

# PRE-SERVICE TEACHERS' REFLECTIVE PRACTICES ON TEACHING POSITIVE PSYCHOLOGY-DRIVEN ENGLISH LESSONS

**Pomat Nipapat**

*Faculty of Management Sciences, Kasetsart University Sriracha Campus, Chonburi, Thailand*  
[nipapat.p@ku.ac.th](mailto:nipapat.p@ku.ac.th)

**Jeffrey Dawala Wilang\***

*School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand*  
[wilang@g.sut.ac.th](mailto:wilang@g.sut.ac.th)

Received: 26-07-2022

Accepted: 28-11-2022

Published: 01-12-2022

**Abstract:** Positive psychology has flourished in English language education to support students' well-being. This article aims two-fold – to examine how pre-service English teachers integrated positive psychology in their English language lessons and explore their reflective practices after the lesson implementation. Thirteen pre-service teachers were asked to individually prepare a lesson plan to demonstrate how positive psychology and language (English) are integrated. After teaching the lesson to the students, they were told to submit a journal to investigate their reflective practices. The lesson plans were grouped according to themes, while deductive coding was used to analyze the reflective journals. Fives themes were derived from their integrated lesson plans, including positive and negative emotions, negative and positive emotions, individual strengths, and character strengths and weaknesses. Concerning the second aim of the study, higher-order reflective practices were deduced on teaching (i.e., instructional awareness act), students (i.e., student's knowledge awareness act), and self (i.e., teacher's feeling awareness act). The findings could help teachers create lesson plans fostering positive emotions in their English classes.

**Keywords:** *Pre-service teachers; positive psychology; reflective practice; lesson plans; English language teaching*

## INTRODUCTION

Many students are beset by numerous challenges in language learning resulting in high anxiety, lack of engagement and low academic performance. Perhaps it is essential to provide holistic training to teachers on how to help students deal with those language learning difficulties.

Positive psychology (PP) could help students 'thrive and flourish' in language learning (Compton & Hoffman, 2020; Dewaele et al., 2019; Dewaele & MacIntyre, 2014; MacIntyre et al., 2016). Earlier, Seligman and Csikszentmihalyi (2000) put forward three core components of PP: positive subjective experiences, positive individual traits, and positive institutions. Then, it expanded into PERMA, which stands for positive emotions, engagements, relationships, meaning, and accomplishments or achievements

(Seligman, 2011). Related to this is Fredrickson's (2001) broaden-and-build-theory, which posits the broadening of uniquely personal development of language learners and building resources that will enable them to become resilient and can cope with negative experiences in the language classroom, such as language anxiety, frustration, boredom and the like. These frameworks have been used in the literature in promoting well-being in the education context and, more recently, in second language acquisition and language education. For example, evidence among Japanese students showed a correlation between PP and the students' effort, self-efficacy and performance scores (Lake, 2013). Among French students, technology-mediated learning experiences based on PP generated positive emotions, resilience, confidence, and linguistic development (Drewelow,

\*Corresponding Author:  
[wilang@g.sut.ac.th](mailto:wilang@g.sut.ac.th)



2020).

Central to promoting positivity in the language classroom is the role of the teacher. Thus, designing activities that promote the well-being of language learners is of utmost importance in second or foreign language education. Teaching English does not focus only on language development but can be used to teach well-being.

Previous studies have ascertained the effect of positive content in developing students' well-being (Murphey, 2016; Seligman, 2011; Seligman & Czikszentmihalyi, 2000). Furthermore, in many PP intervention programs, outcomes resulted in higher levels of resilience, cognitive performance, social skills, perseverance, and hardiness, among others (Biswas-Diener, 2010; Drewelow, 2020; Kikuchi & Lake, 2021; Oxford, 2016). Thus, ESL or EFL teachers could be instrumental in attaining positive learning experiences by incorporating well-being and language target goals.

Providing the link between PP and the well-being of language learners was proposed by Oxford (2016) with her EMPHATICS vision. The letters in the acronym mean the following: E emotion and empathy; M meaning and motivation; P Perseverance, including resilience, hope, and optimism; A agency and autonomy; T time; H hardiness and habits of mind; I intelligences; C character strengths; S self-factors such as self-efficacy, self-concept, self, esteem, and self-verification.

Positive education (PE) can promote students' well-being, develop their character, and let them flourish academically (White & Waters, 2014). Educators have conducted PP interventions aimed at "cultivating positive feelings, positive behaviour, or positive cognitions" (Sin & Lyubomirsky, 2009, p. 467). In mainstream education, for example, Kaferbock (2019) reported that Austrian education is well aligned with the principles of positive education, providing health competence, developing students' full potential, teaching cultivating values and virtues, fostering students' self-competency,

interpersonal and social competencies, and helping to create a meaningful life. In language education, Mercer et al. (2018) proposed positive language education (PLE), promoting both linguistic and non-linguistic aims to achieve well-being. Thus, combining positive education and language education is more important than ever. However, more studies in various educational contexts need to validate the PLE framework. For example, research may explore the impact of PP coaching for novice English language teachers or measure the language outcomes of PP-driven material development and teaching.

Many activities have been suggested due to empirical research on PLE. For example, Nelson et al. (2015) suggested eight activities that could help students flourish – (1) counting their blessings, (2) doing kind things to others, (3) saying 'thank you', (4) spending time with family and friends, (5) forgiving, (6) taking care of their health and body, (7) noticing good things, and (8) managing problems and stress. In fact, studies on affect in language learning have underscored coping strategies, for example, to abate foreign language anxiety and speaking anxiety and self-regulation strategies to help them manage adverse emotions or feelings in language learning. Fresacher (2016) offered practical activities to reduce stress and anxiety and promote well-being. The first activity focused on establishing positive emotions by asking students to write three things they are grateful for in second language learning. Another activity was the Value in Action (VIA) strengths designed to help students become aware of their character strengths, such as honesty, kindness, and love of learning, among others (Oxford, 2016). Next is the Active constructive dialogues activity. The students were asked to listen to their peers and react appropriately. For example, if someone says, "I just had a job promotion", the response should be, "Wow, that's a great news. Tell me more. What is the new job?" instead of "Oh gee, that's pretty good...glad it happened". By suggesting five activities

(only three are mentioned herein), Fresacher (2016) concluded that positive psychology-based language activities increase students' positivity.

Crucial to promoting well-being is the teacher's awareness of whether the lessons' goals are met, for example, both content and language targets. By doing reflective practices and knowing their views, teachers can evaluate their performance, teaching strategies, and professional identity (Basalama & Achmad, 2022; Gabrys-Barker, 2021; Jumpakate et al., 2021). Specifically, in reflecting lessons on PP or well-being intertwined with grammar targets, teachers may foster positivity in teaching, thereby supporting language learners to experience upward spirals in learning. Furthermore, reflective episodes allow teachers, in this case, pre-service teachers, to focus on learning a language (cognition) alongside well-being development (affect). Budzinska (2019) insinuated the importance of raising awareness of PP and its benefits to promote well-being as crucial as cognition (Jabbar et al., 2019; Jin et al., 2021).

In English language teaching, examining the pre-service teacher's lesson plan on how non-linguistic (positive psychology) and linguistic (grammar targets) aims are integrated is essential. Furthermore, investigating the reflective practices after the lesson implementation is a valuable addition to the current perspectives on professional teacher development. Therefore, two questions are sought to be answered – *How did the pre-service teachers integrate positive psychology into their English lesson plans? What are pre-service teachers' reflective practices after implementing positive psychology-driven English lessons?*

## **METHOD**

This study adopted a classroom-based case study design to shed light on how pre-service English teachers integrated content (positive psychology) and language in their lesson plans and investigated their reflective practices after the lesson implementation.

## **Participants of the study**

Thirteen second-year pre-service English teachers enrolled in applied linguistics were purposely chosen and voluntarily participated in the study. They were enrolled in a 45-hour graduate course, Current Issues in Applied Linguistics. In addition, a 12-hour lesson on Positive Psychology for English Language Teaching is part of the course. It aimed to raise awareness of key concepts such as positive psychology (Seligman, 2011), flow (Csikzentmihalyi, 2008), broaden-and-build theory (Fredrickson, 2006), and positive language education (MacIntyre et al., 2018).

The pre-service teachers were asked to submit a non-structured lesson plan to creatively integrate content and language in this chunk of the course. Then they were instructed to teach the lesson in their classes. Finally, three days after the lesson implementation, they were required to submit a non-structured reflective journal. We thought that the non-structured lesson and reflection would let pre-service teachers become creative and that the data provided have a higher level of authenticity.

## **Instruments and data collection**

There are two instruments used to collect qualitative data in the study. One is the lesson plan which is used to answer research question one. The data shows how the pre-service teachers embedded PP ideas into practice. The pre-service were asked to think about the key concepts in positive psychology and grammar and then integrate them. They were told that both should be included in the objectives and learning outcomes. The second instrument is a reflective journal used to answer question two. It allows the pre-service teachers to understand, adjust and facilitate their teaching concerning the topic. They were asked to reflect on their teaching activity in this part of the course. They were told to think of specific issues in their online class, such as student reactions, teaching materials, techniques, procedures, etcetera. The submission was set after three days of

their teaching to give some time for them to think and reflect.

### Data analysis

For the first research question, thematic analysis was conducted to elicit themes of their lesson plans. The process involved familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and providing the report (Braun & Clarke, 2006). Next, the themes were given to two colleagues for validation. They were told to mark ✓ if there is a clear integration of both content and language, - if there is no integration of both content and language, and \* if the integration of content and language is unclear. At first, 90 percent agreement was attained. It was revised accordingly until both raters agreed to all the themes coded in the current study.

Deductive coding using Jumpakate et al. (2021) reflective framework was used to answer research question two. The framework was elicited from a context similar to the current study. There were descriptive and reflective codes in the framework focusing on self, teaching, and students (see Table 1). First, the reflective writings were categorized based on focus - teacher, teaching, and student. After that, the type of reflection was coded into two. Descriptive codes focus on the descriptions of the class, instructional act, and learning materials, among others. In contrast, reflective codes deal with the teacher's ability to consider and reflect on the aspects described in the reflective journal. The frequency of each aspect was counted for clarity purposes.

Table 1 .Descriptive and reflective codes and parameters

Focus of reflection	Type of reflection	Parameters
	<b>Descriptive codes</b>	
	)1 (CI Class information	descriptions of the class )e.g., schedule(, lesson )e.g., topic(, assessment )e.g., assignment(, and teacher's arrangement
	)2 (IA Instructional act	descriptions of the teacher's lesson preparations, teaching techniques, methods, strategies, and activities are given to students
Focus on teaching	)3 (LE Learning environment	descriptions of the learning environment or atmosphere
	)4 (GE General issues	descriptions of issues unrelated to teaching and learning in this course .
	<b>Reflective codes</b>	
	)5 (CIA Class information awareness act	refers to the teacher's ability to consider and reflect on class information
	)6 (IAA Instructional awareness act	refers to the teacher's ability to consider and reflect on instructional options
	)7 (LEA Learning environment awareness act	refers to the teacher's ability to consider and reflect on the learning environment or atmosphere
	<b>Descriptive codes</b>	
	)1 (SK Student's knowledge	descriptions of the teacher's perceived knowledge of the students concerning the topic at hand
	)2 (SB-Negative student behaviour	descriptions of the teacher's perceived and observable negative student behaviour or feeling in class
	)3 (SB+Positive student behaviour	descriptions of the teacher's perceived and observable positive student behaviour or feeling in class
Focus on students	)4 (SO-Negative student's output	descriptions of the teacher's perceived and observable negative language or learning ability or performance of the students
	)5 (SO+Positive student's output	descriptions of the teacher's perceived and observable positive language or learning ability or performance of the students
	<b>Reflective codes</b>	
	)6 (SBA Student's behaviour awareness act	refers to the teacher's ability to consider and reflect on the perceived and observable student behaviour in class
	)7 (SKA Student's knowledge awareness act	refers to the teacher's ability to consider and reflect on what the students know about the topic
	)8 (SFA Student's feeling awareness act	refers to the teacher's ability to consider and reflect on the student's feelings toward the lesson
	)9 (SOA Student's output awareness act	refers to the teacher's ability to consider and reflect on the students' perceived and observable language or learning ability or performance in the class
	<b>Descriptive codes</b>	
	)1 (TB Teacher's background	descriptions of the teacher's personal information, personality, and behaviours
	)2 (TF-Negative teacher's feeling	descriptions of the teacher's negative feelings in class
	)3 (TF+Positive teacher's feeling	This code was assigned to describe the teacher's positive feelings in class .For

Focus on self	)4 (TO-Negative teacher's output	example, "I was impressed)".Set 2(
	)5 (TO+Positive teacher's output	descriptions of the teacher's perceived negative teaching performance in class
	<b>Reflective codes</b>	descriptions of the teacher's perceived positive teaching performance in class
	)6 (TBA Teacher's background awareness act	refers to the teacher's ability to consider and reflect on the teacher's personal information, personality, and behaviour
	)7 (TFA Teacher's feeling awareness act	refers to the teacher's ability to consider and reflect on his/her feeling in class
)7 (TOA Teacher's output awareness act	refers to the teacher's ability to consider and reflect on his/her teaching performance in class	

## RESULTS

### Integration of English language lesson and positive psychology

The following cases showcase how the pre-service teachers integrated positive psychology and language focus. The majority of the participants (Bal, Golf, Mice, Tim, Pam, and Pang) focused on positive emotions (see cases 1, 2, 3, 4, 5, and 6); Flu and Kanda (cases 7 and 8) looked at negative emotions; Linda and John (cases 9 and 10) explored both negative and positive emotions; Gig and Sai (cases 11 and 12) focused on individual strengths; Pau (case 13) explored both character strengths and weaknesses. Regarding language, the grammar targets were tenses, conditionals, language expressions, adjectives, modal verbs, and giving reasons.

### THEME 1: Positive emotions

#### Bal - Case 1

Bal believed positive psychology is integral to English language acquisition, so he structured the lesson with this. It was planned to improve students' well-being by adjusting to new situations and making new acquaintances (see Table 3). By emphasizing pragmatics and language expression, this lesson was also intended to increase students' understanding of positive emotions in language acquisition. In the designed activity in the classroom, students were asked about their favourite life quotations, sayings, and adages that inspired and encouraged them to achieve their goals. For well-being competency, students should successfully understand the concept, interpret the information, and integrate it into their daily live.

Table 2. Positive emotions in English language learning

Target competency	Objectives	Remark
Language competency	Use of pragmatics )e.g., it can inspire people( Use language expression for interpretation )e.g., in other words(	✓
Well-being competency	Become aware of positive emotions in language learning Identify positive emotions in language learning Know the differences of positive emotions in language learning	

✓ means clear integration; - no integration; \* unclear integration

#### Golf - Case 2

Golf created a lesson that emphasized conditional statements using the *If*-clause. He devised the lesson using Seligman's PERMA model. The use of conditional phrases was taught to students through images. The textbook also taught the construction of conditional statements

(For example, if I had a good life, I would..., if I were an angel, I would). So, conditional sentences are used to describe positive emotions in language learning. While learning grammar, the students also realized the importance of positive emotions in real life (see Table 3).

Table 3. If I were an angel, I will

Target competency	Objectives	Remark
Language competency	Use of conditional sentences )i.e., If I have a happy life, I will...., If I were an angel, I would(	✓
Well-being		

competency To identify positive emotion in language teaching

✓ means clear integration; - no integration; \* unclear integration

**Mice - Case 3**

This lesson emphasized the usage of adjectives and the helping verb "can" (see Table 5). Language learning also highlights the importance of awareness of one's strengths in life and language acquisition. It was based on the concept that positive emotions motivate people to flourish. The term "strength" relates to the most fundamental aspects of who we are. Therefore, it is expected that once students

consider their strengths, they are reminded of something positive about themselves. The activity asked students to think about their three strengths, and there was no limitation to expressing their opinions. Moreover, they were taught how to use sentences correctly. Finally, students had to answer the question, "How can I use these strengths in my language learning?" This task was to develop their critical thinking by integrating their strengths and specific grammar targets.

Table 4 .The signature of myself

Target competency	Objectives	Remark
Language competency	Use of adjectives; Use of helping verb (can)	✓
Well-being competency	Became aware of positive emotion in language learning Identify positive emotions in language learning	

✓ means clear integration; - no integration; \* unclear integration

**Tim - Case 4**

Tim highlighted the importance of positive emotions in strengths-based life stories and language learning, as well as the use of the present simple tense, past tense, and future tense (see Table 6). She believed that a life story based on one's strengths might help individuals identify their strengths, apply them to achieve intended goals, and develop a feeling of meaning and fulfilment in their lives. Furthermore, by examining their language learning skills, students may gain meaning and value from their personal

experiences. In the beginning part of the lesson, the teacher gave an example of a woman story who is an open-minded person. Then, the students were encouraged to discuss their stories using the appropriate structure for each situation's time. Moreover, in the practice step, the teacher always raised the guiding questions (What challenges did you face in the past? / What was your greatest strength to overcome it? / What did you get from your experience?) to create clear pictures. So, students could widely express their experiences and thoughts about what they have learned.

Table 5. Strengths-based life story in English language learning

Target competency	Objectives	Remark
Language competency	Use of present tense (i.e., present forms of 'be' and verbs) Use of past tense (i.e., past forms of 'be' and verbs)	✓
Well-being competency	Identify positive emotions in strengths-based life stories Become aware of positive emotions in strengths-based life stories Find meaning and value from their own experiences by exploring their strengths in language learning	

✓ means clear integration; - no integration; \* unclear integration

**Pam - Case 5**

Pam's lesson plan explored positive emotions in language learning (see Table 7) by students

examining their positive personalities in language learning using personality descriptors. This class was designed under the PERMA model. Accordingly, people

must like themselves and their lives to be happy. So, language learners should be taught to view their upbeat personality toward their language acquisition. This class started with the movie "Wonder" as students had to explore the characters' feelings and give some opinions toward the behaviours or decisions of the main character. Then,

students were asked to describe themselves using positive personal adjectives such as brave, attentive, brilliant, etcetera. Furthermore, students also developed their speaking skills, concluding and making inferences since they had to organize the story and deliver their message quickly.

Table 6 .Positive emotions in English language learning

Target competency	Objectives	Remark
Language competency	Use of positive personality adjectives (brave, persistent, smart, ...)	✓
Well-being competency	Become aware of positive emotions in language learning. Identify positive personality in language learning	

✓ means clear integration; - no integration; \* unclear integration

**Pang - Case 6**

In this lesson, self-awareness was explored in the context of life and language learning, with an emphasis on the usage of the words "thank you, luckily, however" and "will, should, can" in providing a solution or recommendation (see Table 8). In addition, Pang mainly highlighted "Bravery and gratitude." These strengths were applied by teaching the expressions for saying thank you

and some modal verbs structure for suggestions. Finally, the story of the 12 glasses of water was performed as a warm-up activity for several reasons, including inspiring people, encouraging them to explore some positive aspects of themselves, expressing gratitude for life, identifying hidden qualities, and promoting positive thinking.

Table 7 .Gratitude towards challenges in life and English language learning

Target competency	Objectives	Remark
Language competency	Expressions to show gratitude in different contexts Modal verbs: will, should, can (thanks to + noun)	✓
Well-being competency	Become aware of their strengths or lucks with positive thinking and gratitude in life and language learning. Identify the problems in life and language learning without feeling too negatively. Know the gap and think positively about possible solutions/suggestions in life and language learning.	

✓ means clear integration; - no integration; \* unclear integration

**THEME 2: Negative emotions**

**Flu - Case 7**

In Flu's lesson, the students overcame challenges and obstacles and moved forward in their professional paths. Both happiness and sadness are common emotions experienced by humans. Students are constantly working to overcome their feelings. He integrated positivity and

negativity with language learning, covering simple and past tenses, present conditional tense, new vocabulary, and how to deal with negative feelings. He believed that students who enjoy their studies (positive feelings) would improve their language acquisition (see Table 8).

Table 8 .Negativities in life

Target competency	Objectives	Remark
Language competency	Use of simple past tense and present simple tense Use of present conditional tense (e.g., If I were you, I would____.)	✓

Well-being competency	Be more aware of negative emotions and how to overcome it Gain new vocabulary, e.g., disappoint, anticipate Learn to overcome negativity in feelings, emotions
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✓ means clear integration; - no integration; \* unclear integration

**Kanda - Case 8**

In this lesson, students learned about writing cause and effect and how to deal with painful feelings (see Table 10). Kanda integrated the use of because and because of with the notion of negative emotions in language learning to raise awareness of their significance and apply it to their daily lives. She based the teaching on her own experiences since she saw that some students lacked emotional control or did not know how to manage their

feelings. The activity began with vocabulary about negative emotions, and then students had to think about reasons or causes behind those negative feelings based on their own stories. Moreover, the poem was a tool for practising interpretation skills, and the teacher also asked questions about this poem, such as meaning, feeling, cause, and benefit. As a result, students may learn how to understand the cause of each uncomfortable emotion and how to overcome it.

Table 9 .Negative emotions in English language learning

Target competency	Objectives	Remark
Language competency	Use of because and because of Use of when I am (feeling) because I (cause), I will (solution).	✓
Well-being competency	Become aware of negative emotions in language learning. Identify negative emotions in language learning. Know the differences of negative emotions in language learning.	

✓ means clear integration; - no integration; \* unclear integration

**THEME 3: Negative and positive emotions**

**Linda - Case 9**

Linda designed her lessons to raise the awareness of positive emotions in painful experiences using past simple and present perfect tense (see Table 11). She also believed that a traumatic event could have several positive long-term effects on students. Therefore, Linda encouraged students to remember past events that had caused them suffering. The activity in the

classroom connected the language and content: students learned vocabulary about positive and negative emotions by guessing those words, and then they were taught to construct a sentence for expressing their feelings using the given structure. She thought that the students were motivated to think about their feelings toward personal situations in the past. At the same time, they will learn to compare their feelings in the past and how they feel in the present toward those situations or events.

Table 10 .Negative emotions in painful events

Target competency	Objectives	Remark
Language competency	Use of past tense )i.e., past forms of 'be 'and verbs( Use of present perfect tense )i.e., past participle verbs(	✓
Well-being competency	Become aware of positive emotions in painful events Identify positive emotions in the painful event Decreasing negative emotions in the painful event	

✓ means clear integration; - no integration; \* unclear integration

**Jo - Case 10**

The objectives of Jo's lesson plan were to describe the positive and negative aspects of an occupation, to study and speak new vocabulary about occupation, and to

underline that those emotions are temporary and that even negative emotions can have meaning ( see Table 12) . First, students learned vocabulary via pictures and had to express their feelings about each occupation. The related vocabulary about occupations



was also taught, such as salary, boring, interesting, etcetera. Moreover, students were asked to read the article and poem. Then they had to answer the given questions (interpretation of meaning, feeling related to

the poem, and implication for daily) to emphasize that emotions are fleeting, and even unpleasant emotions can have value.

Table 11 .The positive and negative parts of occupation

Target competency	Objectives	Remark
Language competency	Describe the positive and negative parts of the occupation Read and speak new vocabulary about the occupation	✓
Well-being competency	Emphasize that emotions are fleeting, and even unpleasant emotions can have value	

✓ means clear integration; - no integration; \* unclear integration

#### THEME 4: Individual strengths

##### Gig - Case 11

For Gig' s class, the lesson was planned to teach students to recognize their strengths and accept opposing viewpoints ( see Table 13) . The main scope of this topic was personal strengths, which are essential for personal growth and development. So, the expected outcome was to boost students' self- esteem by recognizing their abilities. The warm-up activity was designed to learn

adjectives for describing themselves ( strength). Moreover, they also learned how to give reasons or share their opinion, and the teacher provided the structure of the language. Accordingly, the students learned about language but had to realize their good sides, which can build their confidence. While sharing their opinion, they may also learn how to listen and accept the opinion of other people.

Table 13 .Strength and successful characteristics

Target competency	Objectives	Remark
Language competency	Use of adjectives to describe the characteristics of people (i.e., S+V+Adj> I am self-learner) Give reasons for the opinion (i.e., I think / In my opinion /..., he is.... because ....)	✓
Well-being competency	Realize their strength Know how good things can help themselves. Build more self-confidence.	

✓ means clear integration; - no integration; \* unclear integration

##### Sai - Case 12

The identification of one's strengths and the usage of tenses were covered in Sai' s lesson plan (see Table 14). She claimed that students must be able to identify their strengths because personal strengths are the abilities employed to achieve objectives. So, the students first had to know the vocabulary about strengths, including good characteristics such as kindness, gentleness, hard work, reliability, honesty, responsibility, creativity, patience, open-mindedness, logic, support, humour,

punctuality, friendliness, and many others. Before talking about their strengths, the teacher showed pictures of well- known characters and asked students to think about the characters' strengths. In the end, the teacher taught about the present, past, and future structure because students could talk and write about their own life stories by focusing on their strengths in each of the three sections. So, this task will increase their confidence and help them see their value by reflecting on their strengths.

Table 14. Let's value our experiences

Target competency	Objectives	Remark
Language competency	Use of simple past tense Use of present simple tense Use of future simple tense	✓
Well-being competency	To explore and identify strengths from experiences.	

✓ means clear integration; - no integration; \* unclear integration

### THEME 5: Character strengths and weaknesses

#### Loft - Case 13

Loft focused on writing, speaking, and modal verbs ( see Table 15) . The activity in this lesson plan was designed to let students discuss their strengths and weaknesses in learning English. Afterwards, students could support one another by sharing their personal success stories, achieving success, and coping with or overcoming flaws. Moreover, quotes of the day were used to motivate students and enhance their positive emotions

and attitudes toward learning a foreign language. Modal verbs were taught to describe the students' English language learning situations. Students also learned the sentences for cheering their friends up, such as "I believe you can..." and "You should...". So, Loft applied teaching materials in the classroom to tell the students that " when learning a language, remember to take it slowly and enjoy the experience. The language is frequently as entertaining as the final outcome. "

Table 15 .I believe you can...

Target competency	Objectives	Remark
Language competency	Use of modal verbs "Subject + modal verb + infinitive." Additional Structure "I believe you can/will .... "	✓
Well-being competency	Become aware of their strengths and weakness in language learning. Become more confident in themselves. Deal with weaknesses as well as advance strengths to enhance language learning.	

✓ means clear integration; - no integration; \* unclear integration

It can be seen that positive psychology could be integrated into English language lessons. For example, in one of the lesson plans, Pam encouraged her students to think about positive personalities, such as brave, attentiveness, and brilliance. Also, Gig asked her students to describe their strengths, which could help build self-confidence. Like Gig, Mice allowed her students to reflect on their strengths and use them in language learning.

#### Reflective practices of pre-service teachers

To answer research question 2, Table 16 shows the findings of the pre-service teachers' reflective practices. Their reflective practices focus on three descriptive codes: Class information (CI), Instructional act (IA), and Student knowledge (SK), as well as ten reflective codes, including the Class information awareness act (CIA), Instructional awareness act (IAA), Learning

environment awareness act (LEA), Student's behaviour awareness act (SBA), Student's knowledge awareness act (SKA), Student's feeling awareness act (SFA), Student's output awareness act (SOA), Teacher's background awareness act (TBA), Teacher's feeling awareness act (TFA), and Teacher's output awareness act (TOA).

Concerning the type of reflective practices, descriptive codes on teaching were emphasized by teachers Flu, Pam, and Mice (refer to Table 16). Meanwhile, the rest highlighted reflective codes in teaching (Golf, Bal, Tim, and Kanda), students (Jo, Linda, Loft, and Sai), and self (Pang and Gig). Concerning the specific codes with the highest frequencies, seven teachers – Bal, Golf, Mice, Tim, Kanda, Loft, and Pang highlighted Instructional Awareness Act (IAA); three teachers – Linda, Jo, and Loft focused on Student's Feeling Awareness Act

(SFA); and three teachers – Flu, Gig and Pam were fixated on Instructional Act (IA). Teachers whose reflective practice was descriptive in their teaching described what

happened in their class. For example, Flu described how he integrated the two concepts.

Table 16. Reflective practices of pre-service teachers

Case (Pseudonym)	Descriptive codes			Reflective codes									
	Focus on teaching		Focus on students	Focus on teaching			Focus on students				Focus on self		
	CI	IA	SK	CIA	IAA	LEA	SKA	SBA	SFA	SOA	TBA	TOA	TFA
Case 1 (Bal)		26			<b>37</b>	5	11			5	11		5
Case 2 (Linda)	3	12	1	3	15	6	9	12	<b>27</b>	3	3		6
Case 3 (Golf)	6	6		11	<b>34</b>		5	11	11	5			11
Case 4 (Flu)	4	<b>35</b>			7	4	7	4		12	4	19	4
Case 5 (Gig)	5	<b>20</b>	10		10			10		15	10	15	5
Case 6 (Mice)	16	16	11		<b>26</b>			5		16			10
Case 7 (Tim)	4	4	4	11	<b>30</b>		11	8		11	25		4
Case 8 (Jo)	5	5		5	8		9	18	<b>36</b>	14			
Case 9 (Pam)	6	<b>30</b>			18			19	4	11	4	4	4
Case 10 (Kanda)	11	12			<b>24</b>	6		11		12	6	12	6
Case 11 (Loft)	6	19			24		6	5	<b>25</b>	13			
Case 12 (Sai)	5	12	3	5	<b>26</b>		5	23	8	8			5
Case 13 (Pang)	4	13			<b>19</b>		4	4		<b>17</b>	9	<b>17</b>	13

CI – Class Information; IA – Instructional Act; SK – Student’s Knowledge; CIA – Classroom Information Awareness Act; IAA – Instructional Awareness Act; LEA – Learning Environment Awareness Act; SBA – Student’s Behavior Awareness Act; SKA – Student’s Knowledge Awareness Act; SFA – Student’s Feeling Awareness Act; SOA – Student’s Output Awareness Act; TBA – Teacher’s Background Awareness Act; TFA – Teacher’s Feeling Awareness Act; TOA – teacher’s Output Awareness Act

Though Flu’s reflection focused on IA, he was also aware of his output. He realized that some parts of his lesson were confusing to the students. He admitted his ‘mistakes’ and pointed out areas he should improve, for example, giving clear examples in the PPT slides.

*The topic I taught in the class was “Positivity and negativities in life.” It was about how to use ‘was ’and ‘were ’in ‘present conditional tense.’ I tried to integrate positivity and well-being into the classroom, enhancing the classroom environment and students’ emotions by allowing them to express their emotions about things they are happy about and things they are not happy about. Firstly, I present them with vocabulary about feelings and emotions, and at the same time, I elicit their prior knowledge about emotions. Secondly, I introduce them “present conditional tense, ”which will be the central part of this lesson. Thirdly, I let my students do the task in a group of two .Student no.1 will be the one who tells their negative past,*

*and student no.2 will be the one who uses PCT to give their friend a solution. – Flu*

According to the data, Bal had the highest percentage of 42 percent on reflective codes in teaching. In using emoticons used in social media to teach vocabulary, he said:

*I think this is good for teaching vocabulary because they can relate easily as they previously used emoticons to chat on social media. – Bal*

Bal also mentioned that the activity should be improved based on his observations of students’ reactions. For example, he asked the students to write quotations and gave them 3-5 minutes to work on them. Later, he realized that the allotted time was not enough. Therefore, if he taught the lesson again, he would double the time so students would have time to think about their outputs.

Like Bal, Golf’s reflective code was on teaching (IAA), which is 45 percent. When

he thought about how to improve his flaws in teaching, he said:

*For all feedback that I got from my students, I think I can improve it next time if I have an opportunity to teach to promote positive psychology. I would provide them with more vocabulary so they could express more emotions. – Golf*

Tim was able to reflect on the warm-up activity. He reflected:

*If I had an opportunity to teach students again, I would like to change the warm-up activity first. At the beginning of the class, I would like to tell students a story of a woman who is an open-minded person to overcome her challenges. Then, the activity I would like to improve is guessing people's strengths. It was about teaching vocabulary. – Tim*

Kanda talked about revising the activity by turning negative emotions into positive ones. She said:

*The next suggestion is to cut some activities out; many activities are in the lessons. After considering the reflection, I should focus on teaching vocabulary and compact some parts with a few questions. If I were to do it again, I would be done teaching differently. Because I focus on the negative emotion, then I transfer the negative emotion to the positive sentiment. – Kanda*

For other teachers like Linda, Jo, Loft, and Sai, their reflective codes focused on their student's knowledge, behaviour, feelings, and outputs.

*The teacher can help learners decrease their negative emotions by asking questions that help them think positively about the painful event. As a result, they can elicit and describe their emotions and learn from that experience again from another perspective; they might think positively at present. – Linda*

Jo has described the use of The Guest

House poem. He said it is a method of explaining mindfulness and the importance of acknowledging and accepting unpleasant emotions. In his reflection, he said:

*Hence, they were appreciative and recognized that life is unequivocally almost the same as the guest house. Being human is like being in a guest house; emotions are personified as temporary visitors that should be welcomed, even if unpleasant. – Jo*

For Loft, he talked about his students' outputs. For Sai, she focused on her students' behaviour and output.

*Students were more productive because they could share experiences and stories directly to their life. Students can use the students' data to know their perceptions and well-being, such as how they go, how they experience, and how they feel. – Loft*

*The first positive issue is that the learner felt excited and joyful because I began the lesson with Iron Man and Doraemon, well-known movie characters. This warm-up activity made students relax and feel comfortable. It can be seen that they answered questions immediately and expressed happiness through reactions since they all shared the same context about the movie characters. – Sai*

Two teachers, Gig and Pang, have highlighted reflective codes on themselves – their background, outputs, and feelings. For Gig, she said:

*I think the instruction was explicit, but an unexpected problem happened. I did not notice that some students had no partner, and I did not help them fix it. My students are good at managing themselves, which greatly helps me. After finishing the presentation, I think about myself during that time. I realized I have a problem with giving unclear instructions and do not do well enough to manage unexpected problems in class. I think it is because of my personality that I am a*

*silent person and always avoid problems in the past .So, I have to improve on it. Also, I have to control myself and be more confident in teaching .– Gig*

For Pang, she mentioned improving herself.

*As my topic of “gratitude ”presented, I am very thankful and lucky to learn about positive psychology and its practice in the EFL context. It helps me re-recognize the importance of our mindset and emotion to our learning, teaching, and daily life. To be mindful and grateful and set up a small goal for each step, I hope to see my progress follow the right track in EFL contexts very soon. – Pang*

### **Discussion and conclusion**

This study aims to know how pre-service teachers integrate PP into their English language lessons and their reflective practices after implementing PP-driven English lessons.

The findings have shown that pre-service teachers can integrate positive psychology (non-linguistic) and specific language focus (linguistics) in their lessons. In their lesson plans, some pre-service teachers were able to deal with a dichotomy of emotions (positive and negative) and character strengths and weaknesses. Positive psychology principles promote positivity and may include negativities in life to build a resilient outcome (Fredrickson, 2001). This finding is not surprising since the participants were in the second year at the time of data collection. In this applied linguistics graduate program, they took materials design and development courses, teaching methodology, and the like. The lesson plans have indicated that PP, PE, or PLE principles could be promoted alongside linguistic skills (Drewelow, 2020; Gay, 2018; Mercer et al., 2018). However, it is necessary to highlight that training is needed to support pre-service and in-service teachers' understanding of such principles. It is possible that a 12-hour course is not enough to fully promote

knowledge and practice for the well-being of learners and teachers.

More interesting is how much participants (cases 2, 8, 11, and 12) prioritize "students" in their reflective practice. Additionally, the second and third emphases both addressed "teaching" (cases 1, 3, 7, and 10) as well as "self" (cases 5 and 13). Unsurprisingly, students were given first importance, with attention paid to factors such as student output, student feelings, and student behaviour. Giving attention to students' well-being encompasses the aim of PP (Budzinska, 2019; Seligman, 2011). Although content and language focus is equally important in this course, the lesson is mainly hinged on positive psychology. For example, some lessons emphasized raising awareness of positive emotions and character strengths. Many activities required personal experiences, making them more relevant to the students, perhaps a more humanistic approach. For example, Bal, Kanda, and Linda used student-centred activities, allowing students to talk about their past experiences. In PP, negative emotions are also considered. So, Kanda and Flu designed their lessons to identify negative emotions and explore how to overcome them.

The reflections on the Instructional awareness act have shown that pre-service teachers are capable of preparing student-centred lessons (i.e., Sai's lesson on valuing one's strengths), designing positive learning experiences (i.e., Tim's signature of self), turning negativities to positive outlooks (Loft's lesson on I believe you can), creating personalized speaking activities (i.e., Golf's use of conditional sentence like, If I were an angel...), interpreting their emotions through sayings (Bal's use of pragmatics) and more. Most importantly, pre-service teachers can design lesson plans that fully integrate content and specific grammar targets.

Another critical point is the teacher's professional development. Through reflecting on themselves, they were able to focus on self-development (see also Jabbar et al., 2019). It is not only the well-being of the students that is enhanced but teachers too.

For example, Gig realized that she had given unclear instructions. She thought that not only she will improve in giving instruction but also her confidence and self-control. For Pang, it seemed that she experienced incidental learning. After learning about PP and designing her lesson on gratefulness, she recognized the importance of mindset and emotions in life as a student and her future career as a teacher. It can be noted that deliberate teaching of positive psychology or any other 'newer concept' in the ELT world is needed to develop pre-service teachers' teaching competency and to 'broaden' their knowledge and teaching practice.

The results add to the growing literature on PP-driven language activities (Fresacher, 2016). The lessons provided could be revised to suit various lesson objectives, the course, and the learners' proficiency. However, we cannot provide evidence of how students developed well-being over time; future studies may design empirical investigations on this strand. Furthermore, as positive content may help develop well-being (see Seligman, 2011; Seligman & Czikszentmihalyi, 2000), future research may delve into the complexity of the interaction of factors or variables related to the flourishing of the learner in the English language class.

Pedagogical practices can be adopted from this study. For example, in teacher development programs, explicit teaching of PP could be included in the curricula. It could be possible that teachers who practice their teachings may have a meaningful impact on others, in this case, students' well-being and linguistic development. In addition, it allows the pre-service teachers to practice integrating the principles and practices of PP into their lesson plans. Doing so would provide structured guidance to novice teachers to hit their teaching targets.

Most importantly, implementing the lesson and then reflecting on it should be done so pre-service teachers realize how such principles could be best incorporated in designing a task, assessment, and learning environment. Results of the study have

shown that pre-service teachers could reflect on various aspects of their teaching. Reflections should ask students to describe their teaching or what transpired in their practice teaching and reflect on those episodes to become better.

In sum, this study adds to the growing body of knowledge on positive language education. Specifically, the findings have shown that pre-service teachers integrated PP into their English language lessons. Concerning their reflective practices, the teacher-participants could critically reflect on their teaching and self. Future research may quantitatively explore how PP-embedded English lessons affect proficiency and emotions such as resilience, motivation, and engagement.

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