



**Positive Psychology
in Teaching and Learning English as a Foreign Language:
A Review of Scholarly Articles**

**Master's thesis
Päivi-Maria Jaatinen**

**University of Jyväskylä
Department of Language and Communication Studies
English
May 2019**

Päivi-Maria Jaatinen

Positive Psychology in Teaching and Learning English as a Foreign Language:
A Review of Scholarly Articles

UNIVERSITY OF JYVÄSKYLÄ

Faculty Humanities and Social Sciences	Department Language and Communication Studies
Author Päivi-Maria Jaatinen	
Title Positive Psychology in Teaching and Learning English as a Foreign Language: A Review of Scholarly Articles	
Subject English	Level MA Thesis
Month and year May 2019	Number of pages 95
Abstract <p>Positive psychology has developed and increased its influence beyond the field of psychology during the last two decades. It has expanded into education, and more recently into the research of foreign language teaching and learning. Positive psychology is often understood as a sub-area of psychology, which studies positive subjective experiences, positive individual traits, and positive institutions (Seligman and Csikszentmihalyi 2000) or optimal functioning of individuals (Sheldon et al. 2011).</p> <p>Subjective well-being (SWB) and psychological well-being (PWB) are two important constructs of well-being in positive psychology. In the recent years, well-being of students has become increasingly important issue in foreign language education. Meanwhile, English language has strengthened its special position as a global and international language.</p> <p>However, little is understood about the many, possible ways how positive psychology might be applied in teaching and learning English as a foreign language (EFL). This study uses the method of a critical review as a tool in order to research how the connection between positive psychology and teaching and learning English as a foreign language has been presented in the previous body of peer-reviewed, academic articles on the timescale of 2008-2018.</p> <p>The critical review includes a systematic search process of data material, mapping of publication journals, demonstration of the quantity and categories of literature, and analysis of the articles considered as most relevant to the topic.</p> <p>As a conclusion, the application of positive psychology in teaching and learning of English as a foreign language is a recent phenomenon. Most of the research has been conducted during the current decade and they focus principally on the issues concerning foreign language anxiety (FLA), foreign language enjoyment (FLE) and positive emotions. The connection between positive psychology and teaching and learning English as a foreign language is most often considered as an influence or impact on the fields of second or foreign language acquisition in order to focus the research more on positive emotions or experiences. More research and knowledge is needed on the topic of meaningful and positive teaching and learning experiences in relation to English as a foreign language and how the theories of positive psychology can be applied in practice.</p>	
Keywords English as a foreign language (EFL), English language teaching, English language learning, positive psychology, psychological well-being	
Depository Jyväskylä University Library	

JYVÄSKYLÄN YLIOPISTO

Tiedekunta Humanistis-yhteiskuntatieteellinen tiedekunta	Laitos Kieli- ja viestintätieteiden laitos
Tekijä Päivi-Maria Jaatinen	
Työn nimi Positive Psychology in Teaching and Learning English as a Foreign Language: A Review of Scholarly Articles	
Oppiaine Englanti	Työn laji Pro gradu -tutkielma
Aika Toukokuu 2019	Sivumäärä 95 sivua
Tiivistelmä Kahden viime vuosikymmenen aikana positiivisen psykologian teorioiden käyttö on laajentunut koulutuksen alalle. Viime vuosina positiivista psykologiaa on alettu soveltaa myös vieraiden kielten opetuksen ja oppimisen tutkimuksessa. Positiivista psykologiaa pidetään usein psykologian osa-alueena, joka tutkii subjektiivisia, positiivisia kokemuksia, myönteisiä, yksilöllisiä luonteenpiirteitä ja positiivisia instituutioita (Seligman ja Csikszentmihalyi 2000) tai yksilön optimaalista toimintaa (Sheldon ym. 2011). Subjektiivinen hyvinvointi (SWB) ja psykologinen hyvinvointi (PWB) ovat kaksi tärkeää positiivisen psykologian osa-alueita. Viime vuosina opiskelijoiden hyvinvointi on tullut yhä tärkeämmäksi kysymykseksi vieraiden kielten opetuksessa. Samaan aikaan englannin kieli on vahvistanut asemaansa maailmanlaajuisena ja kansainvälisenä kielenä. Silti positiivisen psykologian mahdollisesta käytöstä ja soveltamisesta englannin kielen opetuksessa ja oppimisessa on verrattain vähän tietoa. Tässä tutkimuksessa käytetään kriittisen kirjallisuuskatsauksen menetelmää (critical review) työkaluna, jonka avulla tutkitaan vertaisarvioituja, akateemisia artikkeleita, jotka liittyvät sekä positiiviseen psykologiaan että englannin kielen opetukseen ja oppimiseen vieraana kielenä. Artikkelit on julkaistu aikavälillä 2008–2018. Tutkimus sisältää seuraavat kriittisen kirjallisuuskatsauksen tutkimusvaiheet: systemaattinen tutkimusmateriaalin etsintä, julkaisujen kartoitus, vertaisarvioitujen artikkelien luokittelu sekä aiheen kannalta olennaisten artikkelien analysointi. Johtopäätöksenä on, että positiivisen psykologian soveltaminen englannin kielen opettamisen ja oppimisen tutkimuksessa on viimeaikainen ilmiö. Suurin osa vertaisarvioidusta tutkimuksesta on toteutettu kuluvan vuosikymmenen aikana, ja tutkimukset keskittyvät pääasiassa kieliähdistukseen, mielihyvään ja myönteisiin tunteisiin. Positiivinen psykologia käsitetään vertaisarvioidussa kirjallisuudessa pääasiassa välillisesti, vaikutuksena kieltenopetuksen ja kielen oppimisen tutkimukseen. Positiivisen psykologian vaikutus ilmenee suuntautumisenä aiempaa enemmän vieraan kielen oppimiseen liittyvien myönteisten tunnetilojen ja kokemusten tutkimiseen. Lisää tutkimusta tarvitaan kuitenkin siitä kuinka positiivisen psykologian teorioita voidaan soveltaa englannin kielen opetuksessa ja oppimisessa ja kuinka merkityksellisiä ja myönteisiä opetus- ja oppimiskokemuksia voidaan lisätä käytännön opetustyössä.	
Asiasanat Englannin kieli, kieltenopetus, kielen oppiminen, positiivinen psykologia, psykologinen hyvinvointi	
Säilytyspaikka Jyväskylän yliopiston kirjasto	

CONTENTS

Abstracts

Contents

List of Tables

1. Introduction

1.1. Background	7
1.2. Aims	10
1.3. Research question and method	11
1.4. Research material and research structure	13

2. Frameworks of the critical review

2.1. Teaching and learning English as a foreign language (EFL)	15
2.2. Positive psychology and foreign language acquisition	22

3. Critical review

3.1. The design of the search process	29
3.2. The research fields and journals	32
3.3. Categories of the studies	34
3.4. Analysis of the selected studies	43

4. Discussion and conclusions

4.1. Discussion	65
4.2. The main results	74
4.3. Suggestions for further research	75

Appendix I

Bibliography

LIST OF TABLES

All tables are made by the author and represent the original research of the author.

Table 1. Aims of the research

Table 2. Key question of the research

Table 3. Subquestions of the research

Table 4. Research material of the study

Table 5. Databases selected and used for the search of peer-reviewed articles

Table 6. Search requirements used for databases

Table 7. Peer-reviewed journals searched manually

Table 8. Academic journals of the data material

Table 9. Inclusion criteria for analysis

Table 10. Exclusion criteria for analysis

Tables 11–15. Data material: categories I–IV

Tables 16–33. Analysis of the most relevant articles. Selected articles I–XVIII.

APPENDIX I

Table 34. Total body of the data material: peer-reviewed articles 2008–2018

1. INTRODUCTION

1.1. Background

The ability to communicate in a foreign language is important in the global society, working and academic life, but it can also have beneficial impacts on the psychological well-being of an individual. Psychological well-being (PWB) is one of the research areas of a larger paradigm of positive psychology (PP), which can still be considered as a relatively new research perspective, especially in connection to applied linguistics or foreign language teaching and learning. Positive psychology, in general, aims to research and advance the factors that allow optimal personal function and growth in human life. It studies emotions, meaningful experiences and personally expressive activities among others.

The process of learning a language, such as English as a foreign language (EFL), can offer significant pathways for personal growth, autonomy and individual development. Positive English class climate can provide possibilities for relatedness and meaningful, social relationships with the peers and the teacher for the language learner. Over the past two decades, the field of positive psychology has expanded and connected in an interdisciplinary way to different research disciplines. Although there has been increasingly research on the use of positive psychology (PP) generally at school, only few studies have concentrated on the application of positive psychology in foreign language learning and teaching, and especially on teaching English as a foreign language. Thus, relatively little is known about the possible application of the theories of positive psychology in teaching and learning English as a foreign language. However, the understanding of the different dimensions of positive psychology in relation to teaching and learning English as a foreign language could also advance the development of new, more well-being oriented courses and study material in practice.

The well-being of students, especially in the age groups of adolescence (13–17 years old) and young adulthood (18–19 years old) is an increasingly significant issue in education. The general increase of applied positive psychology in education has meant that lately the interest has focused on a more holistic and preventative view on student well-being at schools (for example, Seligman et al. 2009; Waters 2011; White and Waters 2015; Shankland and Rosset 2017; Borkar 2016; Dabas and Singh 2016; White 2016; Muro et al. 2018 ; Raley, Shogren, McDonald 2018).

This development and concentration on well-being can also be seen on the curriculum level. For example, in Finland the latest national core curriculum of upper secondary school (Opetushallitus 2015: 34) states that the upper secondary school studies, in general, will enhance the sense of community, well-being and inclusion. Well-being as one of the aims of the upper secondary school studies is mentioned in the national core curriculum several times. Firstly, the aim of the curriculum is to provide solutions that support students' well-being, and secondly, the education promotes democracy and well-being, builds a knowledge base for the environment and the public's well-being, promotes sustainable well-being and inclusion, and builds community, inclusion and well-being by strengthening interaction, cooperation and expression skills (Opetushallitus 2015: 2–4, 7–9).

Thirdly, the cooperation between home and school should support the well-being of the student, and the objective of the student care is to promote well-being. Fourthly, well-being and security are understood as common themes for all Finnish upper secondary schools (Opetushallitus 2015: 10, 25–26, 201). Fifthly, and in the context of specific English language studies as EFL, the curriculum also states that one course '*Ihminen verkostoissa*' ('*Human being in the networks*') addresses, among other topics, human relations and psychological, physical and social well-being (Opetushallitus 2015: 110). The curriculum also encourages to develop meaningful learning experiences.

However, in the aforementioned curriculum, the concept of well-being is mainly used as a generalization and no distinctions or descriptions are given about the actual content or the meaning of the concept in these diverse contexts. It can also be stated that the practical everyday teaching and learning in the Finnish upper secondary school still concentrates mostly on the competence goals of the national core curriculum and in the context of the English language, on the levels of English proficiency and academic achievement. This is due to the structure of the matriculation examination and the importance of its results in relation to the acceptance of the students for the further, higher

education. The sufficient needs and goals in respect to the subject competence of English, but also the well-being of the students should be addressed in teaching and learning EFL.

Well-being is obviously an issue that needs to be taken into account in English language teaching and learning but researchers have shown little interest on how to actually incorporate well-being aims to the design of courses, study material, tasks, tests and everyday teaching practice. Moreover, the special position of the English language is rarely discussed in connection to well-being aims. During the past decades, English has become a global language. According to the British Council, English is spoken at a useful level by some 1.75 billion people in the world, non-native speakers outnumbering the native speakers of English by an estimated ratio of 4:1 (British Council 2013: 4–5). This means that English language is increasingly popular as an international, non-native language, most often called as 'English as a second language' (ESL), 'English as a foreign language' (EFL), or 'English as an additional language' (EAL).

Teaching and learning English as a foreign language is a multidimensional meaning-making process. English language teaching and learning in general should take into account the learner's needs and wants and personally sufficient level of English competence, promoting the development of a self-actualizing, communicative, expressive and globally oriented language learner. This would mean that in addition to the knowledge of linguistic achievement and competence, there should also be a more dynamic and up-to-date understanding of the design of the concrete courses, lessons, study materials and educational spaces in relation to the psychological well-being of the students. More emphasis should be focused on the factors and versatile dimensions of psychological well-being, such as interest, engagement, meaning, personal growth and possible, state-like or trait-like positive emotions in the context of foreign language teaching and learning.

However, a lot of research energy has previously been focused on the topic of foreign language anxiety (FLA). Several second language (L2) teaching and learning researchers have noted that L2 research has a long tradition on studying negative emotions concerning foreign language learning (Oxford 2014; Jin and Zhang 2018; Dewaele and Alfawzan 2018; Elahi Shirvan and Taherian 2018; Elahi Shirvan and Talebzadeh 2018; Ross and Rivers 2018). Researchers have only recently started to focus more on the nature of positive emotions, enjoyment, or personal strengths in the context of foreign language teaching and learning, mostly due to the impact of the application of positive psychology's theories in L2 research.

My initial aim was to study and develop new authentic, multimodal, creativity-based and well-being oriented tasks for teaching English as a foreign language on the upper secondary school level. However, in order to be able to design new EFL study material that would incorporate theories of positive psychology, I soon found out that it was necessary to research what is actually meant by positive psychology in the peer-reviewed academic literature concerning teaching and learning English as a foreign language. Therefore, this study presents a critical review and summary of previous research carried out in this particular study area.

1.2. Aims

The present study aims to respond to the growing societal needs concerning educational research which pays attention to the possible well-being impacts of foreign language learning. The underlying principle is that further research and good teaching practice can be informed and developed by relevant contemporary research.

TABLE 1. Aims of the research

What is already known about this topic	What new aspects this research adds
<ul style="list-style-type: none"> • There is a growing number of studies that concern generally positive psychology in education. • There is a growing number of studies that concern positive psychology, and second language learning and teaching. • There is uncertainty in the use of concepts and definition of terms. • There is a need to research how positive psychology is understood in the field of teaching and learning English as a foreign language. 	<ul style="list-style-type: none"> • Identification of the main research fields of the peer-reviewed articles. • Identification of the main academic journals. • Identification of the key theoretical frameworks and statements presented in the selected articles. • Identification of the connection of English language teaching and learning studies to positive psychology. • Conclusions based on the review. • Suggestions for further research.

The objectives of this research are: (1) to conduct a critical review of the contemporary, international, peer-reviewed academic articles on the timescale of 2008–2018, concerning the subject matter of positive psychology in relation to teaching English as a foreign language; (2) to conduct an analysis of the usage of concepts, methods, key outcome statements, the possible connection to positive psychology and possible implications for English language teaching and learning; and (3) to formulate conclusions potentially capable of guiding further research.

The results of this study may benefit English language teaching and learning, applied linguistics, educational design research and EFL study material design and development. The group of professionals that may benefit the most from the study includes teachers, educational designers, researchers, educational practitioners as well as policy makers in the educational sector. In addition, the research may benefit psychologists interested in positive psychology and education. It may also benefit EFL teacher students and English students who are interested in positive psychology.

1.3. Research question and method

This study strives for finding connections to positive psychology in the separate studies.

The main research question was constructed as "How is the possible link between positive psychology and teaching English as a foreign language presented in the contemporary, peer-reviewed articles?"

TABLE 2. Key question of the research

(i) How is the possible connection between positive psychology and teaching and learning English as a foreign language presented in the contemporary, peer-reviewed articles?

The hypothesis was that there is a possibility for a link between positive psychology and teaching and learning English as a foreign language, and this relation may be presented in the contemporary, peer-reviewed research. Presentation as a concept refers here to the idea that the discourses of scientific language are constructed (Jaatinen 2015; Gilbert and Mulkey 1977; Gilbert and Mulkey 1982). The key question can be divided into more subquestions concerning the methodology, conceptualizations and possible implications for further research.

TABLE 3. Subquestions of the research

- (i) What research methods have been used to study positive psychology and teaching and learning English as a foreign language?
- (ii) Is it possible to draw conclusions and recommendations from the contemporary, peer-reviewed research concerning positive psychology and teaching and learning English as a foreign language that might further research?

The subquestions of the research concern the specific research methodology of each, selected study, the possible link between positive psychology and teaching and learning English as a foreign language, the conceptualization of the aforementioned relation, and the possibility for drawing conclusions and recommendations for advancing further research. Concerning the issue of conceptualization, I was also interested to find out how the concepts of positive psychology were discussed in the academic research.

This research applies the method of critical review. Throughout this research, the term 'critical review' refers to a specific research method and a particular type of review. Critical review is one of the many review methods used in the contemporary research. Grant and Booth (Grant and Booth 2009: 94–95) identified and analysed fourteen different review types from research literature: critical review, literature review, mapping review/systematic map, meta-analysis, mixed studies review/mixed methods review, overview, qualitative systematic review/qualitative evidence synthesis, rapid review, scoping review, state-of-the-art review, systematic review, systematic search and review, systematized review, and umbrella review. Furthermore, Booth, Papaioannou and Sutton (2012) described later twelve different types of reviews: critical review, integrative review, literature review, mapping review, meta-analysis, mixed methods review, overview, qualitative systematic review, rapid review, scoping review, state-of-the art review, systematic search, and review.

Even though the typology of reviews is slightly different in these two, aforementioned studies, the authors described the method of critical review in the similar manner. According to the researchers, a critical review differs from the other review methods in the following aspects: a critical review aims to demonstrate extensive research; it offers a critical evaluation of the quality of the research; it seeks a contribution for theory through the analysis and interpretation of the research material; and it offers a possibility to investigate what has been found and what is missing in the research (Grant and Booth 2009: 93–94; Booth, Papaioannou, Sutton 2012: 26).

Moreover, the term 'critical' is understood here in the context of review procedure and in the same sense as Grant and Booth used the term in their 2009 typology - as providing an opportunity 'to take stock' and evaluate what is of value to a specific subject matter from the previous body of academic and peer-reviewed research (Grant and Booth 2009: 93). Thus, the term 'critical' is understood here more as an evaluation of the research literature, or a presentation of a scholarly analysis and commentary. Even though critical reviews may not always demonstrate systematicity, this research includes a systematic search process of data material, mapping of publication journals, demonstration of the quantity and categories of the data material, and detailed analysis of the articles considered as most relevant to the topic.

1.4. Research material and structure

For the benefit of the research, the scope of the research material has been confined, and the second title of this study 'A Review of Scholarly Articles' refers specifically to peer-reviewed articles. As can be seen from the table below, the research material of this study consists of the contemporary, peer-reviewed and international research published in academic journals as original articles in the subject area of positive psychology and teaching and learning English as a foreign language on the timescale of 2008–2018.

TABLE 4. The research material of the study

The peer-reviewed articles concerning positive psychology and teaching and learning English as a foreign language on the timescale of 2008–2018.
--

The study is organized in four chapters.

Chapter 1, Introduction, describes the background, aims and objectives, research questions, methods, research material and the structure of this study.

Chapter 2, Frameworks of the critical review, offers perspectives to the understanding of the fields of teaching and learning English as a foreign language (EFL) and positive psychology in this research.

Chapter 3, Critical review, describes the systematic search process of the data material, mapping of publication journals, demonstration of the quantity and categories of academic literature, and analysis of the articles considered as most relevant to the topic.

Chapter 4, Discussion and conclusions, discusses the main results of the study, offers conclusive statements, and suggestions for further research.

Appendix I, lists the total amount of peer-reviewed articles as data material.

Bibliography lists annotated references.

2. FRAMEWORKS

2.1. Teaching and learning English as a foreign language (EFL)

The principal frameworks of this study are positive psychology and teaching and learning English as a foreign language (EFL). The frameworks themselves create perspectives that are taken into consideration also in the analysis of the data material. Therefore, it is necessary to discuss the frameworks of teaching and learning English as a foreign language and positive psychology first. My personal interest in the topic of this study originates from my work as an art and design researcher with the issues concerning psychological well-being and the nature of meaningful activities for several years. As a teacher of English, I consider English as an international and global language, which is now learnt also outside the classroom, and I am especially interested in the functional, meaning-based and communicative use of English, such as Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL). These three perspectives of teaching and learning English as a foreign language - its international nature, the different ecological settings, and emphasis on communication, are discussed next.

According to Larsen-Freeman (Larsen-Freeman 2003) teachers tend to teach based on their conception of what language is. Larsen-Freeman herself described language in general as a meaning-making process, which includes formation of linguistic forms in context-appropriate ways. For Larsen-Freeman language is dynamic and involves communication, meaning, thinking, self-expression and creativity. I support this dynamic and communicative, general view of a linguistic process, and in order to add another dimension that has been important to me, Ludwig Wittgenstein (1989-1951) noted that in language we have different kinds of words, which we use and group in various ways

depending on our own inclination (Wittgenstein 1978: 8). Thus, we should not try to, for example, examine the general explanation of a word or a concept, but instead its usage, and evaluate its application (Wittgenstein 1978: 31). Moreover, the understanding of discourses, which can be seen as constructing the reality along with representing its dimensions, has always been important to me. The discourse analytical view considers texts as performing action, and raises questions on how language is used to achieve an action. In this perspective the focus is, according to Brown and Yule (Brown and Yule, 1984: 280), on the use of linguistic expressions in a context for a particular purpose.

Throughout this research English language teaching and learning is conceptualized mainly as a foreign language (EFL). This is due to the fact that the starting point for reflection is in the experiences of the Finnish educational system, where it is compulsory to study two foreign languages during basic education, one of the languages being the second national language, Swedish or Finnish. Municipalities are the most common education providers and decide which languages are offered as foreign languages. English is the most common first compulsory language. The teaching and learning of English as a foreign language usually starts from the grade 3 of comprehensive school in Finland (Finnish National Agency for Education 2015).

Teaching English as a foreign language has a long, international history. Howatt and Smith (Howatt and Smith 2014: 78) described in their overview of historical developments in teaching English as a foreign language (EFL) four periods: The Classical Period (1750–1880), a reflection of the teaching of classical languages; The Reform Period (1880–1920), concentration being on the teaching of spoken language; The Scientific Period (1920–70), focus on the scientific basis for teaching; and The Communicative Period, core concern being the possibilities for real-life communication. Moreover, it is important to note that, for example, Nassaji and Fotos (Nassaji and Fotos 2011: 123) stated that nowadays most English language teaching and learning in the world occurs in the foreign language context where the teachers are non-native speakers of English.

Therefore, English is considered here as a genuinely global and international language. The use of the English language plays an increasingly important part in the current globalization, the process by which national economies, societies and cultures communicate and integrate more around the world. The worldwide expansion of English, the so-called 'English Effect' (British Council 2013), interests also researchers. Crystal noted in 2004 (Crystal 2004: 27) that he did not lecture about English as 'a world language' in the 1960s or

the 1970s, and that the issue of English as a global *lingua franca* came to the fore in the 1990s. According to Rajagoplan, there have been many attempts to provide a sufficient name or term for this particular phenomenon. According to Rajagoplan these include: 'International English', 'English as an International Language', 'English as a world language', 'English as a global language', 'English Languages', 'English Around the World', 'English as a World Language', 'English in Britain and overseas', 'Englishes', 'Post-imperial English', 'Global English', 'Globalizing English', 'Global Englishes', 'Lingua Franca English', 'English as a Lingua Franca', 'English as a World Language', 'World English', and 'World Englishes' (Rajagoplan 2012: 377). All of the aforementioned terms have a slightly different meaning.

According to Rajagoplan, the term world-English (with the letter "w" in the lower case and a hyphen) gained legitimacy when it was inducted as an entry into the Oxford English Dictionary in 1989 (Ragoplan 2012: 382). Now it is written as 'World English' in the Oxford English Dictionary and defined as:

1) An international variety of English regarded as standard or acceptable wherever it is spoken in the world; (also) the fundamental features of such a variety; 2) English as spoken around the world and regarded as comprising numerous differing regional varieties (usually excluding those of Britain and the United States); 3) Any of the national regional varieties of English (but usually excluding those of Britain and the United States) (Oxford English Dictionary 2018).

Rajagoplan argued that, for example, when we use the term 'World English', it actually means that the English language belongs to the whole world. Rajagoplan explained that this would also mean that there are no native speakers of 'World English' and, therefore, perhaps the division between native and non-native English speakers might be permanently outdated (Ragoplan 2012: 383).

However, the term 'World Englishes' in a plural form is also constantly used. For example, according to Bruthiaux, especially the first decade of the 21st century has seen an expansive growth in the research of 'World Englishes', meaning the varieties of English in terms of their structural characteristics and ecology. Bruthiaux stated that the use of 'World Englishes' carries with it a presumption of different varieties of English, especially in postcolonial settings, and this perspective of 'World Englishes' may also have many implications to EFL teaching (Bruthiaux 2010: 365).

The spread of the English language and its implications to the language policy of different countries may also have effects on the attitudes of EFL learners towards the English language. For example, Saito researched the views of Japanese university students at an Australian university in regard to three arguments: English has become the global language and it will dominate the world; the increasing use of English loan words has undesirable influence over Japanese society; and Japanese are pressed to learn English (Saito 2017: 269). Saito found negative repertoires, such as a protectionist repertoire concerning one's native language and its position to English (Saito 2017: 273–275). However, Saito discovered also positive views such as a will to accept English in the nation's interest or as a means to a practical end. Most importantly, there was a notion of being a world citizen in a global and cosmopolitan community in the context of the English language use (Saito 2017: 275–277).

The different perspectives of 'International English' or 'World English' or any equivalent term matter in the field of teaching and learning English as EFL. Nowadays, and especially in Finland, we are already talking about 'International English' or 'World English' and accept the relative nature of the non-native, international English language use instead of focusing all the effort on the pursuit of acquiring the native English language skills. By using the terms of 'International English' or 'World English' in the teaching and learning we actually accept the diversity of the English language use and perhaps position the student of English more as a global citizen. Furthermore, by using the terms that refer to the global nature of English, EFL teachers can perhaps also deal more with issues concerning students emigrating from different cultures, intercultural relations, diversity of communication and cosmopolitanism.

However, this globally oriented perspective does not mean that we could undermine the norms of the so-called 'Standard English' in teaching and learning EFL. The 'Standard English', the English language with respect to spelling, grammar, pronunciation and vocabulary which is substantially uniform, albeit there are regional differences, is considered here still as the backbone of EFL teaching and learning in practice. But this research applies also the principle that understanding and accepting the position of English as a global language or 'World English' or 'International English' or equivalent can broaden the horizon of teaching and learning EFL. In the context of psychological well-being, the global orientation might give opportunities for social interaction, development of new potentials and new kind of interest and engagement towards English language.

Recent decades have witnessed also another significant change in the English language learning as it is no longer restricted to classrooms, especially in the Western countries, like Finland. On the contrary, there are various social settings and environments for language learning, especially among the youth population. Borrero and Yeh call these the ecological settings of self, school, family, peers, and community or a four-factor structure: Educational Learning, Friend-Based Learning, Family-Based Learning and Community-Based Learning (Borrero and Yeh 2010: 571). Sánchez-López has argued that the concept of classroom has changed during the last two decades as experiential learning has become more important. Students are seen more as active participants, and the teacher as the facilitator of knowledge (Sánchez-López 2013: 383).

Berggren (Berggren 2015: 58) noticed in Sweden that Swedish adolescents use English language through social media and intercultural communication outside the school classroom. According to Berggren, this means that the proficiency level of the Swedish students is quite high, and specifically in relation to reading and listening English. Berggren noted that this change means also new challenges for EFL teachers. Because the Swedish students are exposed to the English language in several ways outside the classroom, they can be considered as to be more than ever responsible and in charge of their learning process. Berggren suggested that the EFL teaching should acknowledge the students' active role and also offer them teaching and guidance for the English language proficiency at school.

The aforementioned situation of Sweden may be considered as adequate to Finland, too. In Finland, and especially considering our youth, we have the ecology of educational learning of English at school, but also constant opportunities for using English outside the classrooms. This is due to the fact that the whole country, unlike many other countries in the world, is within fast Internet connections. For example, Finnish teenagers use English in the following ways: they watch YouTube videos, play video games with friends from different countries, create, send and comment messages in their phones, use different apps, listen to music, watch television series and films, read books, news and fan fiction online, and place orders for clothes, music and games from foreign companies.

Because the proficiency level of Finnish adolescents, especially on the upper secondary school level, is quite high, it could offer possibilities for EFL teaching that would also incorporate more the dimensions of psychological well-being in the teaching and learning process in the classrooms. Experiential learning, possibilities of learning meaningful, real-world language skills, students as active participants, teacher as a

facilitator, positive class climate, positive relations to peers, development of students' personal strengths and expressiveness are nowadays important, guiding issues in English language pedagogy in addition to linguistic competence and academic achievement.

As mentioned before, English language teaching and learning is seen in this study also from the communicative perspective. For example, in terms of grammar, Nassaji and Fotos stressed the importance of a meaningful communicative context in form-focused grammar teaching. They argued that most of the EFL classrooms still focus too much attention to formal grammar due to the central agency that organizes the curriculum, the content of the courses, and the textbooks to be used (Nassaji and Fotos 2011: 124). Instead the learners of English grammar should have exposure to communicative language use in real-life contexts (Nassaji and Fotos 2011: ix).

In terms of vocabulary teaching, context-appropriate, inspiring and expressive use of words, phrases and lexical chunks is supported. The communicative, lexical processing can include the creation of dialogues, plays and videos by using, for example, authentic situations as a framework. Being creative and even playful by using English could enhance the well-being of the students and enable the consideration of the process of learning vocabulary as a whole, instead of concentrating so much on individual words.

Task-based language teaching (TBLT) is understood here in the same way as Ellis did - the main focus of task-based language teaching is communication and meaning-focused language use, and a task is seen as a communicative activity, close to or a real-world activity (Ellis 2003: 3). Kumaravadivelu has pointed out that there are two extreme orientations in TBLT: structure-orientated tasks and communicatively-orientated tasks. The first is focused on form, whereas the latter is focused on communication and meaning. According to Kumaravadivelu the main problem of TBLT is how to make sure that learners focus their attention on grammatical forms while expressing their intended meaning. Kumaravadivelu has rightly argued that the designer of the tasks or the teacher cannot be sure beforehand that learners will take a particular path or use a specific strategy to perform a task (Kumaravadivelu 2006: 3–4). Thus, the task designer and the teacher must understand that the completion of a task may not result in the expected outcome. This may be true in relation to well-being aims, too. Therefore, constant reflection-in-action from the teacher in the teaching situation is required.

Content and language integrated learning (CLIL) has been described, for example, by Jakonen and Morton as the CLIL participants' use of the L2 to carry out content tasks, rather than language learning tasks (Jakonen and Morton 2015: 74). Gené-Gil, Juan-Garau and Salazar-Noguera pointed out that CLIL can offer integrative and naturalistic perspectives to the foreign language teaching and learning, supplementing the formal language instruction (Gené-Gil, Juan-Garau and Salazar-Noguera 2015: 301). De Smet et al. argued that CLIL provides more opportunities for authentic situations in the target language, and may have positive effect on learners' affective factors, such as attitudes, motivation and language anxiety (De Smet et al. 2018: 48).

However, sometimes the concept of CLIL is discussed as teaching a subject through a foreign language. The conceptualization of CLIL actually includes the word 'integrated'. i.e. 'combined', or 'unified'. Thus, the teaching and learning of a foreign language should not be a secondary aim when compared to subject or content. When talking about CLIL critically, I suggest a clear distinction between teaching subjects such as science *through* English and *integrating* both the subject and English teaching and learning. CLIL is not simply a change in the teaching language of the content knowledge and skills. The role of the language teaching in the CLIL settings should be as important as the role of the subject teaching. Only then can we talk about integrated teaching and learning.

According to sociocultural theory (SCT) social interaction is necessary for L2 development (Hummel 2014: 91). Thus in the research of EFL teaching and learning, the social context should also be understood. Scaffolding is one of the most interesting concepts of the sociocultural approach, meaning the different roles played by teachers, peers and others in supporting the learner's development (Hummel 2014:92). For example, Finn has researched how a teacher's steady encouragement of students enhanced the positive experiences of language learning in an ESL classroom setting. In her research, the students were given also leaderships roles in the classroom interaction which was found to be empowering (Finn 2015: 36).

I have previously studied facilitation and how participation could be enhanced. The social context of teaching English as a foreign language could also be understood as facilitation of learning. For participation, the facilitation, in general, should be considered as a cooperative, communicative relationship and a reflective process where the methods used should enable the potential of the participant for self-realization and positive relations to peers, which are dimensions of psychological well-being (Jaatinen 2015: 248).

One of the methods that I have found meaningful is the understanding of teacher-student talk as a conversation. In my previous, small-scale and auto-ethnographic research (Jaatinen 2017) I noticed that both I, as a teacher, and the students themselves started and maintained conversations about the issues at hand quite freely in English. Thus, I agree with Richards who has argued that consistent conversation between teacher and students is not only possible but also recommended (Richards 2006: 72). Richards noted the importance of the teacher's transportable, human identities which may add an important interactional and communicative dimension in teaching and learning. This would mean that the teacher would also adapt some strategies of self-identification to the students (Richards 2006: 71).

In conclusion, the English language is considered in this study as a global, international language, the increasing exposure to English language outside the classroom in the Western countries is acknowledged, and teaching and learning English is seen predominantly as a communicative process. In my work as an English teacher, I have also utilized contemporary perspectives of multimodality and computer-assisted language teaching and learning. I have designed and taught media and communication courses, where the frameworks of teaching and learning have been content and language integrated learning and task-based language teaching. The goal of these courses has been that students acquire vocabulary and oral and writing skills of English while learning also new content knowledge of practical media work. The development of multimodal TBLT and CLIL frameworks and authentic tasks that focus on productive, communicative and creative output can be seen as important parts of the contemporary field of teaching and learning English.

2.2. Positive psychology and foreign language acquisition (FLA)

The emergence of positive psychology is most often attributed to the American psychologist Martin Seligman who proposed in 1999 that active movement should take place in order to further a new field of psychology, 'positive psychology'. Seligman's main argument was that psychology had been preoccupied with the healing of mental disorders and had understood the human functioning mainly within a disease model. Therefore the main focus of psychology had been the repair of the damage, mental diseases and disorders (Seligman 1999, 181–182). Furthermore, and especially in the second language acquisition (SLA) research, a frequently cited article concerning the birth of positive psychology was published

in 2000 in *American Psychologist* by Seligman and Csikszentmihalyi as *Positive Psychology: An Introduction* (Seligman and Csikszentmihalyi 2000). As the content of this article is often somewhat misquoted, it is relevant to show here what exactly Seligman and Csikszentmihalyi described as the field of positive psychology. According to Seligman and Csikszentmihalyi

The field of positive psychology at the subjective level is about valued subjective experiences: well-being, contentment, and satisfaction (in the past), hope and optimism (for the future); and flow and happiness (in the present). At the individual level it is about positive traits: the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. At the group level, it is about civic virtues and the institutions that move individuals towards better citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic (Seligman and Csikszentmihalyi 2000:5).

Furthermore, Sheldon, Frederickson, Rathunde, Csikszentmihalyi and Haidt created a manifesto of positive psychology in 2000. According to the manifesto:

Positive Psychology is the scientific study of optimal human functioning. It aims to discover and promote the factors that allow individuals and communities to thrive. The positive psychology movement represents a new commitment on the part of research psychologists to focus attention upon the sources of psychological health, thereby going beyond prior emphases upon disease and disorder (Sheldon et al. 2011:455).

From these two texts we can describe positive psychology as a scientific study of the positive factors of the human life and optimal human functioning, which has many dimensions. During the last two decades the positive psychology research has expanded considerably beyond the field of psychology, also into the field of education. The use of positive psychology in education is nowadays often called 'Positive Education' (Borkar 2016: 862; Muro et al. 2018: 127), the concept of 'Positive Education' being mostly attributed to Seligman et al. (2009). According to Seligman et al. positive education is defined as education for both traditional skills and for happiness (Seligman et al. 2009: 293). Seligman et al. connected in their 2009 study positive education particularly to the concept of well-being and stated that "well-being should be taught in school on three grounds: as an antidote to depression, as a vehicle for increasing life satisfaction, and as an aid to better learning and more creative thinking" (Seligman et al. 2009: 295). This statement begs the question: How was well-being taught in practice in this study? Unfortunately, the article mentions only two concrete examples of the exercises: 'Three Good Things', i.e. writing

down three good things that happened each day for a week, and 'Using Signature Strengths in a New Way', i.e. identifying strengths by taking VIA Signature Strengths test and using these strengths to overcome possible challenges (Seligman et al. 2009: 301).

As demonstrated before, according to Seligman et al. (2009) well-being should be taught in schools. But what should be understood here is the fact that nowadays there are significant conceptual differentiations in relation to well-being in psychology. Well-being is not a concept that has been discovered only lately as the perspectives on well-being date back to Aristotle's (384–322 BCE) *Nicomachean ethics* and philosophical concepts of eudaimonia (ευδαιμονία) and hedonia or hedonism (ήδονισμός). In the original sense eudaimonia can be understood as 'well-being', and hedonia in its etymological meaning as 'delight', 'enjoyment' or 'pleasure' (Aristotle 1947).

The contemporary conceptualizations of well-being in psychology guide the analysis of data material in this research. There has been a large body of research concerning the specific nature, conceptualizations and theoretical frameworks of well-being in psychology (for example, Bradburn 1969; Diener 1984; Diener and Emmons 1984; Diener et al. 1985; Ryff 1989; Diener, Sandvik and Pavot 1991; Diener et al. 1999; Waterman 1990, 1993, 2005, 2008; Ryan and Deci 2000; Diener 2001; Vittersø 2003; Ryff 2006; Waterman, Schwartz and Conti 2008; Deci and Ryan 2008; Ryan, Deci and Huta 2008; Ryan and Huta 2009; Waterman et al. 2010; Kashdan and Steger 2011; Vittersø and Soholt 2011; Diener 2012; Huta and Waterman 2014; Kashdan 2017). Thus, well-being is not considered here in a general sense, but the background of review and analysis are the contemporary conceptualizations of well-being.

Overall, the rise of well-being as a specific subject and an area of research in psychology is fairly recent in history. Psychological well-being specifically was firstly explored by the American psychologist Norman M. Bradburn in his seminal work *The Structure of Psychological Well-Being* (1969). Bradburn stated that his research question was to understand the psychological reactions of normal individuals to the stresses and strains of everyday life (Bradburn 1969: v). However, Bradburn's approach was more connected to what we now call subjective well-being (SWB).

Nowadays subjective well-being (SWB) and psychological well-being (PWB) are considered as two research approaches on well-being in psychology. Ed Diener's work has been fundamental for the approach of subjective well-being. He stated already in 1984 that unlike philosophy, psychology had ignored positive subjective well-being, while

exploring the human unhappiness in depth (Diener 1984: 542). The American psychologist Carol D. Ryff noted in her classical study in 1989 that there had been a fundamental neglect in defining the essential features of psychological well-being (Ryff 1989: 1069).

Subjective well-being (SWB) is most often described by referring to the work by Diener as an area of psychological research which studies life satisfaction, satisfaction with important domains and positive and negative affects (Diener 2000: 34). Subjective well-being refers to the person's own, subjective judgments in regard to life satisfaction, instead upon external criteria judged to be important by the researcher (Diener et al. 1985: 71). Moreover, in the original sense, subjective well-being considers the global assessment of all aspects of a person's life (Diener 1984: 534–544).

The research of psychological well-being (PWB) rose from the need to concentrate more on the study of emotions, whereas subjective well-being research could be argued to have some roots also in the research of the social indicators of welfare from the 1970s onwards. Researchers of psychology disagree on whether these conceptualizations of subjective well-being and psychological well-being are two different constructs or different perspectives on the same construct. Following my previous research and among others Chen et al. (2013), psychological well-being and subjective well-being are considered as two distinguishable constructs, although related at the *general* well-being level throughout this research, the focus being on the psychological well-being (Jaatinen 2015: 192, 218; Chen et al. 2013:1063).

Psychological well-being in general is most often understood in relation to the aforementioned researcher Carol D. Ryff. However, Ryff did not create her conceptualization of psychological well-being in a historical vacuum. In her seminal article, Ryff considered the previous conception of self-actualization by Abraham Maslow (1908–1970), the conception of maturity by Gordon Allport (1897–1967), the psychosocial stage model by Erik Eriksson (1904–1994), the basic life tendencies by Charlotte Bühler (1893–1974), the descriptions of personality by Bernice Neugarten (1916–2001), and the positive criteria of mental health by Marie Jahoda (1907–2001) (Ryff 1989: 1070). Originating from these previous perspectives Ryff established six dimensions of psychological well-being: (1) self-acceptance; (2) positive relations with others; (3) autonomy; (4) environmental mastery; (5) purpose of life, and (6) personal growth (Ryff 1989: 1071). Ryff's model of psychological well-being (PWB) has since been discussed and used extensively, also in the field of education.

As Huta and Waterman argued, some researchers in the field of well-being recognize only constructs of psychological and subjective well-being and not the other constructs, such as hedonia and eudaimonia (Huta and Waterman 2014: 1430). In this research, hedonia and eudaimonia are considered as conceptualizations belonging more to the construct of psychological well-being. In this, a classification by Huta and Waterman (Huta and Waterman 2014: 1435) is useful, as for most of the researchers of hedonic and eudaimonic well-being, the elements of eudaimonia could be considered as: (1) growth, self-realization, development of potentials; (2) meaning, purpose, long-term perspective; (3) authenticity, identity, personal expressiveness; (4) excellence, using the best in oneself, signature strengths; (5) relatedness, positive relationships, social well-being; (6) competence, environmental mastery; (7) engagement, interest, flow; (8) awareness, contemplation, mindfulness; (9) acceptance, self-acceptance; (10) effort, engaging with challenge. Moreover, Huta and Waterman stated that for most of the researchers, the elements of hedonia are understood as (1) pleasure, enjoyment, happiness; (2) low distress, comfort, relaxation. It must be noted here that there has been also a lot of discussion in the field of positive psychology whether the conceptualization of well-being should incorporate the dimensions of hedonia and eudaimonia. I have previously in my research supported the aforementioned view, especially in regard to the research of activities considered as meaningful by individuals (Jaatinen 2015).

It is important to recognise also criticism of positive psychology. Donaldson, Dollwet and Rao noticed that most of the criticism towards positive psychology concern the following issues: theoretical and conceptual basis, methodological and scientific rigour, lack of novelty in concepts, i.e. meaning that concepts of positive psychology can be considered as being reinvented in relation to the history of psychology, overemphasis on positive on the expense of negative, and the individualistic bias (Donaldson, Dollwet and Rao 2015:186). Overall, the field of positive psychology is complex and multidimensional and the connection to foreign language teaching and learning may not be straightforward.

The historical emergence of positive psychology to foreign language acquisition, second language acquisition (SLA), second or foreign language teaching and learning has been dated slightly differently by researchers. However, it can be determined that most of the progress and research has been carried out only recently, during the current

decade of the 2010s. It must be noted here that researchers mostly use the conceptions of SLA or second language learning and teaching in the context of positive psychology, rather than foreign language teaching and learning.

Dewaele and Alfawzan stated that MacIntyre and Gregersen introduced positive psychology in second language learning and teaching in 2012 in an article '*Emotions that facilitate language learning: The positive-broadening power of the imagination*' published in the journal *Studies in Second Language Learning and Teaching*, and in a book chapter '*Affect: The role of language anxiety and other emotions in language learning*', which was published in the book *Language learning psychology: Research, theory and pedagogy*, edited by Mercer, Ryan and Williams (Dewaele and Alfawzan 2018: 26). MacIntyre himself and Mercer argued that in 2013, Lake was one of the first to adapt concepts of positive psychology in the study concerning Japanese learners' positive self (MacIntyre and Mercer 2014: 158).

The journal *Studies in Second Language Learning and Teaching* had a key role in the publication of some of the first articles that presented a connection between positive psychology and foreign language teaching and learning. MacIntyre and Gregersen stated that they wanted to present a collection of papers about positive psychology in second language acquisition and the journal *Studies in Second Language Learning and Teaching* was their first choice. According to MacIntyre and Gregersen the debut for many of the papers presented in this special issue concerning positive psychology in SLA was the *2014 International Conference for Language and Social Psychology* in Hawaii (MacIntyre and Gregersen 2014: 149). The special issue was published in 2014 and it included an editorial by MacIntyre and Gregersen, and articles by MacIntyre and Mercer, Oxford and Cuellar, Murphey, Dewaele and MacIntyre, Falout, Gabryś-Barker, Gregersen et al., and Chaffee, Noels and Sugita-McEown (MacIntyre and Gregersen 2014: 149-150).

There were two anthologies published in 2016 concerning positive psychology and foreign language teaching and learning and SLA, namely *Positive Psychology Perspectives on Foreign Language Learning and Teaching* (2016) by Gabryś-Barker and Gałajda, and *Positive Psychology in SLA* (2016) by MacIntyre, Gregersen and Mercer. Moreover, in 2018, the journal *Studies in Second Language Learning and Teaching* dedicated a special issue to emotions in second language acquisition. The special issue included an editorial by Dewaele and Li, and articles by Dewaele and Alfawzan, De Smet et al., Pavelescu and Petrić, Ross and Rivers, Piniel and Albert, and Boudreau, MacIntyre and

Dewaele (Dewaele and Li 2018: 16-17). In their editorial, Dewaele and Li (2018) stated that because of the impact of the positive psychology movement there has been a shift to a holistic analysis of emotions in SLA (Dewaele and Li 2018: 15).

According to Al-Hoorie, the writers in these aforementioned anthologies of 2016 discussed issues concerning emotions of language learning, including "empathy, hope and hardiness, enjoyment, flow, eudaimonic happiness, and love." (Al-Hoorie 2017: 4). Here it must be stated that eudaimonia as a concept is not usually in the field of positive psychology connected to 'happiness' as such, but rather to the well-being of an individual. However, Al-Hoorie argued that positive psychology has a controversial status and the future will tell whether positive psychology is *accepted* in mainstream L2 research. It is noteworthy that Al-Hoorie used the verb 'to accept'. This would mean that there is an abstract and invisible group of people within applied linguistics and second language acquisition who may or may not receive positive psychology as adequate, valid or suitable. The reasons for hesitation about the possible role of positive psychology in foreign or second language acquisition may be due to the lack of knowledge about the theories and the possible applications of positive psychology.

3. CRITICAL REVIEW

3.1. The design of the search process

The studies examined were limited to peer-reviewed articles that explicitly refer to both teaching and learning English as a foreign language (EFL) and positive psychology. Following detailed and specific inclusion and exclusion criteria and limiting the search for data material to peer-reviewed articles was important for the current study as it enabled me to investigate the research which had been evaluated for publication by researchers or experts working in the same field or subject area.

The critical review had seven stages: (1) preliminary search in order to select suitable databases, (2) systematic search process of selected databases for relevant articles, (3) review of database results in regard to the title, abstract, keywords and journal information of the articles, (4) systematic and manual search process of individual journals for relevant articles, (5) review of journal database results in regard to the title, abstract, and keywords of the articles, (6) review of total number of articles in full text by applying a further, detailed inclusion and exclusion criteria, (7) analysis of the most relevant articles in regard to the concepts and research methods applied within a framework of positive psychology and teaching and learning English as a foreign language.

A comprehensive literature search was made in order to find the relevant and contemporary peer-reviewed articles linked to positive psychology and learning and teaching English as a foreign language, on the timescale of January 2008–December 2018. The search processes were designed in a systematic manner. The searches were conducted by using FINNA, an information retrieval portal shared by the Finnish university libraries. The databases for this research were selected as Academic Search Elite, ERIC, PsycARTICLES,

SAGE Journals, and Taylor&Francis Online. These databases were found to be relatively prolific in the specific subject matter of positive psychology and teaching English as a foreign language. The databases were searched individually.

TABLE 5. Databases selected and used for the search of peer-reviewed articles

Database	Contents
1. Academic Search Elite	Multidisciplinary
2. ERIC	Education
3. PsycARTICLES	Psychology
4. SAGE Journals	Multidisciplinary
5. Taylor & Francis Online	Multidisciplinary

Academic Search Elite consists of full text for more than 2,100 journals, including more than 1,700 peer-reviewed titles (Academic Search Elite 2019). *ERIC* is the abbreviation of Education Resource Information Center, which is financed by the Institute of Education Sciences of the U.S. Department of Education. *ERIC* can be considered as especially useful in education research (ERIC 2019). *PsycARTICLES* is governed by the American Psychological Association (APA), and it contains full text, peer-reviewed scholarly and scientific articles in psychology (PsycARTICLES 2019). *SAGE Journals* is a branch of SAGE Publishing, which publishes over 1,000 journals (SAGE Publishing 2019). *Taylor & Francis Online* is a multidisciplinary database including articles from different research fields (Taylor & Francis Online 2019). The selected databases were searched by using the following requirements for inclusion and exclusion of individual studies.

TABLE 6. Search requirements used for databases

- | |
|---|
| <ol style="list-style-type: none"> 1. The terms "positive psychology" and "English as a foreign language", or "English teaching", or "English learning", or "English language teaching", or "English language learning" in full text. 2. Full text accessible. 3. Publishing date: January 2008–December 2018. 4. Academic journals. 5. Peer-reviewed articles. 6. Language: English. |
|---|

The search terms used were "positive psychology" and "English as a foreign language", "English teaching", "English learning", "English language teaching", or "English language learning". These search terms were utilized because the purpose of the search was to discover what results these specific combinations of terms would provide. The aim was to be able to find studies containing the terms in full text, not only 'positive psychology', or 'English language teaching' or 'English language learning', but, for example, positive psychology and English language learning in the same study. The databases were searched for full texts and articles, and not only for titles, keywords or abstracts. Furthermore, in order to guarantee the scientific quality and usability of the research material, only scholarly, peer-reviewed journals and original, full articles were included in the search. The aforementioned searches provided altogether 305 individual results. Firstly, duplicated results were excluded. Secondly, the title, abstract, keywords and journal information of the articles were examined and articles were manually selected for closer review on basis of the highest relevance. The total number of articles retrieved from the databases and reviewed in full text in relation to subject matter and relevance was **61**.

In order to make the search process more extensive and specific, a further systematic search of the peer-reviewed journals was made manually. The journals are listed in the following table.

TABLE 7. Peer-reviewed journals searched manually

Journal	Main content
1. English Language Teaching	English language teaching
2. International Journal of Applied Linguistics	Applied linguistics
3. Studies in Second Language Learning and Teaching	Second language learning and teaching
4. TESOL Journal	English language teaching and learning
5. TESOL Quarterly	English language teaching and learning
6. TESL-EJ: teaching English as a second or foreign language	English language teaching and learning
7. International Journal of Applied Positive Psychology	Positive psychology
8. Journal of Educational Psychology	Educational psychology
9. Journal of Positive Psychology	Positive psychology

The journals represent the research fields of English language teaching and learning, applied linguistics, second language learning and teaching, positive psychology, and educational psychology. The title, abstract and keywords of the articles were examined and articles were manually selected for closer review on basis of the highest relevance. The total number of articles retrieved from the journal databases and reviewed in full text in relation to subject matter and relevance was **70**. The aforementioned search protocols provided altogether a **total number of 131** potential and individual studies. All search results were saved electronically for a personal research archive. These studies are listed and detailed in an alphabetical order in the Appendix I.

3.2. The research fields and journals

The peer-reviewed articles used as data in this research are international and published in several academic journals. Thus, firstly, a classification of the research fields was considered in order to map the situation of the published research. There are many ways to classify science fields and subfields. Academic institutions, libraries, universities, electronic databases, and publishers of journals, books and e-books construct different categories of research fields. Sometimes the classification may reveal attitudes and values of an institution towards a subfield or branch of a research discipline. For example, the American Psychological Association (APA) lists fifteen different subfields as the science of psychology, but does not recognize positive psychology as one of these on its website (APA 2019). Two tools of categorization were considered: Firstly, *The Frascati Manual: Guidelines for Collecting and Reporting Data on Research and Experimental Development*, and secondly, research field classification by the Academy of Finland. The Frascati Manual is an international standard for research and development (R&D) surveys and data collection in the OECD countries. These tools of categorization have been used in my previous research (Jaatinen 2015). However, they have since been updated.

The Frascati Manual includes definitions of terms, data collection guidelines, and research and development classification guidelines for statistics (OECD 2015, 19). The latest manual classifies the scientific fields as the following six, broad fields: 1. Natural sciences; 2. Engineering and technology; 3. Medical and health sciences; 4. Agricultural and veterinary sciences; 5. Social sciences; 6. Humanities and the arts (OECD 2015: 59).

In the Frascati Manual, Psychology and cognitive sciences and Education are considered as a second-level classifications of Social sciences, whereas Languages and literature belong to the field of Humanities and the arts. (OECD 2015: 59).

Secondly, the Academy of Finland classified 65 main research fields in 2016, many of which had subfields. Education, psychology, and linguistics were considered as main fields and general education, and individual languages as subfields. Positive psychology was not recognized as a separate subfield of psychology. (Academy of Finland 2016). The Academy of Finland created three, new research councils in the beginning of 2019: the Research Council for Culture and Society, the Research Council for Natural Sciences and Engineering, and the Research Council for Biosciences, Health and the Environment. The research fields of the Research Council for Culture and Society are philosophy, history and archaeology, educational sciences, linguistics, law, psychology, social sciences, art research, economics, theology, political sciences, communication sciences, sociological environmental research and human geography, and other research into the humanities and social sciences, including multidisciplinary research (Academy of Finland 2018).

By applying the aforementioned categorizations of the Frascati Manual and the Academy of Finland, we can state generally that the selected articles belong to the broad research fields of education, linguistics or psychology. Therefore, the nature of the data material can be described as interdisciplinary.

Next the academic journals of the data material were identified and calculated. The articles of the data material had been published in 33 individual, academic journals. This result contains also nine preselected journals in the fields of English language teaching and learning, applied linguistics, second language learning and teaching, positive psychology and educational psychology. The academic journals of the data material are presented in the following table.

TABLE 8. The academic journals of the data material

Assessing Writing
British Journal of Educational Technology
ELT Journal
English Language Teaching
Cambridge Journal of Education
Canadian Modern Language Review
Education Technology Research and Development
Innovations in Education and Teaching International
International Journal of Applied Linguistics
International Journal of Applied Positive Psychology
International Journal of Bilingual Education and Bilingualism
International Journal of Research & Method in Education
Internet and Higher Education
Journal of Educational Psychology
Journal of English for Academic Purposes
Journal of Intercultural Communication Research
Journal of Positive Psychology
Language Teaching Research
Journal of Second Language Writing
Learning and Instruction
Linguistics and Education
Psychology in the Schools
PLoS One
RECL Journal
SAGE Open
Social Behavior and Personality
Studies in Second Language Learning and Teaching
System
Teacher Development
Teaching in Higher Education
TESL-EJ: teaching English as a second or foreign language
TESOL Journal
TESOL Quarterly
Total number of individual journals 33.

3.3. Categories of the studies

The systematic search process aimed to discover studies which concentrated specifically on the issue of positive psychology and teaching and learning English as a foreign language. Thus, the obtained data material was examined and evaluated by utilizing a further detailed

inclusion and exclusion criteria. This was done in order to investigate the relevance of the study in full text in relation to the specific subject matter of this research. The inclusion and exclusion criteria are presented in the following tables.

TABLE 9. Inclusion criteria for analysis

- | |
|--|
| <ul style="list-style-type: none"> • Original peer-reviewed article. • Research design identifiable. • The focus of the study is positive psychology and teaching and learning English as a foreign language. |
|--|

TABLE 10. Exclusion criteria for analysis

- | |
|---|
| <ul style="list-style-type: none"> • Article is not an original peer-reviewed study. • No identified research design. • The focus of the study is not positive psychology and teaching and learning English as a foreign language. |
|---|

The total number of **131** potential studies were examined by utilizing the aforementioned exclusion and inclusion criteria for relevance and validity in regard to the issue of positive psychology and teaching and learning English as a foreign language. Most of the studies were not selected for a more detailed analysis because the research was not conducted in the context of positive psychology, or the study did not concern teaching and learning English as a foreign language.

However, specific themes emerged from the data material and the data was divided into five broad categories: (1) the studies that concerned educational issues in general, but not teaching or learning English as a foreign language, or positive psychology; (2) the studies that concerned teaching English as a foreign language or second language but not in the context of positive psychology; (3) the studies that concerned teaching languages in general but not in the context of English as a foreign language and/or positive psychology; (4) the studies concerning positive psychology and education in general, but not teaching English as a foreign language; and (5) the studies concerning positive psychology in general. For the sake of the reliability and the validity of the systematic method, these studies and their key research subjects are introduced in the following tables.

Firstly, the studies that concerned educational issues in general, but not specifically teaching or learning English as a foreign language, or positive psychology are presented in an alphabetical order in Table 11, Data material: category I.

TABLE 11. Data material: category I

Author(s), year	Key research subject
Arens and Morin (2016)	<ul style="list-style-type: none"> The relation between teachers' levels of emotional exhaustion and teacher burnout in relation to students' educational outcomes.
Burns et al. (2018)	<ul style="list-style-type: none"> Adolescents' weakening of engagement throughout the secondary school.
Carbonneua et al. (2008)	<ul style="list-style-type: none"> The meaning of passion in teachers' burnout symptoms, work satisfaction, and views of student classroom behaviours.
Chen et al. (2014)	<ul style="list-style-type: none"> The relationships between a tutor and students in online tutoring.
Collie et al. (2016)	<ul style="list-style-type: none"> Teachers' psychological functioning at work.
Daley et al. (2014)	<ul style="list-style-type: none"> The relationship between emotional responses and reading of middle-school students.
Dicke et al. (2014)	<ul style="list-style-type: none"> Classroom management, disturbances and teacher's emotional exhaustion.
Dicke et al. (2018)	<ul style="list-style-type: none"> School-average achievement and its effects on individual achievement and academic self-concept.
Fishman and Husman (2017)	<ul style="list-style-type: none"> The attribution theory and how students' causal thinking may have effects on learning and motivational outcomes.
Gamlem and Munthe (2014)	<ul style="list-style-type: none"> The quality of teacher feedback.
Garn et al. (2018)	<ul style="list-style-type: none"> Student motivation and basic psychological need satisfaction in relation to learning.
Jang et al. (2010)	<ul style="list-style-type: none"> Two engagement factors of teachers' instructional style: autonomy support and structure.
Jansen et al. (2015)	<ul style="list-style-type: none"> Students' relative evaluation of their achievement by comparing the proficiency and accomplishment in a specific domain to their achievement in other domains.
Lau and Nie (2008)	<ul style="list-style-type: none"> The interactions between students' personal goals and classroom goal structures.
Malmberg et al. (2010)	<ul style="list-style-type: none"> Teachers' observed classroom quality, i.e. emotional and instructional support, classroom organization, and students' engagement during teacher education and two first years of working as a teacher.
Marsh et al. (2017)	<ul style="list-style-type: none"> The effects and outcomes of school retention, i.e. repeating a year in school.
Marsh et al. (2018)	<ul style="list-style-type: none"> The constructs of self-concept and self-efficacy and their distinctions in research.
Mouratidis et al. (2013)	<ul style="list-style-type: none"> The intrinsic and extrinsic aspirations of adolescent students and the aspirations and life goals they might think their parents suggest for them.
Niepel et al. (2014)	<ul style="list-style-type: none"> Students' academic self-concepts, i.e. mental representations of one's academic abilities and achievement within and across different domains.
Patchan et al. (2016)	<ul style="list-style-type: none"> The effect of peer feedback of writing in the learning process.

Quiroga et al. (2013)	<ul style="list-style-type: none"> • The role of adolescent depression symptoms in the process of school dropout.
Rimfeld et al. (2016)	<ul style="list-style-type: none"> • The possible prediction of academic achievement from personality.
Schachner et al. (2018)	<ul style="list-style-type: none"> • The perceptions linked to classroom climate and schools' cultural diversity and cultural pluralism.
Soenens et al. (2012)	<ul style="list-style-type: none"> • Psychologically controlling teaching (PCT), i.e. the use of interfering and intrusive strategies in order to put pressure on students.
Sticca et al. (2017)	<ul style="list-style-type: none"> • The effects of overreporting of academic grades, i.e. students' self-enhancement on adolescent students' self-concept and academic achievement.
Wenzel et al. (2018)	<ul style="list-style-type: none"> • Adolescent students' social goals and their perceptions concerning the emotional support their teachers and peers can give at school.
Yeung, Taylor and McWilliam (2013)	<ul style="list-style-type: none"> • The development of a psychometric instrument that covered factors related to the quality of teaching at the upper secondary school level.

Secondly, the studies that concerned teaching English as a foreign language or second language but not in the particular context of positive psychology are presented in an alphabetical order in Table 12, Data material: category II.

TABLE 12. Data material: category II

Author(s), year	Key research subject
Abbott (2018)	<ul style="list-style-type: none"> • The mixed-level classes and task-based language teaching (TBLT).
Ananyeva (2014)	<ul style="list-style-type: none"> • Curriculum and program development in adult ESL contexts.
Askildson et al. (2013)	<ul style="list-style-type: none"> • Service-learning of English and community engagement.
Baker and Hansen Bricker (2010)	<ul style="list-style-type: none"> • Second language (L2) learners' perception of teacher feedback in indirect and direct forms.
Berggren (2015)	<ul style="list-style-type: none"> • The enhancement of the students' EFL writing skills by acting as peer reviewers.
Blair et al. (2018)	<ul style="list-style-type: none"> • English-medium instruction (EMI), i.e. using English as the medium of instruction internationally in universities and secondary schools.
Buckingham and Aktug-Ekinci (2017)	<ul style="list-style-type: none"> • EFL students' responses to metalinguistic feedback in the form of correction codes on a short written text.
Cheng (2017)	<ul style="list-style-type: none"> • The influence of online automated feedback on the quality of students' journals in an English as Foreign Language (EFL) course at university level.
Chick (2015)	<ul style="list-style-type: none"> • The education of language teachers, and the usefulness of interaction, dialogic and exploratory talk during post-teaching practice discussions in teacher education.
Chun et al. (2017)	<ul style="list-style-type: none"> • University students' negative responses to English-medium instruction (EMI) courses in South Korea.
Elwood and Bode (2014)	<ul style="list-style-type: none"> • Students' notions concerning teacher feedback in university EFL writing classes in Japan.
Ene and Upton (2014)	<ul style="list-style-type: none"> • The types of electronic written feedback ESL learners received on their writing.

Freeman et al. (2015)	<ul style="list-style-type: none"> • The proficiency of English language teachers in English.
Gkonou and Miller (2017)	<ul style="list-style-type: none"> • The discussions of EFL teachers concerning their pursuits in order to understand students' language anxiety (LA).
Guénette and Lyster (2013)	<ul style="list-style-type: none"> • Written corrective feedback (CF) and the challenges it might provide for pre-service teachers of English as a second language.
Hamid and Hoang (2017)	<ul style="list-style-type: none"> • The need for humanising the language testing, and in particular IELTS (International English Language Testing System).
Han (2017)	<ul style="list-style-type: none"> • The beliefs of the learners in relation to learner engagement with written corrective feedback (WCF) in two Chinese EFL classrooms of higher education.
Han and Hyland (2015)	<ul style="list-style-type: none"> • The engagement with written corrective feedback in the context of tertiary EFL classroom.
He (2013)	<ul style="list-style-type: none"> • The development of English language teachers' cultural competence by applying appreciative inquiry in ESL teacher education.
Junqueira and Payant (2015)	<ul style="list-style-type: none"> • The beliefs of a pre-service ESL teacher concerning teacher feedback as a case study.
Kartchava and Ammar (2014)	<ul style="list-style-type: none"> • The noticeability and effectiveness of three corrective feedback (CF) techniques which were used in an English as a second language classroom at college level.
Kormos and Csizér (2014)	<ul style="list-style-type: none"> • The interaction of motivation, self-regulatory strategies and autonomous learning behaviour of different learners of English in Hungary.
Lam (2013)	<ul style="list-style-type: none"> • The role of self-, peer, and tutor assessment in the revision of text in teaching and learning English as a foreign language.
LeClair et al. (2009)	<ul style="list-style-type: none"> • English language learners' (ELL) and non-ELL students' descriptions of classroom supports for learning.
Li et al. (2015)	<ul style="list-style-type: none"> • The role of automated writing evaluation (AWE) in English as a second language writing instruction and feedback.
Liu (2009)	<ul style="list-style-type: none"> • Critical period hypothesis in the context of foreign language learning and EFL.
Lucht and Heidig (2013)	<ul style="list-style-type: none"> • A new design and its impacts for studying English as a foreign language: HOPSCOTCH.
Lv and Chen (2010)	<ul style="list-style-type: none"> • The use of metacognitive strategies in EFL writing.
Mahfoodh (2017)	<ul style="list-style-type: none"> • Students' emotional responses towards teacher written EFL feedback.
Min (2013)	<ul style="list-style-type: none"> • EFL writing teacher's reflective self-study of the beliefs and practices about written feedback.
Moser et al. (2012)	<ul style="list-style-type: none"> • Teacher-talk training and a task-based approach in the context of teaching English as a foreign language.
Petrie and Darragh (2018)	<ul style="list-style-type: none"> • The emotional impacts of executive orders of the United States' president on teachers of English language learners.
Rassaei (2015)	<ul style="list-style-type: none"> • Oral corrective feedback of EFL and its relation to high and low foreign language (FL) anxiety.
Roothoof (2014)	<ul style="list-style-type: none"> • EFL teachers' beliefs about oral feedback and their feedback practice.
Ruegg (2015)	<ul style="list-style-type: none"> • The role and effects of peer and teacher feedback on the writing of EFL students.
Sadeghi and Khonbi (2018)	<ul style="list-style-type: none"> • The well-being of Iranian students majoring in English language teaching.

Schmidt (2018)	<ul style="list-style-type: none"> • The effects of trauma and post-traumatic stress disorder, PTSD, on English learners.
Smith and Lewis (2015)	<ul style="list-style-type: none"> • The process of TESOL (Teaching English to Speakers of Other Languages) teacher mentoring.
Stewart et al. (2018)	<ul style="list-style-type: none"> • Team learning perspective in TESOL teachers' professional practice.
Rahmati et al. (2018)	<ul style="list-style-type: none"> • English teachers' perceptions of self and their motivation in relation to professional development.
Waller and Papi (2017)	<ul style="list-style-type: none"> • English as a Second Language (ESL) learners' notions of writing intelligence, motivation, and their perspectives about written corrective feedback (WCF) on writing.
Van Steendam et al. (2010)	<ul style="list-style-type: none"> • The forms and effects of peer feedback in EFL.
van Hugten and van Witteloostuijn (2018)	<ul style="list-style-type: none"> • The influence of native versus non-native (English language) feedback on the self-serving bias of the students, i.e. the attribution of positive feedback to one's own ability, and the attribution of negative feedback to external factors.
Wang and Young (2012)	<ul style="list-style-type: none"> • English language learners' perceptions of automatic speech recognition (ASR) -based, computer-assisted language learning.
Wanieck-Klimczak (2011)	<ul style="list-style-type: none"> • The acculturation strategies and language experience of ESL speakers.
Wette (2010)	<ul style="list-style-type: none"> • ESOL (English for Speakers of Other Languages) teachers' adaptation to the curriculum and development of teaching according to the learner feedback.
Wette (2015)	<ul style="list-style-type: none"> • English teacher's and learners' could composition of an academic text in cooperation, i.e. by applying teacher-led collaborative modelling.
Wong and Waring (2009)	<ul style="list-style-type: none"> • The forms and practice of positive feedback in ESL teaching.
Yang et al. (2012)	<ul style="list-style-type: none"> • Voice over instant messaging (VoIM) and its possible effect on EFL students' oral English proficiency and their motivation for learning.
Yi et al. (2017)	<ul style="list-style-type: none"> • Digital multimodal practices in computer-assisted language learning in the field of teaching English to speakers of other languages (TESOL).
Yu and Hu (2017)	<ul style="list-style-type: none"> • The role of peer feedback on second language writing in EFL context
Yu and Lee (2015)	<ul style="list-style-type: none"> • University students' reasons for participation in group peer feedback activities in the EFL writing classroom.
Zhang and Rahimi (2014)	<ul style="list-style-type: none"> • High-anxiety and low-anxiety EFL learners' beliefs about corrective feedback in oral English communication teaching and learning.

Thirdly, the studies that concerned teaching languages in general but not in the context of English as a foreign language and/or positive psychology are presented in an alphabetical order in Table 13, Data material: category III.

TABLE 13. Data material: category III

Author(s), year	Key research subject
Al-Hoorie (2017)	<ul style="list-style-type: none"> Historical overview of the themes related to second language (L2) motivation and potential themes for the future research.
Boudreau and Macintyre (2018)	<ul style="list-style-type: none"> The relationship between enjoyment and anxiety over a teaching and learning period of second language, French communication.
Chang et al. (2014)	<ul style="list-style-type: none"> Students' attitudes towards assigned homework, the time they spent on homework, and outcomes of different, foreign language courses.
Cohen and Griffiths (2015)	<ul style="list-style-type: none"> The wishes of language learner strategy (LLS) experts for the possible future research in general.
Dubiner (2018)	<ul style="list-style-type: none"> Themes in the field of applied linguistics and teaching and learning second languages generally.
Lee (2017)	<ul style="list-style-type: none"> Language learner autonomy (LLA) and second language (L2) motivation.
Lou et al. (2018)	<ul style="list-style-type: none"> The dimensions of self-determination theory and language learner autonomy.
Mattuzzi and Pfenninger (2018)	<ul style="list-style-type: none"> Aphasic college students' relation to language use at school.
Rokita-Jaśkow (2015)	<ul style="list-style-type: none"> The parental educational aspirations of parents who enrolled their children, aged 3-6, into early L2 instruction.
Waller et al. (2017)	<ul style="list-style-type: none"> Identity issues in relation to second language acquisition (SLA) and second language learning and teaching.
Xu et al. (2013)	<ul style="list-style-type: none"> The construct of academic self-concept and the impact of a foreign language and the role of the language of instruction.

Fourthly, studies concerning positive psychology and education in general, but not teaching English as a foreign language are presented in an alphabetical order in Table 14, Data material: category IV.

TABLE 14. Data material: category IV

Author(s), year	Key research subject
Carter et al. (2018)	<ul style="list-style-type: none"> The impact of positive psychology intervention (PPI) in the well-being of school children, aged 8–11 years.
Kern et al. (2015)	<ul style="list-style-type: none"> Seligman's PERMA model in the measurement of the well-being of young Australian male students.
Klatt et al. (2013)	<ul style="list-style-type: none"> Teachers' assessment of a mindfulness-based intervention (MBI).
Orkibi et al. (2014)	<ul style="list-style-type: none"> The subjective well-being of Israeli adolescents who attended different school classes of sports, arts and regular education.
Raettig and Weger (2018)	<ul style="list-style-type: none"> Students' possibility of entering a state of shared interactive flow.
White and Waters (2015)	<ul style="list-style-type: none"> Christopher Peterson's (1950–2012) perspectives on positive psychology and school in practice.
Williams et al. (2015)	<ul style="list-style-type: none"> The change from high school to early adulthood and the relation between valued action and well-being.

Fifthly, studies concerning positive psychology in general are presented in an alphabetical orderd in Table 15, Data material, category V.

TABLE 15. Data material: category V

Author(s), year	Key research subject
Donalson et al. (2015), Lomas (2016) Mouton and Montijo (2017)	<ul style="list-style-type: none"> • The peer-reviewed literature linked to positive psychology. • Cross-cultural lexicography of over 200 words linked to well-being. • People's understanding of love, passion and peak experience in 22 countries.
vanOyen Witliet et al. (2010)	<ul style="list-style-type: none"> • Three responses (rumination, compassion-focused reappraisal, benefit-focused reappraisal) to an interpersonal offence.

In addition to the aforementioned studies, 30 articles from the data material were selected for further detailed analysis, because the hypothesis was that they might be especially relevant in regard to the subject matter of this research as they might present a connection to positive psychology and place emphasis on second language or foreign language learning and teaching. At this point, any commentaries, book reviews, and editorials were excluded from the detailed analysis as no research design could be identified from them. These included a book review by Gabryś-Barker (2016), and editorials by Dewaele and Li (2018), Pawlak (2015), and MacIntyre and Gregersen (2014). However, these aforementioned editorials and the book review contain useful and valid information about positive psychology in the context of second language learning and teaching in general.

It must also be noted here that the data material included two special issues of the journal *Studies in Second Language Learning and Teaching*. The first issue was dedicated to positive psychology in SLA (2014), and, as mentioned before, it consisted of an editorial by MacIntyre and Gregersen, and articles by MacIntyre and Mercer; Oxford and Cuéllar; Murphey; Dewaele and MacIntyre,; Falout; Gabryś-Barker; Gregersen et al., and Chaffee, Noels and Sugita-McEown (MacIntyre and Gregersen 2014: 149-150). The second special issue of the journal *Studies in Second Language Learning and Teaching* was focused on emotions in SLA (2018), and included an editorial by Dewaele and Li, and articles by Dewaele and Alfawzan; De Smet et al.; Pavelescu and Petrić; Ross and Rivers; Piniel and Albert, and Boudreau, MacIntyre and Dewaele (Dewaele and Li 2018: 16-17).

These two special issues contained several useful articles. Although the studies published in the special issues had many merits, all of them were not included in the in-depth review. This decision was made based on closer textual inspection as some of the articles, in

spite of having been published in the aforementioned special issues, did not present a connection to positive psychology in the full text, or did not concern specifically teaching and learning *English* as a foreign language but other foreign languages or SL and FL teaching and learning in general.

Apart from the articles selected for the closer review, one theory particularly rose from the whole data: the self-determination theory by Deci and Ryan (originally 1985). Self-determination theory as a theoretical framework was mentioned and discussed several times (Lou et al. 2018; Garn et al. 2018; Lee 2017; Rokita-Jaśkow 2015; Chaffee, Noels and McEown 2014; Mouratidis et al. 2013; Jang et al. 2010; LeClair et al. 2009).

The self-determination theory can be considered as one of the main frameworks within positive psychology. The key elements of the self-determination theory (SDT) are the examination of peoples' tendencies for growth, the psychological needs that are considered as the basis for self-motivation and the conditions that enable the positive process. The psychological needs are construed as the need for competence, relatedness and autonomy (Ryan and Deci 2000:68). The self-determination theory has a long history, is thoroughly examined and it offers many, useful perspectives on motivation. Moreover, Deci and Ryan have been prolific in the field of positive psychology in the matters concerning subjective and psychological well-being.

It must also be noted as a result, that on the second category - the studies that concerned teaching English as a foreign language or second language but not in the context of positive psychology - the most often researched individual issue (42% of the articles) concerned the nature of feedback as indirect and direct written teacher feedback, peer review, metalinguistic feedback, online automated feedback, teacher feedback, electronic written feedback, corrective feedback (CF), written corrective feedback (WCF), automated writing evaluation (AWE), oral corrective feedback, peer and teacher feedback, peer feedback, positive feedback, and group peer feedback. Thus, it can be stated that the quality, form and nature of feedback to English learners is an important issue in EFL research in general, eventhough it had not been connected to positive psychology.

3.4. Analysis of the selected studies

The peer-reviewed data material was further researched and evaluated. Articles considered as the most relevant for the subject matter at hand, positive psychology in relation to teaching and learning English as a foreign language, were selected for in-depth analysis. The selected articles were considered to concern both teaching and learning English as a foreign language and issues concerning positive psychology. The articles did not concern educational issues, or positive psychology or teaching and learning second languages or foreign languages *in general*. Thus, the hypothesis for the further selection process was that the articles might provide useful knowledge specifically about the research question, i.e. how the possible connection between positive psychology and teaching and learning English as a foreign language is presented in the peer-reviewed literature. The articles were reviewed in regard to the conceptualization of the English language, research methodology, possible link to positive psychology, key outcome statement and possible implications for teaching EFL. An overview of the findings from each selected article is presented in detailed tables, followed by an explanation of the key content of the article and possible link to positive psychology. The total number of articles was **18**.

The academic journals featured in the data material of eighteen selected peer-reviewed articles were: *Studies in Second Language Learning and Teaching* (10 articles), *Journal of Intercultural Communication Research* (2 articles), *International Journal of Bilingual Education and Bilingualism* (2 articles), *System* (1 article), *Tesol Journal* (1 article), *Educational Technology & Society* (1 article), and *English Language Teaching* (1 article). From these, 13 articles were found to present a specific connection to positive psychology: Dewaele and Alfawzan (2018); De Smet et al. (2018); Elahi Shirvan and Taherian (2018); Elahi Shirvan and Talebzadeh (2018a); Falout (2014); Gabryś-Barker (2014); Gregersen et al. (2014); Jin and Zhang (2018); Murphey (2014); Oxford (2014); Pavelescu and Petrić (2018). Piniel and Albert (2018); and Ross and Rivers (2018).

In the aforementioned articles (1) 'positive psychology' is mentioned as a term, concept, theoretical framework, and/or movement and it is linked to learning and teaching English as a foreign or second language, or (2) the articles were found to be loosely contextualized within positive psychology on the basis that they were published in the

special issue of the journal *Studies in Second Language Learning and Teaching* (2014) concerning positive psychology.

The rest of the articles: Balyasnikova, Higgins and Hume (2018); Elahi Shirvan and Talebzadeh (2018b); Lee (2016); Shadiev, Hwang and Liu (2018); and Zhu and Zhou (2012), utilized concepts that can be found in the research concerning positive psychology, such as 'affect' or 'positive emotions'. However, these remaining articles did not present direct conceptual or thematic links to *positive psychology* as such, nor did they mention the term 'positive psychology' in the titles, keywords, abstracts or full text of the articles. The articles were analysed in order to find similarities in the conceptualizations and theoretical frameworks that they used. The analysis is also illustrated by excerpts from the data material when necessary.

TABLE 16. Selected article I

Author(s)	• Dewaele and Alfawzan (2018)
Publication type	• Original article
Journal	• <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Mixed methods: questionnaires, test results and collection of qualitative material
Relation to positive psychology	• Research is contextualized within the positive psychology movement in SLA research. • The positive psychology movement in applied linguistics is described as a pursuit for a holistic view on the learners' emotions and the consideration of the combined effect of both negative and positive emotions on foreign language learning and performance.
Key outcome statement	• Foreign language enjoyment (FLE) is more strongly linked to foreign language (FL) performance than foreign language anxiety (FLCA) (Dewaele and Alfawzan 2018: 21, 41).
Implications for teaching	• Pedagogical practices of the teachers were reported to be the main causes of FLCA and FLE in learning English as a foreign language.

Dewaele and Alfawzan (2018) studied the impacts of foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) on foreign language performance. Dewaele and Alfawzan convincingly stated that the nature and role of foreign language anxiety (FLA) on learners' process has been established in previous research but FLA has not been compared to positive emotions, such as foreign language enjoyment (FLE) (Dewaele and Alfawzan 2018: 22). The study participants in this research were two groups of students. The first group consisted of secondary school students in London, and the second group included

English as a foreign language (EFL) students in Saudi Arabia (Dewaele and Alfawzan 2018:21). The main conclusion of the authors was that the relation between foreign language enjoyment and foreign language performance was important and that positive emotions seemed to be more connected to foreign language performance than negative emotions. The authors also argued in reference to the second study group of EFL students, that teachers' pedagogical practices were found to be the main causes for foreign language enjoyment and anxiety (Dewaele and Alfawzan 2018:41).

Dewaele and Alfawzan contextualized their research explicitly in relation to positive psychology. According to the authors, the introduction of positive psychology in applied linguistics has meant the following: a reconsideration of the importance of positive and negative emotions on foreign language learning, and a pursuit for a holistic view on the different emotions that learners experience in foreign language teaching and learning (Dewaele and Alfawzan 2018: 22). Moreover, Dewaele and Alfawzan argued that the positive psychology movement is the reason why the interest in the impact of positive and negative emotions in foreign language teaching and learning has increased (Dewaele and Alfawzan 2018: 21).

TABLE 17. Selected article II

Author(s)	• De Smet, Mettwie, Galand, Hiligsmann, Van Mensel (2018)
Publication type	• Original article
Journal	• <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Self-report questionnaire measuring
Relation to positive psychology	• The article was published in a special issue of the journal <i>Studies in Second Language Teaching and Learning</i> concerning emotions in SLA.
Key outcome statement	• A direct thematic link to positive psychology is presented. • CLIL students express less anxiety than their non-CLIL counterparts, and English learners report significantly less anxiety and more enjoyment than Dutch learners (De Smet et al. 2018:48).
Implications for teaching	• The target language itself may have an important role for emotional engagement in the classroom.

De Smet et al. studied foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA). The research was based on the data of self-report questionnaires from students in French-speaking Belgium. The participants of the study were 896 pupils from 13 primary and 9 secondary schools in French-speaking Belgium (De Smet et al. 2018: 54).

The study compared the learning of two foreign languages, English and Dutch, in the contexts of CLIL (Content and Language Integrated Learning) and non-CLIL. The result was that CLIL students expressed less foreign language anxiety than the non-CLIL counterparts, and English as a foreign language learners reported less anxiety and more foreign language enjoyment than the Dutch learners (De Smet et al. 2018:48). Interestingly, it was therefore argued that also the target language, when comparing English to Dutch, was important in relation to foreign language enjoyment and foreign language classroom anxiety, especially at the secondary level of studies (De Smet et al. 2018:64). According to the authors, pupils in primary school appeared to experience more overall positive and negative emotions, compared to students in secondary school (De Smet et al 2018: 63). Moreover, the authors concluded that the consideration of both positive and negative emotions is essential in the study of second language acquisition (De Smet et al 2018: 64).

TABLE 18. Selected article III

Author(s)	• Elahi Shirvan and Taherian (2018)
Publication type	• Original article
Journal	• <i>International Journal of Bilingual Education and Bilingualism</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Mixed methods: Statistical method and qualitative study
Relation to positive psychology	• The research is contextualized in relation to positive psychology.
Key outcome statement	• The growth of foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) are negatively and strongly correlated despite the fact that their initial states are weakly connected (Elahi Shirvan and Taherian 2018:16).
Implications for teaching	• The contextual and situational factors, such as teachers' behaviour and peers' reactions influence FLE and FLCA.

The research by Elahi Shirvan and Taherian (2018) concerned university students' foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) in the course of English as a foreign language (Elahi Shirvan and Taherian 2018: 1). The purpose of the authors was to investigate the growth and dynamics of FLE and FLCA (Elahi Shirvan and Taherian 2018:2). The main conclusion of the researchers was that the growth of foreign language enjoyment and foreign language classroom anxiety were negatively and strongly correlated even though their initial states were only weakly connected (Elahi Shirvan and Taherian 2018:16).

Elahi Shirvan and Taherian (2018) contextualized their study specifically in relation to positive psychology. They described the meaning of positive psychology as follows: positive psychology has a role in creating difficulty-free learning circumstances in the field of language education, and there is an increased interest in positive psychology in the field of second language acquisition (SLA) (Elahi Shirvan and Taherian 2018:2).

TABLE 19. Selected article IV

Author(s)	• Elahi Shirvan and Talebzadeh (2018a)
Publication type	• Original article
Journal	• <i>Journal of Intercultural Communication Research</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Idiodynamic method
Relation to positive psychology	• The research is contextualized in relation to positive psychology. • Foreign language enjoyment (FLE) is considered as one of the main variables of positive psychology.
Key outcome statement	• Enjoyment in English communication can be conceptualized as a dynamic system because the patterns of enjoyment varied inter-personally and intra-personally (Elahi Shirvan and Talebzadeh 2018:34).
Implications for teaching	• Enjoyable tasks can enhance interest and engagement. • Communication tasks can be made more enjoyable by considering the topics of conversation.

The study by Elahi Shirvan and Talebzadeh (2018a) concerned the effect of different topics on the dynamics of foreign language enjoyment (FLE) (Elahi Shirvan and Talebzadeh 2018a: 21). The research presented a direct connection to positive psychology, describing foreign language enjoyment as one of the main variables of positive psychology. It is probably true that foreign language enjoyment has a variable nature as it may not be consistent or it may be liable to change. However, FLE could not perhaps be considered as one of the *main* variables of *positive psychology*. Rather, FLE could be described as one of the thematic issues concerning the utilization of theories of positive psychology in applied linguistics, SLA, or teaching and learning a second or foreign language.

The research by Elahi Shirvan and Talebzadeh involved seven university students who engaged in conversations about simple and difficult topics. The method of research was an idiodynamic method, and its most significant part was self-reporting of the moments of experiencing enjoyment during the conversation process (Elahi Shirvan and Talebzadeh 2018a: 21). In the research 'enjoyment' was conceptualized as a positive emotion (Elahi Shirvan and Talebzadeh 2018a: 22).

The idiodynamic method was described generally to consist of four phases: (1) a recording of a video of a process, such as a conversation; (2) showing of the video to the participants immediately, (3) self-rating by the participants in relation to the subject being investigated, and (4) an interview after the self-ratings (Elahi Shirvan and Talebzadeh 2018a: 24). It should be noted that the researchers also defined participants' general characteristics based on interviews, including personality as introvert or extrovert (Elahi Shirvan and Talebzadeh 2018a: 25). How and on what psychological measures these personality assessments of study participants as introvert or extrovert were made is left unclear and the issue will be discussed later. The research must be acknowledged for the implications for teaching. According to the authors, enjoyable tasks promote more interest and engagement, and enjoyable topics can make communication tasks more enjoyable for EFL learners (Elahi Shirvan and Talebzadeh 2018a: 32).

TABLE 20. Selected article V

Author(s)	• Falout (2014)
Publication type	• Original Article
Journal	• <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Theoretical consideration based on self-reflection and experiences as a teacher
Relation to positive psychology	<ul style="list-style-type: none"> • The article was published in a special issue of the journal <i>Studies in Second Language Teaching and Learning</i> concerning positive psychology in second language teaching and learning. • The research is loosely contextualised within positive psychology on the aforementioned basis.
Key outcome statement	• Circular seating in the EFL classrooms potentially expands the area of attention and interest to the learning and to others, 'the action zone', to the whole classroom (Falout 2014:275).
Implications for teaching	• EFL teachers could experiment with different seating arrangements in classrooms in order to better the language communication process.

The article by Falout (2014) was published in the special issue of the journal *Studies in Second Language Teaching and Learning* concerning positive psychology. However, in the full text, no connection specifically to positive psychology or its principle concepts of frameworks was found. Falout's article was mainly based on self-reflection and author's experiences as an EFL teacher. It concerned the classroom as a space of teaching and learning and concluded that circular seating in the EFL classrooms might increase the area of attention and engagement to the learning and to other students (Falout 2014: 275).

TABLE 21. Selected article VI

Author(s)	<ul style="list-style-type: none"> • Gabryś-Barker (2014)
Publication type	<ul style="list-style-type: none"> • Original Article
Journal	<ul style="list-style-type: none"> • <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	<ul style="list-style-type: none"> • English as a foreign language (EFL)
Research methodology	<ul style="list-style-type: none"> • Qualitative, sample of narratives
Relation to positive psychology	<ul style="list-style-type: none"> • The article was published in a special issue of the journal <i>Studies in Second Language Teaching and Learning</i> concerning positive psychology in second language teaching and learning. • A conceptual link to positive psychology in the context of the concept of <i>flow</i>.
Key outcome statement	<ul style="list-style-type: none"> • The enjoyment of teaching is demonstrated in enthusiastic teaching, and there is a direct relation between teacher enthusiasm and learner enthusiasm (Gabryś-Barker 2014:322).
Implications for teaching	<ul style="list-style-type: none"> • In EFL teacher training attention should be paid on the way how teachers express acceptance of ideas and feelings, ways of praising, clarifying and giving feedback, expression of physical animation and vocal animation as well as overall energy, drive and spirit.

The article by Gabryś-Barker (2014) was published in the special issue of the journal *Studies in Second Language Teaching and Learning* concerning positive psychology. Gabryś-Barker studied teacher enthusiasm based mainly on the narratives of pre-service EFL teachers' narratives and their perceptions of teacher enthusiasm.

Even though the article did not provide larger, thematic links to positive psychology, the concept of *flow* was described as a concept of positive psychology and briefly discussed in the context of teacher enthusiasm by referring to the work by Csikszentmihalyi (1990) (Gabryś-Barker 2014: 306). However, more emphasis could have been focused on the conceptualization of flow than simply one reference. Flow is one of the key concepts of positive psychology and its dimensions have been studied extensively, for example in relation to intrinsic and extrinsic motivation, engagement, effort and nature of challenges. Gabryś-Barker argued as a conclusion that the enjoyment of teaching is demonstrated in enthusiastic teaching, and there is a direct relation between teacher enthusiasm and learner enthusiasm (Gabryś-Barker 2014: 322).

TABLE 22. Selected article VII

Author(s)	<ul style="list-style-type: none"> • Gregersen et al. (2014)
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	<ul style="list-style-type: none"> • English as a foreign language (EFL)
Research methodology	<ul style="list-style-type: none"> • Qualitative inquiry
Relation to positive psychology	<ul style="list-style-type: none"> • The research is explicitly contextualized within the framework positive psychology and second language learning. • The study participants worked with three activities adapted from the literature on positive psychology: savouring, three good things, and learned optimism.
Key outcome statement	<ul style="list-style-type: none"> • Positive psychology activities and emotional intelligence can increase reflection and a positive focus (Gregersen et al. 2014: 350).
Implications for teaching	<ul style="list-style-type: none"> • The understanding of emotional intelligence (EI) can be a tool in order to facilitate foreign language learning. • Activities applying positive psychology can increase emotional intelligence and positive emotions in regard to FL learning.

The study by Gregersen et al. examined emotional intelligence (EI) within SLA and positive psychology interventions, more precisely "the facilitating role of emotional intelligence (EI) for persons who experience positive L2 development." (Gregersen et al. 2014: 328). The research included particularly two study participants: a learner and a pre-service teacher who were drawn from two larger groups (Gregersen et al. 2014: 327). The learner group included ten English language learners and the teacher group consisted of nine pre-service and in-service teachers of Teaching English to Speakers of Other Languages (TESOL) (Gregersen et al. 2014: 336).

The study by Gregersen et al. was specifically conceptualized within positive psychology. Firstly, positive emotion was considered as one of the main interests of positive psychology (Gregersen et al. 2014: 328). Secondly, the researchers noted that the concept of emotional intelligence had been introduced to SLA literature. Eventhough 'emotional intelligence' was labelled as a concept, it was also *defined* as the ability to think about and think with emotions (Gregersen et al. 2014: 328).

Moreover, Gregersen et al. adapted three intervention techniques or positive psychology exercises straight from the field of positive psychology (identifying three good things, savouring positive experience, and learned optimism) and connected these to L2 learning (Gregersen et al. 2014: 328). These exercises, activities or interventions (all three words were used) have been created by Seligman et al. (2005), Peterson (2006), and Seligman (2006) (Gregersen et al. 2014: 332). The exercises were implemented in two separate groups, language students and pre-service teachers (Gregersen at al. 2014: 333).

It is important to note that the exercises were used as a tool in order "to examine what respondents tell us when they undertake the activities and how they react emotionally to them (...)." (Gregersen et al 2014: 333). Thus, it might be interpreted that the positive psychology exercises were actually utilized as tools of narrative or textual analysis.

According to Gregersen et al. 'the identification of three good things' meant listing three good things that went well during the day and describing the reason why each event was good. It must be noted here that the exercise of 'three good things' has been mentioned already in the Chapter 2 in relation to Positive Education (Seligman et al. 2009). 'Savouring' meant that students were asked to notice something enjoyable and share this with others. 'Learned optimism' meant that the pessimistic thought is rapidly countered with an optimistic one, until it becomes a habit of mind (Gregersen et al. 2014: 333-335). The purpose of these activities was described as focusing on positive emotions such as enjoyment (Gregersen et al. 2014: 335).

Gregersen et al. explained the conceptualization of positive and negative emotion by mostly referring to the work by other linguists and American psychologist Barbara Fredrickson. Gregersen et al. argued that the ratio of positive to negative emotion is especially important to well-being (Gregersen et al 2014: 329). Moreover, "If positive emotion is like the wind in a ship's sails, negative emotion is like the rudder keeping a ship on course." (Gregersen et al. 2014: 329). It must be enquired here how is the role of emotions then explained in the context of L2 learning. The key aspects mentioned by Gregersen et al. can be listed as follows: emotions can be a powerful tool in order to facilitate language learning, and classroom and task conditions can influence the learners' imagination and promote positive emotion and also the cognition (Gregersen et al. 2014: 329).

In their research, Gregersen et al. utilized the model of emotional intelligence by Salovey et al. (2002). This model includes four branches: emotional perception and expression; emotional facilitation of thought; emotional understanding; and emotional management (Gregersen et al. 2014: 330-331). The authors concluded that emotional intelligence can be seen in action in "a progression of positive psychology interventions for participants who perceived growth in the attainment of L2 possible selves." (Gregersen et al. 2014: 350). Moreover, the aforementioned positive psychology interventions were seen as facilitating reflection, a positive focus and positive emotions (Gregersen et al. 2014: 350). However, Gregersen et al. noted that it is possible that the learners already had emotion

regulation strategies and previous experiences which were complemented and coordinated by the positive psychology interventions (Gregersen et al. 2014: 349).

TABLE 23. Selected article VIII

Author(s)	• Jin, Yinxing; Zhang, Lawrence Jun (2018)
Publication type	• Original Article
Journal	• <i>International Journal of Bilingual Education and Bilingualism</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Mixed methods: adaptation of Foreign Language Enjoyment Scale, EFL test results
Relation to positive psychology	• The research is contextualized within positive psychology and second language learning and teaching.
Key outcome statement	• Enjoyment of FL learning showed a stronger effect on FL achievement than enjoyment of teacher and student support. A suggestion is made of the need to create a positive classroom environment (Jin and Zhan 2018: 13).
Implications for teaching	• Teachers should understand students' emotional expectations and improve learners' enjoyment of FL. • FL class activities should be based on learners' interest and the activities should be made challenging, but manageable for learners.

The research by Jin and Zhang examined "the dimensions underneath the construct of foreign language classroom enjoyment and explored the pattern in which these enjoyment dimensions affect foreign language achievement." (Jin and Zhang 2018: 1). The research was conducted particularly in the Chinese context, and the study participants were Chinese senior high school students who were learning English as a foreign language (EFL). The research instrument used was an adaptation of the Foreign Language Enjoyment Scale (FLES) by Dewaele and Macintyre (2014), named as the English Classroom Enjoyment Scale (ECES). The ECES was compared to the results of English achievement test which included two parts. The first part consisted of listening, reading comprehension, multiple-choice exercise, and filling in blanks with grammatical vocabulary forms. The second part included translation and essay writing (Jin and Zhang 2018: 6).

Jin and Zhang concluded that consistent with previous studies (Dewaele and Macintyre 2016) and Li, Jiang and Dewaele (2018), their research found out that FL classroom enjoyment included a private dimension specific to FL learning itself and social dimensions that can be construed from the perspectives of teacher and students (Jin and Zhang 2018: 13). According to the authors, learners' liking of FL learning is a key source of their enjoyment in the classroom (Jin and Zhang 2018: 11). Moreover, the implication was

that both learning activities and outcomes promote FL learning enjoyment (Jin and Zhang 2018: 11). Therefore, the authors suggested that, enjoyment of English language learning is better viewed as an activity and outcome dimension (Jin and Zhang 2018: 11). In addition, and consistent with referring to Dewaele and Macintyre (2016), the authors noted that the development of interpersonal relationships with the teacher and peers were important sources of FL classroom enjoyment (Jin and Zhang 2018: 11).

Moreover, Jin and Zhang found a positive effect of enjoyment of English learning on English achievement, this being more significant for the achievement than enjoyment of teacher and student support (Jin and Zhang 2018: 11, 13). Their overall suggestion was that learners' FL learning enjoyment should be increased. Jin and Zhang suggested that learners' interest should guide the design of the class activities and the activities should be challenging, but manageable, not too simple, nor too difficult (Jin and Zhang 2018: 12). This suggestion has direct links to the previous conceptualizations of a peak experience and flow in psychology, which will be discussed later.

The research by Jin and Zhang was specifically conceptualized within the positive psychology movement in second language and foreign language learning. The connection was considered as "a shift of research energy from language anxiety to positive emotions." (Jin and Zhang 2018: 10). Moreover, the connecting link between second language acquisition (SLA) and positive psychology was considered as the focus on positive emotions, enjoyment being one of such emotions (Jin and Zhang 2018:1-2). Jin and Zhang conceptualized enjoyment as "dispositional enjoyment and momentary enjoyment, which conceptualise a habitual response and a specific response at a spatio-temporal point, respectively." (Jin and Zhang 2018: 2). They explained that in the field of second language acquisition, enjoyment has been examined both as a trait-like emotional experience and a state reaction to educational tasks (Jin and Zhang 2018: 3). However, in the article enjoyment is most often labelled as a positive emotion, not a subjective emotional experience.

TABLE 24. Selected article IX

Reference	• Murphey (2014)
Publication type	• Original article
Journal	• <i>Studies in Second Language Learning and Teaching</i>
Concept of English language	• English as a medium of instruction in CLIL
Research methodology	• Action research/project, qualitative inquiry
Relation to positive psychology	• The article was published in a special issue of the journal <i>Studies in Second Language Teaching and Learning</i> concerning positive psychology in second language teaching and learning. • The research is loosely contextualized within positive psychology on the aforementioned basis.
Key outcome statement	• The students were considered to have benefitted from reinforced learning, new learning, bonding, stronger social ties and new insights (Murphey 2014: 224).
Implications for teaching	• Language teachers could create songlets about their particular interests and for their students' particular needs.

The article by Murphey (2014) was published in a special issue of the journal *Studies in Second Language Teaching and Learning* concerning positive psychology. Murphey studied the use of short English songlet-routines by Japanese students outside of the classroom, which was called as 'clandestine folk music therapy'. Murphey explored 155 student-conducted musical cases over a 4-year period (Murphey 2014: 2015). The conclusion was that the EFL students were considered to have benefitted from reinforced learning, new learning, bonding, stronger social ties and new insights (Murphey 2014: 224).

TABLE 25. Selected article X

Author(s)	• Oxford, Rebecca L. (2014)
Publication type	• Original article
Journal	• <i>Studies in Second Language Learning and Teaching</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Grounded theory approach
Relation to positive psychology	• The research is contextualized within positive psychology. • The theoretical framework is described as coming from the concept of well-being in positive psychology.
Key outcome statement	• The adapted theory of well-being is useful with the learner histories, and understanding L2 learning experiences (Oxford 2014:593, 611).
Implications for teaching	• Teachers should understand and have compassion for all students. • Positive psychology might provide some useful tools for teaching practice.

Oxford contextualized her research explicitly in relation to positive psychology. Moreover, Oxford stated that the theoretical framework of her study came from "the concept of well-being in positive psychology (with significant adaptations)" (Oxford 2014: 593). In addition, the conceptualization and the adapted theory of well-being was in a key role in her conclusions as it was considered useful with the learner histories, and understanding of L2 learning experiences (Oxford 2014: 593, 611). Therefore, it is necessary to study what Oxford meant by 'the concept of well-being in positive psychology'. The issues that are of interest are the following: is the statement by Oxford a reference to the concepts of subjective well-being (SWB), psychological well-being (PWB) or another framework of well-being?

It was discovered that Oxford considered as 'the well-being theory' Martin Seligman's PERMA model of flourishing (2011), which refers to Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A) (Oxford 2014:594). However, it is unclear why this specific model was chosen as 'the well-being theory' in the context of L2 learning and teaching because the reasoning was not explained in the study, nor were there any references to other concepts of well-being within the field of positive psychology. By referring to VIA Institute of Character, Oxford explained that underpinning the aforementioned five PERMA elements are 24 character strengths, such as wisdom, authenticity, love, or humour (Oxford 2014: 594). Thus Oxford connected her study to both the PERMA model and VIA Institute on Character.

Oxford decided to modify the PERMA model as she questioned whether all five PERMA elements are independently definable and measurable, or whether they actually overlap. Firstly, she criticized the emphasis of the PERMA model on only positive emotions, as there are also emerging negative emotions present in L2 learning (Oxford 2014:595). In order to express this in a more precise manner, according to Oxford (1) there are both positive and negative emotions present in L2 learning, (2) negative emotions, such as anxiety, are particularly prevalent among less successful L2 learners, (3) L2 learners may sometimes experience negative emotions in learning, (4) the emotions of happiness and contentment are linked to an attainment of a desirable learning goal, and (5) learners do not always experience "ecstatic high while involved with learning L2." (Oxford 2014: 595).

Secondly, she criticized Seligman's separation of engagement and meaning and decided to connect these two constructs as 'a meaningful engagement', the reasoning being that "people become engaged in that which they consider meaningful." (Oxford 2014: 596).

Moreover, according to Oxford "Engagement embraces intrinsic motivation, flow, self-determination, and investment." (Oxford 2014: 596). Investment is a concept that Oxford herself decided to include in the construct of engagement. By referring to Norton (2010) investment was considered by Oxford as the socially constructed relationship of the learner with the target language. Oxford explained the concept of intrinsic motivation as manifestation of flow and self-determination.

Thirdly, the nature of relationships were compared to Seligman's model by Oxford and she explained that her adapted theory puts more emphasis on sociocultural environments (Oxford 2014:597). Oxford argued that the construct of accomplishment is also understood differently in her theory when compared to Seligman's model. Oxford stated that accomplishment in the L2 setting includes "(a) the development of general proficiency in the L2, (b) achievement in a particular curriculum or course, (c) effective use of language, (d) self-regulated behavior, or (e) any other attainment related to L2 learning." (Oxford 2014:597).

Moreover, Oxford stated that she had only recently begun using positive psychology as a theoretical framework, and she had done so by adapting the standard theory of well-being. (Oxford 2014: 598). In deed, also in the article by Oxford and Cuéllar (2014), Seligman's PERMA model was adapted and labelled as "the centerpiece of the modern view of well-being" (Oxford and Cuéllar 2014:173), in which "flourishing is viewed as the gold standard for measuring well-being." (Oxford and Cuéllar 2014: 174). The key problem with these notions is that the argument of 'a standard or gold standard of the theory of well-being' is not supported by the history of the scientific research on well-being. The concept of well-being in positive psychology is a complex and much studied issue as was demonstrated already in Chapter 2.

In Oxford's study the PERMA model was mixed with grounded theory approach. Oxford actually studied whether the adapted well-being framework could be used in the analysis of two learners' texts as their learner histories. First of the two study participants, a doctoral student of second language education, was described by Oxford 'positive', and the second study participant, a MA student in Teaching English to Speakers of Other Languages (TESOL), was evaluated as 'negative' and having serious gaps in "social, emotional and cognitive well-being" and that "(...) the picture that ultimately emerged for her was the opposite of well-being. She never learned how to thrive, become strategic, or be happy." (Oxford 2014: 609). Oxford recommended psychological interventions for the

negative study participant, such as ABCDE technique or Seligman's five-step pattern of post-traumatic growth. Oxford's main conclusion was that her adapted theory of well-being is useful for the analysis of learner histories and that "positive psychology, particularly the concept of well-being, might be of significant value for enhancing L2 learning". (Oxford 2014: 611).

TABLE 26. Selected article XI

Author(s)	• Pavelescu and Petrić (2018)
Publication type	• Original Article
Journal	• <i>Studies in Second Language Learning and Teaching</i>
Concept of English language	• English as a foreign language (EFL)
Research methodology	• Mixed qualitative methods: a written task, interviews, lesson observations and English-related events
Relation to positive psychology	• The research is contextualized within positive psychology. • The research uses concepts that can be found in positive psychology, such as 'positive emotion'.
Key outcome statement	• Love towards English language was found to be the driving force in the learning process, and it motivated learners to invest effort into language learning, despite the fact that there might have been obstacles in the classroom, such as a lack of enjoyment of certain tasks or noise (Pavelescu and Petrić 2018: 95).
Implications for teaching	• Teachers should acknowledge that learners' emotions towards the target language need to be engaged in the process of learning.

Pavelescu and Petrić (2018) studied the positive emotions of learning English as foreign language in Romania. The study participants were four adolescent EFL students. The research method was qualitative (including a written task, semi-structured interviews with the learners and their teachers, lesson observations and English-related events outside the classroom), and concerned the study participants emotional experiences of learning English in the ecologies of school and outside the classroom over one semester (Pavelescu and Petrić 2018: 73). Pavelescu and Petrić were able to identify two major positive emotions, namely love for English language and enjoyment. The authors concluded that love towards English language was found to be the driving force in the learning process, and it motivated learners to invest effort into language learning. Pavelescu and Petrić argued that love towards English language conquered even the obstacles in the classroom, such as a lack of enjoyment in certain tasks or background noise (Pavelescu and Petrić 2018: 95).

TABLE 27. Selected article XII

Author(s)	<ul style="list-style-type: none"> • Piniel and Albert (2018)
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	<ul style="list-style-type: none"> • English as a foreign language (EFL)
Research methodology	<ul style="list-style-type: none"> • Qualitative research, content analysis
Relation to positive psychology	<ul style="list-style-type: none"> • The article was published in a special issue of the journal <i>Studies in Second Language Teaching and Learning</i> concerning emotions in SLA. • A direct conceptual and thematic link to positive psychology presented.
Key outcome statement	<ul style="list-style-type: none"> • Two emotions mostly connected to English as a foreign language are enjoyment and language anxiety. The emotions vary in relation to the skill but also depend on the context of the language use inside the classroom or outside the classroom (Piniel and Albert 2018: 127).
Implications for teaching	<ul style="list-style-type: none"> • Teachers should reduce negative emotions and encourage positive emotions. • Teachers should provide topics students like and feel positive about.

Piniel and Albert (2018) explored the qualitative feedback on emotions while engaging on four skills: listening, speaking, reading and writing in English. The study participants were 166 university students majoring in English. The study participants were asked to write texts in their mother tongue, Hungarian, describing their emotional experiences which were then analysed by using content analytical techniques (Piniel and Albert 2018: 127).

The authors concluded that two emotions mostly connected to English as a foreign language were enjoyment and language anxiety. The emotions varied in relation to the skill but also depended on the context of the language use inside the classroom or outside the classroom (Piniel and Albert 2018: 127). Piniel and Albert stated that English language learners acknowledged more positive emotions in relation to outside classroom language learning situations than classroom situations (Piniel and Albert 2018: 127). Piniel and Albert linked their research to positive psychology by referring to Seligman and Csikszentmihalyi (2000) and to the turn towards the research of positive emotions in foreign language learning.

TABLE 28. Selected article XIII

Author(s)	<ul style="list-style-type: none"> • Ross and Rivers (2018)
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>Studies in Second Language Teaching and Learning</i>
Concept of English language	<ul style="list-style-type: none"> • English as a second language (ESL)
Research methodology	<ul style="list-style-type: none"> • Semi-structured interviews
Relation to positive psychology	<ul style="list-style-type: none"> • The article was published in a special issue of the journal <i>Studies in Second Language Teaching and Learning</i> concerning emotions in SLA. • A direct thematic link to positive psychology.
Key outcome statement	<ul style="list-style-type: none"> • The emotional experiences of the students beyond the classroom were intense when compared to the emotional experiences in the language-learning classroom (Ross and Rivers 2018: 103).
Implications for teaching	<ul style="list-style-type: none"> • More authentic interactions, workplace-based simulations, and opportunities for travel are needed.

Ross and Rivers (2018) investigated the emotional experiences of eight university-level ESL learners outside the classroom. The authors had a specific emphasis on the emotions of hope, enjoyment and frustration of the ESL learners. The ESL environment of the research was Australia, where the target language of English can be experienced also in social interactions. The methodology of the research was semi-structured interviews (Ross and Rivers 2018: 103). The authors concluded that the emotional experiences of the students outside the classroom were considered as intense when compared to the emotional experiences in the English language classroom. Moreover, Ross and Rivers noted that the ESL learners' emotional experiences often seemed to be linked to their linguistic self-concept (Ross and Rivers 2018: 119). Ross and Rivers connected their research to positive psychology by referring to the studies by Barbara Fredrickson on positive emotions and to the recent and growing interest of positive psychology in the second language research.

Next the articles, which did not present direct conceptual or thematic links to positive psychology as such, nor did they mention the term 'positive psychology' in the titles, keywords, abstracts or full text of the articles are discussed. As mentioned before, these include articles by Balyasnikova, Higgins and Hume (2018); Elahi Shirvan and Talebzadeh (2018b); Lee (2016); Shadiev, Hwang and Liu (2018); and Zhu and Zhou (2012).

TABLE 29. Selected article XIV

Author(s)	• Balyasnikova, Higgins, Hume (2018)
Publication type	• Feature Article
Journal	• <i>Tesol Journal</i>
Concept of English language	• English as an additional language (EAL)
Research methodology	• Drama-based qualitative research
Link to positive psychology	• The research is not contextualized in relation to positive psychology. • The authors discuss the issues concerning well-being, self-esteem, self-confidence, social connection, and relationships, but not in the context of positive psychology.
Key outcome statement	• Playfulness in the context of EAL enhances language practice and leads to the increase of learners' self-esteem and self-confidence (Balyasnikova et al. 2018: 490–491).
Implications for teaching	• Adaptable, ethnodramatic texts could be used as tools in language teaching and learning. • EAL teaching and learning could be designed as a collaborative theatre project.

Balyasnikova, Higgins and Hume (2018) studied the enhancement of the quality of teaching English as an additional language (EAL) through a collaborative theatre project. The research participants were older, immigrant adults and the authors examined a 4-month-long period of Seniors Drama Club in Vancouver, Canada (Balyasnikova et al. 2018:481). According to the authors, seniors as adult English learners have social motivations. Therefore, the authors recommended that language learning experiences of seniors should be constructed as collaborative learning experiences, and centered around socializing activities (Balyasnikova et al. 2018: 482). However, it is noteworthy, that the senior learners' motivation as particularly *social* was argued as a fact, without references to previous research concerning motivation and learning.

Balyasnikova et al. argued that senior English language learners may be empowered by the use of drama to overcome barriers such as lack of confidence to use English in public speaking. They wrote that drama can be an important tool that connects social experiential learning and active pragmatic language practice (Balyasnikova, Higgins and Hume 2018: 484). Moreover, the authors stated that playfulness can enhance language practice and lead to the increase of self-esteem and self-confidence (Balyasnikova, Higgins and Hume 2018: 490–491).

TABLE 30. Selected article XV

Author(s)	<ul style="list-style-type: none"> • Elahi Shirvan and Talebzadeh (2018b)
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>Journal of Intercultural Communication Research</i>
Concept of English language	<ul style="list-style-type: none"> • English as a foreign language (EFL)
Research methodology	<ul style="list-style-type: none"> • Idiodynamic method
Relation to positive psychology	<ul style="list-style-type: none"> • The research is not explicitly contextualized in relation to positive psychology. • However, it refers to studies concerning second language teaching and learning which have used frameworks based on the notions of positive psychology.
Outcomes	<ul style="list-style-type: none"> • Foreign language enjoyment has an unstable and complex nature, and the enjoyment in the classroom is not as noticeable as one would assume (Elahi Shirvan and Talezadeh 2018: 202).
Implications for teaching	<ul style="list-style-type: none"> • The enjoyment cues of the learners may not be easily detected. • The reported enjoyment may be the most reliable.

The research by Elahi Shirvan and Talebzadeh (2018b) was not explicitly contextualized in relation to positive psychology. However, it referred to studies concerning second language teaching and learning which have used frameworks based on the notions of positive psychology. It must also be noted that the other studies by Elahi Shirvan in 2018 were specifically connected to positive psychology.

Elahi Shirvan and Talebzadeh studied whether the moments of experiencing foreign language enjoyment in communicating in English are transparent to the teacher and the peers in the classroom. As a research method they used an idiodynamic approach. The study participants were four freshman university students majoring in the field of teaching English as a foreign language (Elahi Shirvan and Talezadeh 2018b: 193). The authors concluded that foreign language enjoyment has an unstable, dynamic and complex nature, and the enjoyment in the classroom is not as noticeable to the teachers or peers as one would assume (Elahi Shirvan and Talezadeh 2018: 202).

TABLE 31. Selected article XVI

Author(s)	<ul style="list-style-type: none"> • Lee (2016)
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>System</i>
Concept of English language	<ul style="list-style-type: none"> • English as a second language (ESL)
Research methodology	<ul style="list-style-type: none"> • Mixed methods: questionnaires, interviews, and classroom observations
Relation to positive psychology	<ul style="list-style-type: none"> • The research is not contextualized within positive psychology. • However, the research uses concepts that can be found in positive psychology, such as 'positive emotional states' and 'affective variables'.
Key outcome statement	<ul style="list-style-type: none"> • Most of the teachers' oral corrective feedback (CF) had positive impacts on the students' affective variables, specifically lowering their anxiety about speaking English. Certain clarification requests increased the students' anxiety instead (Lee 2016:88).
Implications for teaching	<ul style="list-style-type: none"> • ESL teachers should explain how corrective feedback works at the beginning of the course. • Corrective feedback (CF) should be used to encourage or even create positive emotional states in ESL students. • Teachers' clarification requests such as “What?”, “Sorry?”, or “Pardon me?” increased the students' anxiety and discouraged them to speak English, and decreased their self-confidence. • Teachers should deliver oral CF by using alternative phrases, in an emotionally positive and effective way.

Lee's article (2016) was not contextualized within positive psychology. However, the research utilized concepts that can be found in positive psychology, such as 'positive emotional states' and 'affective variables'. Lee used mixed methodology in order to explore the relations between teachers' oral corrective feedback (CF) and the perceptions of students' foreign language anxiety levels. The study participants were sixty advanced-level adult ESL students (Lee 2016: 78).

Lee concluded that most of the teachers' oral corrective feedback (CF) had positive impacts on the students' affective variables, specifically lowering their anxiety about speaking English. However, certain clarification requests increased the students' anxiety instead (Lee 2016: 88).

TABLE 32. Selected article XVII

Author(s)	<ul style="list-style-type: none"> • Shadiev, Hwang, Liu (2018).
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>Educational Technology & Society</i>
Concept of English language	<ul style="list-style-type: none"> • English as a foreign language (EFL)
Research methodology	<ul style="list-style-type: none"> • Experimental method
Relation to positive psychology	<ul style="list-style-type: none"> • The research is not contextualized in relation to positive psychology. • However, the research uses concepts that can be found in positive psychology, such as 'positive emotions'.
Key outcome statement	<ul style="list-style-type: none"> • English as a foreign language (EFL) learning activity supported by smart watches was perceived useful for EFL learning, health and positive emotions of students (Shadiev, Hwang and Liu 2018: 217).
Implications for teaching	<ul style="list-style-type: none"> • EFL learning could be facilitated outside classrooms by using smart watches in language learning and teaching.

The article by Shadiev, Hwang and Liu (2018) considered the use of contemporary education technology and utilized concepts such as 'positive emotions'. The article can be seen as one example of the emergence of the technological aids in teaching and learning English as a foreign language. Shadiev, Hwang and Liu designed an English as a foreign language (EFL) learning activity supported by smart watches in order to combine EFL learning with health objectives such as physical exercise through walking. The authors explored student learning outcomes, conducted a questionnaire survey, and interviews with the students (Shadiev, Hwang and Liu 2018: 217). The authors concluded that an activity of EFL, supported by smart watches, was perceived useful for EFL learning, health and positive emotions of students (Shadiev, Hwang and Liu 2018: 228).

TABLE 33. Selected article XVIII

Author(s)	<ul style="list-style-type: none"> • Zhu and Zhou (2012)
Publication type	<ul style="list-style-type: none"> • Original article
Journal	<ul style="list-style-type: none"> • <i>English Language Teaching</i>
Concept of English language	<ul style="list-style-type: none"> • English as a foreign language (EFL)
Research methodology	<ul style="list-style-type: none"> • Questionnaires
Relation to positive psychology	<ul style="list-style-type: none"> • The study is not contextualized in relation to positive psychology. • However, it uses terms of positive psychology, such as 'affect'.
Key outcome statement	<ul style="list-style-type: none"> • Certain kind of negative affect (anxiety, boredom, hopelessness and low self-confidence) may occur among students in junior high school (Zhu and Zhou 2012:40).
Implications for teaching	<ul style="list-style-type: none"> • Teachers should meet the basic needs of learners, enhance their interest, self-efficacy, and reduce students' anxiety by using cooperative learning.

Zhu and Zhou (2012) studied the nature of positive and negative affective factors among the English students in junior high school. It must be noted here that the study was conducted without any relation to positive psychology or the long history of subjective well-being (SWB) and its research concerning affects. The authors concluded that the negative affects occurring in relation to English studies were anxiety, boredom, hopelessness and low self-confidence. They recommended that it is necessary for teachers to help students acquire positive affect (Zhu and Zhou 2012: 40).

4. DISCUSSION AND CONCLUSIONS

4.1. Discussion

The question of this research was: "How is the possible connection between positive psychology and teaching English as a foreign language presented in the contemporary, peer-reviewed research?" First of all, a common statement found in the articles was that positive psychology has only recently emerged in the field of applied linguistics, second language acquisition or foreign language teaching and learning. Secondly, the connection to positive psychology is most often presented as an impact or influence of positive psychology in the research concerning second language acquisition or foreign language learning and teaching. Thirdly, the effects of the emergence of positive psychology in the aforementioned fields are most often conceptualized as a need to study both negative and positive emotions of the foreign language learners. Fourthly, there is a lack of knowledge of the large field of positive psychology and its main constructs, such as subjective well-being (SWB) or psychological well-being (PWB). The studies conceptualized positive psychology by referring mostly to relatively few works by Martin Seligman, Mihaly Csikszentmihalyi and Barbara Fredrikson. A good example of this strategy is the representation of Csikszentmihalyi's concept of flow. Few researchers, such as Oxford (2014) and Gabryś-Barker (2014), referred to the conceptualization of flow. However, none of the studies discussed the long history of flow research, or the psychological meaning of flow as a positive, subjective experience, intrinsic motivation and optimal human functioning, or the question of balance between effort and challenges in activities (Csikszentmihalyi 1975, 1990, 1998). Thus, even though some of the studies presented explicitly a connection to positive psychology, they utilized a rather narrow field of the theories and research concerning positive psychology.

It is noteworthy that the most favoured, specific connection to the history of positive psychology was a reference to the article by Seligman and Csikszentmihalyi (2000). This may be due to the influence of the special issue in positive psychology of the journal *Studies in Second Language Learning and Teaching* (2014). When MacIntyre and Gregersen explained the purpose of the special issue, they argued as follows: "The three founding pillars of positive psychology as laid down by Seligman and Csikszentmihalyi (2000) (specifically, positive character traits, positive emotions and positive institutions) are three of the pillars for this special issue." (MacIntyre and Gregersen 2014: 150).

But to be precise, originally Seligman and Csikszentmihalyi only wrote about the pillars of positive subjective experience, positive individual traits and positive institutions (Seligman and Csikszentmihalyi 2000: 5). There is a significant conceptual and operational difference between *a positive subjective experience* and *a positive emotion*. The subjective experiences were understood by Seligman Csikszentmihalyi as well-being, contentment and satisfaction (in the past), hope and optimism (in the future) and flow and happiness (in the present) (Seligman and Mihaly 2000: 5).

A clear link to positive psychology was presented, for example, in the article by Dewaele and Alfawzan (2018). Dewaele and Alfawzan referred to the work by Dewaele and MacIntyre (2014 and 2016), and MacIntyre, Gregersen and Mercer (2016) and stated that the interest on positive and negative emotions in foreign language acquisition has increased because of the positive psychology movement (Dewaele and Alfawzan 2018: 21). The connection was explained as an influence of positive psychology in applied linguistics, meaning that the combined effects of positive and negative emotions in foreign language acquisition and performance will be studied and more emphasis will be focused on the range of FL learners' emotions (Dewaele and Alfawzan 2018: 22). Moreover, De Smet et al. (2018) argued that 'emotion' as a word was not mentioned in the SLA research until the beginning of the 2000s, apart from the context on one specific emotion: foreign language anxiety (De Smet et al. 2018: 49). De Smet et al. connected positive psychology to the research of positive emotions by referring mostly to the work by Gregersen and MacIntyre in 2014, MacIntyre and Mercer in 2014, Gregersen, MacIntyre and Mercer 2016, and MacIntyre 2016 (De Smet et al. 2018: 49).

In reference to the first subquestion of this study: What research methods have been used to study positive psychology and teaching English as a foreign language, the answer is that the research methods varied significantly.

The studies utilized mixed methods, questionnaires, achievement tests, idiodynamic method, self-reflection as a teacher, narrative research, qualitative inquiry, grounded theory, action research, interviews, and lesson observations. Interestingly, the established research instruments belonging to the field of positive psychology were not applied on a larger scale.

The second subquestion of this research was: Is it possible to draw conclusions and recommendations from the contemporary, peer-reviewed research concerning positive psychology and teaching English as a foreign language that might further good teaching practice? As demonstrated in the tables before, implications for teaching have been found from each study. However, many of the recommendations can be considered as rather general in their nature.

The general implications in the articles which presented a connection to positive psychology were the following: the pedagogical practices of the teachers were the main causes of foreign language classroom anxiety (FLCA) and foreign language enjoyment (FLE) (Dewaele and Alfawzan 2018); the contextual and situational variables, such as teachers' behaviour and peers' reactions influence foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) (Elahi Shirvan and Taherian 2018); interest and engagement can be enhanced by enjoyable tasks, and communication tasks can be more enjoyable by choosing interesting topics for conversation (Elahi Shirvan and Talebzadeh 2018); in EFL teacher training attention should be paid on the way how teachers express acceptance, and give feedback (Gabryś-Barker 2014); teachers should understand and have compassion for all students (Oxford 2014); teachers should reduce negative emotions and encourage positive emotions and provide topics students like and feel positive about (Piniel and Albert 2018); and foreign language activities should be based on learners' interest and the activities should be challenging, but manageable (Jin and Zhang 2018).

On a more specific level Falout (2014) recommended circular seating in the EFL classrooms, Murphey (2014) the creation of songlets, and Ross and Rivers (2018) more authentic interactions and workplace-based simulations. In the relation to the special role of the target language, De Smet et al. (2018), Pavelescu and Petrić (2018) noted that English language as the target language may have an important role for the emotional engagement of the learners.

There are particular similarities between the studies analysed in-depth. Firstly, they use the concept of enjoyment in similar ways and mostly in reference to the concept of foreign language enjoyment (FLE). Moreover, enjoyment was mostly conceptualized as a

positive emotion, not a situational, *positive subjective experience*. Jin and Zhang (2018) were more precise and conceptualized enjoyment in general by distinguishing its dimensions and acknowledged the trait-like and state-like constructs of enjoyment. Elahi Shirvan and Talebzadeh described enjoyment as a positive emotion (Talehi Shirvan and Talebzadeh 2018:189), a specific experience (Talehi Shirvan and Talebzadeh 2018:191) and a dynamic construct (Talehi Shirvan and Talebzadeh 2018:202). The concept of enjoyment was not linked to psychological well-being (PWB) or subjective well-being and its constructs of positive and negative affect (SWB) in any of the articles.

Secondly, the concept of anxiety was rather common in the articles and was understood in relation to foreign language anxiety (FLA). One of the most common statements in the sample was that most of the research concerning emotions in second language acquisition (SLA), second language teaching and learning or foreign language teaching and learning has previously concentrated on foreign language anxiety (FLA). This statement was presented, for example, by Dewaele and Alfawzan (2018), Elahi Shirvan and Taherian (2018), Elahi Shirvan and Talebzadeh (2018a, 2018b), and Jin and Zhang (2018).

Dewaele and Alfawzan noted that the foreign language anxiety research is now on its third, the 'Dynamic Approach' phase (the first being the 'Confounded Approach, and the second the 'Specialized Approach') (Dewaele and Alfawzan 2018:23–24). Foreign language anxiety was traditionally seen as an affective filter that may hinder the achievement of proficiency in a foreign language (Aida 1994:155). The Foreign Language Classroom Anxiety Scale (FLCAS) was designed by Horwitz, Horwitz and Cope in 1986. In the original article, Horwitz, Horwitz and Cope (1986) wrote that if anxiety is limited to the language learning situation, it belongs to the category of specific anxiety reactions in psychology. It is important to note that the authors described '*a specific anxiety reaction*' as different from feeling generally anxious in a variety of situations (Horwitz, Horwitz and Cope 1986: 125).

Furthermore, Horwitz conceptualized FLCAS as a tool in order to examine the relationship of anxiety to *achievement* in foreign language teaching and learning (Horwitz 1986:559). On her later reflection on the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz stated that the majority of FLCAS studies had been conducted globally and with learners of English as a foreign language (EFL) (Horwitz 2016: 932). Horwitz remarked that her empirical article concerning FLCAS (1986) was the most important for her as it demonstrated that "language anxiety is independent of related anxieties including

trait anxiety, communication apprehension, test anxiety, and fear of negative evaluation." (Horwitz 2016: 933). It is especially important to note that Horwitz herself stressed that FLCAS and the concept of language anxiety has sometimes been misconstrued as a composition of communication apprehension, test anxiety and fear of negative evaluation.

In the research by Dewaele and Alfawzan concerning foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) the qualitative material from the EFL study group revealed some reasons for both FLE and FLCA. The reasons for foreign language enjoyment and foreign language classroom anxiety were discovered to have a direct connection to the perception of the teacher and teachers' pedagogical practices. According to the authors, negative practices and comments by the teacher affected the students' mood and caused shame, increased anxiety and a growing lack of self-confidence in English (Dewaele and Alfawzan 2018: 39). Therefore, the authors stated that it is important to be able to create a positive atmosphere in the foreign language classroom (Dewaele and Alfawzan 2018: 40).

However, they did not offer any practical suggestions or tools in order to achieve the aforementioned goal. Moreover, even though the second study group concerned particularly English as a foreign language (EFL), no specific role was given to the target language itself. Instead of concentrating on the specific target language, the results concerning EFL were expanded to concern foreign language enjoyment and anxiety in general. In the research by Dewaele and Alfawzan foreign language enjoyment and foreign language enjoyment were connected to performance and achievement, i.e. how well the study participants performed in language tests. In the research design concerning EFL in Saudi Arabia, the concepts of foreign language enjoyment and foreign language classroom anxiety were linked particularly to English language proficiency. This is problematic in several ways in the context of positive psychology if the conceptualizations are not explained. Proficiency as such cannot be considered as an established concept or a goal or a pursuit of positive psychology. However, for example, personal growth, development of potentials and signature strengths are concepts of positive psychology that could be connected to the linguistic proficiency or competence.

In the study by Elahi Shirvan and Taherian (2018) 'enjoyment' and 'anxiety' were viewed as 'complex dynamic systems' and both 'enjoyment' and 'anxiety' were conceptualized as a fluctuating construct (Elahi Shirvan and Taherian 2018:2). It is important to understand that 'anxiety' and especially 'enjoyment' were understood somewhat

differently than what is the tradition in psychology. By referring to a study by Gregersen, Macintyre and Olsen (2017), Elahi Shirvan and Taherian stated that "anxiety and enjoyment in foreign language learning can be described as two inner metaphorical wolves residing in all foreign language learners. The one characterized by fear and worry is malevolent and the other one characterized by joy is benevolent" (Elahi Shirvan and Taherian 2018: 4).

It must be stated here that there are also different instruments that measure anxiety in psychology. In the *Encyclopedia of Psychological Assessment* (2003), anxiety is described by referring to Lewis "as an emotional state, with the subjectively experienced quality of fear as a closely related emotion." (Lewis, 1970: 77, referred in Endler and Kocovski 2003: 35). However, Endler and Kocovski stated that it is important to understand the difference between 'state anxiety' as the momentary experience of anxiety and 'trait anxiety' which is a predisposition to be anxious in general (Endler and Kocovski 2003: 35). According to the authors, commonly used, self-report measures of anxiety include Anxiety Sensitivity Index (Reiss et al. 1986), Beck Anxiety Inventory (Beck et al. 1988), Endler Multidimensional Anxiety Scales (EMAS) (Endler et al. 1991), State-Trait Anxiety Inventory (STAI) (Spielberger 1983), and Taylor Manifest Anxiety Scale (Taylor 1953). In addition to the self-reports, anxiety can also be measured by studying behavior, cognitive components, i.e. the thoughts of the individual, and physiological components such as heart rate (Endler and Kocovski 2005: 35-38).

Thirdly, and interestingly, in some of the studies, concepts or words that referred to personality traits were utilized, without a reference to the theoretical framework of personality used. For example, Elahi Shirvan and Talebzadeh defined the personality of the EFL study participants as introvert or extrovert (Elahi Shirvan and Talebzadeh 2018: 25), Oxford used the words 'strategic' and 'happy' as characteristics when she argued about the negativity of the second study participant (Oxford 2014:609), Dewaele and Alfawzan argued that personality traits, such as neuroticism, extraversion, psychoticism, perfectionism, trait emotional intelligence and second language tolerance of ambiguity have been associated with increased foreign language anxiety (Dewaele and Alfawzan 2018: 25).

However, caution should be used when describing the personality traits of people or the personality of the study participants without an explained theoretical framework or a measure. There are several, established methods in psychology in order to examine the personality traits. The research concerning foreign language teaching and learning could benefit from this knowledge. Moreover, if the personality traits of the

students are discussed, some reference to the theoretical frameworks concerning personality and the methods by which a description is made should be required.

Personality assessment is a complex construct, but as Kell explained, most of the conceptualizations or descriptions include emphasis on two components: consistency and continuity, consistency referring to the regularity how people think, feel and act in same situations and continuity referring to the long-lasting nature of these reactions (Kell 2018: 1239). Levy listed several personality tests currently used in psychology, for example, the Minnesota Multiphasic Personality Inventory (MMPI), the Personality Assessment Inventory (PAI), California Personality Inventory (CPI), NEO Personality Inventory (NEO-PI), and revised version as NEO-PI-R), the 16 Personality Factor Questionnaire (16PF), and the Myers-Briggs Type Indicator (MBTI) (Levy 2011: 768-770).

One of the most used theoretical frameworks of personality traits is The Big Five Traits which consists of five subordinate trait terms: extraversion, conscientiousness, neuroticism, agreeableness, and openness to experience (Kell 2018: 1240-1245; Hall et al. 2019: 268). According to Hall et al. The Big Five Traits are most commonly examined by using the following measures: the NEO-PI-R (Costa and McCrae 1995), IPIP-120 (Maples et al. 2014), BFI (John et al. 1991), and BFAS (DeYoung et al. 2007 (Hall et al. 2019: 269).

For myself, as a linguist, the naming of personality, personality measures or tests have always presented a linguistic problem. Personality measures are used in research, for clinical diagnosis, but also for recruitment, employee selection and in educational counseling. They rely mostly on self-reports but also on fixed words that are, in a matter of fact, conceptual and open-ended in nature but have been defined as terms by for the measures. As these words are conceptual and descriptive, not definitive, they can be interpreted by the study participants or anybody who takes part in personality testing in various ways. Moreover, from the critical linguistic perspective, it must be questioned whether the personality measures take into account the contextual, cultural, dynamic and subjective nature of language use and how we understand different words, concepts or terms.

Finally, it was a surprising finding that the concept of well-being was rarely used, eventhough the studies manifested a link to positive psychology. The conceptualization of well-being should be understood as central in teaching and learning English as a foreign language in relation to positive psychology. But in order to use the concept of well-being one needs to understand the different theoretical frameworks of positive psychology and the multidimensional nature of the concept of well-being and its use in different contexts.

In the sample, well-being was mentioned by Balyasnikova, Higgins, Hume (2018) in the context of seniors' participation in weekly drama classes as a perception of improved sense of well-being (Balyasnikova, Higgins, Hume 2018: 484), by Murphey (2014) in the context of 'well-becoming', an activity that creates better well-being in others, such as teaching or sharing a songlet (Murphey 2014: 205), Oxford utilized the PERMA model (Oxford 2014: 594), and Gregersen et al. argued that the ratio of positive to negative emotion is especially important to well-being (Gregersen et al 2014: 329).

It must be questioned why well-being has not been considered more as a pivotal issue for the researchers in applied linguistics or teaching and learning English as a foreign language? There are different theoretical views, frameworks, conceptualizations and measures within the field of positive psychology that could be utilized. For example, Cooke, Melchert and Connor (2016) were able to identify 42 instruments that measured well-being, differing in length, psychometric properties, and their conceptualization of well-being (Cooke, Melchert and Connor 2016: 730).

Ackerman, Warren and Donaldson (2018) also mapped the different measurement scales used within positive psychology. For example, for well-being only Ackerman, Warren and Donaldson found 39 different scales (Ackerman, Warren and Donaldson 2018:16). According to Ackerman, Warren and Donaldson, in general, the most cited positive measurement scales in the literature have been Satisfaction with Life Scale (SLWS) (Diener et al. 1985), Positive and Negative Affect Schedule (PANAS) (Watson, Clark and Tellegen 1988), Life Orientation Test-Revised (LOT-R) (Scheier et al. 1994), Rosenberg Self-Esteem Scale (SES) (Rosenberg 1965), Psychological Well-Being Scales (PWBS) (Ryff 1989), Hope Scale/Adult Dispositional Hope Scale (ADHS) (Snyder et al. 1991), Values in Action Inventory of Strengths (VIA-IS) (Peterson and Seligman 2004; Peterson and Park 2009), Gratitude Questionnaire-6 (GQ-6) (McCullough, Emmons and Tsang, 2002), Subjective Happiness Scale (SHS) (Lyubomirsky & Lepper, 1999) and Meaning in Life Questionnaire (MLQ) (Steger et al. 2006).

However, in the context of L2 teaching and learning as well as teaching and learning English as a foreign language, a framework, a model or a measure that tests *global* well-being cannot be considered as adequate, nor relevant. Teaching and learning English as a foreign language consists of situationalized and contextualized activities and different ecological settings which create subjective experiences, emotions and knowledge.

Thus the more relevant and recommended framework could be psychological well-being (PWB) in relation to situationalized and contextualized activities.

The main and a significant difference between the articles selected for in-depth analysis was that Jin and Zhang considered clearly teaching and learning a foreign language as specific activities in relation to foreign language enjoyment. The article by Jin and Zhang must be acknowledged also for its understanding and conceptualization of enjoyment as a state-like emotional experience and a trait-like emotion. Moreover, and consistent with previous studies (Dewaele and Macintyre 2016; Li, Jiang and Dewaele 2018), Jin and Zhang stated that foreign language classroom enjoyment consists of a subjective dimension specific to foreign language learning itself (learners' liking of the target language, learning activities, outcomes) and social dimensions that can be construed from the perspectives of teacher and students (Jin and Zhang 2018: 13). As mentioned before, Jin and Zhang suggested that learners' interest should guide the design of the class activities and the activities should be challenging, but manageable, not too simple, nor too difficult (Jin and Zhang 2018: 12).

Thus, the teaching and learning of English as a foreign language could benefit in the future from the human-centered design approach of study material, activities and tasks which utilizes participatory and cooperative ways of educational design. In this educational design thinking, the design of specific activities starts firstly from the views of the students, and it includes need charting, followed by a creation of a design brief for a lesson or a course, i.e. the design requirements. The design of the tasks and activities is a process which is iterative, rather than linear and it emphasizes the importance of the needs, motives, previous experiences and emotions of the learners as the starting point. Without the knowledge of the motives, wants and needs of the students themselves we would end up to a situation of pre-selected goals for educational activities.

Moreover, if teaching and learning English as a foreign language is considered as specific *activities*, it opens a new path for the research of the possible, positive cognitive-affective experiences as state-like in the context of positive psychology. Moreover, it would enable more concentration on whether positive subjective experiences or positive emotions are studied on a trait level, as a typical or average degree, or on a state level, as in relation to a specific type of activity and its subcategories, environment or circumstances or within a particular period of time (Huta and Waterman 2014: 1434). For example, there is a body of research in positive psychology that concerns the nature of enjoyment more as a state-like, positive emotional reaction and eudaimonic well-being more as personal growth,

self-actualization, relatedness, positive relationships, engagement, and interest (for example, Waterman 1990, 1993, 2005, 2008; Ryan and Deci 2001; Vittersø et al. 2010; Vittersø and Soholt 2011; Huta and Waterman 2014).

The combination of the findings concerning the implications for teaching practice of English as a foreign language suggests that teachers should enable the learners' positive emotions and positive class atmosphere. In the context of teaching and learning English as a foreign language and psychological well-being of the students in general, more research energy could be focused on the development of meaningful, interactive, communicative and productive tasks, with real-world and authentic language learning opportunities in addition to formal language achievement and proficiency.

4.2. The main results

This study demonstrated that connections between positive psychology and teaching English as a foreign language have been presented in the contemporary, peer-reviewed research. Relatively few of the studies of the data material concerned specifically positive psychology in relation to teaching and learning English as a foreign language. However, a relevant connection between these two disciplines was found. Positive psychology was most often considered as a growing area in second language or foreign language acquisition. The connection to positive psychology is most often presented as an impact or influence of positive psychology into the research concerning second language acquisition or foreign language learning and teaching. The effects of the emergence of positive psychology in the aforementioned fields are most often conceptualized as a need to study both negative and positive emotions of the foreign language learners.

It was a surprising finding that positive psychology was considered in a relatively narrow way, and most of the researchers referred only to a small amount of positive psychology studies. The single most interesting observation to emerge from the data was that the main conceptualizations of positive psychology in relation to well-being, psychological well-being (PWB) and subjective well-being (SWB) were not acknowledged, nor discussed. Eventhough the research concerned English language teaching and learning of English as a foreign language (EFL), English as a second language (ESL) or English as an additional language (EAL), the study conclusions were most often expanded to concern the learning and teaching of second languages (L2) or foreign languages (FL) in general.

Few studies actually paid attention on the contemporary, social and political role of English as a target language in the global world versus other foreign languages and what implications this particular position of English language might cause for the research. More studies are needed concerning the role of the target language, such as English as a foreign language, and its special role in the research aiming to connect positive psychology and foreign language acquisition. The review demonstrated that most of the research connected to positive psychology concerned the issues of foreign language anxiety (FLA), foreign language enjoyment (FLE) or positive emotions. The research methods used in the peer-reviewed literature varied significantly and most often did not relate specifically to the instruments and measures used in positive psychology. Many recommendations for the practice of teaching English as a foreign language in relation to positive psychology could be considered as rather general in their nature.

The research reviewed here appear to support the view that relatively little is still known about how the theories of positive psychology could be applied in teaching and learning English as a foreign language. Moreover, the findings suggest that more knowledge is needed on what particular and specific classroom activities, tasks and techniques might promote psychological well-being among language learners of English. The results of this review can be utilized in regard to further research, or in the further development work concerning the design of courses, study materials, and lessons of EFL as well as raising research questions concerning the use of positive psychology in teaching and learning English as a foreign language.

4.3. Suggestions for further research

It is evident that more research and education are needed in the subject matter of the application of the theories of positive psychology in teaching and learning English as a foreign language. Forward-looking and interdisciplinary dialogue between the disciplines of EFL teaching and learning, applied linguistics and positive psychology is recommended. However, when theories of positive psychology are used in the fields beyond psychology, such as foreign language teaching and learning, and in an interdisciplinary manner, caution about the utilization of theories, concepts and research methods should be considered. The conceptualizations of positive psychology should be discussed in depth and their relation to English language teaching and learning should be specified. The presentation of research

situations in relation to positive psychology should be situationalized and contextualized rather than considered as universally relevant. There is a need for a relevant framework or a validated measure instrument of well-being specific to foreign language learning, or learning English as a foreign language. It must be questioned how to conceptually substantiate a connection between well-being and also acknowledge the goals concerning foreign language achievement or proficiency.

One of the suggested research perspectives for the future is the consideration of teaching and learning English as specific activities. For example, in the context of L2 teaching and learning as well as teaching and learning English as a foreign language, a framework, a model or a measure that tests *global* well-being may not be considered as the most relevant. Teaching and learning English as a foreign language consists of situationalized and contextualized activities and different ecological settings which create subjective experiences, emotions and knowledge. Thus the more relevant and recommended framework could be psychological well-being (PWB) in relation to specific, situationalized and contextualized activities. If teaching and learning English as a foreign language is considered as *activities*, it opens a new path for the research of the possible, positive and subjective cognitive-affective experiences in the context of positive psychology. Conceptualization of teaching and learning English as a foreign language as activities and researching how a particular activity or set of activities could create, not only enjoyment as a cognitive-affective experience on a state level, but also eudaimonic well-being, such as personal growth, development of potentials and personal expressiveness of the students is recommended for the future.

APPENDIX I

Table 34. Total body of data material, peer-reviewed articles 2008–2018

Author(s)	Year	Title	Journal
1. Abbott , Marilyn L.	(2018).	Selecting and adapting tasks for mixed-level English as a second language classes.	<i>TESOL Journal</i> .
2. Al-Hoorie , Ali H.	(2017).	Sixty Years of Language Motivation Research: Looking back and Looking Forward.	<i>SAGE Open</i> .
3. Ananyeva , Maria	(2014).	A Learning Curriculum: Toward Student-Driven Pedagogy in the Context of Adult English for Academic Purposes, English for Specific Purposes, and Workplace English Programs.	<i>TESOL Journal</i> .
4. Arens , Katrin A.; Alexandre J.S., Morin	(2016).	Relations Between Teachers' Emotional Exhaustion and Students' Educational Outcomes.	<i>Journal of Educational Psychology</i> .
5. Askildson , Lance R.; Kelly Cahill, Annie; Snyder Mick, Connie	(2013).	Developing Multiple Literacies in Academic English Through Service-Learning and Community Engagement.	<i>TESOL Journal</i> .
6. Baker , Wendy; Hansen Bricker, Rachel	(2010).	The effects of direct and indirect speech acts on native English and ESL speakers' perception of teacher written feedback.	<i>System</i> .
7. Balyasnikova , Natalia; Higgins, Sarah; Hume, Matt	(2018).	Enhancing Teaching English as an Additional Language Through Playfulness: Seniors (Ethno)Drama Club in Vancouver's Downtown Eastside.	<i>TESOL Journal</i> .
8. Berggren , Jessica	(2015).	Learning from giving feedback: a study of secondary-level students.	<i>ELT Journal</i> .
9. Blair , Alissa; Hanede, Mari; Nebus Rose, Frances	(2018).	Reimagining English-Medium Instructional Settings as Sites of Multilingual and Multimodal Meaning Making.	<i>Tesol Quarterly</i> .
10. Budreau , Carman; MacIntyre, Peter D.; Dewaele, Jean-Marc	(2018).	Enjoyment and anxiety in second language communication: An idiodynamic approach.	<i>Studies in Second Language Learning and Teaching</i> .
11. Buckingham , Louisa; Duygu, Aktu!g-Ekinci	(2017).	Interpreting coded feedback on writing: Turkish EFL students' approaches to revision.	<i>Journal of English for Academic Purposes</i> .
12. Burns , Emma C., Martin, Andrew J., & Collie, Rebecca J.	(2018).	Understanding the Role of Personal Best (PB) Goal Setting in Students' Declining Engagement: A Latent Growth Model.	<i>Journal of Educational Psychology</i> .
13. Carbonneau , Noémie; Vallerand, Robert J.; Fernet, Claude; Guay, Frédéric	(2008).	The Role of Passion for Teaching in Intrapersonal and Interpersonal Outcomes.	<i>Journal of Educational Psychology</i> .
14. Carter , Paul J.; Hore, Brendan; McGarrigle, Leona; Edwards, Manon; Doeg, Gavin; Oakes, Rachel; Campion, Aisling; Carey, Grace; Vickers, Katie; Parkinson, John A.	(2018).	Happy thoughts: Enhancing well-being in the classroom with a positive events diary.	<i>The Journal of Positive Psychology</i> .
15. Chaffee , Kathryn E.; Noels, Kimberly A.; McEown, Maya	(2014).	Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation.	<i>Studies in Second Language Learning and Teaching</i> .
16. Chang , Charles B.; Wall, Daniel; Tare, Medha; Golonka, Ewa; Vatz, Karen	(2014).	Relationships of Attitudes Toward Homework and Time Spent on Homework to Course Outcomes: The Case of Foreign Language Learning.	<i>Journal of Educational Psychology</i> .
17. Chen , Ya-Ting; Chou, Yung-Hsin; Cowan, John	(2014).	Concentrating on affective feedforward in online tutoring.	<i>British Journal of Educational Technology</i> .
18. Cheng , Gary	(2017).	The impact of online automated feedback on students' reflective journal writing in an EFL course.	<i>The Internet and Higher Education</i> .
19. Chick , Mike	(2015).	The education of language teachers: instruction or conversation?	<i>ELT Journal</i> .
20. Chun , Seungwoo; Kim, Hyondong; Park, Chan-Kyoo; McDonald, Karin; Ha, Oh Su; Kim, Lyong Dae; Lee, Min Seon	(2017).	South Korean Students' Responses to English-Medium Instruction Courses.	<i>Social Behavior And Personality</i> .
21. Cohen , Andrew D.; Griffiths, Carol	(2015).	Revisiting LLS Research 40 Years Later.	<i>Tesol Quarterly</i> .
22. Collie , Rebecca J.; Shapka, Jennifer D.; Perry, Nancy E.; Martin, Andrew J.	(2016).	Teachers' Psychological Functioning in the Workplace: Exploring the Roles of Contextual Beliefs, Need Satisfaction, and Personal Characteristics.	<i>Journal of Educational Psychology</i> .
23. Daley , Samantha G.; Willett, John B.; Fischer, Kurt W.	(2014).	Emotional Responses During Reading: Physiological Responses Predict Real-Time Reading Comprehension.	<i>Journal of Educational Psychology</i> .
24. Dewaele , Jean-Marc; Li Chengchen	(2018).	Editorial.	<i>Studies in Second Language Learning and Teaching</i> .

25. **Dewaele**, Jean-Marc; Alfawzan, Mateb (2018). Does The Effect Of Enjoyment Outweigh That of Anxiety In Foreign Language Performance? *Studies In Second Language Learning And Teaching*.
26. **Dewaele**, Jean-Marc; Witney, John; Saito, Kazuya; Dewaele, Livia (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*.
27. **De Smet**, Audrey; Mettewie, Laurence; Galand, Benoit; Hiligsmann, Philippe; Van Mensel, Luk (2018) Classroom anxiety and enjoyment in CLIL and non-CLIL: Does the target language matter? *Studies in Second Language Learning and Teaching*.
28. **Dicke**, Theresa; Parker, Philip D.; Marsh, Herbert W.; Kunter, Mareike; Schmeck, Annett; Leutner, Detlev (2014). Self-Efficacy in Classroom Management, Classroom Disturbances, and Emotional Exhaustion: A Moderated Mediation Analysis of Teacher Candidates. *Journal of Educational Psychology*.
29. **Dicke**, Theresa; Parker, Philip D.; Marsh, Herbert W.; Pekrun, Reinhard; Guo, Jieso, Televantou, Ioulia (2018). Effects of School-Average Achievement on Individual Self-Concept and Achievement: Unmasking Phantom Effects Masquerading as True Compositional Effects. *Journal of Educational Psychology*.
30. **Donaldson**, Stewart I.; Dollwet, Maren; Rao, Meghana A. (2015). Happiness, excellence, and optimal human functioning revisited: Examining the peer-reviewed literature linked to positive psychology. *The Journal of Positive Psychology*.
31. **Dubiner**, Deborah (2018). Second language learning and teaching: From theory to a practical checklist. *TESOL Journal*.
32. **Elahi Shirvan**, Majid; Taherian, Tahereh (2018): Longitudinal examination of university students' foreign language enjoyment and foreign language classroom anxiety in the course of general English: latent growth curve modeling. *International Journal of Bilingual Education and Bilingualism*.
33. **Elahi Shirvan**, Majid; Talebzadeh, Nahid (2018a) Exploring the Fluctuations of Foreign Language Enjoyment in Conversation: An Idiodynamic Perspective. *Journal of Intercultural Communication Research*.
34. **Elahi Shirvan**, Majid; Talebzadeh, Nahid (2018b) Is Transparency an Illusion? An Idiodynamic Assessment of Teacher and Peers' Reading of Nonverbal Communication Cues of Foreign Language Enjoyment. *Journal of Intercultural Communication Research*.
35. **Elwood**, James; Bode, Jeroen (2014). Student preferences vis-à-vis teacher feedback in university EFL writing classes in Japan. *System*.
36. **Ene**, Estela; Upton, Thomas A. (2014). Learner uptake of teacher electronic feedback in ESL composition. *System*.
37. **Falout**, Joseph (2014). Circular seating arrangements: Approaching the social crux in language classrooms. *Studies in Second Language Learning and Teaching*,
38. **Fishman**, Evan J.; Husman, Jenefer (2017). Extending Attribution Theory: Considering Students' Perceived Control of the Attribution Process. *Journal of Educational Psychology*.
39. **Freeman**, Donald; Katz, Anne; Gracia Gomez, Pablo; Burns, Anne (2015). English-for-Teaching: rethinking teacher proficiency in the classroom. *ELT Journal*.
40. **Gabryś-Barker**, Danuta (2014). Success: From failure to failure with enthusiasm. *Studies in Second Language Learning and Teaching*.
41. **Gabryś-Barker**, Danuta (2016). Review of Positive psychology in second language acquisition; Editors: Peter D. MacIntyre, Tammy Gregersen, Sarah Mercer; Publisher: Multilingual Matters, 2016. *Studies in Second Language Learning and Teaching*.
42. **Gamlem**, Siv M.; Munthe, Elaine (2014). Mapping the quality of feedback to support students' learning in lower secondary classrooms. *Cambridge Journal of Education*.
43. **Garn**, Alex. C., Morin, Alexandre J. S., & Lonsdale, Chris. (2018). Basic Psychological Need Satisfaction Toward Learning: A Longitudinal Test of Mediation Using Bifactor Exploratory Structural Equation Modeling. *Journal of Educational Psychology*.
44. **Gkonou**, Christina; Miller, Elizabeth R. (2017). Caring and emotional labour: Language teachers' engagement with anxious learners in private language school classrooms. *Language Teaching Research*.
45. **Gregersen**, Tammy; MacIntyre, Peter D.; Hein Finegan, Kate; Talbot, Kyle Read; Claman, Shelby L. (2014). Examining emotional intelligence within the context of positive psychology interventions. *Studies in Second Language Learning and Teaching*.
46. **Guénette**, Danielle; Lyster, Roy (2013). Written Corrective Feedback and Its Challenges for Pre-Service ESL Teachers. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*.
47. **Hamid**, Obaidul M.; Hoang, Ngoc T.H. (2018). Humanising Language Testing. *TESL-EJ. The Electronic Journal for English as a Second Language*.
48. **Han**, Ye (2017). Mediating and being mediated: Learner beliefs and learner engagement with written corrective feedback. *System*.

49. **Han**, Ye; Hyland, Fiona (2015). Exploring learner engagement with written corrective feedback in a Chinese tertiary EFL classroom. *Journal of Second Language Writing*
50. **He**, Ye (2013) Developing teachers' cultural competence: application of appreciative inquiry in ESL teacher education. *Teacher Development*.
51. **Jang**, Hyungshim; Reeve, Johnmarshall; Deci, Edward L. (2010). Engaging Students in Learning Activities: It Is Not Autonomy Support or Structure but Autonomy Support and Structure. *Journal of Educational Psychology*.
52. **Jansen**, Malte; Schroeders, Ulrich; Lüdtke, Oliver; Marsh, Herbert W. (2015). Contrast and Assimilation Effects of Dimensional Comparisons in Five Subjects: An Extension of the I/E Model. *Journal of Educational Psychology*.
53. **Jin**, Yinxing; Zhang, Lawrence Jun (2018): The dimensions of foreign language classroom enjoyment and their effect on foreign language achievement. *International Journal of Bilingual Education and Bilingualism*.
54. **Junqueira**, Luciana; Payant, Caroline (2015). "I just want to do it right, but it's so hard": A novice teacher's written feedback beliefs and practices. *Journal of Second Language Writing*.
55. **Kartchava**, Eva; Ammar, Ahlem (2014). The noticeability and effectiveness of corrective feedback in relation to target type. *Language Teaching Research*.
56. **Kern**, Margaret L.; Waters, Lea E.; Adler, Alejandro; White, Mathew A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *The Journal of Positive Psychology*.
57. **Klatt**, Maryanna; Harpster, Karen; Browne, Emma; White, Susan; Case-Smith, Jane (2013). Feasibility and preliminary outcomes for Move-Into-Learning: An arts-based mindfulness classroom intervention. *The Journal of Positive Psychology*.
58. **Kormos**, Judit; Csizér (2014). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups. *Tesol Quarterly*.
59. **Lam**, Ricky (2013). The relationship between assessment types and text revision. *ELT Journal*.
60. **Lau**, Shun; Nie, Youyan (2008). Interplay Between Personal Goals and Classroom Goal Structures in Predicting Student Outcomes: A Multilevel Analysis of Person–Context Interactions. *Journal of Educational Psychology*.
61. **LeClair**, Courtney; Doll, Beth; Osborn, Allison; Jones, Kristin (2009). English Language Learners' And Non–English Language Learners' Perceptions Of The Classroom Environment. *Psychology in the Schools*.
62. **Lee**, Eun Jeong (Esther) (2016). Reducing international graduate students' language anxiety through oral pronunciation corrections. *System*.
63. **Lee**, Man-Kit (2017). To Be Autonomous or Not to Be: Issues of Subsuming Self-Determination Theory Into Research on Language Learner Autonomy. *Tesol Quarterly*.
64. **Li**, Jinrong; Link, Stephanie; Hegelheimer, Volker (2015). Rethinking the role of automated writing evaluation (AWE) feedback in ESL writing instruction. *Journal of Second Language Writing*.
65. **Liu**, Zhiliang (2009). A Study on CPH and Debate Summary in FLL. *English Language Teaching*.
66. **Lomas**, Tim (2016). Towards a positive cross-cultural lexicography: Enriching our emotional landscape through 216 'untranslatable' words pertaining to well-being. *The Journal of Positive Psychology*.
67. **Lou**, Mantou Nigel; Chaffee, Kathryn E.; Vargas Lascano, Dayuma I.; Dincer, Ali; Noels, Kimberly A. (2018). Complementary Perspectives on Autonomy in Self-Determination Theory and Language Learner Autonomy. *Tesol Quarterly*.
68. **Lucht**, Martina; Heidig, Steffi (2013). Applying HOPSCOTCH as an exer-learning game in English lessons: two exploratory studies. *Education Technology Research and Development*.
69. **Lv**, Fenghua; Chen, Hongxin (2010). A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students. *English Language Teaching*.
70. **MacIntyre**, Peter; Gregersen, Tammy (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*.
71. **MacIntyre**, Peter D.; Gregerson, Tammy (2014). Editorial. *Studies in Second Language Learning and Teaching*.
72. **MacIntyre**, Peter D.; Mercer, Sarah (2014). Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*.
73. **MacIntyre**, Peter D.; Vincze, Laszlo (2017). Positive and negative emotions underlie motivation for L2 learning. *Studies in Second Language Learning and Teaching*.
74. **Mahfoodh**, Omer Hassan Ali (2017). "I feel disappointed": EFL university students' emotional responses towards teacher written feedback. *Assessing Writing*.

75. **Malmberg**, Lars-Erik; Hagger, Hazel; Burn, Katharine; Mutton, Trevor; Colls, Helen (2010). Observed Classroom Quality During Teacher Education and Two Years of Professional Practice. *Journal of Educational Psychology*.
76. **Marsh**, Herbert W.; Pekrun, Reinhard; Parker, Philip D.; Murayama, Kou; Guo, Jiesi; Dicke, Theresa; Lichtenfeld, Stephanie (2017). Long-Term Positive Effects of Repeating a Year in School: Six-Year Longitudinal Study of Self-Beliefs, Anxiety, Social Relations, School Grades, and Test Scores. *Journal of Educational Psychology*.
77. **Marsh**, Herbert W., Pekrun, Reinhard., Parker, Philip. D., Murayama, Kou., Guo, Jiesi., Dicke, Theresa.; Arens, A. K. (2018). The Murky Distinction Between Self-Concept and Self-Efficacy: Beware of Lurking Jingle-Jangle Fallacies. *Journal of Educational Psychology*.
78. **Mattuzzi**, Michelle; Pfenninger, Simone E. (2018). The language-cognition-affect interface in young college student stroke survivors with aphasia. *International Journal of Applied Linguistics*.
79. **Min**, Hui-Tzu (2013). A case study of an EFL writing teacher's belief and practice about written feedback. *System*.
80. **Moser**, Jason; Harris, Justin, Varle, John (2012). Improving teacher talk through a task-based approach. *ELT Journal*.
81. **Mouratidis**, Athanasios; Vansteenkiste, Maarten; Lens, Willy; Michou, Aikaterini; Soenens, Bart (2013). Within-Person Configurations and Temporal Relations of Personal and Perceived Parent-Promoted Aspirations to School Correlates Among Adolescents. *Journal of Educational Psychology*.
82. **Mouton**, Angela R.; Montijo, Monica N. (2017). Love, passion, and peak experience: A qualitative study on six continents, *The Journal of Positive Psychology*.
83. **Murphey**, Tim (2014). Singing well-becoming: Student musical therapy case studies. *Studies in Second Language Learning and Teaching*.
84. **Niepel**, Christoph; Brunner, Martin; Preckel, Franzis (2014). The Longitudinal Interplay of Students' Academic Self-Concepts and Achievements Within and Across Domains: Replicating and Extending the Reciprocal Internal/External Frame of Reference Model. *Journal of Educational Psychology*.
85. **Oxford**, Rebecca L (2014). What we can learn about strategies, language learning, and life from two extreme cases: The role of well-being theory. *Studies in Second Language Learning and Teaching*.
86. **Oxford**, Rebecca L.(2015). Emotion as the amplifier and the primary motive: Some theories of emotion with relevance to language learning. *Studies in Second Language Learning and Teaching*.
87. **Oxford**, Rebecca L; Cuéllar, Lourdes (2014). Positive psychology in cross-cultural narratives: Mexican students discover themselves while learning Chinese. *Studies in Second Language Learning and Teaching*.
88. **Orkibi**, Hod; Ronen, Tammie; Assoulin, Naama (2014). The Subjective Well-Being of Israeli Adolescents Attending Specialized School Classes. *Journal of Educational Psychology*.
89. **Patchan**, Melissa M.; Schunn, Christian D.; Correnti, Richard J. (2016). The Nature of Feedback: How Peer Feedback Features Affect Students' Implementation Rate and Quality of Revisions. *Journal of Educational Psychology*.
90. **Pavelescu**, Liana Maria; Petrić, Bojana (2018). Love and enjoyment in context: Four case studies of adolescent EFL learners. *Studies in Second Language Learning and Teaching*.
91. **Pawlak**, Miroslaw (2015). Editorial. *Studies in Second Language Learning and Teaching*.
92. **Petrie**, Gina; Darragh, Janine J. (2018). "This worry machine": The impact of executive orders on ELL teachers. *TESOL Journal*.
93. **Piniel**, Katalin; Albert, Ágnes (2018). Advanced learners' foreign language-related emotions across the four skills. *Studies in Second Language Learning and Teaching*.
94. **Quiroga**, Cintia V.; Janosz, Michel; Bisset, Sherri; Morin, Alexandre J. S. (2013). Early Adolescent Depression Symptoms and School Dropout: Mediating Processes Involving Self-Reported Academic Competence and Achievement. *Journal of Educational Psychology*.
95. **Raettig**, Tim; Weger, Ulrich (2018). Learning as a Shared Peak Experience: Interactive Flow in Higher Education. *International Journal of Applied Positive Psychology*.
96. **Rassaei**, Ehsan (2015). Oral corrective feedback, foreign language anxiety and L2 development. *System*.
97. **Rimfeld**, Kaili; Kovas, Yulia; Dale, Philip S.; Plomin, Robert (2016). True Grit and Genetics: Predicting Academic Achievement From Personality. *Journal of Personality and Social Psychology*.
98. **Rokita-Jaśkow**, Joanna (2015). Parental visions of their children's future as a motivator for an early start in a foreign language. *Studies in Second Language Learning and Teaching*.
99. **Roothoof**, Hanne (2014). The relationship between adult EFL teachers' oral feedback practices and their beliefs. *System*.
100. **Ross**, Andrew S.; Rivers, Damian J. (2018). Emotional experiences beyond the classroom: Interactions with the social world. *Studies in Second Language Learning and Teaching*.
101. **Ruegg**, Rachael (2015). The relative effects of peer and teacher feedback on improvement in EFL students' writing ability. *Linguistics and Education*.

102. **Sadeghi**, KariM; Khonbi, Zainab Abolfazli (2018): Connecting the dots to see the whole: Learner variables, wellbeing and coping strategies in student narratives. *Innovations in Education and Teaching International*.
103. **Schmidt**, Lauren M. (2018). Trauma in English learners: Examining the influence of previous trauma and PTSD on English learners and within the classroom. *TESOL Journal*.
104. **Schachner**, Maja K., Schwarzenthal, Miriam., van de Vijver, Fons J. R.; Noack, Peter (2018). How All Students Can Belong and Achieve: Effects of the Cultural Diversity Climate Amongst Students of Immigrant and Nonimmigrant Background in Germany. *Journal of Educational Psychology*.
105. **Shadiev**, Rustmam; Hwang, Wu-Yuin; Liu, Tzu-Yu (2018). A Study of the Use of Wearable Devices for Healthy and Enjoyable English as a Foreign Language Learning in Authentic Contexts. *Educational Technology & Society*.
106. **Smith**, Melissa K.; Lewis, Marilyn (2015). Toward facilitative mentoring and catalytic interventions. *ELT Journal*.
107. **Soenens**, Bart; Sierens, Eline; Vansteenkiste, Maarten; Dochy, Filip; Goossens, Luc (2012). Psychologically Controlling Teaching: Examining Outcomes, Antecedents, and Mediators. *Journal of Educational Psychology*.
108. **Stewart**, Tim; Dalsky, David; Tajino, Akira (2018). Team learning potential in TESOL practice. *TESOL Journal*.
109. **Sticca**, Fabio; Goetz, Thomas; Nett, Ulrike E.; Hubbard, Kyle; Haag, Ludwig (2017). Short- and Long-Term Effects of Over-Reporting of Grades on Academic Self-Concept and Achievement. *Journal of Educational Psychology*.
110. **Teymour** Rahmati, Teymour; Sadghi, Karim; Ghaderi, Farah (2018). Language Teachers' Vision and Motivation: Possible Selves and Activity Theory Perspectives. *RELC Journal*.
111. **Waller**, Laurel; Papi, Mostafa (2017). Motivation and feedback: How implicit theories of intelligence predict L2 writers' motivation and feedback orientation. *Journal of Second Language Writing*.
112. **Waller**, Laurel; Wethers, Kinsey; De Costa, Peter I. (2017). A Critical Praxis: Narrowing the Gap Between Identity, Theory, and Practice. *TESOL Journal*.
113. **Van Steendam**, Elke; Rijlaarsdam, Gert; Van den Bergh, Huub (2010). The effect of instruction type and dyadic or individual emulation on the quality of higher-order peer feedback in EFL. *Learning and Instruction*.
114. **van Hugten**, Joeri; van Witteloostuijn, Arjen (2018). The foreign language effect on the self-serving bias: A field experiment in the high school classroom. *PLoS ONE*.
115. **van Oyen Witvliet**, Charlotte; Knoll, Ross W.; Hinman, Nova G.; DeYoung, Paul A. (2010). Compassion-focused reappraisal, benefit-focused reappraisal, and rumination after an interpersonal offense: Emotion-regulation implications for subjective emotion, linguistic responses, and physiology. *The Journal of Positive Psychology*.
116. **Wang**, Yi Hsuan; Young, Shelley S-C. (2012). Exploring young and adult learners' perceptions of corrective feedback in ASR-based CALL system. *British Journal of Educational Technology*.
117. **Waniek-Klimczak**, Ewa (2011). Acculturation strategy and language experience in expert ESL speakers: An exploratory study. *Studies in Second Language Learning and Teaching*.
118. **Wenzel**, Kathryn; Muenks, Katherine; McNeish, Daniel; Russell, Shannon (2018). Emotional Support, Social Goals, and Classroom Behavior: A Multilevel, Multisite Study. *Journal of Educational Psychology*.
119. **Wette**, Rosemary (2010). Professional knowledge in action: How experienced ESOL teachers respond to feedback from learners within syllabus and contextual constraints. *System*.
120. **Wette**, Rosemary (2015). Teacher-led collaborative modelling in academic L2 writing courses. *ELT Journal*.
121. **White**, Mathew A.; Waters, Lea E. (2015). A case study of 'The Good School:' Examples of the use of Peterson's strengths-based approach with students. *The Journal of Positive Psychology*.
122. **Williams**, Kathryn E.; Ciarrochi, Joseph; Heaven, Patrick C.L. (2015). Relationships between valued action and well-being across the transition from high school to early adulthood. *The Journal of Positive Psychology*.
123. **Wong**, Jean; Waring, Hansun Zhang (2009). 'Very good' as a teacher response. *ELT Journal*.
124. **Xu**, Man K.; Marsh, Herbert W.; Hau, Kit-Tai; Ho, Irene T.; Morin, Alexander J.S.; Abduljabbar, Adel S. (2013). The Internal/External Frame of Reference of Academic Self-Concept: Extension to a Foreign Language and the Role of Language of Instruction. *Journal of Educational Psychology*.
125. **Yang**, Ya-Ting C.; Gamble, Jeffrey; Tang, Shiun-Yi S. (2012). Voice over instant messaging as a tool for enhancing the oral proficiency and motivation of English-as-a-foreign-language learners. *British Journal of Educational Technology*.
126. **Yeung**, Alexander S.; Taylor, Peter G.; McWilliam, Erica L. (2013) Inventory of pedagogy and practice: confirmatory factor analysis of multiple facets of teaching. *International Journal of Research & Method in Education*.
127. **Yi**, Youngjoo; King, Nicole; Safriani, Afida (2017). Reconceptualizing Assessment for Digital Multimodal Literacy. *TESOL Journal*.

128. **Yu**, Shulin; Hu, Guangwei (2017). Can higher-proficiency L2 learners benefit from working with lower-proficiency partners in peer feedback? *Teaching in Higher Education*.
129. **Yu**, Shulin (2015). Understanding EFL students' participation in group peer feedback of L2 writing: A case study from an activity theory perspective. *Language Teaching Research*
130. **Zhang**, Lawrence Jun; Rahimi, Muhammad (2014). EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System*
131. **Zhu**, Biyi; Zhou, Yaping (2012). A Study on Students' Affective Factors in Junior High School English Teaching. *English Language Teaching*.

BIBLIOGRAPHY

- Abbott, Marilyn L. (2018). Selecting and adapting tasks for mixed-level English as a second language classes. *TESOL Journal*, e386, 1–14. DOI: <https://doi.org/10.1002/tesj.386>
- Abbott, Rosemary A., Plouhidis, George B; Huppert, Felicia A; Kuh, Diana; Croudace, Tim J. (2010). An Evaluation of the Precision of Measurement of Ryff's Psychological Well-Being Scales in a Population Sample. *Social Indicators Research*, 97/3, 357–373. DOI: 10.1007/s11205-009-9506-x
- Academic Search Elite (2019). About the Database.
http://support.ebsco.com.ezproxy.jyu.fi/help/?int=ehost&lang=en&feature_id=Databases&TOC_ID=Always&SI=0&BU=0&GU=1&PS=0&ver=live&dbs=afhjh,afh. (10 January 2019).
- Academy of Finland (2016). Research field classification. Helsinki: Academy of Finland.
URL: <http://www.aka.fi/en/funding/how-to-apply/application-guidelines/research-field-classification/>
(16 January 2019).
- Academy of Finland (2018). Research fields. Helsinki: Academy of Finland.
URL: <https://www.aka.fi/en/research-and-science-policy/research-councils/culture-and-society/research-fields/>
(16 January 2019).
- Ackerman, C. E., Warren, M. A., & Donaldson, S. I., (2018). Scaling the heights of positive psychology: A systematic review of measurement scales. *International Journal of Wellbeing*, 8/2, 1-21. DOI:10.5502/ijw.v8i2.734
- Aida, Yukie (1994), Examination of Horwitz, Horwitz and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese. *The Modern Language Journal*, 78/2, 155–168.
DOI: <https://doi-org.ezproxy.jyu.fi/10.1111/j.1540-4781.1994.tb02026.x>
- Al-Hoorie, Ali H. (2017). Sixty Years of Language Motivation Research: Looking Back and Looking Forward. *SAGE Open*, January-March 2017: 1–11. DOI: 10.1177/2158244017701976
- American Psychological Association, APA (2019). Science of Psychology.
<https://www.apa.org/action/science/index.aspx>. Washington, DC: American Psychological Association.
(18 January 2019).
- Ananyeva, Maria (2014). A Learning Curriculum: Toward Student-Driven Pedagogy in the Context of Adult English for Academic Purposes, English for Specific Purposes, and Workplace English Programs. *TESOL Journal*, 5/1, 8–31.
DOI: 10.1002/tesj.73
- Arens, Katrin A.; Alexandre J.S., Morin (2016). Relations Between Teachers' Emotional Exhaustion and Students' Educational Outcomes. *Journal of Educational Psychology*, 108/6, 800–813. DOI: <http://dx.doi.org/10.1037/edu0000105>
- Askildson, Lance R.; Kelly Cahill, Annie; Snyder Mick, Connie (2013). Developing Multiple Literacies in Academic English Through Service-Learning and Community Engagement. *TESOL Journal*, 4/3, 402–438. DOI: 10.1002/tesj.91
- Aristotle (1947). *Nicomachean ethics*. Translated by H. Rackham.
Cambridge, Massachusetts: Harvard University Press and London: William Heinemann Ltd.
- Baker, Wendy; Hansen Bricker, Rachel (2010). The effects of direct and indirect speech acts on native English and ESL speakers' perception of teacher written feedback. *System*, 38, 75–84. DOI:10.1016/j.system.2009.12.007
- Balyasnikova, Natalia; Higgins, Sarah; Hume, Matt (2018). Enhancing Teaching English as an Additional Language Through Playfulness: Seniors (Ethno)Drama Club in Vancouver's Downtown Eastside. *TESOL Journal*, 9/3, 481–497. DOI: 10.1002/tesj.337
- Berggren, Jessica (2015). Learning from giving feedback: a study of secondary-level students.
ELT Journal, Volume 69/1, 58–70. DOI:10.1093/elt/ccu036
- Biswas-Diener, Robert; Kashdan, Todd B.; King, Laura A. (2009). Two traditions of happiness research, not two distinct types of happiness. *The Journal of Positive Psychology*, 4/3, 208-211. DOI:10.1080/17439760902844400
- Blair, Alissa; Hanede, Mari; Nebus Rose, Frances (2018). Reimagining English-Medium Instructional Settings as Sites of Multilingual and Multimodal Meaning Making. *Tesol Quarterly*, 52/3, 516–539. DOI: 10.1002/tesq.449

- Booth, Andrew; Papaionnaou, Diana; Sutton, Anthea (2012). *Systematic approaches to a successful literature review*. London: SAGE Publications Ltd.
- Borkar, Namdeo Vasant (2016). Positive school climate and positive education: Impact on students well-being. *Indian Journal of Health and Wellbeing*, 7/8, 861-862. http://www.iahrw.com/index.php/home/journal_detail/19#list (10 January 2019).
- Borrero, Noah E.; Yeh, Christine J. (2010). Ecological English Language Learning Among Ethnic Minority Youth. *Educational Researcher*, 39/8, 571-581. Stable URL: <http://www.jstor.org/stable/40963099>.
- Boudreau, Carman; MacIntyre, Peter D.; Dewaele, Jean-Marc (2018). Enjoyment and anxiety in second language communication: An idiodynamic approach. *Studies in Second Language Learning and Teaching*, 8/1, 149-170. DOI: 10.14746/ssl.2018.8.1.7
- Bradburn, Norman M. (1969). *The Structure of Psychological Well-Being*. Chicago: Aldine Publishing Company.
- British Council (2013). *The English Effect*. <https://www.britishcouncil.org/sites/.../english-effect-report-v2.pdf> (19 March 2019).
- Brown, Gillian; Yule, George (1984). *Discourse analysis*. Cambridge: Cambridge University Press.
- Bruthiaux, Paul (2010). World Englishes and the Classroom: An EFL Perspective. *TESOL Quarterly*, 44/2, 365-369. DOI: 10.5054/tq.2010.222223
- Buckingham, Louisa; Duygu, Aktug-Ekinci (2017). Interpreting coded feedback on writing: Turkish EFL students' approaches to revision. *Journal of English for Academic Purposes*, 26, 1-16. DOI: <http://dx.doi.org/10.1016/j.jeap.2017.01.001>
- Burns, Emma C., Martin, Andrew J., & Collie, Rebecca J. (2018). Understanding the Role of Personal Best (PB) Goal Setting in Students' Declining Engagement: A Latent Growth Model. *Journal of Educational Psychology*. Advance online publication. DOI: <http://dx.doi.org/10.1037/edu0000291>
- Butler, J.; Kern, M. L. (2016). The PERMA-Profiler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing*, 6/3, 1-48. DOI:10.5502/ijw.v6i3.526
- Carbonneau, Noémie; Vallerand, Robert J.; Fernet, Claude; Guay, Frédéric (2008). The Role of Passion for Teaching in Intrapersonal and Interpersonal Outcomes. *Journal of Educational Psychology*, 100/4, 977-987. DOI: 10.1037/a0012545
- Carter, Paul J.; Hore, Brendan; McGarrigle, Leona; Edwards, Manon; Doeg, Gavin; Oakes, Rachel; Campion, Aisling; Carey, Grace; Vickers, Katie; Parkinson, John A. (2018). Happy thoughts: Enhancing well-being in the classroom with a positive events diary. *The Journal of Positive Psychology*, 13/2, 110-121. DOI: 10.1080/17439760.2016.1245770
- Chaffee, Kathryn E.; Noels, Kimberly A.; McEown, Maya (2014). Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation. *Studies in Second Language Learning and Teaching*, 4/2, 355-387. DOI: 10.14746/ssl.2014.4.2.9
- Chang, Charles B.; Wall, Daniel; Tare, Medha; Golonka, Ewa; Vatz, Karen (2014). Relationships of Attitudes Toward Homework and Time Spent on Homework to Course Outcomes: The Case of Foreign Language Learning. *Journal of Educational Psychology*, 106/4, 1049-1065. DOI: 10.1037/a0036497
- Chen, Ya-Ting; Chou, Yung-Hsin; Cowan, John (2014). Concentrating on affective feedforward in online tutoring. *British Journal of Educational Technology*, 45/4, 694-706. DOI:10.1111/bjet.12077
- Chen, Fang Fang; Jing, Yiming; Hayes, Adele; Min Lee, Jeong (2013). Two Concepts or Two Approaches? A Bifactor Analysis of Psychological and Subjective Well-Being. *Journal of Happiness Studies*, 14/3, 1033-1068. DOI: 10.1007/s10902-012-9367-x
- Cheng, Gary (2017). The impact of online automated feedback on students' reflective journal writing in an EFL course. *The Internet and Higher Education*, 34, 18-27. DOI: <http://dx.doi.org/10.1016/j.iheduc.2017.04.002>
- Chick, Mike (2015). The education of language teachers: instruction or conversation? *ELT Journal*, 69/3, 297-307. DOI:10.1093/elt/ccv011
- Chun, Seungwoo; Kim, Hyondong; Park, Chan-Kyoo; McDonald, Karin; Ha, Oh Su; Kim, Lyong Dae; Lee, Min Seon (2017). South Korean Students' Responses to English-Medium Instruction Courses. *Social Behavior And Personality*, 45/6, 951-966. DOI: <https://doi.org/10.2224/sbp.6049>

- Cohen, Andrew D.; Griffiths, Carol (2015). Revisiting LLS Research 40 Years Later. *Tesol Quarterly* 49/2, 414–429. DOI: 10.1002/tesq.225
- Collie, Rebecca J.; Shapka, Jennifer D.; Perry, Nancy E.; Martin, Andrew J. (2016). Teachers' Psychological Functioning in the Workplace: Exploring the Roles of Contextual Beliefs, Need Satisfaction, and Personal Characteristics. *Journal of Educational Psychology*, 108/6, 788–799. DOI: <http://dx.doi.org/10.1037/edu0000088>
- Cooke, Philip J.; Melchert, Timothy P.; Connor, Korey (2016). Measuring Well-Being. A Review of Instruments. *The Counseling Psychologist*, 44/5, 730–757. DOI: 10.1177/0011000016633507
- Csikszentmihalyi, Mihaly (1975). *Beyond Boredom and Anxiety: Experiencing Flow in Work and Play*. San Francisco: Jossey-Bass.
- Csikszentmihalyi, Mihaly (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper and Row.
- Csikszentmihalyi, Mihaly (1998). The flow experience and its significance for human psychology. In Csikszentmihalyi, Mihaly; Csikszentmihalyi, Isabella Selega (eds.) (1998). *Optimal Experience: Psychological studies of flow in consciousness*. Cambridge: Cambridge University Press. 5. Edition.
- Csikszentmihalyi, Mihaly; Nakamura, Jeanne (2011). Positive Psychology: Where Did It Come from, Where Is It Going?. In Sheldon, Kennon M; Kashdan, Todd B; Steger Michael F (2011). *Designing Positive Psychology. Taking Stock and Moving Forward*. Oxford: Oxford University Press.
- Crystal, David (2004). The past, present and future of World English. In Andreas Gardt & Bernd Hüppauf (eds), *Globalization and the future of German* (Berlin: Mouton de Gruyter, 2004), 27-46.
- Dabas, Pratibha; Singh, Abha (2016). Positive psychology: The new 'mantra' for school counselors. *Indian Journal of Positive Psychology*, 7/4, 457-459. http://www.iahrw.com/index.php/home/journal_detail/19#list
- Daley, Samantha G.; Willett, John B.; Fischer, Kurt W. (2014). Emotional Responses During Reading: Physiological Responses Predict Real-Time Reading Comprehension. *Journal of Educational Psychology*, 106/1, 132–143. DOI: 10.1037/a0033408
- Deci, Edward L.; Ryan, Richard M (2008). Hedonia, eudaimonia, and, well-being. An introduction. *Journal of Happiness Studies*. 9/1, 1–11. DOI:10.1007/s10902-006-9018-1
- Dewaele, Jean-Marc; Li Chengchen (2018). Editorial. *Studies in Second Language Learning and Teaching*, 8/1, 15-19. DOI: 10.14746/ssl.t.2018.8.1.1
- Dewaele, Jean-Marc; Alfawzan, Mateb (2018). Does The Effect Of Enjoyment Outweigh That of Anxiety In Foreign Language Performance? *Studies In Second Language Learning And Teaching*, 8/1, 21-45. DOI: 10.14746/Ssllt.2018.8.1.2
- Dewaele, Jean-Marc; Witney, John; Saito, Kazuya; Dewaele, Livia (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*, 22/6, 676 –697. DOI: 10.1177/1362168817692161
- Dicke, Theresa; Parker, Philip D.; Marsh, Herbert W.; Kunter, Mareike; Schmeck, Annett; Leutner, Detlev (2014). Self-Efficacy in Classroom Management, Classroom Disturbances, and Emotional Exhaustion: A Moderated Mediation Analysis of Teacher Candidates. *Journal of Educational Psychology*, 106/2, 569–583. DOI: 10.1037/a0035504
- De Smet, Audrey; Mettewie, Laurence; Galand, Benoit; Hiligsmann, Philippe; Van Mensel, Luk (2018). Classroom anxiety and enjoyment in CLIL and non-CLIL: Does the target language matter? *Studies in Second Language Learning and Teaching*, 8/1, 47-71. DOI: 10.14746/ssl.t.2018.8.1.3
- Dicke, Theresa; Parker, Philip D.; Marsh, Herbert W.; Pekrun, Reinhard; Guo, Jieso, Televantou, Ioulia (2018). Effects of School-Average Achievement on Individual Self-Concept and Achievement: Unmasking Phantom Effects Masquerading as True Compositional Effects. *Journal of Educational Psychology*, 110/8, 1112–1126. DOI:<http://dx.doi.org/10.1037/edu0000259>
- Diener, Ed (1984). Subjective well-being. *Psychological Bulletin*. 95/3, 542-575. URL:[http://ovidsp.uk.ovid.com.ezproxy.jyu.fi/sp3.12.0b/ovidweb.cgi?&S=KHGDPDDANJHFNAAGFNMKJFBGGKPF A A00&Complete+Reference=S.sh.25%7c59%7c1AN: 00006823-198405000-00009. \(19 August 2014\).](http://ovidsp.uk.ovid.com.ezproxy.jyu.fi/sp3.12.0b/ovidweb.cgi?&S=KHGDPDDANJHFNAAGFNMKJFBGGKPF A A00&Complete+Reference=S.sh.25%7c59%7c1AN: 00006823-198405000-00009. (19 August 2014).)

- Diener, Ed; Emmons Robert A. (1984). The independence of positive and negative affect. *Journal of Personality & Social Psychology*, 47/5, 1105-1117.
URL: <http://ovidsp.uk.ovid.com.ezproxy.jyu.fi/sp3.12.0b/ovidweb.cgi?&S=KHGDPDDANJHFNAAGFNMKJFBGGKPF&A00&Complete+Reference=S.sh.25%7c56%7c1AN: 00005205-198411000-00014>. (19 August 2014).
- Diener, Ed; Emmons, Robert A.; Larsen, Randy J; Griffin, Sharon (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49/1, 71–75.
URL: <http://web.ebscohost.com.ezproxy.jyu.fi/ehost/pdfviewer/pdfviewer?sid=f9ed9d2c-ceed-4211-ab86-8c9d6f3a29fe%40sessionmgr115&vid=2&hid=114> (4 January 2014).
- Diener, Ed; Larsen, Randy J.; Levine, Steven; Emmons, Robert A. (1985). Intensity and Frequency: Dimensions Underlying Positive and Negative Affect. *Journal of Personality & Social Psychology*, 48/5, 1253-1265.
URL: <http://ovidsp.uk.ovid.com.ezproxy.jyu.fi/sp3.12.0b/ovidweb.cgi?&S=KHGDPDDANJHFNAAGFNMKJFBGGKPF&A00&Complete+Reference=S.sh.25%7c54%7c1AN: 00005205-198505000-00013>. (19 August 2014).
- Diener, Ed; Sandvik, Ed; Pavot, William (1991). Happiness is frequency, not intensity, of positive versus negative affect in Strack, Fritz; Argyle, Michael; Schwarz, Norbert (eds.). *Subjective Well-being*. Oxford: Pergamon Press.
- Diener, Ed; Suh, Eunkook M.; Lucas, Richard E.; Smith, Heidi. (1999). Subjective Well-Being: Three Decades of Progress. *Psychological Bulletin*, 125/2, 276-302.
<http://ovidsp.uk.ovid.com.ezproxy.jyu.fi/sp3.12.0b/ovidweb.cgi?&S=KHGDPDDANJHFNAAGFNMKJFBGGKPF&A00&Complete+Reference=S.sh.25%7c27%7c1AN: 00006823-199903000-00007> (19 August 2014).
- Diener, Ed (2000). Subjective Well-being. The Science of Happiness and a Proposal for a National Index. *American Psychologist*, 55/1, 34–43. DOI: 10.1037/0003-066X.55.1.34
- Diener, Ed (2001). ‘Well-being (Subjective), Psychology of.’ International Encyclopedia of the Social & Behavioral Sciences, 2001, 16451–16454. DOI: 10.1016/B0-08-043076-7/01715-0
- Diener, Ed (2012). New Findings and Future Directions for Subjective Well-Being Research. *American Psychologist*, 67/8, 590-597. DOI: 10.1037/a0029541
- Donaldson, Stewart I.; Dollwet, Maren; Rao, Meghana A. (2015). Happiness, excellence, and optimal human functioning revisited: Examining the peer-reviewed literature linked to positive psychology. *The Journal of Positive Psychology*, 10/3, 185-195. DOI:10.1080/17439760.2014.943801
- Dubiner, Deborah (2018). Second language learning and teaching: From theory to a practical checklist. *TESOL Journal*, 2018; e00398, 1–17. DOI: 10.1002/tesj.398
- Elahi Shirvan, Majid; Taherian, Tahereh (2018). Longitudinal examination of university students’ foreign language enjoyment and foreign language classroom anxiety in the course of general English: latent growth curve modeling. *International Journal of Bilingual Education and Bilingualism*. DOI: 10.1080/13670050.2018.1441804
- Elahi Shirvan, Majid; Talebzadeh, Nahid (2018a). Exploring the Fluctuations of Foreign Language Enjoyment in Conversation: An Idiodynamic Perspective. *Journal of Intercultural Communication Research*, 47/1, 21-37. DOI: 10.1080/17475759.2017.1400458
- Elahi Shirvan, Majid; Talezadeh, Nahid (2018b). Is Transparency an Illusion? An Idiodynamic Assessment of Teacher and Peers’ Reading of Nonverbal Communication Cues of Foreign Language Enjoyment. *Journal of Intercultural Communication Research*, 47/3, 188-206. DOI: 10.1080/17475759.2018.1453527
- Ellis, Rod (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Elwood, James; Bode, Jeroen (2014). Student preferences vis-à-vis teacher feedback in university EFL writing classes in Japan. *System*, 42, 333–343. DOI: <http://dx.doi.org/10.1016/j.system.2013.12.023>
- Endler, Norman S.; Kocovski, Nancy (2003). Anxiety Assessment. In Fernández-Ballesteros, Rocío (ed) (2003). *Encyclopedia of Psychological Assessment*. London: SAGE Publications Ltd.
- Ene, Estela; Upton, Thomas A. (2014). Learner uptake of teacher electronic feedback in ESL composition. *System*, 46, 80–95. DOI: <http://dx.doi.org/10.1016/j.system.2014.07.011>
- ERIC (2019). About the Database.
http://support.ebsco.com.ezproxy.jyu.fi/help/?int=ehost&lang=en&feature_id=Databases&TOC_ID=Always&SI=0&BU=0&GU=1&PS=0&ver=live&dbs=eric (10 January 2019).

- Eröz-Tuğa, Betil (2013). Reflective feedback sessions using video recordings. *ELT Journal*, 67/2, 175–183. DOI:10.1093/elt/ccs081
- Falout, Joseph (2014). Circular seating arrangements: Approaching the social crux in language classrooms. *Studies in Second Language Learning and Teaching*, 4/2, 275-300. DOI: 10.14746/ssl.t.2014.4.2.6
- Finn, Heather B. (2015). A Need to Be Needed: The Intersection between Emotions, Apprenticeship, and Student Participation in an Adult ESL Literacy Classroom. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 4/1, 36-47. <https://eric.ed.gov/?id=EJ1059237> (25 January 2019).
- Finnish National Agency for Education (2015). Statistics of the month: Most basic education pupils in Finland learn two languages. https://www.oph.fi/english/current_issues/101/0/statistics_of_the_month_most_basic_education_pupils_in_finland_learn_two_languages (26 March 2019).
- Fishman, Evan J.; Husman, Jenefer (2017). Extending Attribution Theory: Considering Students' Perceived Control of the Attribution Process. *Journal of Educational Psychology*, 109/4, 559–573. DOI: <http://dx.doi.org/10.1037/edu0000158>
- Fitzpatrick, Tess; Clenton, Jon (2017). Making Sense of Learner Performance of Productive Vocabulary Knowledge. *Tesol Quarterly*, 51/4, 844–867. DOI: 10.1002/tesq.356
- Freeman, Donald; Katz, Anne; Gracia Gomez, Pablo; Burns, Anne (2015). English-for-Teaching: rethinking teacher proficiency in the classroom. *ELT Journal*, 69/2, 129–139. DOI:10.1093/elt/ccu074
- Gabryś-Barker, Danuta (2014). Success: From failure to failure with enthusiasm. *Studies in Second Language Learning and Teaching*, 4/2, 301-325. DOI: 10.14746/ssl.t.2014.4.2.7
- Gabryś-Barker, Danuta (2016). Review of Positive psychology in second language acquisition; Editors: Peter D. MacIntyre, Tammy Gregersen, Sarah Mercer; Publisher: Multilingual Matters, 2016. *Studies in Second Language Learning and Teaching*, 6/3, 541-546. DOI: 10.14746/ssl.t.2016.6.3.9
- Gamlem, Siv M.; Munthe, Elaine (2014). Mapping the quality of feedback to support students' learning in lower secondary classrooms. *Cambridge Journal of Education*, 44/1, 75–92. DOI: <http://dx.doi.org/10.1080/0305764X.2013.855171>
- Garn, Alex. C., Morin, Alexandre J. S., & Lonsdale, Chris. (2018). Basic Psychological Need Satisfaction Toward Learning: A Longitudinal Test of Mediation Using Bifactor Exploratory Structural Equation Modeling. *Journal of Educational Psychology*. Advance online publication. DOI: <http://dx.doi.org/10.1037/edu0000283>
- Gené-Gil, Maria; Juan-Garau, Maria; Salazar-Noguera, Joana (2015). Development of EFL writing over three years in secondary education: CLIL and non-CLIL settings. *The Language Learning Journal*, 43/3, 286-303, DOI: 10.1080/09571736.2015.1053278
- Gilbert, Nigel (1977). Referencing as Persuasion. *Social Studies of Science*, Volume 7: iii, 113–122. URL: http://cress.soc.surrey.ac.uk/~scs1ng/ngpub/paper7_NG.pdf (9 May 2014).
- Gilbert, Nigel; Mulkay, Michael (1982). Warranting Scientific Belief. *Social Studies of Science*, 12/3, 383–408. DOI:10.1177/030631282012003002
- Gkonou, Christina; Miller, Elizabeth R. (2017). Caring and emotional labour: Language teachers' engagement with anxious learners in private language school classrooms. *Language Teaching Research*, 1–16. DOI: 10.1177/1362168817728739
- Goodman, Fallon; Disabato, David J.; Kashdan, Todd B.; Barry, Kauffman, Scott (2017): Measuring well-being: A comparison of subjective well-being and PERMA. *The Journal of Positive Psychology*, DOI: 10.1080/17439760.2017.1388434
- Grant, Mary J.; Booth, Andrew (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26, 91–108. DOI: 10.1111/j.1471-1842.2009.00848.x
- Gregersen, Tammy; MacIntyre, Peter D.; Hein Finegan, Kate; Talbot, Kyle Read; Claman, Shelby L. (2014). Examining emotional intelligence within the context of positive psychology interventions. *Studies in Second Language Learning and Teaching*, 4/2, 327-353. DOI: 10.14746/ssl.t.2014.4.2.8
- Guénette, Danielle; Lyster, Roy (2013). Written Corrective Feedback and Its Challenges for Pre-Service ESL Teachers. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 69/2, 129–153. DOI:10.3138/cmlr.1346

- Hall, Judith A.; Schlegel, Katja; Castro, Vanessa L.; Back, Mitja (2019). What laypeople think the Big Five trait labels mean. *Journal of Research in Personality* 78, 268–285. DOI: <https://doi.org/10.1016/j.jrp.2018.12.007>
- Hamid, Obaidul M.; Hoang, Ngoc T.H. (2018). Humanising Language Testing. *TESL-EJ. The Electronic Journal for English as a Second Language*, 22/1, 1–11.
<http://www.tesl-ej.org/wordpress/issues/volume22/ej85/ej85a5/> (January 9 2019).
- Han, Ye (2017). Mediating and being mediated: Learner beliefs and learner engagement with written corrective feedback. *System*, 69, 133–142. DOI: <http://dx.doi.org/10.1016/j.system.2017.07.003>
- Han, Ye; Hyland, Fiona (2015). Exploring learner engagement with written corrective feedback in a Chinese tertiary EFL classroom. *Journal of Second Language Writing*, 30, 31–44. DOI: <http://dx.doi.org/10.1016/j.jslw.2015.08.002>
- He, Ye (2013). Developing teachers' cultural competence: application of appreciative inquiry in ESL teacher education. *Teacher Development*, 17/1, 55–71, DOI: 10.1080/13664530.2012.753944
- Han, Wen-Jui (2010). Bilingualism and socioemotional well-being. *Children and Youth Services Review*, 32, 720–731. www.elsevier.com/locate/childyouth (15 September 2017).
- Howatt, A.P.R.; Smith, Richard (2014). The History of Teaching English as a Foreign Language, from a British and European Perspective. *Language and History*, 57/1, 75–95. DOI: 10.1179/1759753614Z.00000000028
- Horwitz, Elaine K. (2016). Reflections on Horwitz (1986), “Preliminary Evidence for the Validity and Reliability of a Foreign Language Anxiety Scale”. *TESOL Quarterly*, 50/4, 932–934. DOI: 10.1002/tesq.295
- Horwitz, Elaine K., Horwitz Michael B.; Cope, Joann (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70/2, 125–132. DOI: <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Horwitz, Elaine K. (1986). Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale. *TESOL Quarterly*, 20/3, 559–562. DOI: <https://doi.org/10.2307/3586302>
- Hummel, Kirsten M. (2014). *Introducing Second Language Acquisition*. Chichester: John Wiley & Sons Ltd.
- Huta, Veronika; Ryan, Richard M. (2010). Pursuing Pleasure or Virtue: The Differential and Overlapping Well-Being Benefits of Hedonic and Eudaimonic Motives. *Journal of Happiness Studies*, 11/6, 735–762. DOI: 10.1007/s10902-009-9171-4
- Huta, Veronika; Waterman, Alan S. (2014). Eudaimonia and Its Distinction from Hedonia: Developing a Classification and Terminology for Understanding Conceptual and Operational Definitions. *Journal of Happiness Studies*, 15/6, 1425–1456. DOI: 10.1007/s10902-013-9485-0
- Jaatinen, Päivi-Maria (2015). Rethinking Visual Art Practice in Relation to Well-Being. A Conceptual Analysis. Jyväskylä: University of Jyväskylä. Jyväskylä Studies in Humanities, no. 256. Stable URL: <http://urn.fi/URN:ISBN:978-951-39-6240-1>
- Jaatinen, Päivi-Maria (2017). From Teacher-Student Talk towards Facilitation and Active Participation through Conversation in the Teaching and Learning situations. Unpublished research report. Jyväskylä: University of Jyväskylä.
- Jakonen, Teppo; Mortonson, Tom (2015). Epistemic Search Sequences in Peer Interaction in a Content-based Language Classroom. *Applied Linguistics*, 36/1, 73–94. DOI:10.1093/applin/amt031
- Jang, Hyungshim; Reeve, Johnmarshall; Deci, Edward L. (2010). Engaging Students in Learning Activities: It Is Not Autonomy Support or Structure but Autonomy Support and Structure. *Journal of Educational Psychology*, 102/3, 588–600. DOI: 10.1037/a0019682
- Jansen, Malte; Schroeders, Ulrich; Lüdtke, Oliver; Marsh, Herbert W. (2015). Contrast and Assimilation Effects of Dimensional Comparisons in Five Subjects: An Extension of the I/E Model. *Journal of Educational Psychology*, 107/4, 1086–1101. DOI: <http://dx.doi.org/10.1037/edu0000021>
- Jin, Yinxing; Zhang, Lawrence Jun (2018): The dimensions of foreign language classroom enjoyment and their effect on foreign language achievement. *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2018.1526253
- Junqueira, Luciana; Payant, Caroline (2015). “I just want to do it right, but it’s so hard”: A novice teacher’s written feedback beliefs and practices. *Journal of Second Language Writing*, 27, 19–36. DOI: <http://dx.doi.org/10.1016/j.jslw.2014.11.001>

- Kashdan, Todd B.; Steger, Michael F. (2011). 'Challenges, Pitfalls, and Aspirations for Positive Psychology.' In Sheldon, Kennon M; Kashdan, Todd B; Steger Michael F (2011). *Designing Positive Psychology. Taking Stock and Moving Forward*. Oxford: Oxford University Press.
- Kashdan, Todd B. (2017). How Many Ways Can We Measure Well-Being? Reconsidering how we think about the subject. *Psychology Today*. <https://www.psychologytoday.com/us/blog/curious/201710/how-many-ways-can-we-measure-well-being>. (14 February 2019).
- Kartchava, Eva; Ammar, Ahlem (2014). The noticeability and effectiveness of corrective feedback in relation to target type. *Language Teaching Research*, 18/4, 428–452. DOI: 10.1177/1362168813519373
- Kell, Harrison J. (2018). Personality Assessment. In Frey, Bruce B (ed). *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks: SAGE Publications, Inc. DOI: <http://dx.doi.org/10.4135/9781506326139>
- Kern, Margaret L.; Waters, Lea E.; Adler, Alejandro; White, Mathew A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *The Journal of Positive Psychology*, 10/3, 262-271, DOI:10.1080/17439760.2014.936962
- Kjell, Oscar N. E.; Kjell, Katarina; Garcia, Danilo; Sikström, Sverker (2018). Semantic Measures: Using Natural Language Processing to Measure, Differentiate, and Describe Psychological Constructs. *Psychological Methods. Advance online publication*, 1–24. DOI: <http://dx.doi.org/10.1037/met0000191>
- Klatt, Maryanna; Harpster, Karen; Browne, Emma; White, Susan; Case-Smith, Jane (2013). Feasibility and preliminary outcomes for Move-Into-Learning: An arts-based mindfulness classroom intervention. *The Journal of Positive Psychology*, 8/3, 233-241. DOI:10.1080/17439760.2013.779011
- Kormos, Judit; Csizér (2014). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups. *Tesol Quarterly*, 48/2, 275-299. DOI: 10.1002/tesq.129
- Kumaravadivelu, B. (2006). 'Learner perception of learning tasks.' *ITL – International Journal of Applied Linguistics, Special volume on Task-based language teaching*, 152, 121-151. www.bkumaravadivelu.com. Publications: Refereed journal articles & book chapters. (20 September 2017).
- Lam, Ricky (2013). The relationship between assessment types and text revision. *ELT Journal*, 67/4, 446–458. DOI:10.1093/elt/cct034
- Larsen-Freeman, Diane (2003). *Teaching Language. From Grammar to Grammmaring*. Boston: Heinle.
- Lau, Shun; Nie, Youyan (2008). Interplay Between Personal Goals and Classroom Goal Structures in Predicting Student Outcomes: A Multilevel Analysis of Person–Context Interactions. *Journal of Educational Psychology*, 100/1, 15–29. DOI: 10.1037/0022-0663.100.1.15
- LeClair, Courtney; Doll, Beth; Osborn, Allison; Jones, Kristin (2009). English Language Learners' And Non–English Language Learners' Perceptions Of The Classroom Environment. *Psychology in the Schools*, Vol. 46/6, 568–577. DOI: 10.1002/pits.20398
- Lee, Eun Jeong (Esther) (2016). Reducing international graduate students' language anxiety through oral pronunciation corrections. *System*, 56, 78–95. DOI: <http://dx.doi.org/10.1016/j.system.2015.11.006>
- Lee, Man-Kit (2017). To Be Autonomous or Not to Be: Issues of Subsuming Self-Determination Theory Into Research on Language Learner Autonomy. *Tesol Quarterly*, 51/1, 220–228. DOI: 10.1002/tesq.343
- Levy, Jacob J. (2011). Personality Tests. In Salkind, Neil J. *Encyclopedia of Measurement and Statistics*. Thousand Oaks: Sage Publications, Inc. DOI: <http://dx.doi.org/10.4135/9781412952644>
- Li, Jinrong; Link, Stephanie; Hegelheimer, Volker (2015). Rethinking the role of automated writing evaluation (AWE) feedback in ESL writing instruction. *Journal of Second Language Writing*, 27, 1–18. DOI:<http://dx.doi.org/10.1016/j.jslw.2014.10.004>
- Liu, Zhiliang (2009). A Study on CPH and Debate Summary in FLL. *English Language Teaching*, 2/3, 120–128. DOI: 10.5539/elt.v2n3p120

- Lomas, Tim (2016). Towards a positive cross-cultural lexicography: Enriching our emotional landscape through 216 'untranslatable' words pertaining to well-being. *The Journal of Positive Psychology*, 11/5, 546-558. DOI: 10.1080/17439760.2015.1127993
- Lucht, Martina; Heidig, Steffi (2013). Applying HOPSCOTCH as an exer-learning game in English lessons: two exploratory studies. *Education Technology Research and Development*, 61, 767-792. DOI: <http://dx.doi.org/10.1016/j.jslw.2014.10.004>
- Lv, Fenghua; Chen, Hongxin (2010). A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students, *English Language Teaching*, 3/3, 136-144. DOI:10.5539/elt.v3n3p136
- MacIntyre, Peter; Gregersen, Tammy (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2/2, 193-213. <http://www.sllt.amu.edu.pl>. (9 January 2019).
- MacIntyre, Peter D.; Gregerson, Tammy (2014). Editorial. *Studies in Second Language Learning and Teaching*, 4/2, 149-152. DOI: 10.14746/sllt.2014.4.2.1
- MacIntyre, Peter D.; Mercer, Sarah (2014). Introducing positive psychology to SLA. Special issue: Positive psychology. *Studies in Second Language Learning and Teaching*, 4/2, 153-172. DOI: 10.14746/sllt.2014.4.2.2.
- MacIntyre, Peter D.; Vincze, Laszlo (2017). Positive and negative emotions underlie motivation for L2 learning. Vol 7, No 1 (2017): Special issue: Individual differences in second language development. *Studies in Second Language Learning and Teaching*, 7/1, 61-88. DOI: 10.14746/sllt.2017.7.1.4
- Mahfoodh, Omer Hassan Ali (2017). "I feel disappointed": EFL university students' emotional responses towards teacher written feedback. *Assessing Writing*, 31, 53-72. DOI: <http://dx.doi.org/10.1016/j.asw.2016.07.001>
- Malmberg, Lars-Erik; Hagger, Hazel; Burn, Katharine; Mutton, Trevor; Colls, Helen (2010). Observed Classroom Quality During Teacher Education and Two Years of Professional Practice. *Journal of Educational Psychology*, 102/4, 916-932. DOI: 10.1037/a0020920
- Mantou Lou, Nigel; Chaffee, Kathryn E.; Vargas Lascano, Dayuma I.; Dincer, Ali; Noels, Kimberly A. (2018). Complementary Perspectives on Autonomy in Self-Determination Theory and Language Learner Autonomy. *Tesol Quarterly*, 52/1, 210-220. DOI: 10.1002/tesq.403
- Marsh, Herbert W.; Pekrun, Reinhard; Parker, Philip D.; Murayama, Kou; Guo, Jiesi; Dicke, Theresa; Lichtenfeld, Stephanie (2017). Long-Term Positive Effects of Repeating a Year in School: Six-Year Longitudinal Study of Self-Beliefs, Anxiety, Social Relations, School Grades, and Test Scores. *Journal of Educational Psychology*, 109/3, 425-438. DOI: <http://dx.doi.org/10.1037/edu0000144>
- Marsh, Herbert W., Pekrun, Reinhard., Parker, Philip. D., Murayama, Kou., Guo, Jiesi., Dicke, Theresa., & Arens, A. K. (2018). The Murky Distinction Between Self-Concept and Self-Efficacy: Beware of Lurking Jingle-Jangle Fallacies. *Journal of Educational Psychology*. Advance online publication. DOI: <http://dx.doi.org/10.1037/edu0000281>
- Mattuzzi, Michelle; Pfenninger, Simone E. (2018). The language-cognition-affect interface in young college student stroke survivors with aphasia. *International Journal of Applied Linguistics*, 28/3, 465-479. DOI: <https://doi-org.ezproxy.jyu.fi/10.1111/ijal.12222>
- Mikel Petrie, Gina; Darragh, Janine J. (2018). "This worry machine": The impact of executive orders on ELL teachers. *TESOL Journal*, e403, 412-430. DOI: 10.1002/tesj.403
- Min, Hui-Tzu (2013). A case study of an EFL writing teacher's belief and practice about written feedback. *System*, 41, 625-638. DOI: <http://dx.doi.org/10.1016/j.system.2013.07.018>
- Moser, Jason; Harris, Justin, Varle, John (2012). Improving teacher talk through a task-based approach. *ELT Journal*, 66/1, 81-88. DOI: 10.1093/elt/ ccr016
- Mouratidis, Athanasios; Vansteenkiste, Maarten; Lens, Willy; Michou, Aikaterini; Soenens, Bart (2013). Within-Person Configurations and Temporal Relations of Personal and Perceived Parent-Promoted Aspirations to School Correlates Among Adolescents. *Journal of Educational Psychology*, 105/3, 895-910. DOI: 10.1037/a0032838
- Mouton, Angela R.; Montijo, Monica N. (2017). Love, passion, and peak experience: A qualitative study on six continents, *The Journal of Positive Psychology*, 12/3, 263-280, DOI: 10.1080/17439760.2016.1225117

- Muro, Anna; Soler, Joaquim; Cebolla, Àusias; Cladella, Ramon (2018). A positive psychological intervention for failing students: Does it improve academic achievement and motivation? A pilot study. *Learning and Motivation*, 63, 126–132. DOI: <https://doi.org/10.1016/j.lmot.2018.04.002>
- Murphey, Tim (2014). Singing well-becoming: Student musical therapy case studies. *Studies in Second Language Learning and Teaching*, 4/2, 205-235. DOI: 10.14746/ssl.t.2014.4.2.4
- Nassaji, Hossein; Fotos, Sandra (2011). Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context. Abigdon: Routledge.
- Niepel, Christoph; Brunner, Martin; Preckel, Franzis (2014). The Longitudinal Interplay of Students' Academic Self-Concepts and Achievements Within and Across Domains: Replicating and Extending the Reciprocal Internal/External Frame of Reference Model. *Journal of Educational Psychology*, 106/ 4, 1170–1191. DOI: 10.1037/a0036307
- OECD (2015). Frascati Manual 2015. Guidelines for Collecting and Reporting Data on Research and Experimental Development. The Measurement of Scientific, Technological and Innovation Activities, OECD Publishing, Paris. DOI:<https://dx.doi.org/10.1787/9789264239012-en>
- Opetushallitus (2015). Lukion opetussuunnitelman perusteet. http://www.oph.fi/download/172124_lukion_opetussuunnitelman_perusteet_2015.pdf (20 September 2017).
- OED Oxford English Dictionary (2018). *World English*. Oxford University Press. <http://www.oed.com.ezproxy.jyu.fi/view/Entry/273998?redirectedFrom=world+english#eid> (7 March 2018).
- Oxford, Rebecca L (2014). What we can learn about strategies, language learning, and life from two extreme cases: The role of well-being theory. *Studies in Second Language Learning and Teaching*. 4/4, 593-615. DOI:10.14746/ssl.t.2014.4.4.2
- Oxford, Rebecca L.(2015). Emotion as the amplifier and the primary motive: Some theories of emotion with relevance to language learning. Vol 5, No 3 (2015): Special issue: Psychology in Language Learning 2. *Studies in Second Language Learning and Teaching*, 5/3, 371-393. DOI: 10.14746/ssl.t.2015.5.3.2
- Oxford, Rebecca L; Cuéllar, Lourdes (2014). Positive psychology in cross-cultural narratives: Mexican students discover themselves while learning Chinese. *Studies in Second Language Learning and Teaching*, 4/2, 173-203. DOI: 10.14746/IVVIIW.2014.4.2.3
- Orkibi, Hod; Ronen, Tammie; Assoulin, Naama (2014). The Subjective Well-Being of Israeli Adolescents Attending Specialized School Classes. *Journal of Educational Psychology*, 106/2, 515–526. DOI: 10.1037/a0035428
- Patchan, Melissa M.; Schunn, Christian D.; Correnti, Richard J. (2016). The Nature of Feedback: How Peer Feedback Features Affect Students' Implementation Rate and Quality of Revisions. *Journal of Educational Psychology*, 108/8, 1098–1120. DOI: <http://dx.doi.org/10.1037/edu0000103>
- Pavelescu, Liana Maria; Petrić, Bojana (2018). Love and enjoyment in context: Four case studies of adolescent EFL learners. *Studies in Second Language Learning and Teaching*, 8/1, 73-101. DOI: 10.14746/ssl.t.2018.8.1.4
- Pavot, William; Diener, Ed (1993). Review of the Satisfaction With Life Scale. *Psychological Assessment*, 5/2, 164-172. URL: <http://ovidsp.ovid.com.ezproxy.jyu.fi/sp-3.12.0b/ovidweb.cgi?&S=KHGDPDDANJHFNAAGFNMKJFBGGKPFAA00&Complete+Reference=S.sh.25%7c40%7c1AN:00012030-199306000-00006> (19 August 2014).
- Pawlak, Mirosław (2015). Editorial. *Studies in Second Language Learning and Teaching*, 5/1, 11-12. DOI: 10.14746/ssl.t.2015.5.1.1
- Peterson Christopher; Seligman, Martin (2004). Character Strengths and Virtues : A Handbook and Classification. Oxford: Oxford University Press.
- Piniel, Katalin; Albert, Ágnes (2018). Advanced learners' foreign language-related emotions across the four skills. *Studies in Second Language Learning and Teaching*, 8/1, 127-147. DOI: 10.14746/ssl.t.2018.8.1.6
- PsycARTICLES (2019). About the Database. http://support.ebsco.com.ezproxy.jyu.fi/help/?int=ehost&lang=en&feature_id=Databases&TOC_ID=Always&SI=0&BU=0&GU=1&PS=0&ver=live&dbs=pdhjh,pdh (10 January 2019).

- Quiroga, Cintia V.; Janosz, Michel; Bisset, Sherri; Morin, Alexandre J. S. (2013). Early Adolescent Depression Symptoms and School Dropout: Mediating Processes Involving Self-Reported Academic Competence and Achievement. *Journal of Educational Psychology*, 105/2, 552–560. DOI: 10.1037/a0031524
- Raettig, Tim; Weger, Ulrich (2018). Learning as a Shared Peak Experience: Interactive Flow in Higher Education. *International Journal of Applied Positive Psychology*, 2, 39–60. DOI: <https://doi.org/10.1007/s41042-018-0011-9>
- Rajagoplan, Kanavillil (2012). 'World English' or 'World Englishes'? Does it make any difference? *International Journal of Applied Linguistics*, 22/3, 374–391. DOI: <https://doi.org/10.1111/j.1473-4192.2012.00316.x>
- Raley, Sheida K.; Shogren, Karrie A. McDonald, Annette (2018). How to Implement the Self-Determined Learning Model of Instruction in Inclusive General Education Classrooms. *Teaching Exceptional Children*, 51/1, 62–71. DOI: 10.1177/0040059918790236
- Rassaei, Ehsan (2015). Oral corrective feedback, foreign language anxiety and L2 development. *System*, 49, 98–109. DOI: <http://dx.doi.org/10.1016/j.system.2015.01.002>
- Richards, K. (2006). 'Being the Teacher': Identity and Classroom Conversation. *Applied Linguistics*, 27/1, 51-77. DOI: 10.1093/applin/ami041
- Rimfeld, Kaili; Kovas, Yulia; Dale, Philip S.; Plomin, Robert (2016). True Grit and Genetics: Predicting Academic Achievement From Personality. *Journal of Personality and Social Psychology*, 111/5, 780–789. DOI: <http://dx.doi.org/10.1037/pspp0000089>
- Rokita-Jaśkow, Joanna (2015). Parental visions of their children's future as a motivator for an early start in a foreign language. *Studies in Second Language Learning and Teaching*, 5/3, 455-472. DOI: 10.14746/sslit.2015.5.3.6
- Roothoof, Hanne (2014). The relationship between adult EFL teachers' oral feedback practices and their beliefs. *System*, 46, 65–79. DOI: <http://dx.doi.org/10.1016/j.system.2014.07.012>
- Ross, Andrew S.; Rivers, Damian J. (2018). Emotional experiences beyond the classroom: Interactions with the social world. *Studies in Second Language Learning and Teaching*, 8/1, 103-126. DOI: 10.14746/sslit.2018.8.1.5
- Ruegg, Rachael (2015). The relative effects of peer and teacher feedback on improvement in EFL students' writing ability. *Linguistics and Education*, 29, 73–82. DOI: <http://dx.doi.org/10.1016/j.linged.2014.12.001>
- Ryan, Richard M.; Deci, Edward L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-Being. *American Psychologist*, 55/1, 68-78. DOI: 10.1037/110003-066X.55.1.68
- Ryan, Richard M.; Huta, Veronika; Deci, Edward L. (2008). Living well: A Self-Determination Theory Perspective on Eudaimonia. *Journal of Happiness Studies*, 9/1, 139-170. DOI: 10.1007/s10902-006-9023-4
- Ryan, Richard M.; Huta, Veronika (2009). Wellness as healthy functioning or wellness as happiness: the importance of eudaimonic thinking (response to the Kashdan et al. and Waterman discussion). *The Journal of Positive Psychology*, 4/3, 202-204. DOI:10.1080/17439760902844285
- Ryff, Carol D. (1989). Happiness is Everything, or Is It? Explorations on the Meaning of Psychological Well-Being. *Journal of Personality and Social Psychology*, 57/6, 1069–1081. DOI: 10.1037/0022-3514.57.6.1069
- Ryff, Carol D.; Singer, Burton H. (2006). Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-Being. *Journal of Happiness Studies*, 9/1, 13-39. DOI: 10.1007/s10902-006-9019-0
- Sadeghi, KariM; Khonbi, Zainab Abolfazli (2018): Connecting the dots to see the whole: Learner variables, wellbeing and coping strategies in student narratives, *Innovations in Education and Teaching International*, DOI: 10.1080/14703297.2018.1433055
- SAGE Publishing (2019). Journals. <https://us-sagepub-com.ezproxy.jyu.fi/en-us/nam/journals>. (18 January 2019).
- Saito, Akihiro (2017). Going cosmopolitan, staying national: Identity construction in popular discourses on English as a lingua franca. *International Journal of Applied Linguistics*, 27/1, 263–285. DOI: 10.1111/ijal.12130
- Sánchez-López; Lourdes (2013). 'Service-Learning Course Design for Languages for Specific Purposes Programs.' *Hispania*, 96/2, 383-396. Stable URL: <http://www.jstor.org/stable/23608334>

- Schmidt, Lauren M. (2018). Trauma in English learners: Examining the influence of previous trauma and PTSD on English learners and within the classroom. *TESOL Journal*, e412, 1–10. DOI: 10.1002/tesj.412
- Schachner, Maja K., Schwarzenhal, Miriam., van de Vijver, Fons J. R.; Noack, Peter (2018). How All Students Can Belong and Achieve: Effects of the Cultural Diversity Climate Amongst Students of Immigrant and Nonimmigrant Background in Germany. *Journal of Educational Psychology*. Advance online publication. DOI: <http://dx.doi.org/10.1037/edu0000303>
- Seligman, Martin (1999). Positive Social Science. *Journal of Positive Behavior Interventions*, 1/3, 181–182. DOI:10.1177/109830079900100306
- Seligman, Martin; Czikszentmihalyi, Mihaly (2000). Positive Psychology: An Introduction. *American Psychologist*, 55/1, 5–14. DOI: 10.1037/0003-0665X.55.15
- Seligman, M. E. P., Ernst, R., Gillham, J., Reivich, K., Linkins, M. (2009). Positive education: positive psychology and classroom interventions. *Oxford Review of Education*, 35, 293–311. DOI: 10.1080/03054980902934563
- Seligman, Martin (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
- Seligman, Martin (2018). PERMA and the building blocks of well-being. *The Journal of Positive Psychology*. DOI:10.1080/17439760.2018.1437466
- Shankland, Rébecca; Rosset, Evelyn (2017). Review of Brief School-Based Positive Psychological Interventions: a Taster for Teachers and Educators. *Educational Psychology Review*, 29, 363–392. DOI 10.1007/s10648-016-9357-3
- Sheldon, Ken; Fredrickson Barbara; Rathunde Kevin; Csikszentmihalyi, Mike; Haidt, Jon (2011). 'Akumal Manifesto' in Sheldon, Kennon M; Kashdan, Todd B; Steger Michael F (2011). *Designing Positive Psychology. Taking Stock and Moving Forward*. Oxford: Oxford University Press.
- Smith, Melissa K.; Lewis, Marilyn (2015). Toward facilitative mentoring and catalytic interventions. *ELT Journal*, 69/2, 140–150. DOI:10.1093/elt/ccu075
- Soenens, Bart; Sierens, Eline; Vansteenkiste, Maarten; Dochy, Filip; Goossens, Luc (2012). Psychologically Controlling Teaching: Examining Outcomes, Antecedents, and Mediators. *Journal of Educational Psychology*, 104/1, 108–120. DOI: 10.1037/a0025742
- Stewart, Tim; Dalsky, David; Tajino, Akira (2018). Team learning potential in TESOL practice. *TESOL Journal*, e426, 1–12. DOI: 10.1002/tesj.426
- Sticca, Fabio; Goetz, Thomas; Nett, Ulrike E.; Hubbard, Kyle; Haag, Ludwig (2017). Short- and Long-Term Effects of Over-Reporting of Grades on Academic Self-Concept and Achievement. *Journal of Educational Psychology*, 109/6, 842–854. DOI: <http://dx.doi.org/10.1037/edu0000174>
- Taylor & Francis Online (2019). Discover. Learn. Share. <https://www-tandfonline-com.ezproxy.jyu.fi/>. (18 January 2019).
- Thrash, Todd M.; Maruskin, Laura A.; Cassidy, Scott E.; Fryer, James W.; Ryan, Richard M. (2010). Mediating Between the Muse and the Masses: Inspiration and the Actualization of Creative Ideas. *Journal of Personality and Social Psychology*, 98/3, 469–487. DOI: 10.1037/a0017907
- Teymour Rahmati, Teymour; Sadghi, Karim; Ghaderi, Farah (2018). Language Teachers' Vision and Motivation: Possible Selves and Activity Theory Perspectives. *RELC Journal*, 1–18. DOI: 10.1177/0033688218777321
- van Hugten, Joeri; van Witteloostuijn, Arjen (2018). The foreign language effect on the self-serving bias: A field experiment in the high school classroom. *PLoS ONE*, 13/2: e0192143, 1–16. DOI: <https://doi.org/10.1371/journal.pone.0192143>
- van Oyen Witvliet, Charlotte; Ross W. Knoll, Nova G. Hinman; Paul A. DeYoung (2010). Compassion-focused reappraisal, benefit-focused reappraisal, and rumination after an interpersonal offense: Emotion-regulation implications for subjective emotion, linguistic responses, and physiology, *The Journal of Positive Psychology*, 5/3, 226–242, DOI:10.1080/17439761003790997
- Van Steendam, Elke; Rijlaarsdam, Gert; Van den Bergh, Huub (2010). The effect of instruction type and dyadic or individual emulation on the quality of higher-order peer feedback in EFL. *Learning and Instruction*, 20, 316–327. DOI:10.1016/j.learninstruc.2009.08.009

- Vittersø, Joar (2003). Flow Versus Life Satisfaction: A Projective Use of Cartoons to Illustrate the Difference Between the Evaluation Approach and the Intrinsic Motivation Approach to Subjective Quality of Life. *Journal of Happiness Studies*, 4/2, 141–167. DOI: 10.1023/A:1024413112234
- Vittersø, Joar; Søholt, Yngvil (2011). Life satisfaction goes with pleasure and personal growth goes with interest: Further arguments for separating hedonic and eudaimonic well-being. *The Journal of Positive Psychology*, 6/4, 326–335. DOI: 10.1080/17439760.2011.584548
- Waller, Laurel; Papi, Mostafa (2017). Motivation and feedback: How implicit theories of intelligence predict L2 writers' motivation and feedback orientation. *Journal of Second Language Writing*, 35, 54–65. DOI: <http://dx.doi.org/10.1016/j.jslw.2017.01.004>
- Waller, Laurel; Wethers, Kinsey; De Costa, Peter I. (2017). A Critical Praxis: Narrowing the Gap Between Identity, Theory, and Practice. *TESOL Journal*, 8/1, 4–27. DOI: 10.1002/tesj.256
- Wang, Yi Hsuan; Young, Shelley S-C. (2012). Exploring young and adult learners' perceptions of corrective feedback in ASR-based CALL system. *British Journal of Educational Technology*, 43/3, 77–80. DOI:10.1111/j.1467-8535.2011.01275.x
- Waniek-Klimczak, Ewa (2011). Acculturation strategy and language experience in expert ESL speakers: An exploratory study. *Studies in Second Language Learning and Teaching*, 1/2, 227–245. <http://www.sllt.amu.edu.pl> (9 January 2019).
- Wenzel, Kathryn; Muenks, Katherine; McNeish, Daniel; Russell, Shannon (2018). Emotional Support, Social Goals, and Classroom Behavior: A Multilevel, Multisite Study. *Journal of Educational Psychology*, 110/5, 611–627. DOI: <http://dx.doi.org/10.1037/edu0000239>
- Waterman, Alan S. (1990). The relevance of Aristotle's conception of eudaimonia for the psychological study of happiness. *Theoretical & Philosophical Psychology*, 10/1, 39–44. DOI: <http://dx.doi.org.ezproxy.jyu.fi/10.1037/h0091489>
- Waterman, Alan S. (1993). Two Conceptions of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment. *Journal of Personality and Social Psychology*, 64/4, 678–691. DOI: <http://dx.doi.org.ezproxy.jyu.fi/10.1037/0022-3514.64.4.678>
- Waterman, Alan S. (2005). When Effort Is Enjoyed: Two Studies of Intrinsic Motivation for Personally Salient Activities. *Motivation and Emotion*, 29/3, 165–188. DOI: 10.1007/s11031-005-9440-4
- Waterman, Alan S. (2008). Reconsidering happiness: a eudaimonist's perspective. *The Journal of Positive Psychology*, 3/4, 234–252. DOI:10.1080/17439760802303002
- Waterman, Alan S.; Schwartz, Seth J.; Conti, Regina (2008). The Implications of Two Conceptions of Happiness (Hedonic Enjoyment and Eudaimonia) for the Understanding of Intrinsic Motivation. *Journal of Happiness Studies*, 9/1, 41–79. DOI: 10.1007/s10902-006-9020-7
- Waterman, Alan S.; Schwartz, Seth J.; Zamboanga, Byron L. ; Ravert, Russell D.; Williams, Michelle K.; Agocha, V. Bede; Su Yeong Kim; Donnellan, M. Brent D (2010). The Questionnaire for Eudaimonic Well-Being: Psychometric properties, demographic comparisons, and evidence of validity. *The Journal of Positive Psychology*, 5/1, 41–61. DOI: 10.1080/17439760903435208
- Waters, Lee (2011). A Review of School-Based Positive Psychology Interventions. *The Australian Educational and Developmental Psychologist*, 28/2, 75–90. DOI 10.1375/aedp.28.2.75
- Weninger, Csilla; Kiss, Tamas (2013). Culture in English as a Foreign Language (EFL) Textbooks: A Semiotic Approach *TESOL Quarterly*, 47/4, 694–716. Stable URL: <http://www.jstor.org/stable/43267925>
- Wette, Rosemary (2010). Professional knowledge in action: How experienced ESOL teachers respond to feedback from learners within syllabus and contextual constraints. *System*, 38, 569–579. DOI:10.1016/j.system.2010.09.017
- Wette, Rosemary (2015). Teacher-led collaborative modelling in academic L2 writing courses. *ELT Journal*, 69/1, 71–80. DOI:10.1093/elt/ccu043
- White, Mathew A.; Waters, Lea E. (2015). A case study of 'The Good School:' Examples of the use of Peterson's strengths-based approach with students. *The Journal of Positive Psychology*, 10/1, 69–76. DOI: 10.1080/17439760.2014.920408
- White, Mathew A. (2016). Why won't it Stick? Positive Psychology and Positive Education. *Psychology of Well-Being*, 6/2, 1–16. DOI 10.1186/s13612-016-0039-1

- Williams, Kathryn E.; Ciarrochi, Joseph; Heaven, Patrick C.L. (2015). Relationships between valued action and well-being across the transition from high school to early adulthood. *The Journal of Positive Psychology*, 10/2, 127-140, DOI: 10.1080/17439760.2014.920404
- Wittgenstein, Ludwig (1978). *Philosophical Investigations*. Translated by G.E.M. Anscombe. Oxford: Basil Blackwell. 7. Edition.
- Wong, Jean; Waring, Hansun Zhang (2009). 'Very good' as a teacher response. *ELT Journal*, 63/3, 195–203. DOI:10.1093/elt/ccn042
- Xu, Man K.; Marsh, Herbert W.; Hau, Kit-Tai; Ho, Irene T.; Morin, Alexander J.S.; Abduljabbar, Adel S. (2013). The Internal/External Frame of Reference of Academic Self-Concept: Extension to a Foreign Language and the Role of Language of Instruction. *Journal of Educational Psychology*, 105/2, 489–503. DOI: 10.1037/a0031333
- Yang, Ya-Ting C.; Gamble, Jeffrey; Tang, Shiun-Yi S. (2012). Voice over instant messaging as a tool for enhancing the oral proficiency and motivation of English-as-a-foreign-language learners. *British Journal of Educational Technology*, 43/3, 448–464. DOI:10.1111/j.1467-8535.2011.01204.x
- Yeung, Alexander S.; Taylor, Peter G.; McWilliam, Erica L. (2013) Inventory of pedagogy and practice: confirmatory factor analysis of multiple facets of teaching. *International Journal of Research & Method in Education*, 36/2, 162-178. DOI: 10.1080/1743727X.2012.696243
- Yi, Youngjoo; King, Nicole; Safriani, Afida (2017). Reconceptualizing Assessment for Digital Multimodal Literacy. *TESOL Journal*, 8/4, 878–885. DOI: 10.1002/tesj.354
- Yu, Shulin; Hu, Guangwei (2017). Can higher-proficiency L2 learners benefit from working with lower-proficiency partners in peer feedback? *Teaching in Higher Education*, 22/2, 178–192. DOI: <http://dx.doi.org/10.1080/13562517.2016.1221806>
- Yu, Shulin (2015). Understanding EFL students' participation in group peer feedback of L2 writing: A case study from an activity theory perspective. *Language Teaching Research*, 19/5, 572 –593. DOI: 10.1177/1362168814541714
- Zhang, Lawrence Jun; Rahimi, Muhammad (2014). EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System*, 42, 429–439. DOI: <http://dx.doi.org/10.1016/j.system.2014.01.012>
- Zhu, Biyi; Zhou, Yaping (2012). A Study on Students' Affective Factors in Junior High School English Teaching. *English Language Teaching*, 5/7, 33–41. DOI:10.5539/elt.v5n7p33