
A Comprehensive Program Evaluation of a Mindfulness-Integrated English for Academic Communication Course

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Abstract

This study evaluates a mindfulness program integrated into the English for Academic Communication (EAC) course at Universitas Mahasaraswati Denpasar, aimed at enhancing students' academic communication skills and emotional well-being. Guided by the Context, Input, Process, and Product (CIPP) evaluation model, the research examines how mindfulness practices support learner development in an English as a Foreign Language (EFL) context. A qualitative design was employed, incorporating document analysis, classroom observations, and semi-structured interviews with 60 students across two classes and one course lecturer. Thematic analysis generated findings across all four CIPP dimensions. In terms of context, the program aligned well with both institutional goals and students' emotional and academic needs. Regarding input, available resources and instructor preparation were deemed sufficient to support effective delivery. At the process level, implementation was carried out consistently, though limited class time and varied student participation were noted as challenges. In terms of product, students reported improvements in emotional regulation, academic confidence, and self-awareness; reflective journaling and guided mindfulness exercises were identified as particularly beneficial in fostering metacognitive awareness. Overall, the findings suggest positive perceived effects on students' ability to manage anxiety and apply communication strategies in academic settings. The study concludes that embedding mindfulness-based, student-centered approaches within language instruction promotes both academic competence and emotional resilience. Future iterations of the program are recommended to incorporate more interactive, technology-supported mindfulness tools to sustain engagement and address diverse learner needs.

Keywords: Mindfulness; English for Academic Purpose; Emotional regulation

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INTRODUCTION

Educators have increasingly understood the significance of students' mental health in relation to their academic performance (Sun et al., 2022). As an emerging approach, mindfulness is proving to be especially relevant. It is described as the practice of noticing one's thoughts, feelings, bodily sensations, and the environment in a step-by-step manner (Zarotti et al., 2020). Mindfulness has been shown to help mitigate emotional and cognitive disengagement during high-stakes evaluations, especially within communicative challenges (González-García et al., 2021). These assessments require intense focus, calmness, and analytical reasoning. Mindfulness practices have been shown to reduce anxiety linked to academic activities and foster a resilient response, which, in turn, promotes engagement during stressful scenarios (Krifa et al., 2022).

To further contextualize the need for this intervention, a preliminary needs analysis survey was conducted by the course lecturer at the beginning of the 2024 academic year, involving all students enrolled in the English for Academic Communication course at Universitas Mahasaraswati Denpasar. (N=60). The survey utilized a structured self-report questionnaire adapted from validated academic stress and attention measures, administered digitally prior to the program's implementation. Results indicated that 78% of respondents reported experiencing moderate or high levels of academic stress, while 64% identified difficulties maintaining attentive focus during communicative academic activities. This needs analysis served a dual purpose: first, as institutional background evidence justifying the introduction of the mindfulness program, and second, as a preliminary diagnostic tool informing the program's design and scope within the CIPP evaluation framework.

Mindfulness-based programs proved to be effective at improving the mental health and academic performance of university students in recent studies (Malinauskas & Malinauskiene, 2022). Another study revealed that mindfulness practices also lessen stress, anxiety, as well as depression levels, and improve the management of emotions and aspects of cognition (Skinner et al., 2020). Embarking on a mindfulness-based intervention in the English Language Study Program at Universitas Mahasaraswati Denpasar would assist in preventing the percentage of high academic stress and anxiety levels amongst students (Dorais & Gutierrez, 2021). Due to such an intervention, it too could aid them in acquiring valuable emotional and cognitive skills that enhance academic performance (Priebe & Kurtz-Costes, 2022).

In reaction to the growing panic in language learning, a mindfulness program was introduced in 2024 as an element of an English course to be taught using academic communication at Universitas Mahasaraswati Denpasar. The parts of the program, which are breathing exercises, focused attention practice, and mindful journaling activity, are intended to enable students to focus and distress and create a humanistic form of academic communication. Cognitive and emotional focus interventions, as well as active engagement in the learning process, have been shown to strengthen learners' abilities and emotional responses (Moghadam et al., 2020; Toyama & Yamazaki, 2021). Nevertheless, despite the growing body of research on mindfulness in educational settings, several specific gaps remain inadequately addressed. First, while mindfulness interventions have been studied in general higher education contexts, their systematic evaluation within EFL academic communication courses remains limited, particularly in Southeast Asian university settings (Lo et al., 2021). Second, existing studies on

mindfulness in language learning tend to focus on general well-being outcomes rather than discipline-specific academic communication skills such as formal speaking, academic listening, and discourse participation. Third, the application of structured program evaluation frameworks, such as the CIPP model, to assess mindfulness-integrated language courses is notably scarce in the Indonesian higher education context, where impact assessment has largely depended on informal lecturer feedback rather than evidence-based, systematic inquiry. At the Faculty of Foreign Languages specifically, no formal evaluation framework had previously been applied to assess the effectiveness of affective or mindfulness-based components within the English Language Study Program. Taken together, these gaps underscore the urgent need for a comprehensive, structured evaluation that examines not only whether mindfulness practices improve student well-being, but also how they interact with academic communication development within the specific linguistic, cultural, and institutional realities of Indonesian EFL higher education.

This research utilizes the CIPP model (Context, Input, Process, Product) to assess the mindfulness program integrated into the English for Academic Communication course offered in 2024/2025 at English Study Program, Universitas Mahasaraswati Denpasar. This study aims to comprehensively evaluate the mindfulness-integrated English for Academic Communication course at Universitas Mahasaraswati Denpasar using the CIPP evaluation model as its guiding framework (Stufflebeam, 2003). Rather than relying on informal or anecdotal feedback, this evaluation seeks to generate systematic, evidence-based insights into the program's effectiveness across its contextual, resource, implementation, and outcome dimensions (Lee & Jang, 2021). To achieve this overarching aim, the study is guided by the following four research questions, each corresponding to one component of the CIPP model:

RQ1 (Context): To what extent is the mindfulness-integrated English for Academic Communication course aligned with the academic and emotional needs of students and the institutional goals of the English Language Study Program at Universitas Mahasaraswati Denpasar?

RQ2 (Input): How sufficient and appropriate are the instructional resources, lecturer preparation, and curriculum design supporting the implementation of the mindfulness program?

RQ3 (Process): How consistently and effectively is the mindfulness program being implemented in the classroom, and what strengths and challenges characterize its delivery?

RQ4 (Product): What perceived outcomes have students experienced as a result of participating in the mindfulness-integrated course, particularly in terms of emotional regulation, attentive focus, and academic communication performance?

While the findings are situated within a specific institutional context and differences among universities may limit broad generalizability, the systematic evaluation approach adopted here can serve as a replicable framework for assessing mindfulness interventions in other EFL or language education settings (MacDonald, 2021). The overarching purpose of this study is to innovate while maintaining accountability in order to foster the development of

holistic, values-based EFL environments that strengthen academic communication and promote emotional resilience.

METHOD

Design

This study adopted a qualitative evaluative design to examine how effectively a mindfulness component had been integrated into the English for Academic Communication course. The inquiry was framed by [Stufflebeam \(2003\)](#) CIPP model, directing attention to four analytical dimensions: context (alignment with learner needs), input (sufficiency of resources), process (fidelity of implementation), and product (resulting outcomes). A qualitative approach was preferred for its capacity to generate rich, nuanced accounts of participant experiences ([Creswell & Poth, 2018](#)). Data collection and analysis proceeded through clearly marked stages: instrument design, evidence gathering via interviews, classroom observations, and document review, followed by thematic organisation in line with [Braun and Clarke \(2006\)](#). The research variables were mapped onto the CIPP structure accordingly. Context variables examined whether the mindfulness content aligned with the EAC course aims and broader program goals. Input variables considered the quality and availability of resources, instructor development, and institutional support. Process variables tracked implementation fidelity and regularity of student participation. Product variables measured shifts in students' attentive focus, emotional regulation, and academic communication performance ([Davis & Hayes, 2011](#)).

Participants

The participants were drawn from two principal groups. The first consisted of one lecturer responsible for planning and delivering the mindfulness component within the EAC course. This lecturer was purposively selected based on direct and sustained involvement in designing and facilitating the mindfulness-integrated curriculum, making them the most knowledgeable informant regarding instructional inputs and implementation processes. The second group comprised 60 students registered in the EAC course during the 2024–2025 academic year, drawn from Class 4A (33 students) and Class 4B (27 students). It is important to clarify that these 60 students did not participate uniformly across all data collection methods. All 60 were included in the classroom observation phase, as observations were conducted at the whole-class level across both classes throughout the 10-week period. All 60 also maintained digital reflective journals as a mandatory course component, and these journals were subsequently included in the document analysis. For the semi-structured interviews, however, a purposive sub-sample of 12 students was selected — six from each class — based on three explicit inclusion criteria: (1) active enrolment in the EAC course; (2) a minimum attendance rate of 80% across the observation period; and (3) consistent and substantive engagement in digital reflective journaling throughout the semester. This sub-sample deliberately included students demonstrating varying levels of mindfulness engagement, from those who participated enthusiastically to those who initially expressed hesitancy or scepticism, thereby enhancing the credibility and transferability of the qualitative findings. Universitas Mahasaraswati Denpasar was strategically selected as the research site due to its formal and documented integration of

mindfulness-based practices into the EAC curriculum, making it a particularly appropriate and information-rich setting for this evaluation.

Data Collection

Data collection employed a multi-method approach to ensure methodological triangulation across three sources of evidence: classroom observations, semi-structured interviews, and document analysis. The alignment of each instrument with the four CIPP components is summarized in Table 1.

Table 1. Indicators for CIPP Components and Data Collection Methods

Components	Aspects	Indicators	Data Collection Methods
Context	Learning	- Study Program Priorities	Document
	Ecosystem	- Objective of the Program - Background of the Program - Socialization of the Program	Review & Interview
Input	Resources & Strategies	- Availability of resources	Document
		- Implementation of the program - Program Planning Strategy - Technological support	Review & Interview
Process	Implementation	- Work plan mechanism	Classroom observation & Interview
		- Program Obstacles - Strengths and Weaknesses of the Program	
Product	Result	- Program impact	Document
		- Program improvement	Review & Interview

Regarding classroom observations, 20 sessions were conducted across the 10-week data collection period, covering both Class 4A and Class 4B with each class observed once per week. This represented 71.43% of the total academic semester and was designed to capture the longitudinal development of students' engagement and behavioral responses to mindfulness-integrated instruction. All observations were conducted by the first researcher, who assumed a non-participant observer role to minimize interference with the natural classroom dynamic. A structured observation sheet, validated by an expert in curriculum assessment and mindfulness-based education, was organized around four indicator domains mapped onto the CIPP framework: (1) alignment of classroom activities with program objectives; (2) availability and use of instructional resources; (3) fidelity and consistency of mindfulness activity delivery, including student participation levels and lecturer facilitation quality; and (4) observable behavioral and emotional responses among students, such as attentiveness, verbal participation, and affective engagement. Field notes were recorded during each session and transcribed into detailed observation memos within 24 hours to minimize recall bias, before being coded thematically in alignment with the CIPP framework.

A total of 13 semi-structured interviews were conducted, comprising 12 student interviews and one lecturer interview. Each session lasted approximately 30 to 45 minutes and was conducted in a quiet, private setting to encourage open and honest reflection. Interviews were conducted primarily in Bahasa Indonesia to ensure participants could express themselves freely and with nuance, with occasional clarification provided in English where academic terminology was involved. All sessions were audio-recorded with participants' explicit informed consent and subsequently transcribed verbatim by the first researcher. Transcripts were then translated into English by a bilingual research assistant with professional competence in both languages and familiarity with the academic and mindfulness-related terminology used in the study. To ensure translation accuracy and conceptual equivalence, a back-translation procedure was applied to a randomly selected 20% of transcripts, with discrepancies resolved through discussion between the researcher and translator. The interview guide comprised open-ended questions organised according to the four CIPP components. Sample questions included: for context, *"How do you feel the mindfulness activities relate to your goals in this course?"*; for input, *"What resources or support do you find most helpful in engaging with the mindfulness component?"*; for process, *"Can you describe what typically happens during a mindfulness session and how you personally respond to it?"*; and for product, *"In what ways, if any, do you feel the mindfulness practices have influenced your confidence or anxiety when communicating academically?"* These questions were piloted with two students outside the study sample prior to full implementation, and minor adjustments were made based on their feedback.

The document analysis drew on three categories of sources: (1) institutional and curricular documents, including the course syllabus, the official mindfulness program plan, and lecturer-prepared session reports; (2) administrative records, including attendance logs and participation records used to verify inclusion criteria; and (3) student reflective journals, which constituted the primary and most analytically rich documentary source. The course syllabus was analyzed to assess alignment between the mindfulness component and the broader academic communication objectives, while the program plan and session reports were examined to evaluate implementation consistency across the 10-week period. All 60 students submitted weekly journal entries throughout the semester, each prompted by structured reflection cues asking students to comment on their emotional state before and after mindfulness activities, their perceived progress in academic communication tasks, and any challenges or insights they wished to record. The full corpus of 600 journal entries was included in the analysis to ensure comprehensive coverage and minimize selection bias.

Data Analysis

All data sources were analyzed using the six-phase thematic analysis framework of [Braun and Clarke \(2006\)](#), applied through a hybrid coding approach combining deductive and inductive orientations. The deductive dimension was guided by the four CIPP components, which served as predetermined analytical categories. The inductive dimension allowed unanticipated themes to emerge directly from the data, particularly from the student journals and interview transcripts. In Phase 1, all transcripts, observation memos, and documents were read in full to achieve familiarization with the dataset. In Phase 2, initial codes were generated systematically across all sources, capturing both explicit content and underlying interpretive patterns, with each code documented in a structured coding log alongside the corresponding

data extract and source identifier. In Phase 3, related codes were grouped into candidate themes and mapped onto their corresponding CIPP component; codes that did not fit neatly within a single category were discussed between the two researchers and assigned to the most analytically appropriate component, or retained as cross-cutting themes where conceptual overlap was substantively meaningful. In Phase 4, candidate themes were reviewed against the full dataset for internal coherence, distinctiveness, and relevance, with insufficiently supported or excessively overlapping themes merged, refined, or discarded. In Phase 5, finalized themes were clearly defined and named in terms of their scope, their relationship to the relevant CIPP component, and their significance for understanding the program's effectiveness. In Phase 6, themes were woven into a coherent narrative account supported by selected data extracts from interviews, observation memos, and reflective journals.

Rather than a formal inter-rater reliability calculation, this study employed consensus-based peer debriefing as its primary reliability strategy, consistent with established qualitative trustworthiness criteria (Lincoln & Guba, 1985). A second independent researcher coded approximately 20% of the total interview transcripts and journal entries using the same coding framework, and all instances of disagreement were resolved through structured discussion, resulting in the refinement of several codes and clarification of theme boundaries, particularly at the intersection of the emotional regulation and self-reflection themes. Following the completion of preliminary thematic analysis, member checking was conducted with four students and the lecturer, who were invited to review summaries of interpreted themes and confirm whether the interpretations accurately reflected their experiences. Minor clarifications were incorporated into the final thematic account based on participant feedback, strengthening the credibility and communicative validity of the analysis.

FINDINGS AND DISCUSSIONS

The digital storytelling method was proven effective for improving critical reading skills with the research results above in this vocational school. Results Based on Quantitative Data or Statistics, it was found that the post-test score of the experimental group was higher than that of the control group. The difference was specifically in the ability to interpret the main idea, draw inferences and evaluate arguments. As students must routinely process information across various modes and convey meaning in all of those modes when they view digital stories, the thesis argues that digital storytelling strengthens students' analytical and evaluative capacities. These findings were further confirmed by qualitative data. The classroom observation showed that the experimental group involved more in the discussions, asked more interpretive questions, and showed a greater willingness to go beyond the text. The interviews also revealed that students found digital storytelling more interesting, more relatable, and easier to connect with life compared to conventional storytelling. The above responses indicate that digital storytelling has improved cognitive outcomes and addressed motivational obstacles behind critical reading development. Nevertheless, the results further suggest that this approach requires further thought and consideration in the instruction design as first students required help to move through the multimodal content and not only focus on the visual elements.

Firstly, in the context evaluation, the Mindfulness Program now runs inside the English for Academic Communication class offered by the English Literature Study Program, Faculty

of Foreign Languages. This move sits at the heart of the faculty's wider strategy to deliver education that is both academically strong and rooted in local culture, thus meeting its own aim of shaping graduates who are globally competitive while also being output and culture-minded. The institution clearly cares for its students' well-being, a commitment seen in the way it weaves character education, student-centered methods, and lessons in emotional intelligence into everyday campus life. Embedding mindfulness in the English for Academic Communication course is much more than throwing in a few extra exercises. It links straight to the psychological and social bases that underpin the whole curriculum (Schonert-Reichl & Lawlor, 2010). As they learn how to listen and speak in scholarly settings, students also practice self-control, sustained focus, and inner strength, skills that matter a great deal when the stakes in study or work get high. Techniques such as breath awareness, body scans, and brief journaling exercises are woven into classes to engage students with the material on behavioral, cognitive, and emotional levels (Shapiro et al., 2011).

The initiative sprang from an obvious need for steady emotional and mental support, especially for students who become anxious or tense when speaking or debating in front of classmates. Spot checks by faculty and findings from tracer studies both observed that confidence levels careen up and down, underscoring the call for calmer self-awareness and emotional steadiness. Introducing mindfulness into the communication work therefore aligns with the English Literature Study Program's aim to graduate people who handle language skillfully yet also speak purposefully and with emotional insight (Jennings et al., 2017). That mission stresses academic rigor grounded in a strong cultural ethos, preparing students for global stages while keeping a firm local identity. The strategy also sits well with curriculum values that foster learner autonomy, critical creativity, and habits of lifelong questioning (Emaliana et al., 2025). During course orientation, students are introduced to mindfulness, taught why it matters, and shown how it links directly to the goals they will pursue. Showing students the goals of a course right at the start builds openness and earns their early buy-in. They soon see how regular self-reflection can lift both marks and mood (Karadjova-Kozhuharova & Baker, 2023). The short mindfulness module added to the English for Academic Communication class is a context-driven move that fits the country's curriculum changes, meets real student needs, and sits squarely in the university's teaching philosophy. Together, these elements signal a determined effort at Universitas Mahasaraswati Denpasar to link head and heart learning across its entire higher education offering.

Secondly, in terms of input evaluation, the Mindfulness Program integrated into the English for Academic Communication course operates successfully because it draws on solid institutional resources, suitable teaching materials, and careful curriculum design. Together, these elements create a supportive classroom that nurtures students' academic skills while also attending to their emotional growth (Juul et al., 2021; Ventura et al., 2023). At Universitas Mahasaraswati Denpasar, the English Study Program increasingly arranges its learning settings around student-centered principles that encourage cognitive and affective progress in tandem. This commitment shows in both the physical spaces and the teaching methods that staff consciously design and adapt. Although none of the classrooms was built as a mindfulness studio, several informal spaces have gradually earned the label mindfulness-friendly from students and lecturers alike. Inside these learning environments, instructors typically begin

sessions with brief reflective mindfulness, a moment of silence, or a quick grounding exercise. Weekly reflections conducted 10 minutes before the session ends further support this practice, showing that such small mindfulness habits boost students' emotional regulation, engagement, and self-awareness. According to one of the lecturers:

“The purposeful arrangement of classroom spaces to promote reflective thinking, focus, and emotional grounding is a tangible expression of our values, especially our belief in student-centered, holistic education. Although our rooms were not originally designed as mindfulness halls, the way we have adapted them demonstrates our flexibility, creativity, and responsiveness to students’ evolving needs. The effort to reduce distractions, encourage deep learning, and embed mindfulness into the physical and pedagogical environment represents a low-cost yet high-impact strategy.” **Excerpt 5, p. 2**

Such an outlook on rethinking learning environments both mirrors the curriculum's guiding philosophy and signals the program's dedication to accessible yet impactful innovations that nurture students' intellectual and emotional development.

The program is led by instructors who have completed formal training in teaching mindfulness. Additionally, several faculties with a focus on communication have attended university-backed workshops in affective pedagogy and student-centered methods, matching campus plans to improve teaching quality through ongoing professional development (Matiz et al., 2025). The lecturers use some mindfulness tools woven into course design. Brief guided videos, breathing routines before speaking, and set reflection cues all help sustain attention, strengthen metacognition, and build emotional resilience in college settings (Yosep et al., 2024). Additionally, students keep a digital journal to record emotions and measure their progress over time; the evidence indicates that reflective writing helps build an individual sense of mindfulness and socio-emotional well-being (Crawford et al., 2021). Mindfulness is explicitly introduced into the weekly lesson plan with the lecturers collaborating to ensure that reflective activities are connected with academic communication objectives. Such a cycle of feedback delivery and content modification demonstrates a reflection of a wider educational objective to embed mindfulness practices to the teaching process and help students to manage attention in the classroom.

Thirdly, in terms of process evaluation, the mindfulness program was in the form of synchrony to guarantee the coexistence of the students. Weekly mindfulness practice was integrated into the classroom schedule, such as breathing exercises and journaling practices that are specific to the academic setting to enhance the effect of mindfulness on the performance in the academic field. This was to help students be more aware of their metacognition and also control their emotions. Process-based reflections became part of the assessments according to the process-oriented pedagogy. Instead of being preoccupied with test-based evaluation, lecturers tried to analyze the learning activities and emotional reactions of students. This shift encouraged students to value the process of learning as much as the end product.

Monitoring of implementation of the program relied heavily on both quantitative and qualitative documentation. Lecturers consistently recorded observations of student behaviors during mindfulness sessions, noting levels of behavioral, emotional, and cognitive engagement.

These records served as a crucial source of formative evaluation, helping instructors adjust practices in real time. As a consequence, several strengths emerged during the process evaluation. A notable dynamic in student learning engagements were reported, especially in high-pressure contexts such as academic speaking. The classroom dynamics improved through increased engagement and verbal confidence. Learners appeared more willing to speak, share opinions, and engage in peer discussion in the classroom as shown in Figure 1.

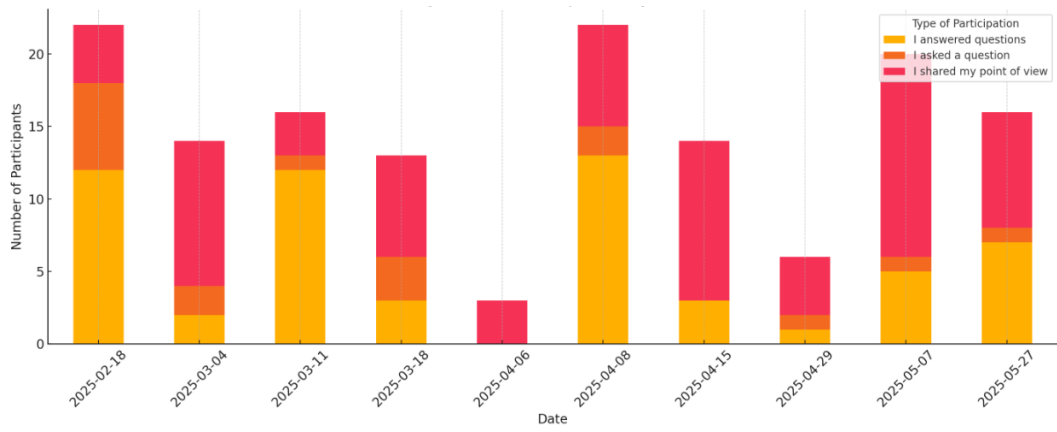


Figure 1. Students' learning engagement dynamics

Figure 1 illustrates improved student engagement during mindfulness-integrated instruction. Key patterns include increased verbal participation, greater classroom focus, and enhanced peer interaction, especially in high-pressure speaking tasks, demonstrating the program's positive impact on academic confidence and emotional regulation.

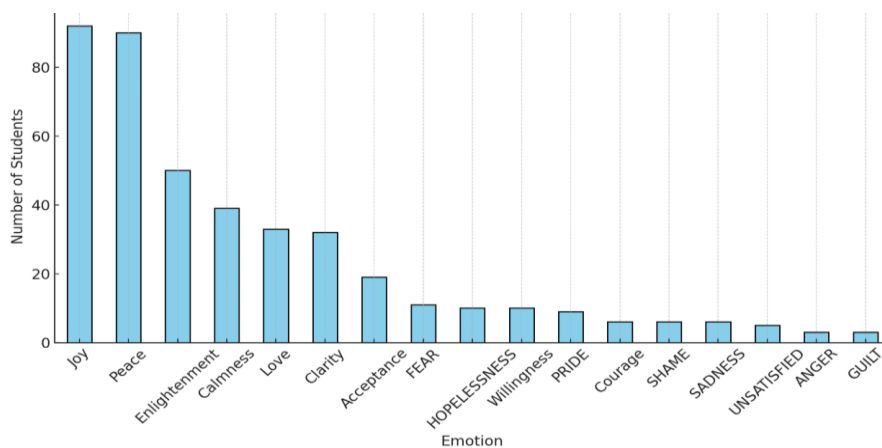


Figure 2. Students' emotional landscape

Another strength is that the mindfulness program helps create a learning environment that supports emotional well-being. Figure 2 illustrates the distribution of dominant emotions experienced by students during class sessions. The most frequently reported emotions include joy, calmness, and pride, suggesting a generally positive emotional climate that further supports the program's effectiveness in fostering emotional well-being, focus, and personal growth in a

like “*problem*,” “*challenging*,” and “*confidence*” indicates that students are undergoing personal growth, navigating emotional and cognitive demands as part of their learning journey. Taken together, the word cloud visually confirms that the course fostered a learning environment where students were encouraged to both master academic skills and develop self-awareness as learners.

While the Word Cloud provides a lexical overview of the most frequently mentioned concepts in students’ reflections, it does not convey how these ideas were distributed across individual learners. To gain a deeper understanding of the thematic saturation and pattern of engagement, a manual coding process was employed to identify which themes appeared in each student’s response. The resulting Theme vs Respondent Matrix in Table 1 offers a more structured view of how the five core themes (Emotional Regulation, Academic Communication, Self-Reflection, Self-Management, and Application of Learning) emerged across the dataset. This matrix highlights both the pervasiveness of certain themes and the interconnectedness of affective and cognitive domains in learner experiences.

Table 2 Theme vs Respondent Matrix

No	Main Theme	Sub-theme	General Keywords
1.	Emotional Regulation	Managing anxiety, enhancing self-confidence	anxiety, nervous, confidence
2.	Academic Communication	Speaking and listening in academic contexts	speaking, listening, academic communication
3.	Self-Reflection	Self-evaluation, awareness of personal strengths and weaknesses	reflection, self, realize
4.	Self-Management	Time management, planning for study	time, manage, plan, discipline
5	Application of Learning	Applying new skills in academic tasks and practical settings	apply, improve, use, practice

Table 2 presents an overview of the five main themes identified through the thematic analysis of student reflections, along with their corresponding subthemes and keyword indicators. The theme of *Emotional Regulation* focuses on how students manage anxiety and build confidence, particularly in high-pressure speaking tasks. *Academic Communication* highlights the development of listening and speaking skills within formal learning environments. *Self-Reflection* encompasses students’ growing awareness of their strengths and limitations through metacognitive evaluation. The *Self-Management* theme reveals challenges and strategies related to time planning and academic discipline. Lastly, *Application of Learning* emphasizes how students intended to apply newly acquired skills in practical, real-world academic contexts. The inclusion of general keywords provides transparency in the coding process and reflects the lexical patterns observed in both the Word Cloud and the coding tree. This matrix lays the groundwork for understanding how these themes manifested across individual student responses. As shown in the subsequent Theme vs Respondent Matrix (Table 1), most students exhibited multiple overlapping themes in their reflections, with Academic Communication and Application of Learning being the most frequently coded across the data set.

While the Theme vs Respondent Matrix highlights the distribution of themes across individuals, the Coding Tree Visualization (Figure 4) illustrates the hierarchical relationship

between the five main themes and their corresponding subthemes. This diagram provides a clear representation of how recurring ideas such as *confidence*, *academic speaking*, *reflection*, and *time management* were conceptually grouped during the coding process. It reinforces the analytical structure of the thematic framework and enhances the transparency of how raw reflections were synthesized into meaningful categories.

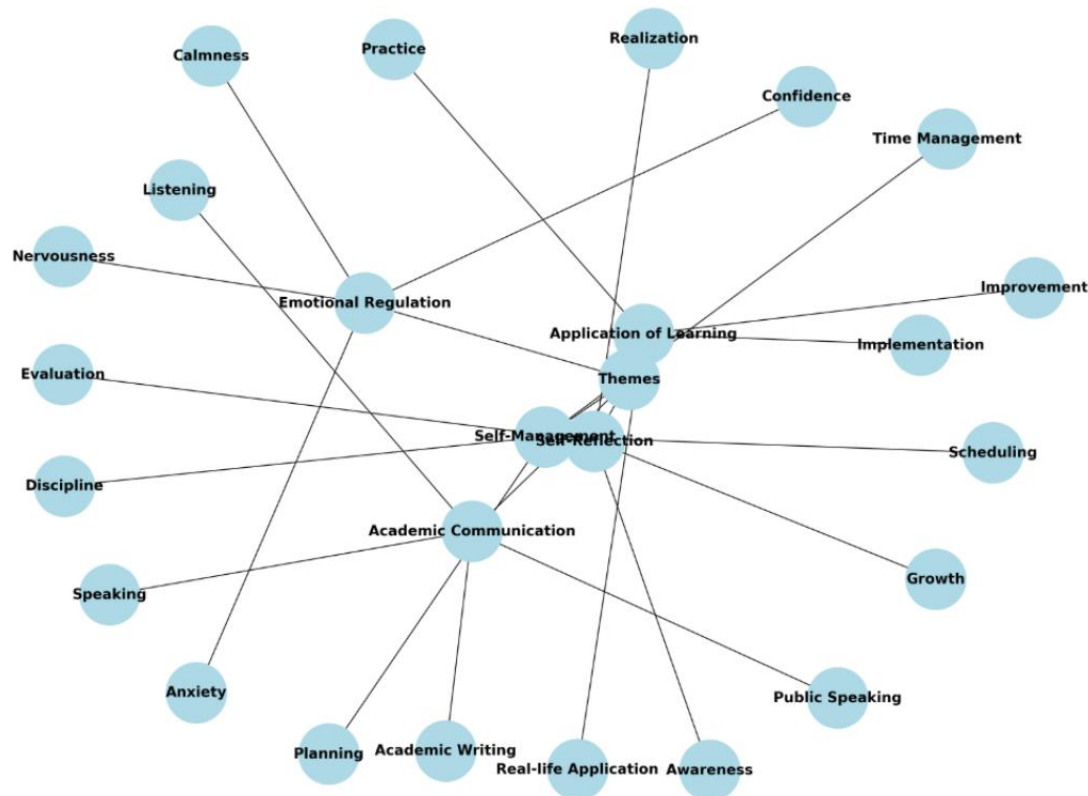


Figure 4. Thematic map

The thematic map in Figure 4 visualizes the relationship among emotional regulation, academic communication, self-reflection, self-management, and application of learning. At the center of the map lies the overarching node “Themes,” which branches outward into major thematic domains. Each theme is connected to several subthemes, indicating how students’ experiences and reflections are distributed across both affective and cognitive dimensions of academic learning. The map highlights conceptual overlaps and proximities. For instance, *Emotional Regulation* is tightly linked with sub-themes such as anxiety, nervousness, and confidence, illustrating students’ efforts to manage internal states while engaging in academic tasks. Similarly, *Academic Communication* connects with speaking, listening, and public speaking, reflecting a strong emphasis on linguistic performance and interaction in formal contexts. The placement of nodes such as planning, evaluation and real-life application in close vicinity of several main themes such as *Self-Reflection*, *Self-Management*, *Application of Learning* indicates interdependence of themes. Such interconnected relationships signify the holistic approach of the students in learning when they develop skills, know themselves, and grow emotionally all at the same time. Overall, the thematic map is a visual representation of the nonexhaustive representation of the interaction of learner cognition, emotion, and action, and a structural grasp of how students internalized and reacted to course events.

Thematic conclusions based on identifications in students' reflective journals demonstrate a close combination of affective and cognitive learning domains in an academic communication course. In this section, the author explains how these themes can be used in teaching language study, metacognition, and emotional development within EFL settings. The salience of emotional control, especially in connection with anxiety and nervousness when speaking in front of an audience, proves the existence of an affective barrier that EFL learners confront. Previous studies emphasize that emotional awareness strategies should be incorporated into language education as students manage performance pressure and develop self-confidence and agency (Topal, 2024; Mubarak & Nurindah, 2023; Coombe et al., 2020). However, the present study contributes to this discussion by indicating that students have shown improvement in terms of confidence levels. This result speaks to the ability of mindfulness-related instruction and reflective tasks to enhance emotional resilience and support learning self-regulation.

Through their reflections, students have shown that academic writing, listening, and speaking are not only skills to be acquired but also key resources needed to participate in meaningful academic activity. This finding of the present study also confirms the significance of teaching genre conventions and developing rhetorical flexibility in formal academic tasks (León Pérez & Martín Martín, 2016). This focus on clarity, logic, and precision of presentation is also consistent with current trends in English for Academic Purposes (EAP), which emphasize interaction and purposeful communicative language activities.

The consistent emergence of self-reflection in students' responses points to a growing level of metacognitive awareness. From the process perspective of the CIPP evaluation model, learners demonstrated the ability to evaluate their learning processes, identify areas for growth, and articulate actionable strategies for improvement (Tsintsadze et al., 2024; Topping, 2023). These reflective insights suggest that guided journaling supports not only emotional expression but also goal-oriented thinking, which is a crucial element of self-directed learning in higher education. While previous studies have emphasized reflective learning in general, the present study contributes additional insight by illustrating how reflective journaling may support both emotional regulation and academic communication development within EFL contexts. Time management and planning appeared as recurring challenges for students, particularly when attempting to balance task demands with emotional readiness. However, many also shared new strategies they had begun adopting, such as using scheduling tools or organizing daily routines. This indicates that integrating self-management skills into academic communication courses can build students' capacity for independent learning, a skill increasingly emphasized in post-pandemic educational contexts (Lukashenko, 2021).

A key insight from the reflections was the strong intent to apply newly acquired communication strategies in real academic settings. This reflects a critical dimension of learning, which has gained renewed focus in outcome-based education. Students reported plans to implement techniques related to public speaking, academic writing, and interactional communication in future presentations, indicating a deep engagement with the course material (Sunarti, 2024). The present study supports this perspective by showing that students did not view these strategies as isolated classroom tasks but as transferable tools for future academic participation. In addition to the hierarchical coding structure, the Thematic Map (Figure 4)

offers a visual representation of the conceptual relationships between main themes and their respective subthemes. Rather than presenting a rigid classification system, this map illustrates how affective, cognitive, and behavioral aspects of learning are interwoven in students' reflective experiences.

The central node, "Themes," branches into five domains, which are Emotional Regulation, Academic Communication, Self-Reflection, Self-Management, and Application of Learning, each surrounded by sub-themes derived from participant responses. For instance, the proximity of terms such as "anxiety," "nervousness," and "confidence" under Emotional Regulation, or "planning," "discipline," and "time management" under Self-Management, reveals how learners perceive and organize their learning experiences. It is noteworthy that some of the sub-themes, including but not confined to real-life application, awareness, and evaluation, seem to be applicable in two or more domains. This conceptual overlap implies that the emotional, cognitive, and behavioral learning of students does not occur in isolation but is a relatively holistic process. The findings correlate with modern ideologies in educational psychology, whose focus is the interaction of motivation, regulation, and performance to influence learner development (Howard et al., 2021). In this way, the thematic map reflects the usefulness of reflection-based instruction in providing students with the chance to verbalize and synthetically reflect on their emotional and intellectual development. It also proves the significance of organizing the EFL course in a way that allows students to experience language not only as a system of abilities but also as a means to cope with problems, consider personal development, and decide what is to be done next.

The themes combined corroborate the idea that reflective journaling is an effective tool in promoting integrated learning, the learning process in which emotional, cognitive and behavioural components of learning are not experienced separately, but work as a unit. As the reflective entries reveal, learners were not only gaining academic skills but also learned to control their emotions, maintain the schedule, and analyze personal progress (Khan & Jameel, 2024). Journaling creates a metacognitive space whereby students can construct the meaning of their experiences, become emotionally insightful and coordinate learning with academia requirements (Alt & Raichel, 2020). Moreover, an academic communication model based on mindfulness seems to promote academic skills and emotional strength, including the capacity to manage anxiety, self-doubt, and communication apprehension (Wang, 2022). With this twofold advantage, we find ourselves in the midst of a greater pedagogical shift in language teaching where, since the turn of the century the focus shifts towards self-development and communicative competence defined nowadays by well-being, motivation and self-reflection. By offering students some effective but thoughtful areas where students make sense of what they have learned, there are higher chances that students will come up with sustainable learning behaviors, establish self-control and go deep into the academic materials (Ziemińska, 2023). These results confirm the worth of planning the IFL teaching with purposeful inclusion of reflection, emotional and strategic album of the learning.

Although the themes were strong, the present study had been based on self-reported internalizations, which could be biased by the perceptions, motivation or rhetoric knowledge of the students. Therefore, claims should be interpreted as perceived development rather than objective evidence of improvement. This limitation is important because reflective journals

explain how students understand and describe their learning, but they do not necessarily show whether these changes were reflected in actual classroom performance. Future studies could triangulate reflective data with classroom observation or analysis of real performance discourse. In addition, longitudinal data would provide a more sensitive understanding of how emotional regulation and self-management develop over time. Besides, the changes in emotional regulation and self-management throughout the period might be more sensitive using the longitudinal data.

CONCLUSION

This study constitutes a comprehensive evaluation of the 'English for Academic Communication' course within the English Language Education Study Program at Universitas Mahasaraswati Denpasar. By utilizing the CIPP (Context, Input, Process, and Product) evaluation model, this research provides a systematic assessment of curriculum relevance, resource allocation, implementation fidelity, and the resulting pedagogical outcomes. Participants' reflections suggest that the course transcended its instructional objectives, fostering a meaningful evolution in their academic discourse. Beyond linguistic gains, students articulated a heightened sense of emotional regulation and self-awareness, which they perceived as foundational tools for sustained intellectual growth and future knowledge acquisition. The deliberate incorporation of mindfulness practices functioned as a foundational support for students' self-regulatory and communicative performance. This approach fostered a holistic alignment where emotional equilibrium and self-insight were leveraged as essential drivers for effective learning. Despite the fact that there are certain areas where further development can take place like enhanced time management plans and allowance of interaction between peers, the general implications demonstrate that the English academic communication course can be taken as one of the valuable and transformative elements in the curriculum at the English Study Program located at the Mahasaraswati University, Denpasar. A student-centered design that is based on mindfulness presents a replicable approach to the development of emotionally engaged and cognitively empowered EFL learners.

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