks, helping students overcome common issues such as language anxiety, lack of concentration, and poor retention.

In conclusion, integrating Buddhist mindfulness principles into English language education offers a comprehensive framework that addresses both the academic and psychological needs of learners. This approach not only enhances linguistic skills but also promotes personal growth, emotional resilience, and well-being. By adopting mindfulness as a pedagogical tool, educators can empower students to achieve greater success in language learning and navigate their educational journey with clarity, confidence, and calm.

References

- Analayo. (2003). *Satipatthana: The direct path to realization*. Windhorse Publications.
- Bodhi, B. (2000). *The connected discourses of the Buddha: A new translation of the Samyutta Nikaya*. Wisdom Publications.
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Bodhisatirawaranggoora, P., Thepa, P. C. A., Sutthirat, M. N., & Promchin, C. (2024). Mindfulness Practices in the Thai Society Context. *Journal of Dhamma for Life*, 30(1), 96–113.
- Chiesa, A., Calati, R., & Serretti, A. (2011). Does mindfulness training improve cognitive abilities? A systematic review of neuropsychological findings. *Clinical Psychology Review*, 31(3), 449–464. <https://doi.org/10.1016/j.cpr.2010.11.003>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Gardner, R. C. (2006). *Motivation and second language acquisition*. Peter Lang.
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154–167. <https://doi.org/10.1017/S026144480999036X>.
- Hyland, T. (2016). The Limits of Mindfulness: Emerging Issues for Education. *British Journal of Educational Studies*, 64(1), 97–117.
- Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (Revised ed.). Bantam Books.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning*, 41(4), 513–534. <https://doi.org/10.1111/j.1467-1770.1991.tb00691.x>

-
- Napora, L. (2013). *Mindfulness for educators: Strategies for the classroom*. CreateSpace Independent Publishing Platform.
- Ñanamoli, B., & Bodhi, B. (2009). *The middle length discourses of the Buddha: A translation of the Majjhima Nikaya*. Wisdom Publications.
- Nyanaponika, T. (1962). *The heart of Buddhist meditation: Satipatthana*. Rider & Company.
- Rahula, W. (1974). *What the Buddha taught*. Grove Press.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52–66.
<https://doi.org/10.1037/a0038454>
- Thepa, P. C. A. (2022, February). Mindfulness: A Buddhism Dialogue of Sustainability Wellbeing. In *2022 International Webinar Conference on the World Chinese Religions. Nanhua University*. Taiwan. <https://urlcc.cc/sysek>.
- Walshe, M. (1995). *The long discourses of the Buddha: A translation of the Digha Nikaya*. Wisdom Publications.
- Weare, K. (2013). Developing mindfulness with children and young people: A review of the evidence and policy context. *Journal of Children's Services*, 8(2), 141–153.
<https://doi.org/10.1108/JCS-12-2012-0014>
- Zeidan, F., Johnson, S. K., Diamond, B. J., David, Z., & Goolkasian, P. (2010). Mindfulness meditation improves cognition: Evidence of brief mental training. *Consciousness and Cognition*, 19(2), 597–605. <https://doi.org/10.1016/j.concog.2010.03.014>