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**The Impact of Positive Psychology on English Language
Learning: Case of EFL Master one Students at the University
of Ain-Temouchent**

*A Dissertation Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Abstract

This study has been conducted to investigate the practical implications of positive psychology in the context of English language learning among university students. The objective of the current study is to evaluate the impact of Positive Psychology on English language learning in university environments, specifically targeting Master One students at Belhadj Bouchaib University of Ain Temouchent. This research explores three primary aspects: First, it explores the extent to which Positive Psychology methods enhance students' motivation and success in language learning. Second, it examines students' views and perceptions about the integration of Positive Psychology into their learning experience. Last, it evaluates how classroom practices that correspond with Positive Psychology principles affect learners' emotional engagement. For the objectives of this study; a mixed-methods strategy was implemented, involving a questionnaire given to Master One students and classroom observations carried out to examine teacher-student interactions and classroom dynamics. The results suggest that learners view using Positive Psychology in the EFL classroom positively, and the results confirm that these techniques significantly enhance motivation, well-being, and general learning successes.

Keywords: Positive Psychology, EFL, motivation, engagement, PERMA model, emotional well-being, language performance, student perceptions, Algerian higher education, classroom interaction

Dedication

To my dear mother, **Naima** (نعيمة) your name means "a blessing from God", and that's exactly what you are to me. Thank you for your love, support, and prayers have carried me through every step of this journey. I am forever grateful.

To **my father**, who is no longer with us may Allah have mercy on your soul. I will always be grateful for your hard work and everything you did for me, I hope this achievement makes you proud.

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This work is for all of you.

Saida

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List of Acronyms and Abbreviations

APA – American Psychological Association

DV – Dependent Variable

EFL – English as a Foreign Language

ESL – English as a Second Language

FL – Foreign Language

IV – Independent Variable

M1 – Master One (Students)

N – Number of Students

PERMA – Positive Emotions, Engagement, Relationships, Meaning; accomplishment

PP – Positive Psychology

PPIs – Positive Psychology Interventions

SDT – Self-Determination Theory

TEFL – Teaching English as a Foreign Language

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General Introduction

The domain of English Language Teaching (ELT) has experienced significant changes, with a growing focus on the emotional, psychological; and motivational dimensions of language acquisition. One of the most impactful advancements in recent years is the rise of Positive Psychology, introduced by Martin Seligman and Mihaly Csikszentmihalyi during the late 1990s. In contrast to traditional psychological methods that concentrate on mental illness and dysfunction; Positive Psychology emphasizes human thriving, resilience, well-being; and the cultivation of personal strengths. Within educational settings, this paradigm shift has facilitated more comprehensive and learner-centred approaches, especially in English as Foreign Language (EFL) classrooms, where emotional elements significantly influence students' successes. In this context, the PERMA model, which includes Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment, provides a useful framework to improve learners' experiences. When applied in EFL teaching, the model promotes encouraging classroom environments, reduces anxiety related to language, and fosters continuous motivation. Despite the increasing global interest in Positive Psychology, its implementation in Algerian higher education is still restricted. Algerian EFL students usually struggle with issues including low motivation, low self-esteem, and a lack of emotional support, which can negatively impact their language learning.

In light of these difficulties, this study explores how Positive Psychology could be used to improve language learning in this specific context. This dissertation, titled " The Impact of Positive Psychology on English Language Learning: Case of EFL Master one Students at the University of Ain-Temouchent, Belhadj Bouchaib," aims to evaluate the effect of Positive Psychology-driven strategies on motivation, emotional well-being; and academic

performance in English language learning. Its goal is to offer insights into both student perceptions and teaching practices that correspond with Positive Psychology principles. To direct this research, the following questions are formulated:

-What are students' attitudes towards using Positive Psychology in their English language learning process?

-How does applying Positive Psychology impact both the motivation and language learning performance of Master One students in English language learning?

From these questions, the study proposes two hypotheses:

- Students' attitudes towards Positive Psychology in English language learning are Positive. They believe that Positive Psychology enhances their engagement and overall learning experience.

- Integrating of Positive Psychology strategies in English language classes significantly enhances students' motivation and improves their language learning performance.

Accordingly, the research aims to achieve the following objectives:

- To explore students' perceptions and attitudes towards using of Positive Psychology in their English language learning process.

- To investigate the relationship between Positive Psychology and students' motivation to learn English.

- To evaluate the effects of Positive Psychology techniques on students' language performance.

-To provide insights for educators on integrating Positive Psychology strategies in EFL classrooms to improve learning outcomes.

To accomplish these objectives, the dissertation is divided into three chapters. Chapter one provides a theoretical foundation for Positive Psychology in education, examining its

origins, fundamental principles, and relevance to EFL learning, with a particular emphasis on the PERMA model. Chapter Two describes the research methodology, which employs a mixed-methods approach that integrates a student's questionnaire and classroom observation to gather both quantitative and qualitative data. Chapter Three showcases the data analysis and interpretation, investigating how Positive Psychology has impacted students' motivation, engagement; and academic outcomes in the Algerian EFL setting. This research aims to create both theoretical and practical realms by illustrating how Positive Psychology can serve as Powerful instruments for establishing emotionally supportive, motivating; and effective language learning environments in Algerian universities.

Chapter One

From Theory to Practice: Positive Psychology in English Language Learning

1.1 Introduction

Positive Psychology (PP) is an emerging recent field of Psychology that moves the focus from resolving issues and tackling mental illness to investigating what contributes to a meaningful and fulfilling life. Established in the late 1990s by Martin Seligman and Mihaly Csikszentmihalyi; Positive Psychology seeks to enhance well-being, resilience, and personal development, enabling individuals to lead happier and more significant lives while having a Positive impact on their environments. Emphasizing empirical methods, Positive Psychology examines how individuals can achieve success in their personally and professionally, highlighting strengths instead of weaknesses. This chapter will primarily focus on the integration of Positive Psychology into education and EFL learning. It commences by outlining the historical evolution of Positive Psychology and clarifying its fundamental concepts. Following this, it investigates the principles of Positive education and well-being, including exploring the PERMA model, which underscores the five pillars of well-being: Positive Emotions, Engagement, Relationships, Meaning; and Accomplishment. These elements will be discussed regarding their significance to both educators and learners, emphasizing how they can aid in achieving academic success and personal growth.

In addition, the chapter explores the relationship between Positive Psychology and English language acquisition, highlighting current research findings and practical implementations in this area. Particular emphasis is placed on the distinct challenges and opportunities encountered by Master one students at the University of Ain Temouchent, Belhadj Bouchaib, examining how Positive Psychology principles can cater to their specific requirements. This chapter aims to explore how the current literature on teaching students

about language and learning principles can create increasing motivation, improving student fluency in languages, and overall learning experience.

1.2 Psychology

Psychology is the examination of how individuals think and experience emotions. Throughout the years, particularly in the 18th and 19th centuries, it has evolved significantly as researchers discovered new information and began to perceive concepts differently. Initially defined in terms of the soul, Psychology was once perceived as the pursuit of understanding one's ultimate purpose through realising the soul (Ignou, 2017). Over time, this philosophical view shifted towards a more empirical focus. Psychology today is recognized as “the scientific study of the activities of the individual concerning his environment” (Ignou, 2017, p. 8) with a particular emphasis on investigating behaviour and mental processes (Mangal, 2007). Today, people think that what we do and how we feel inside are connected. Tavris and Wade (1997) describe Psychology as the scientific examination of behaviour and mental processes and the ways in which they are influenced by an organism's physical state, mental condition, and surrounding environment. Similarly, Eysenck (2004; as cited in Ignou, 2017, p.8) views it as “a science in which behavioural and other evidence is used to understand the internal processes leading people (and members of other species) to behave as they do” .Singh and Upadhya (2009) emphasize that Psychology moves “from broad and complex philosophical conceptions to focusing on the observable behaviour behaviour of an individual” (p. 3). These definitions show that this field looks at two important parts of how people act: what happens outside of them and what happens inside their minds and feelings. There exists a distinct area within this field known as Positive Psychology, which was established due to a desire to emphasize more on what contributes to our happiness and well-

being rather than only concentrating on issues and disorders. According to Seligman and Csikszentmihalyi (2000); Positive Psychology is “the scientific study of optimal human functioning what aims to discover and promote the factors that allow individuals and communities to thrive” (p. 5). This definition shifts attention from merely treating dysfunction to fostering flourishing and well-being. Linley and Joseph (2004) define positive psychology as a scientific discipline aimed at comprehending and fostering the strengths and virtues that enable individuals and communities to thrive. Their perspective highlights the proactive identification and nurturing of strengths as a pathway to personal growth and societal progress. Expanding this view, Gable and Haidt (2005) describe Positive Psychology as “the study of the conditions and processes that create the optimal functioning of people, groups; and institutions” (p. 104). These definitions indicate an increasing academic focus on what enhances the quality of life instead of only focusing on mental disorders or harmful behaviours; Positive Psychology aims to investigate the factors that create human potential, happiness; and meaningful engagement. By fostering the exploration of Positive emotions, personal strengths; and supportive settings, it increases the scope of traditional Psychology.

1.3 Origins and Historical Development of Psychology

Psychology possesses a complicated history that began many years ago. Initially, it was a section of a broader field known as philosophy, which focuses on thinking and comprehension of existence. Over time, Psychology grew and became its special subject where people study how our minds work and why we feel the way we do. As Ebbinghaus (1973) said, "Psychology has a long past but a short history" (p. 1). The word "Psychology" was first used in a dictionary by a person named Blankaart in the year 1715. The word comes from old Greek, which means it has been around for a very long time. It is derived from two

Greek words: psyche, meaning "soul" or "mind," and logos, meaning "word" or "discourse," thus signifying "the science of the mind" (Colman, 1994, pp. 6-7). A long time ago, Psychology, which is the study of how people think and behave, was considered a part of a bigger subject called mental philosophy. People have been trying to understand human behaviour since ancient times, like the Egyptians and Greeks, who wrote down their ideas about it. Psychology became its special subject in the late 1800s, especially in Germany.

Later, in the 1950s; a new part of Psychology called Positive Psychology started. This was inspired by another type of Psychology that focused on what makes people happy and successful. Forerunners such as Abraham Maslow (1954) emphasized concepts such as self-actualization and peak experiences, focusing on human potential and fulfilment. Positive Psychology did, however, officially begin in 1998 under Martin Seligman direction as president of the American Psychological Association (APA).

The foundation for the field's growth was established by Seligman demanding that the emphasis be shifted from treating mental illness to fostering well-being and human flourishing. Since then; Positive Psychology has developed into an evidence-based field devoted to comprehending and promoting the Positive elements of human life, drawing inspiration from various fields such as philosophy and sociology (Seligman, 1999).

1.4 Positive Psychology

Even though Psychology is still relatively new, it has a long and fascinating history; a long time ago, people studied Psychology as part of philosophy, but in 1879, the first Psychology lab was created; and that is when Psychology started to be its Subject; thus, there are 10 different schools of Psychology. 'Behaviourism', 'Structuralism', 'Functionalism', 'Psychoanalysis', 'Humanism', 'Gestalt Psychology', 'Nativism', 'Constructivism',

‘Cognitive Neuroscience’; and ‘Positive Psychology’(George, 2018, p. 24). However, this part only addresses one school of Psychology: Positive Psychology.

Positive Psychology is an emerging area of Psychology that emphasizes “the conditions and processes that create the flourishing or optimal functioning of people, groups; and institutions”. (Gable and Haidt, 2005, p. 104). Seligman states that Positive Psychology serves “to remind our field that it has been deformed. Psychology is not merely the study of disease, weakness; and damage; it is also the study of strength and virtue. Treatment involves not only fixing what is wrong but also building what is right. Psychology encompasses not just illness or health, but also works education, insight, love, growth; and play”. (Seligman, 2002, p. 4)

The fundamental concept of positive psychology (PP) is that people seek to lead joyful lives, grow into their most optimal selves, and improve their experiences in personal relationships, professional careers, and socializing. Positive Psychology does not depend on the shortcomings and adverse aspects of life in its quest for the best; instead; as a scientific discipline, it seeks to employ the most scientific methods and strategies to address the specific challenges and difficulties that human behaviour presents amid the complexity of the human experience. Moreover, PP represents a revival of the previous psychological school, which concentrated on work, education, love, growth; and other facets of life alongside illness and health.

The aim of Positive Psychology is to assist individuals in leading better lives. Since it began, this sub-field has been established to tackle three key areas. First, the functioning of emotions and other pleasurable inner experiences. Second; Positive personal qualities such as traits and attributes related to well-being; and third, organizations that foster individual success in summary; Positive Psychology’s purpose is to help people lead improved lives (Mercer and MacIntyre, 2014, p. 154).

The founder of positive psychology, Martin Seligman, has highlighted the importance of Positive education and the potential for learning and Positive emotions to collaborate within the educational domain. He has also contended that skills for happiness should be incorporated into school curricula since they can aid students in becoming more resilient and engaged (Cullen and Backwell, 2017).

1.5 The Principles of Positive Psychology

The fundamental ideas of Positive Psychology place an emphasis on developing both individual and group strengths, promoting well-being; and amplifying pleasant feelings. According to Seligman (2002), "Positive Psychology is not just the study of weakness and damage; it is also the study of strength and virtue. Treatment is not just fixing what is broken; it is nurturing what is best within ourselves" (Seligman, 2002, p. 4). The emphasis on strengths, which encourages people to recognize and use their innate abilities, instead than focusing on their shortcomings, is one of the fundamental ideas; This concept is supported by the growth of positive emotions like happiness, gratitude, and optimism, which strengthen resilience, increase cognitive capacity, and enhance problem-solving skills.

According to positive psychology, developing resilience is essential for assisting people in overcoming setbacks and enduring hardships. Furthermore, the meaning and purpose concept emphasizes how crucial it is to match one's actions with one's personal beliefs to inspire inspiration and a sense of fulfilment. Being completely engrossed in worthwhile pursuits that boost intrinsic motivation is known as engagement and flow; and it is another essential component. Since they offer emotional support and encouragement, healthy relationships that cultivate helpful social ties are also essential to well-being. Furthermore, hope and optimism enable people to keep a good attitude and have faith in their capacity to

overcome challenges. A focus on life's good elements is further encouraged by practices like appreciation and thankfulness, which lower stress and improve emotional health. Last but not least, the growth mindset and the concepts of autonomy and self-determination place a strong emphasis on the importance of internal drive and the conviction that one can advance personally. When combined, these concepts provide a framework for creating a nurturing environment that fosters learning, personal growth, and overall well-being.

- **1.5.1 Well-being**

Given the wide range of perspectives held by scholars and writers, it can be challenging to understand what well-being actually entails. As for Rath and Harter (2010), “Well-being is a mix of one’s passion for what he does every day including the quality of the relationships, the stability of the finances, the vitality of the physical health; and the pleasure one takes in his contributions to where he belongs i.e. the environment, society, family, etc. Incontestably, well-being is all about how these five aspects work and cooperate together; after all (p. 4), this definition highlights well-being as a dynamic and interactive process, instead than a static state, emphasizing the balance between various life domains. In other words, Well-being is recognized as a multidimensional notion that encompasses more than a sensation of joy in everything in one’s everyday life’ (Bates & Boren, 2019, p. 15), This highlights the depth of well-being, reminding us that true contentment often lies in balance and purpose use than constant joy.

The goal of Positive Psychology's founder, Seligman, is to investigate and promote well-being, he said: “I actually detest the word happiness, which is so overused that it has become almost meaningless . . . The first step in Positive Psychology is to dissolve the

monism of happiness into more workable terms” (Bates & Boren, 2019, p. 16). Notably, he broke down happiness monism into a three-part formula: meaning; Positive emotions; and involvement.

Furthermore, Seligman turned his focus from happiness to wellness and created the PERMA Model, which comprises five principles that can be assessed independently: Positive emotion, engagement; Positive relationships, meaning; and accomplishment. This paradigm promotes well-being. Put simply there are two methods to measure happiness: how much someone is thriving and how much they are struggling. A person's life is depicted more realistically by these two aspects of it. Additionally, well-being acknowledges the fact that many people experience wellness in spite of difficulties and takes into account the mental health of those who enjoy wellness despite challenges regarding the process of learning. Maslach and Leiter (1999) state: “the most valuable and costly part of an education system is the people who teach. Maintaining their well-being and their contribution to student education should be a primary objective of educational leaders” (Mercer et al., 2016, p.215). In essence, teachers' thoughts, beliefs; and feelings about themselves and their professions must be recognized as they influence their overall psychological health and ability to manage stress. Consequently, this will prevent harmful outcomes.

- **1.5.2 Resilience**

A fundamental idea in Positive Psychology, resilience refers to our ability to adjust, bounce back, and thrive in the face of hardship. This trait is especially important when it comes to education and English language learning. Luthar et al. (2000) describe resilience as an ongoing process through which individuals can adapt positively when faced with serious

challenges or adversity. Instead than being an extraordinary gift, resilience is a natural human ability that can be nurtured; a notion that Masten (2001) describes as ordinary magic. In educational settings, resilience empowers students to navigate academic and emotional hurdles, remain persistent in the face of obstacles; and sustain their motivation. Yeager and Dweck (2012) highlight the importance of a growth mindset in cultivating resilience, encouraging students to see setbacks as opportunities for development. Meanwhile, Dörnyei (2005) emphasizes its critical role in maintaining motivation during language learning, particularly when is slow progress or challenges emerge.

To increase resilience, positive psychology provides a number of techniques, including gratitude and mindfulness. Kabat-Zinn (1994) defines mindfulness as "paying attention in a particular way: on purpose, in the present moment; and non-judgmentally" (p. 4). This practice helps learners manage their emotions and alleviate stress. Additionally, Emmons and McCullough (2003) point out that gratitude practices enhance emotional well-being, enabling individuals to confront adversity with a Positive mindset. Resilience becomes even more important when learning English, particularly in demanding settings like secondary schools in Algeria. Students frequently face societal barriers and a lack of resources, but resilient learners can overcome these difficulties by viewing them as necessary components of their educational path rather than insurmountable roadblocks and obstacles.

Teachers play a vital role in fostering resilience by establishing supportive classroom atmospheres that promote collaboration and framing mistakes as avenues for growth; as suggested by Reivich and Shatté (2002). Nevertheless, the process of cultivating this vital trait presents substantial opportunities for empowering learners to adapt and thrive.

- **1.5.3 Strengths**

Positive psychology has the power to transform educational environments, particularly in language learning, by emphasizing students' strengths, enhancing their well-being, and fostering their growth. Seligman (2011) often hailed as the father of Positive Psychology; asserts that Positive Psychology shifts the focus from merely addressing psychological issues to studying and fostering human strengths and virtues, this emphasis on human potential, instead than shortcomings; aligns closely with the educational objectives of fostering resilience, motivation; and a sense of accomplishment. Character strengths such as optimism, perseverance; and self-regulation—fundamental to Positive Psychology—have been shown to enhance both academic performance and emotional well-being. For example, Peterson and Seligman (2004) note that when students actively apply their personal strengths, they are better equipped to tackle academic challenges, leading to improved performance and a stronger sense of purpose.

In the field of language acquisition; Positive Psychology strategies such as gratitude activities, mindfulness techniques; and strengths-focused feedback can reduce anxiety and foster a conducive setting for learning. Oxford (2016) emphasizes that integrating Positive Psychology into language education aids learners in overcoming failure-related fears, empowering them to embrace risks a crucial factor in successfully acquiring a new language. Additionally, the PERMA model (Seligman, 2011), which encompasses Positive emotions, engagement, relationships, meaning; and accomplishments, is a comprehensive framework to understand how well-being can directly impact the learning process. Learners who feel positive emotions, like happiness and inquisitiveness, are more engage to participate actively

in language tasks. Furthermore, meaningful interpersonal relationships with peers and teachers create a collaborative and supportive learning atmosphere.

By using a strengths-based approach, the emphasis can be shifted from rote memorization to encouraging confidence and intrinsic motivation, two factors that are crucial for long-term language acquisition. In this way; Positive Psychology not only equips learners with the tools needed to excel academically but also nurtures a lifelong passion for learning and personal development. This makes it an invaluable framework for educators striving to create holistic and impactful learning experiences.

1.6 Positive Education

White and Waters (2014) assert that Positive Education is a pedagogical approach that incorporates evidence-based research and key theories of PP into learning environments with the objective of maximizing students' well-being, character development; and academic achievement (As cited in Käferböck, 2019, p.27). According to Seligman and Adler, the teacher is the primary provider of Positive education during the educational process. The importance of motivating, supporting, empowering; and facilitating students' learning has been suggested by psychological research.

On the other hand, educators have received comparatively little focus regarding their Psychology and how it could help them not only "survive" but also "thrive" in their careers. (Castle and Buckler, 2009, p. 4). As a result, they assert: To the degree that teachers express pessimism, skepticism; and a tragic view of life, their students' worldview will be constructed accordingly. To the degree that teachers express optimism, confidence; and a hopeful perspective on the future, this will positively affect their students' view of the world (Seligman et al. 2018, p. 54). Similarly manner, Bajorek et al. (2014) express that: "a teacher

with high job satisfaction; Positive morale; and good health is more likely to deliver lessons that are creative, challenging; and effective" (p. 6). Johnson (2014) claims that learning cannot be a standardized process because learners are not uniform products; as their minds vary. Specifically, learners process and assimilate information in diverse ways. In a learning environment, each student brings unique knowledge and experiences. It would be unrealistic to assume that teaching could be standardized, considering that learning is not a homogenous process. Regarding teaching techniques, pedagogy, strategies, or methodology, one size does not suit all. Consequently, mandating that all teachers employ the same method restricts the opportunities for authentic learning to take place (p. 3).

In straightforward terms; Positive education is an instructional approach that integrates the principles, models; and concepts of Positive Psychology into the classroom with the goal of enhancing students' character development and well-being through various strategies. Thus, the learning experience will thrive when this approach is implemented. Well-being and leadership skills are vital components of constructive education in the classroom. Teachers can deliver these fundamental concepts by utilizing the PERMA Model.

1.7 The PERMA Model

The acronym PERMA, based on Martin Seligman's concept of well-being as expressed in his work Flourish, effectively summarizes a significant portion of the rationale in the field of Positive Psychology. These components are emphasized below.

- **1.7.1 Positive Emotions**

Positive emotions are currently being shown to be directly linked with enhanced cognition and to lead to increased learning (Seligman, Ernst, Gillham, Reivich; and Linkins,

2009). Happiness, pride; amusement, serenity; and other pleasurable feelings fall under the category of Positive emotions. Educators, generally speaking, instinctively understand that these emotions are advantageous in the classroom setting and deliberately use them with students. Harmful bias is a rational outcome of evolution in humans (Fredrickson and Joiner, 2002).

Conversely, harmful emotions help us survive by narrowing our focus and steering us away from danger through a physiological response. This method is suitable in certain situations, but it is less effective in the EFL classroom; as learners' anxiety of failure may lead them to avoid speaking or engaging with the target language. Positive emotions, however, offer a lasting effect that can allow individuals to learn effectively by enhancing the performance of brain learning processes through the release of chemicals such as dopamine and serotonin (Burns et al, 2008). Fredrickson and Joiner (2002) suggested a crucial Positive ratio of 3:1 (For every 1 negative emotion, a person needs to experience 3 positive emotions) to counteract our natural negativity bias. In other words, to achieve mental balance, we need three Positive emotions for every one harmful emotion.

To elaborate, it is important to realize that encouraging positive emotions in the EFL classroom entails more than merely enhancing students' emotional states; it also entails creating a motivating and encouraging atmosphere. Good feelings can encourage pupils to take chances, participate more completely, and feel a sense of accomplishment, which can lead to more profound learning. Teachers may create an environment where students are more likely to take on challenges, bounce back from obstacles, and continue on their language learning journey by focusing on positive emotional experiences. This approach supports the idea that emotional well-being is not only useful but essential for attaining academic achievement, which is consistent with Positive Psychology's emphasis on strengths and

personal development. Therefore, using techniques in the classroom that promote positive emotions can significantly help to improve language learning outcomes and overall student wellbeing.

- **1.7.2 Engagement**

Engagement is the sensation of being fully present in the moment; people are not necessarily pleased when they are engaged. In actuality, involvement may not be accompanied by any overt feelings; instead, it just signifies that your attention and focus are maintained in the present moment and not in the past, present, or future. Additionally, EFL teachers are well aware that student's participation is essential to their development because without it, pupils cannot learn. Positive tasks are more likely to be enjoyed by students who are invested in them. Seligman and Csikszentmihalyi (2014) described engagement and enjoyment as:

“The good feeling people experience when they break through the limits of homeostasis...When they do something that stretches them beyond what they were... in an athletic event; an Artistic performance; a good deed; a stimulating conversation. Engagement and enjoyment, instead than pleasure, is what leads to personal growth and long-term happiness.”

(Cullen & Backwell, 2017, p. 200).

Language teachers must consider the engagement meter when designing activities and assignments since it has the ability to assess and influence a learner's performance and growth. Engagement in the EFL classroom not only aids in the enhancement of language skills but also serves a vital function in boosting students' intrinsic motivation and personal growth. When students are engaged, they often experience a heightened sense of accomplishment and

competence, which fosters a more profound connection with the learning journey. Engaged students actively participate in activities, regardless of the immediate enjoyment; and are more likely to persist through challenges. Learning a new language requires constant focus and commitment to the process. Teachers can create an environment where engagement leads to both cognitive and emotional advancement by designing assignments that maintain students' attention while stimulating them. This will ultimately improve the educational experience and promote long-term success in language acquisition.

- **1.7.3 Relationships**

In the field of Positive Psychology, the quality of one's relationships has been considered to be the primary factor affecting the quality of life (Waldinger, Vaillant; and Orav, 2007). We have consistently depended on our capacity to connect with others for survival and success. Relationships can be classified into two types: interpersonal and intrapersonal. The relationships component of the PERMA model can be viewed within the context of the EFL classroom as follows:

- a) How to establish meaningful connections with individuals in the classroom and school setting;
 - b) How to increase your self-confidence and self-worth so that you can take on worthwhile projects and activities that will further your growth both inside and outside of the classroom.
- Building strong intrapersonal and interpersonal relationships is crucial to creating a positive and productive learning environment in the EFL classroom. Strong interpersonal ties between students and teachers as well as between classmates promote cooperation, open discussion and communication, and emotional support all of which are essential for language learning. The

development of intrapersonal relationships is also significant because it helps students gain confidence and a positive view of themselves, which empowers them to take chances and engage more fully in the learning process. By developing these connections, teachers may create an atmosphere in the classroom that supports students' growth and success both inside and outside of the classroom by promoting resilience and personal growth in addition to academic achievement.

- **1.7.4 Meaning**

Unlike our emotions, which change every day, every week; and every second, meaning is more profound, more enduring; and more constant. One may argue that "ikigai" in Japanese is a better word than "meaning" in English. The term "Ikigai" suggests that we have a purpose in life, that meaning is not always joyous or instantly connected to feelings of happiness; and that the things we do that have the most meaning are typically difficult. We perform meaningful things because they hold great personal significance for us, even though they may be unpleasant and others may not understand why we do them. Ironically, helping others instead than ourselves is usually associated with finding purpose.

Moreover, the psychologist Victor Frankl (1984) stated that: "In order for us to truly be alive and be human one must forget him and give himself to a cause or another human being. The more he gives of himself the more human he is" (p. 4). Thus, 'Meaning' means assisting others and contributing more to society; this suggests that the meanings in students' lives should be connected to and reinforced to the maximum extent possible through EFL teaching methods

In the EFL classroom, cultivating a sense of meaning can significantly influence students' motivation and involvement with the learning process. When students see their

language education as linked to a larger purpose be it personal growth; aiding others, or contributing to the community they tend to persist through difficulties and see their efforts as valuable. Teachers can foster a more profound connection to the material by matching language learning activities with students' beliefs and goals, making it more amazing and significant. Assisting students in recognizing the broader importance of language education not only improves their academic achievement but also fosters their sense of purpose and satisfaction in life.

- **1.7.5 Achievement**

Although happiness and progress are not synonymous; achievement and striving for success are significant aspects of Positive Psychology (Csikszentmihalyi, 1990) Helping students create more specific, feasible; and engaging goals is a trait that is commonly disregarded in academia and beyond. In the context of EFL, we can employ a range of readily teachable skills to help students achieve more while having fun.

These skills can be used by students to enhance various areas of their lives and their language learning. Since failure is the complete opposite of success; Positive Psychology places a strong emphasis on learning from mistakes, moving forward; and taking constructive criticism when possible. EFL teachers are encouraged to help students view their failings and errors in a positive way so they may improve from them and accomplish their goals, according to positive psychology. Fostering a growth mindset and helping students set attainable, purposeful goals can significantly enhance their language learning experience in an EFL classroom. Teachers can help children develop resilience and a sense of accomplishment by encouraging them to view mistakes as opportunities for growth rather than as setbacks.

Students' confidence and motivation can be increased by teaching them how to break down their objectives into manageable chunks and recognize little accomplishments along the way. Students are more likely to stick with their language learning journey and achieve long-term success when they can grow from their mistakes and remain dedicated to continuous progress.

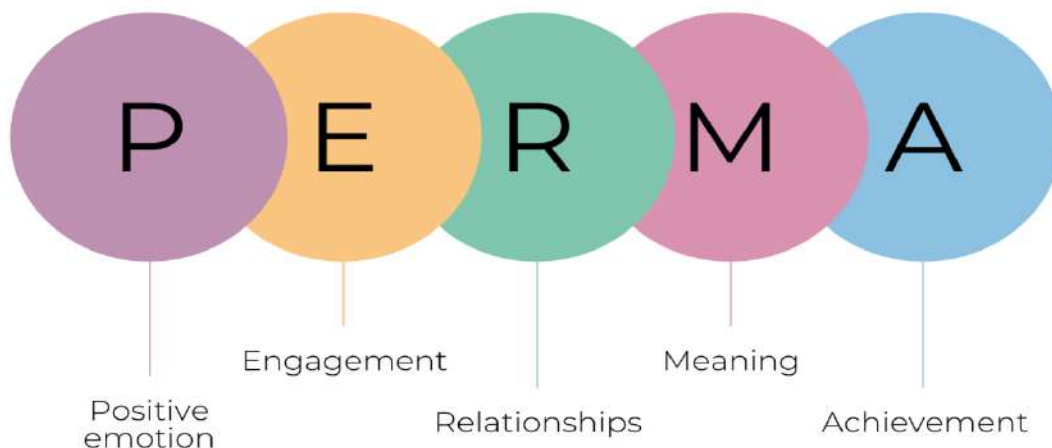


Figure 1.1 Seligman's PERMA Model as depicted in the PERMA Model of Happiness (Examples Images) Practical Psychology.

Figure 1.1 Seligman's PERMA Model as depicted in the PERMA Model of Happiness (Examples Images) Practical Psychology.

Seligman's PERMA model emphasizes the five key components that lead to happiness and well-being; as seen in Figure 1.1. Particularly when it comes to learning English, each element Positive Emotion, Engagement, Relationships, Meaning; and Accomplishment is essential to creating a more driven and productive learning environment.

1.8 The Application of the PERMA Model in Language Learning Settings

The PERMA model, developed by Seligman (2011), provides a strong framework for improving well-being in educational settings and can be successfully utilized in language

learning environments to enhance motivation, decrease anxiety; and boost performance. Positive Emotion, the initial component, is vital for establishing a pleasurable learning atmosphere where students experience less stress and greater motivation. Engaging in activities like gratitude journaling or incorporating humor into lessons can help student link language learning with Positive outcomes; as Fredrickson's (2004) broaden-and-build theory emphasizes the lasting advantages of fostering Positive emotions. Engagement; another essential component, stresses the significance of involving students in meaningful activities that pique their interest, including role-playing, storytelling, or project-based learning, which have demonstrated effectiveness in enhancing focus and performance (MacIntyre and Mercer, 2017). Relationships, the third element, highlight the importance of a nurturing classroom environment, where robust teacher-student and peer relationships promote collaboration; alleviate anxiety; and improve interpersonal communication (Mercer and MacIntyre, 2014). The Meaning component connects language learning to broader aspirations, like career goals or cultural appreciation, motivating students to perceive their efforts as meaningful and harmonious with their personal aims (Ryan and Deci, 2000). Lastly; achievement centres on assisting students in setting and meeting incremental objectives, improving their self-efficacy and engendering a sense of success; as Bandura (1997) points out the motivational impact of mastery experiences. Research, such as that by Rogers (2022), illustrates that implementing PERMA-based strategies like mindfulness exercises, cooperative learning; and goal-focused tasks not only enhances the language acquisition experience but also strengthens students' psychological resilience and overall well-being. By incorporating both emotional and academic aspects, the PERMA model revolutionizes conventional EFL classrooms into comprehensive learning environments, providing students with the skills for both language mastery and personal development. Seligman (2011) argues that the aim of education should

be to prepare students not only for academic assessments but also for the broader challenges of life, fostering overall well-being and personal development. The PERMA model provides language learners with the means to succeed academically and personally, which makes it the perfect foundation for contemporary EFL instruction.

1.9 Motivation in Positive Psychology and Education

One of the most important factors influencing student accomplishment is usually thought to be motivation. Within the field of positive psychology, motivation is perceived not merely as the impulse to reach particular academic objectives but also as a method to foster a sense of purpose, personal development; and satisfaction. As stated by Ryan and Deci (2000), motivation represents a complicated and multidimensional concept involving the initiation, direction, intensity; and persistence of actions. According to this theory, there are two primary categories of motivation in education:

- **1.9.1 Intrinsic Motivation:** Refers to engaging in an activity for its own sake, without the need for an outside reward, since it is enjoyable or interesting. For instance, when students acquire a language because they relish the journey of mastering it, they exhibit intrinsic motivation. Ryan and Deci (2000) explain that intrinsic motivation stems from the desire for competence; autonomy; and relatedness fundamental ideas in self-determination theory (SDT). “Intrinsic motivation is the doing of an activity for its inherent satisfaction instead than for some separable consequence” (Ryan and Deci, 2000, p. 56).
- **1.9.2 Extrinsic Motivation:** On the other hand, extrinsic motivation occurs when learners act in a way that will earn them praise, grades, or approval from others. Although extrinsic motivation may be beneficial for achieving short-term objectives, it

is less likely to promote long-term dedication and more profound understanding. Nonetheless, when external rewards coincide with intrinsic aims, they can bolster motivation (e. g. recognizing effort instead of just end results). “Extrinsic motivation refers to doing something for the sake of achieving some separable outcome, such as receiving a reward or avoiding punishment”. (Ryan and Deci, 2000, p. 60).

1.10 Teacher-Student Interaction in Positive Psychology

Positive Psychology highlights the significance of relationships, particularly within educational environments, where interactions between teachers and students are crucial in influencing students' emotional and academic experiences. Positive connections' effects on classroom dynamics and their ability to foster engagement and learning are examined below.

- **1.10.1 Role of Positive Relationships in Fostering Engagement and Learning**

Building strong relationships between teachers and students is crucial to encouraging participation and academic success in the classroom. As Seligman (2011) points out experiencing Positive emotion can enhance our cognitive processes by broadening our attention and thought patterns. Which improves the ability to engage profoundly with learning activities? An instructor who cultivates trust and respect within the classroom establishes a secure environment where students feel appreciated and inspired to participate. When students are learning English, they often experience worry and self-doubt. Teachers who support them and highlight their talents help them develop resilience and self-efficacy. Hattie (2009) emphasizes that the quality of the relationship between teachers and students is crucial role in influencing student learning outcomes. Showcasing how Positive interactions can convert disengaged learners into active participants. When learners view their teachers as supportive,

they are more inclined to take academic risks; accept challenges; and maintain long-term dedication to their educational objectives.

- **1.10.2 Influences on Classroom Dynamics**

Good teacher-student interactions foster an atmosphere of respect, cooperation, and emotional safety that significantly influences classroom dynamics. According to Pianta (1999), when educators build trust and demonstrate genuine care for their students, it fosters a sense of psychological safety that motivates learners to participate without fear of criticism or failure. Students are more comfortable interacting with one another and taking chances when learning a language in this encouraging environment, which enhances teamwork. Additionally, by emphasizing positive reward over punitive measures, solid relationships help manage behaviour in the classroom. Research by Hattie (2009) indicates that teachers' emotional support and Positive regard can diminish disruptive behaviours and improve overall classroom cohesion. Furthermore, higher levels of student engagement are the outcome of positive interactions between educators and learners. According to Deci and Ryan (2002), students tend to be more engaged in learning when they perceive that their teachers sincerely care about their well-being. Students' attitudes towards learning can be significantly improved by this emotional contagion, in which teachers' optimism permeates the classroom and makes it a more dynamic and productive setting for language learning. Teachers may influence the classroom environment and make it more conducive to learning and individual growth by cultivating a collaborative and inclusive environment.

1.11 Challenges in Implementing Positive Psychology in EFL

The goal of positive psychology is to enhance resilience, motivation, and well-being in educational environments, including EFL classrooms. Despite the well-established advantages

of Positive Psychology, there are several obstacles to overcome when using it in diverse linguistic and cultural contexts. These challenges can impact the effectiveness of interventions and necessitate thoughtful adjustments to address the requirements of different student groups.

- **1.11.1 Cultural Differences**

Positive Psychology interventions (PPIs) are frequently based on Western cultural frameworks, which can create challenges in diverse classrooms. The emphasis on personal achievement and well-being may not be consistent with the cultural values of students in many non-Western countries. As Jovanović et al. (2017) note, "Cultural differences significantly shape how individuals perceive and value happiness and well-being, which can influence the effectiveness of Positive Psychology practices in diverse educational settings" (p. 458). Given the Algerian context's greater emphasis on collectivism, educators may need to modify interventions to better align with local values, placing more emphasis on group collaboration and community well-being than on individual success.

In order to successfully incorporate positive psychology into EFL classes, it is essential for teachers to be knowledgeable about the principles and practices of Positive Psychology. Regrettably, many educators may not receive sufficient training. As Seligman et al. (2009) state, "Without proper training, educators may struggle to effectively integrate Positive Psychology into their teaching methods, which could lead to superficial or ineffective implementation" (p. 28). In Algeria, where programs for teacher training might not currently emphasize this area, there is an immediate need for professional development that is focused on Positive Psychology strategies.

- **1.11.2 Lack of Awareness and Skepticism**

In certain educational settings, there may be resistance or doubt concerning the advantages of Positive Psychology. Educators or students might challenge its significance in language learning or its practical use in addressing language obstacles. As Cheng and Dewaele (2018) note, "Many EFL students are often more focused on passing exams than improving their emotional well-being, which may lead them to dismiss Positive Psychology initiatives as irrelevant" (p. 213).

1.12 Opportunities for Integrating Positive Psychology in EFL

An educational environment that is more encouraging and stimulating can be produced by integrating positive psychology into EFL instruction. Teachers can enhance language learning and general academic performance by encouraging students' mental health and motivation. There are numerous chances to smoothly apply ideas from positive psychology in EFL contexts.

- **1.12.1 Diverse Classrooms with High Levels of Stress**

EFL classrooms, especially in areas like Algeria, typically exhibit diversity regarding students' backgrounds, proficiency levels; and motivational states. Positive Psychology offers a chance to focus on students' emotional well-being, particularly in situations where learners might be dealing with significant stress or lack of motivation. Kaufman and O'Reilly (2017) state that "in diverse classrooms; Positive Psychology strategies like mindfulness and resilience-building can assist students in managing stress and cultivating a constructive learning environment" (p. 164). The application of positive psychology could significantly

reduce anxiety and improve student engagement in Algeria, where students face various pressures, including those related to academic achievement and family expectations.

- **1.12.2 Enhancing Motivation and Engagement**

A crucial opportunity for incorporating Positive Psychology in the EFL classroom is to enhance motivation. As Deci and Ryan (2000) point out, "When students experience a sense of autonomy, competence; and relatedness, they are more likely to be intrinsically motivated to engage with the learning process" (p. 68). Methods such as establishing attainable goals; acknowledging strengths; and promoting a growth mindset can significantly support Algerian students, particularly Master One students who may encounter difficulties with academic motivation during their studies.

- **1.12.3 Improving Language Learning Outcomes**

Positive Psychology has the potential to improve academic and language learning outcomes by promoting self-efficacy and a Positive learning mindset. According to Vallerand (1997), "students who believe in their capabilities to succeed are more likely to persevere and excel in challenging tasks" (p. 117). In the realm of English language learning, this belief can be especially crucial; as students might find the perceived difficulty of learning a foreign language daunting Positive psychology may give learners the tools they need to approach language acquisition more confidently and prepared to face obstacles.

1.13 Positive Psychology in Language Education: A Review of Relevant

Research

Positive Psychology has attracted considerable attention across different educational settings, including language learning, because of its focus on enhancing students' strengths, well-being; and overall motivation. Research has shown that Positive Psychology interventions (PPIs) can enhance both academic outcomes and psychological well-being in language learners, promoting a more comprehensive educational experience. In language education; Positive Psychology aims to cultivate Positive emotions, resilience, motivation; and involvement in learning. As Seligman (2011) notes; Positive Psychology relates to the study of what makes life most worth living; and its application to language education offers a way to bolster learners' intrinsic motivation while mitigating the harmful emotions often linked with language acquisition, such as anxiety and lack of confidence.

One significant framework utilized in this field is the PERMA model (Seligman, 2011), which represents Positive Emotions, Engagement, Relationships, Meaning; and Accomplishment. This framework has been applied to assess students' emotional well-being and its association with academic success, especially in foreign language learning.

Empirical evidence illustrating the influence of Positive Psychology on language learning can be identified in various studies. For example, in research by MacIntyre and Gregersen (2012), the authors address how promoting Positive emotions and motivation can alleviate language anxiety and improve learning outcomes. They contend, "A learner's emotional state is a crucial factor influencing language acquisition" (p. 70). This supports the fundamental premise of Positive Psychology, where emotional well-being is closely linked to cognitive performance.

In another investigation, Dewaele and MacIntyre (2014) studied the correlation between emotional intelligence and foreign language learning, discovering that students with higher levels of emotional regulation and self-efficacy achieved better language acquisition and enhanced academic results. They state, "Learners with greater emotional intelligence are better equipped to cope with the challenges of learning a foreign language" (p. 233).

Furthermore, research conducted by Alharbi (2015) investigated how interventions designed to bolster students' psychological resilience could alleviate anxiety in language learning. Alharbi's results indicate that Positive Psychology techniques, such as gratitude exercises and mindfulness activities, significantly improved students' confidence and motivation in their English language studies.

Investigations emphasizing intrinsic motivation have also underscored the significance of creating supportive learning environments. Ryan and Deci (2000), in their Self-Determination Theory, stress that learner who feel competent, independent; and connected to others in their language-learning environment are more likely to be intrinsically motivated and engage thoroughly in the learning journey. This connection is especially pertinent within the context of Positive Psychology, which aims to foster autonomy, competence; and relatedness. Additionally, Seligman and Csikszentmihalyi (2000) contend that nurturing Positive psychological states in students not only enhances language learning but also promotes long-term personal development and flourishing. Their research implies that "when learners are encouraged to experience and reflect on Positive emotions, they are more likely to develop a deep and lasting connection to the language they are learning" (p. 22).

1.14 Gaps in Existing Studies, Particularly in Algerian EFL Contexts

Although research on Positive Psychology in language education is expanding, there remain noteworthy gaps, especially within Algerian EFL settings. Much of the existing literature centres on Western and Eastern educational frameworks, leaving the Algerian context largely unexplored.

Limited Focus on Algerian Higher Education: Most studies concerning Positive Psychology in language learning have occurred in countries with distinct educational systems, cultural backgrounds; and teaching methods. For instance, Boulahia (2022) highlights the unique challenges faced by Algerian students, such as low motivation and cultural barriers that hinder their engagement in language learning. Despite this, there is a lack of research examining how Positive Psychology principles can be specifically applied in Algerian classrooms, particularly at the university level. Boulahia notes that, “While there has been an increasing interest in Positive Psychology in language education globally, studies in the Algerian context are still in their infancy” (p. 112).

Cultural Relevance of Interventions: Positive Psychology interventions that have proven successful in other regions may not seamlessly translate to the Algerian context due to cultural differences. For example, mindfulness practices and gratitude exercises, commonly employed in Western studies, may not resonate with Algerian students, whose cultural norms and values significantly shape their emotional expressions and coping strategies. Güler (2018) emphasizes that “Positive Psychology interventions must be adapted to local cultural contexts to be effective” which is particularly pertinent in Algeria, where students may have differing perceptions of well-being and emotional expression compared to their Western peers (p. 24).

Lack of Research on University-Level Students: While numerous studies have investigated the impact of Positive Psychology in primary and secondary education, there is a conspicuous gap regarding research focused on Master-level students in Algeria, especially those in the Department of Letters and English Language. Mak (2015) points out that “higher education students face different challenges compared to younger learners and their emotional and motivational needs may vary considerably” (p. 107). Consequently, research specifically targeting Master One students at Algerian universities, which is the focus of this thesis, remains underrepresented.

Anxiety and Motivation in the Algerian EFL Context: Algerian students frequently encounter high levels of anxiety in their language learning journey, which can significantly hinder their academic performance. Tahar (2020) reports that Algerian EFL students often feel overwhelmed by the demands of mastering English, particularly within a university setting. Nevertheless, there are few studies examining the impact of Positive Psychology on reducing language learning anxiety among Algerian students. Tahar asserts that “while there is some acknowledgement of the impact of anxiety on language learning, there is insufficient exploration of psychological interventions that could alleviate these feelings in the Algerian EFL context” (p. 54).

To sum up, incorporating Positive Psychology into language education has yielded encouraging outcomes, particularly in enhancing learner motivation; alleviating anxiety; and boosting overall academic performance. Nevertheless, research in this field is still emerging, with notable gaps remaining, especially within the context of English as a Foreign Language (EFL) in Algeria. These gaps present a valuable opportunity for your thesis to offer meaningful insights by examining the specific effects of Positive Psychology on Master One

students at the University of Ain Temouchent, Belhadj Bouchaib particularly as they navigate the unique challenges of learning English.

1.15 Conclusion

This chapter has examined the effects of Positive Psychology on English language acquisition among Master One students at the University of Ain Temouchent, Belhadj Bouchaib. The study has investigated the development of Positive Psychology, highlighting its emphasis on improving well-being, motivation; and personal growth instead than merely focusing on weaknesses. Methods employed in Positive Psychology, such as the PERMA model, have been found to significantly enhance learners' emotional well-being and academic success by promoting Positive emotions, engagement, meaningful relationships; and a sense of achievement. Additionally, applying Positive Psychology techniques in English language classrooms has revealed a considerable effect on students' motivation, resilience; and overall language skills. By considering both cognitive and emotional aspects of learning; Positive Psychology has provided students and teachers with resources to overcome obstacles and foster a more enriching educational environment. This research has emphasized the promise of Positive Education in transforming language learning settings, highlighting its significance for educators aiming to maximize results and nurture flourishing learners.

Chapter Two

Research Methodology and Data Collection

2.1 Introduction

In the previous chapter, we explored the theoretical framework underpinning our research, which focuses on the impact of Positive Psychology on English language learning in contrast this chapter details the research methodology we employed in our study. It outlines the research design, describes the chosen sample; and explains the data collection methods, which include a questionnaire and classroom observations. Furthermore, we discuss the reliability, validity; and ethical considerations relevant to our research. Through this methodology, we aim to assess how Positive Psychology affects students' motivation and learning outcomes.

2.2 Aim of the Research

Positive Psychology has emerged as a transformative force in education, especially in fostering motivation, well-being; and engagement in language learning. Many English as a Foreign Language (EFL) students struggle with anxiety, low motivation; and the fear of failure; all of which can hinder their progress. This study explores how the principles of Positive Psychology, particularly the PERMA Model, can help foster a more supportive and engaging learning environment. Our main goal is to evaluate how Positive Psychology strategies can enhance student's motivation and academic performance in English language learning. We also aim to identify the challenges faced by Algerian EFL learners and investigate how Positive Psychology techniques can assist in overcoming these challenges. Focusing on Master One students at the University of Ain Temouchent, Belhadj Bouchaib, this research seeks to provide valuable insights that can inform and improve teaching practices and enhance students' experiences in the Algerian EFL context.

2.3 Research Methodology

Across different scientific fields, research is the primary tool used to expand the boundaries of knowledge. Jason and Glenwick (2016) define research as a structured, scientific study to gain new ideas, test hypotheses; and systematically investigate relationships between variables. Marczyk and Festinger (2005) define research methodology as including the whole research process from planning and conducting the study to drawing conclusions to sharing findings. It offers a systematic study of examination of a phenomenon, hence ensuring that the research remains systematic and reliable. A clear work plan must precede any study with an appropriate methodology that aligns with the goals of the study aims. From selecting research methods and instruments to data analysis and drawing of conclusions, research methodology comprises a set of intentional processes and activities.

Since this research investigates the impact of Positive Psychology on English language learning. Mixed-methods methodology is used; Fetters and Freshwater (2015) argue that combining qualitative and quantitative methods, also known as methodological triangulation or mixed-methods, provides more insightful findings than employing one method. This combination helps one to better understand students' performance in language learning; while motivation; and engagement. Master One students at the University Belhadj Bouchaib are subjected to a descriptive case study design to explore how they perceive and encounter the integration of Positive Psychology into their learning process. Seliger and Shohamy (2000) argue that "Descriptive studies can be deductive or heuristic. Although qualitative research obviously focuses on description, descriptive research as a type or category of study refers to inquiry that uses already existing data or non-experimental research with a pre-formed hypothesis" (p. 117). As it allows for a thorough examination of students' perceptions,

feelings; and learning experiences without manipulating any variables, the descriptive case study method is therefore suitable. This approach guarantees a thorough and all-around study of Positive Psychology's influence on English language learning by utilizing classroom observations for qualitative insights and student's questionnaires for quantitative data.

● 2.3.1 Research Design

Research design is the strategic framework that guides a research investigation. This framework includes both the general approach and the specific techniques employed for data collection and analysis. In essence, the research design outlines the plan that the researcher will follow to address the central research question, ensuring that the methodology is coherent and aligned with the study's objectives. This comprehensive framework not only directs the gathering of relevant data but also informs the processes of analysis and interpretation.

When developing a research design, the researcher must consider the study's purpose, the participants involved, the available resources; and the methods for data collection and analysis. In this study; a descriptive case study design is utilized to explore the impact of Positive Psychology on English language learning among Master One students at University Belhadj Bouchaib in Ain Temouchent. This approach facilitates a detailed and contextual examination of the students' experiences; attitudes; and motivation in relation to integrating Positive Psychology strategies into their learning process.

The choice of a descriptive research design is particularly fitting for this study; as it allows the researcher to systematically observe, describe; and interpret the students' perceptions without manipulating any variables. This design guarantees that the data collected accurately reflects real-life learning experiences, offering a rich and nuanced understanding of how Positive Psychology influences student engagement and language learning outcomes.

Moreover, a well-structured research design ensures the accuracy, reliability, and broader applicability of the collected data beyond the specific sample studied. The findings from this research could significantly create broader discussions about the role of Positive Psychology in English as Foreign Language (EFL) classrooms, providing insights that may help shape future educational practices. Thus, the research design is a critical element of the study, offering a clear roadmap for systematically addressing the research questions and enhancing the validity and relevance of the results.

- **2.3.2 Research variables**

Research variables are essential elements in any study; affecting and affecting the research context. As Creswell (2014) explains, variables clarify what is being measured and help define relationships within the study. This research focuses on two primary types of variables: independent and dependent variables.

- **Independent Variable (IV)**

The independent variable represents the cause or factor that impacts the study's outcome. In this context, the independent variable is the incorporation of Positive Psychology strategies into English language learning. These strategies include:

- Fostering Positive Emotions: Utilizing encouragement and cultivating joy in the learning process.
- Enhancing Student Engagement: Implementing interactive activities and motivation-boosting techniques.
- Developing Resilience: Aiding students in overcoming anxiety related to language learning.

- Strength-Based Learning: Emphasizing students' strengths and skills instead than their weaknesses.
- Applying the PERMA Model: Integrating the elements of Positive Emotions, Engagement, Relationships, Meaning; and Accomplishment in the English as a Foreign Language (EFL) classroom.

These principles of Positive Psychology are anticipated to positively impact students' motivation, engagement; and overall learning experiences.

- **Dependent Variables (DV)**

The dependent variable reflects the effect or outcome that the study measures in response to modifications in the independent variable. In this research, the dependent variables are:

- Students' Motivation: Evaluated through questionnaire responses and classroom observations.
- Students' Engagement Levels: Assessed based on participation in class activities.
- Language Learning Performance: Gauged through students' perceptions of their progress in English language skills.

The study aims to determine whether the integration of Positive Psychology principles enhanced motivation, increased classroom engagement; and improved language proficiency among learners.

- **2.3.3 Case Study**

A case study is an important research method that facilitates a thorough understanding of intricate issues; it is regarded as a key component of any research. As stated by Yin (2014); a case study is an empirical investigation designed to understand a phenomenon within its

real-life context. Therefore, it entails the analysis of individuals, events, or phenomena in a genuine setting. This scholarly research is founded on a descriptive case study at Ain Temouchent University; and it was carried out with Master One students during the second semester of the 2024/2025 academic year. The primary aim of this case is to assess the importance and effectiveness of Positive Psychology in enhancing English language learning. Additionally, it investigates students' perspectives regarding using Positive psychological principles in their learning experience.

2.4 Research Approaches

Research approaches refer to the methodologies and techniques utilized to examine a research issue, directing how data is gathered; analyzed; and interpreted. The selection of a research approach is contingent upon the nature of the investigation, research goals; and the data type needed. Generally, research approaches can be categorized into three principal types: qualitative, quantitative; and mixed methods. Since this study examines the effect of Positive Psychology on English language learning, it adopts a mixed-methods approach, integrating both quantitative and qualitative research techniques. This combination provides a comprehensive understanding of students' motivation, engagement; and learning experiences in relation to Positive Psychology strategies.

- **2.4.1 Qualitative Research**

Qualitative research is an approach that concentrates on investigating subjective experiences, beliefs; and behaviours via non-numerical data. It aims to produce descriptive and narrative insights into a specific environment or activity (Pathak, Jena; and Kalra, 2013). Instead of testing hypotheses or quantifying variables, qualitative research aims to

comprehend the "why" and "how" that underlies a phenomenon. Flick (2014) characterizes qualitative research as: "A method interested in analyzing subjective meaning or the social production of issues, events, or practices by collecting non-standardized data and analyzing texts and images instead than numbers and statistics" (p. 542). For this study, classroom observations are a qualitative method to evaluate how Positive Psychology strategies are applied in EFL classrooms. These observations assist in capturing teacher-student interactions, levels of engagement; and emotional reactions that cannot be quantified. This method guarantees a rich, detailed investigation of the learning environment and how students respond to Positive Psychology principles in real time. However, qualitative research has certain limitations. It may be affected by researcher bias; as the interpretation of data relies on subjective viewpoints. Furthermore, generalizability is restricted due to the small sample size and the emphasis on particular classroom contexts.

- **2.4.2 Quantitative Research**

Quantitative research focuses on quantifying and analyzing numerical data to uncover patterns, relationships, and statistical trends. It enables objective and structured data gathering, making it valuable for researching large populations and deriving generalizable conclusions (Bryman, 2012). Creswell (1994) describes quantitative research as: "An inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers; and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true" (p. 2). In this study; a questionnaire is used to gather quantitative data on students' motivation, engagement; and perceptions of Positive Psychology in EFL learning. The questionnaire consists of Likert-scale questions to evaluate students' levels of motivation, perceived advantages of Positive Psychology; and its influence on their

academic outcomes. The numerical data obtained from the questionnaire enables statistical analysis to reveal patterns and relationships between Positive Psychology practices and student performance. Despite its advantages, quantitative research has some limitations. It may neglect individual experiences by simplifying complex emotions and attitudes into numerical values. Additionally, self-reported data in questionnaires can be susceptible to social desirability bias, where students might provide responses they think are expected instead than their genuine feelings.

- **2.4.3 Mixed-Methods Approach**

Mixed-methods research combines both qualitative and quantitative methodologies within a single investigation to enhance the strengths and reduce the weaknesses of each approach (Fetters and Freshwater, 2015). This methodology is beneficial when a single method is insufficient to thoroughly answer the research questions. By merging quantitative survey results with qualitative observations from the classroom, this study guarantees Mixed-methods, which enhances the validity and reliability of the outcomes. The questionnaire offers measurable insights regarding students' motivation, whereas observations contribute contextual understanding of classroom dynamics and emotional involvement. Mixed-methods research improves both the depth and breadth of analysis, permitting the study to extend beyond statistics and include actual behaviours and perceptions. It allows the researcher to acquire a comprehensive viewpoint on how Positive Psychology impacts English language learning, ensuring a more detailed and well-rounded examination of the subject. Nevertheless, mixed-methods research demands more time and resources, since it entails the collection and analysis of both quantitative and qualitative information. Despite this difficulty, it continues to

be the most suitable approach for this study; as it delivers a thorough understanding of the effect of Positive Psychology in EFL classrooms.

2.5 Sampling

Sampling is a crucial statistical technique that entails selecting a specific number of observations from a larger population. This method enables researchers to efficiently examine a representative subset of the overall population, facilitating informed conclusions without the need to study every individual. By focusing on a smaller, manageable segment, sampling not only conserves time and resources but also enables a more nuanced and in depth analysis. For this study, the sample comprised Master One students enrolled in the Department of Letters and English Language at the University of Belhadj Bouchaib in Ain Temouchent: 63 students from Didactics stream and 38 students from Literature stream, this brings the total number of participants to 101 students. The selection process utilized non-probability sampling, specifically purposive sampling, which targets participants based on relevant characteristics. This approach ensures that the chosen individuals have had substantial exposure to Positive Psychology strategies during their English learning journey; aligning with the study's objectives. Conducted during the academic year 2024/2025, the study took place in authentic classroom settings. This allowed the researcher to observe the practical application of Positive Psychology techniques in English language instruction and their influence on students' motivation and learning experiences.

- **2.5.1 Students' Profile**

The study's participants included Master One students of both genders; aged between 21 and 25 years. Currently pursuing their Master's degree in English Language and Literature,

these students have completed several years of formal education in English. Their academic background offers a rich context for exploring how Positive Psychology affects language learning motivation, engagement; and overall performance. To gather quantitative data on their perceptions of Positive Psychology in the English as a Foreign Language (EFL) classroom; a questionnaire was distributed to varying specializations (Didactics and Literature) allowing for a more comprehensive perspective on how Positive Psychology techniques influence different approaches to English learning. This selection was based on their willingness to participate and their advanced experience in English language learning, ensuring that their feedback would provide reliable and insightful contributions to the research.

- **2. 5. 2 Teachers' Profile**

In addition to the student participants, the study incorporated English language teachers through classroom observations .These teachers have several years of experience in teaching English at the university level and have engaged with students across various educational settings. Their involvement is essential for assessing the practical application of Positive Psychology strategies, such as encouragement, resilience building; and motivation-enhancing techniques within classroom environments. The selection of teacher participants was primarily based on their expertise in English language teaching and their familiarity with Positive Psychology methodologies in EFL instruction. Their perspectives offer valuable insights into the impact of Positive Psychology on student engagement and learning outcomes. By combining the experiences of Master One students with those of seasoned teachers, this study provides a comprehensive view of the role of Positive Psychology in English language learning. Analyzing both students' perceptions and classroom dynamics yields context-

specific insights into the effectiveness of Positive Psychology techniques within EFL classrooms.

2.6 Data Collection Instruments

In this research, we have implemented a mixed methods approach to collect comprehensive data; allowing us to gain a well-rounded understanding of the research topic. This approach has involves utilizing multiple data sources, such as questionnaires and classroom observations, to examine the subject from various perspectives. By integrating diverse data sources , mixed method has enhanced the validity and reliability of our findings, enabling cross-verification and corroboration of information. This multifaceted approach has minimized potential biases and limitations associated with relying on a single data source, providing a stronger and more credible foundation for concluding. The combination of both quantitative and qualitative methods offers more profound insights into the role of Positive Psychology in enhancing student motivation, engagement; and language learning outcomes. Overall, employing mixed methods in this research reflects our commitment to methodological rigour and thorough exploration of the research questions.

- **2.6.1 Students' Questionnaire**

The primary data collection tool in this study is a structured questionnaire, designed to efficiently gather information from Master One students in the Department of Letters and English Language at the University of Ain Temouchent, Belhadj Bouchaib. The questionnaire plays a key role in collecting quantitative data related to students' motivation, engagement; and perceptions regarding integrating Positive Psychology strategies in EFL (English as a Foreign Language) classrooms.

The questionnaire has developed with a mix of closed-ended and open-ended questions (see Appendix A) to enhance clarity and accessibility, most questions are closed-ended, using a Likert scale to assess students' views on motivation, resilience, well-being; and engagement in language learning. This structured format allows for efficient data analysis while ensuring consistency in responses. Open-ended questions were also been included to provide students with the opportunity to express their thoughts freely. This qualitative component offers more profound insight into students' perceptions of Positive Psychology techniques within their learning environment. By balancing structured data collection with opportunities for personal expression; a more comprehensive and nuanced understanding of the impact of Positive Psychology on students' academic experiences has been achieved.

- **2.6.2 Classroom Observation**

Alongside the questionnaire, classroom observation served as an essential data collection method. This strategy enabled us to observe directly how Positive Psychology principles are implemented in EFL classrooms and their effects on student engagement, participation; and motivation. Observations were conducted over four classroom sessions, each lasting one hour. We concentrated on teacher-student interactions, student behaviour; and overall classroom dynamics, specifically assessing the following aspects:

1. The application of Positive Psychology techniques, including encouragement, resilience-building; and promoting a 'growth mindset.
2. Students' emotional responses to teaching strategies that incorporate Positive Psychology.
3. Levels of engagement, participation; and motivation during lessons.

To systematically document our observations, we utilized a structured observation checklist (see Appendix B) to categorize various key indicators related to motivation, well-

being, engagement; and resilience. Additionally, we took detailed notes to capture specific classroom interactions and student reactions. Classroom observations offered invaluable, real-world insights into how Positive Psychology affects student learning experiences, further validating the results from our questionnaire. This approach enabled us to assess the effectiveness of Positive Psychology strategies in a practical classroom setting.

2.7 Validity and Reliability

In research focusing on the influence of Positive Psychology on English language learning, ensuring both validity and reliability is essential for upholding the integrity and credibility of the study's findings. Validity relates to the degree to which the research accurately measures the concepts it intends to assess. In this context, validity confirms that the methods used effectively capture the impact of Positive psychological strategies on language acquisition. It is vital that the data collected authentically reflect students' motivation, confidence; and overall learning outcomes as influenced by these interventions.

Reliability, conversely, pertains to the consistency and stability of measurements over time. A reliable study delivers consistent results under similar conditions, thereby reinforcing the trustworthiness of its findings. If the same Positive Psychology techniques produce comparable improvements in students' engagement and performance upon repeated application, the research can be considered reliable. However, it is important to note that while reliability is necessary, it cannot alone confirm validity; a study must consistently measure what it is intended to assess. This research adopts a mixed-methods approach that includes questionnaires; and classroom observations to ensure both validity and reliability, the questionnaire collects quantitative data on students' perceptions of Positive Psychology in their language learning experiences. At the same time, classroom observations provide real-

time evidence of changes in behaviour and academic performance influenced by Positive Psychology. By utilizing multiple data collection methods, the study strengthens its validity and reliability, ultimately leading to comprehensive and credible findings that significantly create the field of English language learning.

2.8 Limitations of the study

Although this research, encountered several challenges. One of the main limitations was the time constraint; as we needed to be conducted within a limited academic schedule, which complicated the extension of classroom observations or the collection of long-term data regarding the impact of Positive Psychology on English language learning. Furthermore, the sample size was confined to Master One students at University Belhadj Bouchaib, which may limit the generalizability of the results to other EFL learners. The responses to the questionnaire may have also been influenced by social desirability bias; as some students might have given answers they thought were expected instead of their authentic experiences. In addition, only a limited number of students replied to the questionnaire, which could have influenced the representativeness of the data. Several responses were also either incomplete or inconsistent, which affected the overall accuracy of the findings. Classroom observations, while valuable, were restricted in length; and our presence may have influenced the behaviour of both students and teachers. Despite these limitations, the research still provides significant insights into the function of Positive Psychology in language learning and acts as a basis for upcoming studies and investigations.

2.9 Conclusion

This chapter plays a pivotal role in this research, detailing the methods and methodology employed to investigate the impact of Positive Psychology on English language

learning. It offers an in-depth overview of the research design, sampling techniques; and tools for data collection, particularly the questionnaire and classroom observations. A mixed-methods approach was adopted to facilitate a well-rounded understanding of the research topic, integrating quantitative data from the questionnaire with qualitative insights gained from classroom observations. Additionally, this chapter has emphasized the study's validity and reliability while acknowledging its limitations, such as time constraints, a limited sample size, and potential biases in self-reported data. Following the presentation of the research methodology and data collection process, the upcoming chapter will delve into the analysis, interpretation; and discussion of the collected data; aiming to shed light on how Positive Psychology affects students' motivation, engagement; and overall language learning experience.

Chapter Three

Data Analysis and Interpretation

3.1 Introduction

This chapter focuses on analyzing and interpreting the data gathered during the fieldwork phase of the study. It relies on two main tools: a structured questionnaire given to Master One students and a series of classroom observations carried out at the Department of Letters and English Language, University of Belhadj Bouchaib. The objective is to assess the impact of Positive Psychology strategies on students' motivation, engagement; and language learning outcomes. By thoroughly examining both quantitative and qualitative results, this chapter aims to provide clear solutions to the research questions and evaluate the validity of the proposed hypotheses. In doing so, it aids in achieving a more profound understanding of how Positive Psychology specifically -the PERMA model- can be utilized to improve the English language learning experience in the Algerian EFL context.

3. 2 Data Analysis and Interpretation

This research examines and interprets the data gathered through two primary tools: a student's questionnaire and classroom observations. The questionnaire, which includes both open-ended and closed-ended questions, was given to a total of 101 Master One students from the Department of Letters and English Language 63 from the Didactics stream and 38 from the Literature stream. Of these, 61 students responded to the questionnaire, offering valuable perspectives on their experiences and views regarding the integration of Positive Psychology in their English language learning process. In addition to the questionnaire, four classroom observations were conducted to collect qualitative data on the practical application of Positive Psychology strategies in EFL environments. These observations concentrated on student involvement, teacher-student interactions; and the existence of PERMA-related elements in classroom activities. The combination of quantitative and qualitative data presented in this

chapter enables a thorough analysis of the impact of Positive Psychology on student motivation, emotional well-being; and language learning results.

• 3.2.1 The Examination of the Students' Questionnaire

This research tool comprised sixteen questions; addressing diverse aspects related to Positive Psychology in learning the English language. A total of sixty-one (61) Master One students from the Department of Letters and English Language at the University of Ain Temouchent took part in the questionnaire. The questions were designed to collect data on students' understanding of Positive Psychology techniques, their levels of motivation, classroom experiences; and perceived obstacles in learning English. The replies offered significant insights into the impact of Positive Psychology on students' emotional engagement, confidence; and participation in English language classes.

Here are the summarized findings based on the data collected:

Question 01: How would you rate your current English proficiency?

Table 3.1 Students' Self-Assessment of English Proficiency

	Beginner	Intermediate	Advanced	Total
N (Number of Students)	0	20	41	61
% (Percentage)	0	32.8%	67.2%	100%

1. How would you rate your current English proficiency?
61 réponses

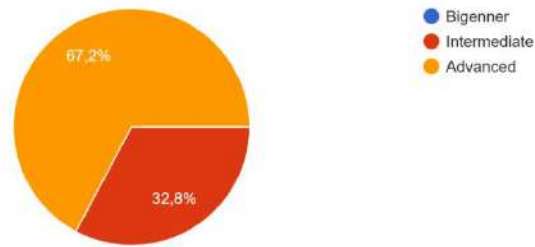


Figure 3.1 English Proficiency Levels

The findings reveal that none of the respondents considered themselves as beginners, considering their advanced stage of study, where foundational language skills are already assumed to be acquired, instead a significant 67.2% rated their proficiency as Advanced, while 32.8% identified as Intermediate. This indicates that the majority of participants possess a robust command of the English language. Students with higher proficiency are likely to feel more confident and are better equipped to engage with classroom activities that foster emotional well-being and motivation.

Question 2: Have you noticed any teaching practices in your English class that focus on promoting Positive emotions or well-being?

Yes: 61 (100%) No: 0 (0%)

2. Have you noticed any teaching practices in your English class that focus on promoting positive emotions or well-being?
61 réponses

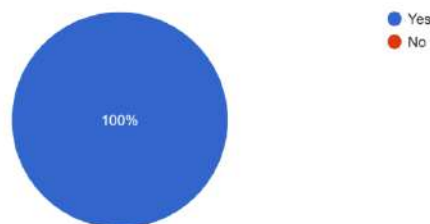


Figure 3.2 Teaching Practices That Promote Positive Emotions and Well-Being.

Follow-up (For those who answered yes):

Table 3.2 Teaching Practices that Promote Positive Emotions and Well-being

Teaching Practice	N
Used encouraging words or praised your efforts in class.	47
Incorporated activities that made you feel happy or confident (e.g., storytelling, games, group projects).	26
Helped you see mistakes as opportunities to learn instead than failures.	33
Provided mindfulness or stress-reduction exercises (e.g., breathing activities)	12
Organized tasks that highlight your strengths or achievements.	20

All 61 participants indicated that their English teachers have adopted methods focused on enhancing Positive emotions or well-being within the classroom. This unanimous feedback suggests a significant presence of Positive Psychology elements in the students' educational setting. Notably, 47 of students reported using encouraging language and emotionally engaging activities, such as games or group work, which are essential in creating a nurturing atmosphere. More than half of the participants 33 recognized that their teachers promoted a growth mindset by presenting mistakes as opportunities for learning. However; a smaller percentage of students 12 observed using mindfulness or stress-reduction exercises, implying that although emotional support is widespread, specific stress-management practices are less frequently applied. Moreover only 20 referred to activities that focus on personal strengths or accomplishments, signifying opportunities for more comprehensive integration of strength-based methods in the classroom.

Question 3: On a scale of 1 to 5, how much do you think fostering Positive emotions (e.g., happiness, confidence) affects your ability to learn English?

Scale: 1 = Not at all

5 = Very much

3. On a scale of 1 to 5, how much do you think fostering positive emotions (e.g., happiness, confidence) affects your ability to learn English?

60 réponses

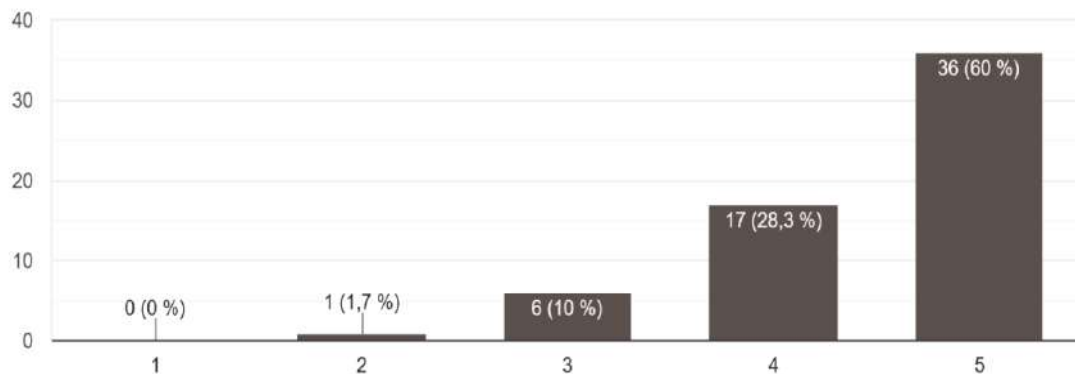


Figure 3.3 The Effect of Fostering Positive Emotions on English Learning: Student Ratings

Most students believe that fostering Positive emotions significantly impacts their ability to learn English. Specifically, 60% of respondents selected the highest rating (5); and an additional 28.3% chose 4, showing strong agreement with the idea that emotions like happiness and confidence contribute Positively to language learning. Only 1.7% selected a neutral stance (3); and none selected the lower end of the scale (1 or 2). This overwhelmingly Positive response highlights students' awareness of the emotional aspects of learning and supports the integration of Positive Psychology strategies in the classroom. The results suggest that learners value emotional well-being as a key factor in their academic performance and engagement.

Question 4: How important is Positive Psychology?

4. Positive Psychology aims not just at fixing what is wrong but also focuses on building what is right. In your opinion, how important is Positive Psychology?
61 réponses

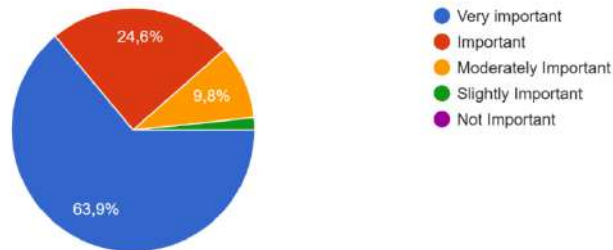


Figure 3.4 Students’ Views on the Educational Value of Positive Psychology.

Students demonstrated significant agreement regarding the importance of Positive Psychology. Among 61 responses, 63.9% considered it as very important, 24.6% marked it as important, 9.8% assessed it as moderately important; and only 1.6% indicated it was slightly important, while 0% of students felt it was not important. The majority of learners recognize that Positive Psychology emphasizes strengths, well-being; and personal growth, showing openness to learner-centred and emotionally supportive teaching in Algerian EFL classrooms.

Question 5: How often do you feel motivated to participate in your English classes?

5. How often do you feel motivated to participate in your English classes?
61 réponses

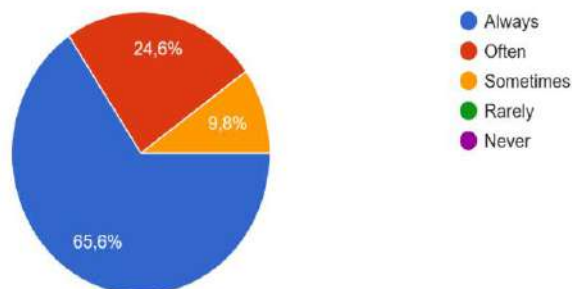


Figure 3.5 How Often Students Feel Motivated in English Learning Contexts.

The data indicate that most students, specifically 65.6% consistently feel motivated to engage in their English classes. Additionally, 24.6% of students report that they are often motivated. In contrast, only 9.8% indicated that they sometimes feel motivated; and no one chose the options of rarely or never. This particularly Positive response suggests that students are generally motivated, indicating an overall Positive atmosphere of support and engagement in the classroom. Moreover, these findings align with the principles of Positive Psychology, which emphasizes the importance of fostering intrinsic motivation; a sense of achievement; and enjoyment in the learning journey.

Question 6: How does your teacher motivate students in the classroom, for example through constructive feedback, recognizing individual progress, or creating a supportive environment?

The majority of students highlighted several effective techniques for fostering motivation, including Positive reinforcement, encouragement, goal setting; and engaging activities like games and challenges. Many also pointed out the significant role of teacher behaviour in shaping their motivation, noting that supportive and inclusive environments helped them feel more confident to participate. While a few students acknowledged that their motivation could vary depending on the teacher, the overall consensus underscores the effectiveness of motivational strategies grounded in Positive Psychology. Notably, these strategies align with the elements of - the PERMA model - Positive emotion, engagement; and accomplishment demonstrating that when teachers embrace emotionally intelligent, student-centred approaches, learners are more likely to experience heightened motivation and greater involvement in the classroom.

Question 7: How do activities such as group work or creative tasks impact your interest in learning English?

The answers suggest that group activities and creative tasks have a primarily Positive impact on students' interest in learning English. Numerous students highlighted that these tasks make lessons more captivating, participatory; and enjoyable, while also assisting them in gaining confidence, enhancing communication skills; and applying the language in real-life situations. Highlighting the advantages of teamwork, where students gain knowledge by exchanging ideas, engaging in discussions; and providing each other with support, the elements that closely align with the Engagement and Relationships aspects of the PERMA model. Furthermore, creative assignments such as storytelling, role-playing, or project design were valued for their capacity to spark imagination and creativity, boost self-expression; and make learning more memorable. However some students have noted that the effectiveness may varies depending on whether they are group members or individual participants, the overall consensus is that the inclusion of interactive and creative elements in EFL teaching strongly motivates students to be engaged and also generates interest. These observations emphasize the significance of employing student-centred and collaborative learning strategies in classrooms influenced by Positive Psychology.

Question 8: Which of the following aspects of your English classes do you find most impactful in enhancing your learning experience?

Table 3.3: Most Valued Aspects of the English Learning Experience

PERMA Element	Aspect	Number of Responses
Positive Emotions	Encouragement, joy	51
	Interesting activities	37
Engagement	Support from peers and teachers	31

Relationships		
	Understanding why learning English is important	34
Meaning		
	Achieving personal learning goals	12
Accomplishment		

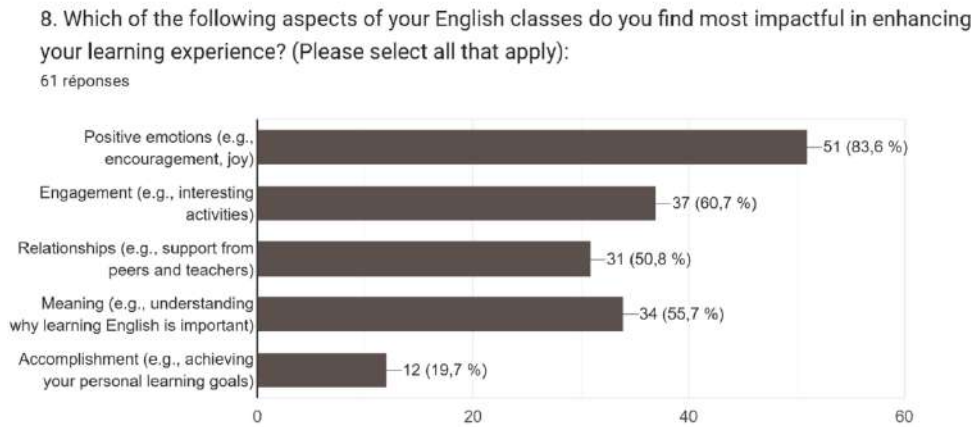


Figure 3.6: Student’s Prioritization of Learning Enhances in EFL Classes.

The findings provide valuable insights into which elements of English classes students perceive as most beneficial for their learning, closely aligning with the principles of the PERMA model in Positive Psychology. A notable 51 of respondents highlighted Positive Emotions such as encouragement and joy as the key factor, underlining the vital role of emotional well-being in language acquisition. Following this, 37 of students emphasized the importance of Engagement, while 34 pointed out the significance of Meaning, revealing their appreciation for stimulating activities and a clear understanding of the purpose behind learning English. Additionally, Relationships, including support from peers and teachers, were acknowledged by 31 of participants, reinforcing the necessity of a collaborative and supportive classroom atmosphere. Interestingly; Accomplishment; a fundamental aspect of the PERMA model, garnered the least attention 12, suggesting that while achieving goals is

important, it may not resonate as strongly or be as immediately recognized as emotional and social experiences in the context of English as a Foreign Language (EFL). These findings emphasize that cultivating Positive emotions and engagement should be at the forefront of English language instruction; as they play a crucial role in enhancing students' motivation, interest; and overall learning experience.

Question 9: How important are good relationships with your classmates and teacher for your language learning experience?

Table 3.4: Student's Perceptions of the Importance of Relationships in Language Learning

Response Options	Number of Students	Percentage (%)
Very important	46	75.4%
Somewhat important	14	23%
Not very important	1	1.6%
Not at all important	0	0%

9. How important are good relationships with your classmates and teacher for your language learning experience
61 réponses

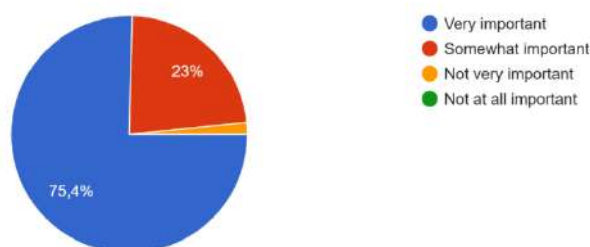


Figure 3.7: How Students Value Relationships in the English Learning Environment.

The responses highlight the vital role of Positive relationships in the language learning process. An impressive 75.4% of students emphasized that strong connections with classmates and teachers are very important to them, while 23% considered these relationships somewhat important. Only one student (1.6%) felt that they were not particularly important. These results closely align with the "Relationships" pillar of the PERMA model, which underscores the significant impact of social support and meaningful connections on overall well-being and engagement. In the context of English as Foreign Language (EFL) learning, such relationships play a crucial role in fostering a safe, collaborative; and motivating classroom environment. This supportive atmosphere enables students to participate, express themselves freely; and take risks in their language use. The minimal responses reflecting lower levels of importance indicate a strong consensus among students regarding the value of interpersonal dynamics in enriching their educational experience.

Question 10: How would you describe your level of engagement in English class activities?

Table 3.5: Student's Self-Assessment of Engagement in English Class Activities.

Engagement Level	Number of Students	Percentage (%)
Always engaged and focused	46	75.4%
Often engaged, but occasionally distracted	13	21.3%
Sometimes engaged, but often lose focus	2	3.3%
Rarely engaged or interested	0	0%

10. How would you describe your level of engagement in English class activities?
61 réponses

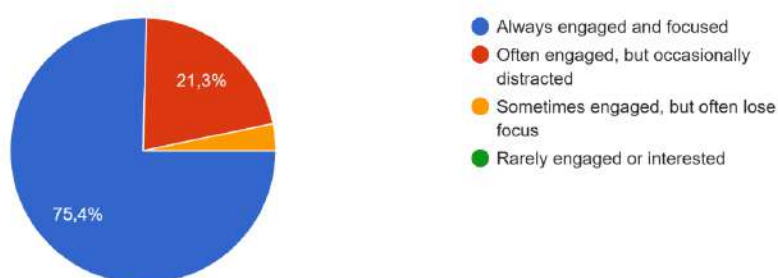


Figure 3.8: Student's Engagement Rates in English Language Learning.

The findings from Question 10 reveal a remarkable level of student engagement during English class activities. Approximately 75.4% of students indicated that they are consistently engaged and focused, while 21.3% reported being often engaged; albeit occasionally distracted. Only a small fraction (3.3%) admitted to sometimes losing focus and notably, none claimed to be rarely engaged. These results indicate a Positive classroom environment in which students are predominantly attentive and actively involved in their learning; aligning well with the Engagement component of the PERMA model. This high level of focus can be linked to the integration of interactive, meaningful; and emotionally resonant activities that captivate student interest. Additionally, the effectiveness of the employed teaching strategies in capturing attention and sustaining motivation is evident, both of which are essential for successful language acquisition.

Question 11: What are the main challenges you face when learning English?

Table 3.6: Main Challenges Faced by Students in Learning English.

Challenge	Number of Students
Anxiety	35

Lack of motivation	32
Fear of failure	29
Other (individual notes)	5

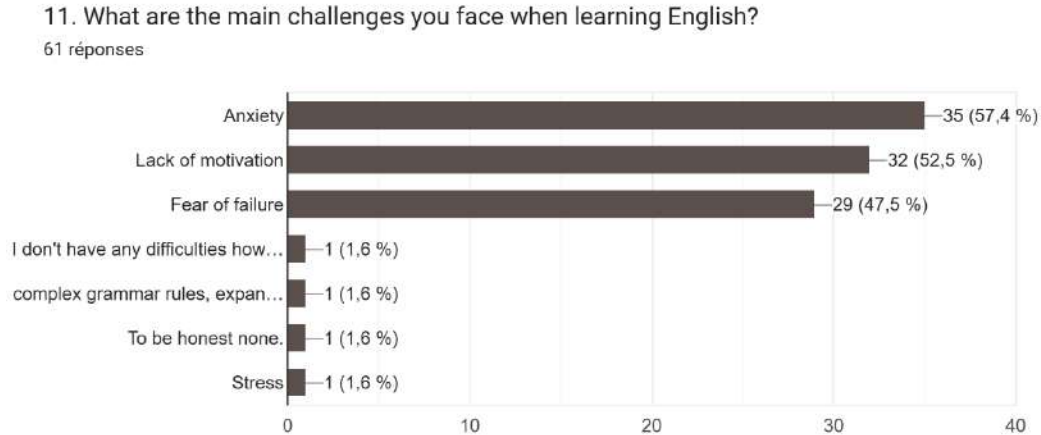


Figure 3.9: Key Obstacles to English Language Learning in the EFL Classroom

The responses offer valuable insights into the emotional and cognitive challenges faced by Master One students in their English language learning journey. The most commonly identified issue was anxiety, reported by 35 of participants, followed closely by a lack of motivation 32 and a fear of failure 29 these results underscore the emotional aspects of language acquisition, which are integral to Positive Psychology and particularly relevant to the resilience and well-being dimensions of the PERMA model. Emotional barriers such as stress, fear; and low self-confidence can significantly dampen students' enthusiasm and willingness to engage in language practice. Additionally, many students expressed distinct challenges, ranging from the complexities of grammar and vocabulary expansion to stress connected to personal circumstances like lengthy commutes. It is also noteworthy that some students reported having no challenges at all, illustrating the varied experiences and learning contexts

present within the group. By employing Positive Psychology strategies such as mindfulness, encouragement; and strength-based feedback we could effectively address these psychological barriers, thereby empowering students to overcome their difficulties and flourish in their language learning endeavours.

Question 12: How effective do you find activities like role-playing, storytelling, or mindfulness in reducing anxiety or stress during English lessons?

Table 3.7: Student’s Perceptions of the Effectiveness of Activities in Reducing Anxiety or Stress

Effectiveness Level	Number of Students	Percentage (%)
Very effective	37	60.7%
Effective	18	29.5%
Neutral	5	8.2%
Ineffective	1	1.6%
Very ineffective	0	0%

12. How effective do you find activities like role-playing, storytelling, or mindfulness in reducing anxiety or stress during English lessons?

61 réponses

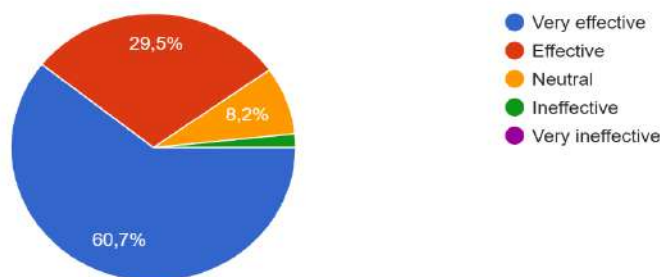


Figure 3.10: Student’s Evaluation of Role-Playing, Storytelling; and Mindfulness in Managing Stress

The results clearly illustrate the significant benefits of interactive and reflective activities such as role-playing, storytelling; and mindfulness in alleviating anxiety and stress during English lessons. A substantial majority of students found these methods to be either very effective (60.7%) or effective (29.5%), with only a minimal 1.6% reporting them as ineffective. This data underscores the vital role that Positive Psychology-based practices play in fostering a safe and supportive classroom environment, particularly for those grappling with language-related anxiety; an issue previously highlighted. These approaches not only enhance emotional well-being but also promote active participation, risk-taking, and self-expression, all of which are essential for effective second language acquisition. The high percentage of Positive feedback indicate that integrating such activities into regular classroom practices can significantly boost student comfort, confidence; and engagement, ultimately aiding both their emotional growth and academic success in EFL settings.

Question 13: To what extent do you believe Positive Psychology techniques (e.g., gratitude, focusing on strengths, mindfulness) have been applied in your English classes?

Table 3.8: Student’s Perceptions of the Application of Positive Psychology Techniques in English Classes

Extent of Application	Number of Students	Percentage (%)
To a great extent	36	59.0%
To a moderate extent	15	24.6%
To a small extent	9	14.8%
Not at all	1	1.6%

13. To what extent do you believe Positive Psychology techniques (e.g., gratitude, focusing on strengths, mindfulness) have been applied in your English classes?

61 réponses

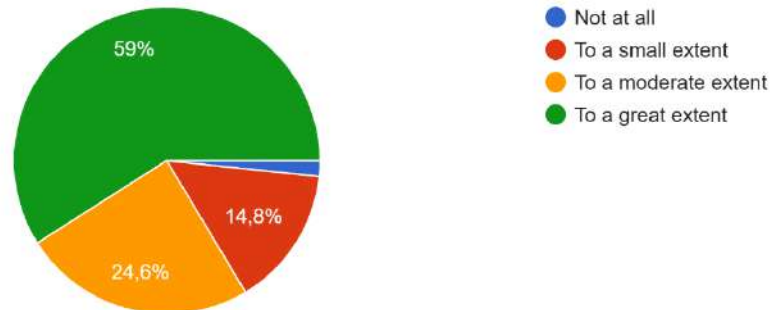


Figure 3.11: Student's Views on using Gratitude, Strengths; and Mindfulness in Class.

The feedback reveals that students recognize using Positive Psychology techniques—such as gratitude exercises; an emphasis on personal strengths; and mindfulness—within their English language classes. Specifically, 59% of students believe these strategies are employed to a great extent, while 24.6% feel they are used to a moderate degree. Conversely, only a small fraction of students (14.8%) felt these approaches were utilized to a lesser extent; and merely one student (1.6%) reported no exposure at all. These findings suggest a meaningful integration of Positive Psychology into the classroom experience, enhancing emotional well-being and fostering greater student engagement. The prevalence of these techniques aligns well with the goals of Positive Education, particularly within the PERMA framework; as they nurture Positive emotions, resilience; and a strengths-based approach to learning. The fact that most students acknowledge these practices not only confirms their integration into teaching methodologies but also highlights their effectiveness in alleviating anxiety, boosting motivation; and fostering a supportive classroom environment that promotes language acquisition.

Question 14: Do you think these Positive Psychology practices can help you overcome language learning challenges? Why or why not?

The answers to Question 14 clearly indicate that most students have a strong belief in the power of Positive Psychology practices such as gratitude, emphasizing strengths, mindfulness; and cultivating a growth mindset in helping them navigate challenges while learning English. Students described these practices as effective confidence boosters that alleviate anxiety, enhance motivation; and promote resilience; all of which create a more Positive and productive learning environment. Many students highlighted the importance of emotional support and encouragement from their teachers, stressing that an emphasis on progress and effort, instead than solely on outcomes, helps to create a mentally safe space where they feel empowered to take risks and remain engaged. Some even shared personal anecdotes, indicating that acknowledgement and Positive reinforcement motivate them to invest more effort. Interestingly, even those who reported minimal challenges recognized the significance of Positive Psychology in supporting their peers. These insights confirm that such approaches not only facilitate academic achievement but also play a crucial role in fostering an emotionally supportive atmosphere which is essential for long-term learning and personal development.

- **3.2.2 Classroom Observation of Positive Psychology**

The classroom observation took place over four sessions with two different groups of Master One students in the Department of Letters and English Language. The purpose was to determine how Positive Psychology, particularly through the PERMA model, manifested in actual classroom practices and to verify or complement the students' questionnaire answers. The gathered data indicated that teachers applied various techniques related to Positive

Psychology, even if this was not done intentionally. Most notably, teachers consistently worked to promote Positive emotions by incorporating humour, sharing jokes; and establishing a welcoming environment where students felt emotionally secure. This aligns with the PERMA principle of “Positive Emotions,” which was evident as students frequently responded with laughter and appeared more at ease and open to participating. However, methods such as stress-reduction exercises, gratitude reflections, or structured resilience-building activities were absent. In terms of “Engagement,” students actively participated in collaborative activities such as group discussions and peer debates, indicating that classroom tasks were engaging and encouraged sustained focus. Teachers often emphasized interaction and fluency over strict grammatical accuracy, which fostered an environment conducive to risk-taking and creativity. Moreover, the teacher-student relationship seemed robust; students felt at ease asking questions; and teachers answered supportively, fulfilling the “Relationships” pillar of the PERMA model. Despite these strengths, the observation revealed some deficiencies in applying the remaining PERMA elements. For example, little evidence was found of the “Meaning” component being purposefully fostered. Learning activities were seldom connected to students’ long-term goals, personal interests, or real-world applications, which could impede more profound motivation. The “Achievement” element was also minimally addressed; as no organized goal-setting or clear recognition of individual progress was noted during the observed sessions. Teachers offered general praise for participation but did not acknowledge specific accomplishments or provide personalized feedback to assist students in tracking their progress.

Furthermore, while students were engaged and collaborative during activities, signs of extrinsic motivation were more pronounced; they often seemed motivated by academic requirements instead than a genuine interest in English. This reflects broader cultural factors

within the Algerian university environment, where performance is closely linked to grades and future employment opportunities. Overall, the classroom observation confirmed that while certain aspects of Positive Psychology especially emotional support, engagement; and relational bonding are inherently present in Algerian EFL classrooms, other crucial components such as promoting meaning; achievement; and intrinsic motivation require more intentional pedagogical planning and teacher training to be fully realized.

3.3 Discussion and Interpretation of the Findings

The objective of this study was to explore the impact of Positive Psychology, specifically - the PERMA model - on English language acquisition among Master One students at the University of Ain Temouchent, Belhadj Bouchaib. The discussion of findings combines both quantitative data collected from the student's questionnaire and qualitative insights obtained from classroom observations. This triangulated method enables a more detailed interpretation that directly addresses the research questions and hypotheses of the study. Concerning the first research question: How does the implementation of Positive Psychology influence both the motivation and language learning performance of Master One students? The results clearly illustrate a Positive link between the application of Positive Psychology strategies and student motivation. The responses from the questionnaire indicated that students were keenly aware of their teacher's attempts to foster a Positive learning space through praise, encouragement; and constructive feedback. Over 75% of students recognized the existence of activities that encourage Positive emotions and well-being. These findings were reflected in classroom observations, where the teacher utilized humor, light feedback; and inclusive discussions to create a supportive environment. This aligns with the PERMA component of Positive Emotions, which Seligman (2011) regards as essential for enhancing

attention, engagement; and memory. The aspect of Engagement was also strongly present in both instruments. Students were noted to be actively involved in group discussions, debates; and collaborative tasks. Such activities not only sparked focus but also fostered a sense of involvement, illustrating the significance of “flow” and task immersion, as discussed in the literature review. The questionnaire replies corroborated this, with many students stating that they felt more engaged when lessons were interactive and centred on students. However, while engagement was evident, it was frequently driven by external factors like grades or exam requirements, reinforcing the notion that intrinsic motivation still requires more intentional development in the Algerian context. The Relationships dimension of PERMA was distinctly observable. Students indicated strong rapport with their teachers; and observations validated that the classroom atmosphere encouraged peer support, emotional safety; and open dialogue. This directly affirms the second research hypothesis, which proposed that students' perceptions of Positive Psychology would positively affect their engagement. Indeed, the presence of Positive relationships appeared to enhance participation and lessen anxiety in the classroom. On the other hand, the elements of Meaning and Achievement were noticeably lacking in both the questionnaire results and classroom observations. A limited number of students that reported classroom tasks that were connected to their personal ambitions or future careers. Additionally, there was scant evidence of explicit goal-setting or acknowledgement of academic progress. While teachers frequently commended participation, structured feedback for individual improvement or long-term growth was seldom observed. This suggests that although teachers may naturally employ some Positive Psychology strategies, deliberate training is essential for a more comprehensive implementation of the PERMA model, particularly in aspects that extend beyond superficial emotional engagement. These results also reflect the difficulties mentioned in Chapter One, including cultural disparities, gaps in

teacher training; and the lack of awareness regarding Positive Psychology in Algerian higher education. While teachers exhibited natural empathy and practices that enhance motivation, the more profound psychological concepts (such as growth mindset; autonomy; and goal-directed behaviour) were often absent. This aligns with Seligman's assertion that Positive Psychology should be taught and implemented systematic manner, instead than merely informally. In summary, the incorporation of Positive Psychology in the Algerian EFL classroom seems optimistic yet incomplete. The prevailing classroom environment fosters emotional safety, social engagement; and enthusiasm, but lacks established strategies for promoting meaning, goal-setting; and personal development. The study's results affirm both research hypotheses. However, they additionally underscore the necessity for further teacher training and curriculum reform to ensure that the complete advantages of Positive Psychology are achieved in this setting.

3.4 Recommendations and Suggestions

In light of the findings and interpretations of this study, the following recommendations are suggested to enhance the incorporation of Positive Psychology principles in English language classrooms within Algerian higher education, particularly for Master One students.

1. **Train Teachers in Positive Psychology Principles and the PERMA Model:** Educators ought to undergo systematic training on the fundamental aspects of Positive Psychology, particularly focusing on the PERMA model, to guarantee a uniform and practical implementation in educational contexts Workshops and professional development initiatives should present applicable strategies, such as strength-based teaching, constructive feedback; and resilience-building methods that can boost both student motivation and emotional health.

2. Integrate PERMA Elements into Curriculum Design: Curriculum designers are advised to weave the five aspects of PERMA into lesson planning and classroom activities. In addition to academic content, English language lessons should enhance student well-being by promoting emotional expression, tasks that foster relationship-building, purposeful communication; and chances for achievement and introspection.

3. Encourage Reflective Learning Practices: Students need to be provided with opportunities to reflect on their learning journeys, whether through brief journaling, peer feedback, or class discussions. These methods enable learners to acknowledge their progress, navigate their challenges; and become more cognizant of their strengths; thus bolstering motivation and personal growth.

4. Enhance Classroom Interaction to Build Supportive Relationships: Instructors should continue to nurture strong teacher-student and peer relationships by cultivating a classroom environment grounded in trust, openness, and mutual respect. Collaborative activities, inclusive language; and acknowledgement of individual contributions can assist students in feeling more connected and appreciated.

5. Incorporate Real-Life and Culturally Relevant topics to augment the "Meaning" aspect of learning. Instructional materials should encompass real-world issues and culturally pertinent content that resonates with Algerian students. Linking language acquisition to local challenges, career trajectories, or global trends can aid students in grasping the broader significance of English in their personal and professional spheres.

6. Promote a Balance between Academic Goals and Emotional Support; while achieving academic success remains crucial, educators are encouraged to balance language learning objectives with strategies that offer emotional support. An educational environment that

emphasizes both performance and well-being is more likely to inspire students and alleviate the anxiety linked to language learning

3.5 Conclusion

The third chapter of this dissertation focused on analyzing data obtained from two research instruments which included a structured questionnaire for Master One students and classroom observations of their regular English sessions. The research methods were selected to study how Algerian EFL classrooms implement Positive Psychology through the PERMA model. The research used mixed-methods to evaluate Positive Psychology's effects on student motivation and engagement and learning experience. The study results showed that Positive Emotions and Engagement and Relationships received more recognition than Meaning and Achievement. The chapter ended with a reflective analysis of these findings to confirm Positive Psychology's value in language education and to determine which aspects need improvement. The final section presented practical suggestions to enhance Positive Psychology strategy implementation in EFL classrooms while establishing directions for additional research about higher education in Algeria.

General Conclusion

This dissertation explored the impact of Positive Psychology on enhancing English language learning among Master One students at the University of Ain Temouchent, Belhadj Bouchaib. The research aimed to investigate how Positive Psychology by emphasizing well-being, motivation, and resilience, can enhance student engagement and academic performance in Algerian EFL settings. The first chapter established the theoretical groundwork by outlining the evolution of Positive Psychology and emphasizing essential concepts such as the PERMA model. Each element Positive Emotions, Engagement, Relationships, Meaning; and Accomplishment was examined in relation to its possible influence on language acquisition. The chapter also confronted challenges in applying Positive Psychology, including cultural variations and insufficient teacher training, while pinpointing opportunities for its application in educational settings. Chapter two outlined the research methodology, employing a mixed-methods strategy that combined quantitative data (from questionnaires) and qualitative data (from classroom observations). A total of 101 students took part; and data were gathered regarding their experiences with Positive Psychology techniques, which included encouragement, strength-based activities; and engagement in the classroom.

The combination of both methods facilitated a more comprehensive and trustworthy analysis. Chapter three shared the findings, which indicated that incorporating Positive Psychology into the EFL classroom yielded Positive effects. Students indicated higher motivation, emotional investment; and a more profound sense of purpose in their studies. Observations in the classroom supported these results, demonstrating that educators who utilized Positive Psychology strategies promoted more inclusive and effective learning atmospheres.

General Conclusion.

In conclusion, this research validated the original hypothesis: Positive Psychology enhances student's motivation, language performance; and overall educational experiences. It also uncovered that students possess favourable attitudes towards its application within the classroom. While limitations such as time restrictions and sample size were acknowledged, the study offers important insights for educators and policymakers. It recommends the incorporation of Positive Psychology into teacher preparation and classroom implementation to create emotionally supportive and academically thriving learning environments. This work adds to the expanding field of Positive Education and addresses a research gap concerning Algerian EFL learners. Future research can build up on this groundwork to investigate long-term effects, diverse educational stages; and broader regional comparisons.

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Appendix

Appendix A

- Student's questionnaire

The Impact of Positive Psychology on English Language Learning

Dear participant, this questionnaire aims to gather insights about how Positive Psychology strategies impact your motivation and performance in English language learning; Case Study of Master One Students at the Department of Letters and English Language, University Belhadj Bouchaib; Ain Temouchent. Your responses will remain anonymous and used only for research purposes.

1. How would you rate your current English proficiency?

Beginner

Intermediate

Advanced

2. Have you noticed any teaching practices in your English class that focus on promoting Positive emotions or well-being?

Yes

No

If yes has your teacher

Used encouraging words or praised your efforts in class?

Incorporated activities that made you feel happy or confident (e.g., storytelling, games, or group projects)?

Helped you see mistakes as opportunities to learn instead than to fail?

Provided mindfulness or stress-reduction exercises, like breathing activities?

Organized tasks that highlight your strengths or achievements?

3. On a scale of 1 to 5, how much do you think fostering Positive emotions (e.g., happiness, confidence) affects your ability to learn English?

1_Not at all

5_very much

4. Positive Psychology aims not just at fixing what is wrong but also focuses on building what is right. In your opinion, how important is Positive Psychology?

Very important

Important

Moderately Important

Slightly Important

Not important

5. How often do you feel motivated to participate in your English classes?

Always

Often

Sometimes

Rarely

Never

6. How does your teacher motivate students in the classroom, for example through constructive feedback, recognizing individual progress, or creating a supportive environment?

Appendix

7. How do activities such as group work or creative tasks impact your interest in learning English?

8. Which of the following aspects of your English classes do you find most impactful in enhancing your learning experience? (Please select all that apply):

Positive emotions (e.g., encouragement, joy)

Engagement (e.g., interesting activities)

Relationships (e.g., support from peers and teachers)

Meaning (e.g., understanding why learning English is important)

Accomplishment (e.g.; achieving your personal learning goals)

9. How important are good relationships with your classmates and teacher for your language learning experience?

Very important

Somewhat important

Not very important

Not at all important

10. How would you describe your level of engagement in English class activities?

Always engaged and focused

Often engaged, but occasionally distracted

Sometimes engaged, but often lose focus

Rarely engaged or interested

11. What are the main challenges you face when learning English?

Anxiety

Lack of motivation

Fear of failure

12. How effective do you find activities like role-playing, storytelling, or mindfulness in reducing anxiety or stress during English lessons?

Very effective

Effective

Neutral

Ineffective

Very ineffective

13. To what extent do you believe Positive Psychology techniques (e.g., gratitude, focusing on strengths, mindfulness) have been applied in your English classes?

Not at all

To a small extent

To a moderate extent

To a great extent

14. Do you think these Positive Psychology practices can help you overcome language learning challenges?

Why or why not?

Appendix

Appendix B

- CLASSROOM OBSERVATION CHECKLIST

Teacher: _____
 Date: _____
 Observer: _____
 Time: _____
 Class _____ Observed: _____
 Department: _____

SECTION 1: POSITIVE PSYCHOLOGY STRATEGIES IN TEACHING

Criteria	Observed(✓/✗)	Comments
The teacher applies Positive Psychology techniques (e.g., gratitude, growth mindset, resilience-building).		
The teacher reinforces students' strengths and provides constructive feedback.		
Mistakes are framed as learning opportunities instead than failures.		
Students are encouraged to develop self-efficacy and motivation through goal setting.		

SECTION 2: APPLICATION OF THE PERMA MODEL

PERMA Elements	Criteria	Observed (✓/✗)	Comments
Positive Emotions	The teacher fosters joy, enthusiasm; and confidence in learning.		
	Reduces student anxiety through stress-management techniques.		
Engagement	Lessons include interactive and meaningful activities (role-playing, problem-solving, group projects)		

Appendix

	Students demonstrate high levels of focus and interest in activities.		
Relationships	The teacher builds strong student-teacher rapport and promotes peer collaboration.		
	Supportive classroom culture where students feel valued and heard.		
Meaning	Learning activities are linked to real-life applications, personal goals, or career aspirations.		
	Students understand why learning English is valuable beyond exams.		
Achievement	The teacher sets clear; attainable goals and celebrates progress.		
	Students display self-motivation and resilience in overcoming challenges		

SECTION 3: STUDENT ENGAGEMENT & MOTIVATION

Criteria	Observed (✓/✗)	Comments
Students actively participate in discussions; ask questions; and collaborate.		
Students show signs of intrinsic motivation (learning for enjoyment, not just grades).		
Classroom activities encourage critical thinking and creativity		

Summary

Integrating Positive Psychology into English language teaching enhances its effectiveness; as recent research indicates that psychological factors such as motivation and Positive emotions play a crucial role in language acquisition. This dissertation specifically examined Master One students at Belhadj Bouchaib University in Ain Temouchent, employing questionnaires and classroom observations to evaluate the influence of Positive Psychology on student outcomes. The findings demonstrated that implementing strategies such as the PERMA model significantly improves student motivation, well-being; and academic performance. This study underscores the importance of fostering emotionally supportive learning environments and advocates for educators to adopt these techniques in their English language instruction.

Résumé

L'intégration de la psychologie Positive dans l'enseignement de la langue anglaise améliore son efficacité, car des recherches récentes indiquent que des facteurs psychologiques tels que la motivation et les émotions Positives jouent un rôle crucial dans l'acquisition linguistique. Ce mémoire a examiné spécifiquement les étudiants de première année de Master à l'Université Belhadj Bouchaib à Ain Temouchent, en utilisant des questionnaires et des observations en classe pour évaluer l'influence de la psychologie Positive sur les résultats des étudiants. Les résultats ont montré que la mise en œuvre de stratégies telles que le modèle PERMA améliore de manière significative la motivation, le bien-être et la performance académique des étudiants. Cette étude souligne l'importance de favoriser des environnements d'apprentissage émotionnellement soutenant et plaide pour que les enseignants adoptent ces techniques dans leur enseignement de l'anglais.

إن دمج علم النفس الإيجابي في تدريس اللغة الإنجليزية يعزز من فعاليته، حيث تشير الأبحاث الحديثة إلى أن العوامل النفسية مثل الدافعية والمشاعر الإيجابية تلعب دورًا حاسمًا في اكتساب اللغة. وقد تناولت هذه الرسالة طلاب السنة الأولى ماستر بجامعة بلحاج بوشعيب في عين تموشنت، مستخدمة الاستبيانات والملاحظات الصفية لتقييم تأثير علم النفس الإيجابي على نتائج الطلاب. وأظهرت النتائج أن تطبيق استراتيجيات مثل نموذج PERMA يحسن بشكل ملحوظ من دافعية الطلاب ورفاههم وأدائهم الأكاديمي. وتبرز هذه الدراسة أهمية خلق بيئات تعليمية داعمة عاطفيًا، وتدعو المعلمين إلى تبني هذه الأساليب في تدريس اللغة الإنجليزية.