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Using Positive Psychology-based tasks in the secondary English
as a foreign language (EFL) classroom:

The potential of mindfulness-based activities

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USING POSITIVE PSYCHOLOGY-BASED TASKS IN THE SECONDARY ENGLISH AS
A FOREIGN LANGUAGE (EFL) CLASSROOM:

THE POTENTIAL OF MINDFULNESS-BASED ACTIVITIES

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ABSTRACT

Positive Psychology is a relatively new field in psychology, and it already has an impact on education: more and more international associations form and work toward promoting Positive Education, which aims at shifting the focus from what can go wrong and how it can be corrected in education towards what is working and how it can be fostered. This way, ultimately, education might be a way of maintaining students' well-being and providing them with strategies to do so throughout life.

The purpose of this dissertation is to explore how Hungarian secondary school students and Hungarian English as a foreign language teachers view classroom activities that were designed to be used in English classes and enhance students' well-being. In addition, this research also aims at scrutinizing what teachers think about the integration of Positive Psychology into teacher training.

Exploring the topic from an emic perspective, this dissertation brings together findings from two studies. Study 1 focuses on one setting, a secondary EFL classroom, where ten Positive Psychology-based tasks were introduced. Data gathered in this context consists of the reflective notes of the teacher-researcher and post-hoc written feedback by her students as well as individual interviews with them. Study 2 shifts the focus of attention to other EFL teachers. In this part of the research, participating teachers with working at primary, secondary, and tertiary levels of education were asked to try the same set of tasks used in Study 1 and document their experiences via post-hoc written feedback and individual interviews. Data underwent thematic content analysis, and hypotheses were generated regarding the research topic, using mindfulness-based activities in the English as a foreign language classroom.

The key findings underline students' willingness to take part in activities enhancing their well-being and their need for such activities to be integrated into other school subjects, as well. From the teachers' point of view, the main discovery of the research is teachers' openness to including Positive Psychology-based activities; in addition, there seems to be a ripple effect of a teacher integrating Positive Psychology into their classes in the wider school community. However, as the methodological challenges that arose during the classes indicate – and teachers also confirmed in their interviews – that there also seems to be a need for the integration of Positive Psychology into teacher training as well and for professional help that is accessible to in-service teachers who face difficulties in maintaining their students' well-being.

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LIST OF ABBREVIATIONS

CPD	Continuing Professional Development
E4MC	empathy, emotions, emotional intelligence, engagement, motivation, character strengths
EFL	English as a Foreign language
EMPATHICS	emotion/empathy, meaning/motivation, perseverance, agency/autonomy, time, hardiness/habits of mind, intelligences, character strengths and self-factors
ELT	English Language Teaching
FLCA	Foreign Language Classroom Anxiety
FLCA	Foreign Language Classroom Anxiety Scale
FEOR	*Foglalkozások Egységes Osztályozási Rendszere* [*Hungarian Standard Classification of Occupations*]
HT	Humanistic Teaching
HLT	Humanistic Language Teaching
HP	Humanistic Psychology
ICT	Information and Communication Technology
IPEN	International Positive Education Network
IPPA	International Positive Psychology Association
NAT	Nemzeti alaptanterv [National Core Curriculum]
LOTE	languages other than English
PosPsy	Positive Psychology
PE	Positive Education
PERMA	positive emotion, engagement, relationships, meaning, accomplishments
PLE	Positive Language Education
PPNP	Pozitív Pedagógia és Nevelés Program (Positive Pedagogy and Education Programme)
RQ	research question
TD	task description
TBLT	Task-based Language Teaching
UN	United Nations
VIA	Values in Action

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1. INTRODUCTION

1.1.   The Research Setting and Challenge

As the title of the dissertation suggests, the focus is on understanding a possible way of applying Positive Psychology in the English as a Foreign Language classroom. To fully appreciate the aims of this research and how it is built up, its context is of paramount importance: the research was carried out in different educational settings in Hungary, started during the COVID-19 pandemic in 2019, and finished in the early 2020s. In the following, the importance of these aspects will be briefly explained. Then, the general nature of the research will be described, and finally, the organization of the dissertation explained.

One cannot start dealing with such a topic without first establishing what the aim of education and that of language education in the 21st century is. According to Dewey (1997), the purpose of education is the facilitation of natural growth of a person, which is similar to what one of the predecessors of Positive Psychology, Rogers (1987) stated: the aim of education should be one's self-actualization.

From the late 1990s, even economists started to realize how important the self-actualization, continuous growth and well-being of a person is for becoming reliable at the workplace – and how, in the long run, the happiness of the individual at a workplace might contribute to the success of their working community (Layard & Clark, 2015). Therefore, one can say that education prepares a person for life and, essentially, for becoming successful in their adult life and career by building the necessary knowledge, skills and competences. This also means that education needs to cater for the changing employment needs of the future job market. Besides this, the role of language education is special as it enables learners to become successful communicators in a foreign language, part of which is being aware of oneself and one's participation in communication.

Almost at the same time, global well-being started to receive more and more attention from researchers and stakeholders, as well. One prominent example of this is a United Nations initiative that was introduced in 2015 and called Sustainable Development Goals (n.d.). It encouraged all United Nations member countries to implement changes and strategies to achieve 17 goals (with 169 targets), among which Goal 3 is to ensure healthy lives and promote well-being for all at all ages. In doing so, member countries

work towards eradicating poverty and enhancing prosperity on the planet. Only a few years later, the COVID-19 pandemic highlighted the urgency of a new perspective on general well-being as well as well-being in schools: emergency remote working and learning has shown how fragile the well-being and mental health of teachers and students is (see e.g. Allen et al., 2023) and how much quarantine can affect mental health (Brooks et al., 2020).

Strongly influenced by the conditions listed above, this dissertation seeks to understand how language education and maintaining student well-being can be intertwined to help school students acquire a skillset for monitoring and maintaining their well-being in a way which would serve them as adults, as well.

The nature of the enquiry is qualitative and kept close to the classroom with part of the investigation taking the form of action research. The reason is that this allows language teachers to seek an understanding of their own classrooms. At the same time, according to Dörnyei (2007), this type of investigation is still scarce and, currently, there is very little connection between teachers and applied linguistics researchers whose aim is the same (p. 193).

This research endeavor constitutes an emic perspective in that it combines the perspectives of those who are the participants of education: students and their English as a foreign language (EFL) teachers. On this basis, the dissertation generates hypotheses about the use of Positive Psychology-based tasks in the EFL classroom, with the aim of laying the foundation for further, possibly large-scale studies to test these hypotheses. This would then provide the basis on which informed educational reform towards student well-being might be started in schools.

The dissertation is structured the following way. First, the scope of the research is established and justified. Then, the theoretical background and the outcomes of previous empirical research are presented around the following key concepts: task-based language teaching as the basis for the investigation in Chapter 2.1., and Humanistic Language Teaching, Positive Psychology, and mindfulness as the concepts related to the content of the tasks used in the dissertation research in Chapter 2.2. After that, issues related to the perspectives of the participants of the research are presented: Chapter 2.3 discusses students' emotions and well-being while Chapter 2.4 addresses teacher education and

teacher roles related to student well-being. Following on from this, the research niche the research intends to fill is established in Chapter 2.5.

After the description of the general research design in Chapter 3, the actual research section is divided into two studies, according to the different perspectives that have been investigated. Chapter 4 focuses on one particular setting, combining the students' perspectives as well as that of their teacher-researcher. In Chapter 5, interview studies with EFL teachers working in different educational contexts are presented. The microstructures of these two chapters are the same. In the last section, Chapter 6, the conclusions and hypotheses generated are presented, along with pedagogical implications and directions for further research.

Throughout the dissertation, figures and tables are presented as illustrations in the body of the text, while appendices are found at the end of the thesis and include full versions of consent forms, instruments used, data analysis sheets, and samples from feedback forms. In addition to this, to help the Reader navigate in the dissertation, at the beginning of every chapter, notes are included on microstructure.

1.2. Delimitation of the Scope

Though it may seem tempting to follow the pattern of the literature available on positive psychological *interventions* in education, this research is not about interventions as it is psychologists who intervene when a client needs immediate psychological help, whereas teachers have other responsibilities and are certainly not therapists (Gadd, 1998a). The choice between using positive psychological findings as a psychologist rather than as a teacher in the classroom is like seeking medical advice as opposed to going to the gym: if you have a medical emergency, you first go to see a doctor, only then do you even think about training your body in your free time (Mannelli, personal communication, October 23, 2019).

The settings of the two combined studies also delimit the area investigated in the dissertation, as both are set in well-known secondary or tertiary educational institutions in Budapest. Therefore, the dissertation cannot directly refer to teaching situations outside of the capital of Hungary, nor can it shed light on the position of Positive Psychology on kindergarten or postgraduate levels of education. As it turned out in Study 2, all the participants happened to be women; therefore, the dissertation cannot provide an in-depth insight into male EFL teachers' views on Positive Psychology, neither can it state whether there would be any differences between the reflections of a male and a female cohort.

The participants of this research project do not include educational professionals outside the world of EFL, either: they are either learners or teachers of English. Therefore, the potential of Positive Psychology in subject areas other than English language is also beyond the scope of the project.

Furthermore, because it would be impossible to consider all the substrates of Positive Psychology, only one approach within its confines will be observed in this dissertation project: *mindfulness*. The reason for choosing this research focus is that there is a growing need for its investigation not only in the clinical context and with adults, but in school contexts with relation to preserving students' mental health. For example, Davenport and Pagnini (2016) argued that mindfulness provides primary and secondary school students opportunities to develop their 21st century skills: creativity, collaboration, critical thinking, and communication, while Lavy and Berkovich-Ohana (2020) proposed in their model that mindfulness in schools can promote student-teacher relationships. Besides this support, there is growing evidence that mindfulness-based interventions may help adolescents not just in treating mental health problems, but also in preventing them (for a detailed literature review, see Weare, 2013). This is not to dismiss some of the criticism mindfulness constructs and practices have received in recent years (for mindfulness as 'whitewashed appropriation of Eastern spirituality', see Dauphinais, 2021; or mindfulness as capitalist spirituality nicknamed McMindfulness, see Purser, 2019, also cf. section 2.2.7.8.).

Finally, this dissertation covers the data collected in the time span of the 2022/2023 academic year, which means that it can only provide a brief insight into how certain individuals relate to Positive Psychology in the EFL classroom during a certain period.

2. BACKGROUND AND RATIONALE FOR THE DISSERTATION

In this chapter, the literature related to the dissertation is reviewed according to the following logic. First, since in the research a set of *task descriptions* is used as an instrument as the tasks themselves are a specific method tried out by teachers, the most important terms in task-based language teaching are clarified. Second, the tasks relate to *mindfulness* that is used for the purposes of *Positive Psychology*, and, more narrowly, *Positive Language Education,* these concepts are also described in detail.

Then, in the second part of the literature review, the focus changes from the methodology of the dissertation to the participants: first, certain aspects of students' experience in the EFL classroom are discussed, and finally, teachers are in the center of attention, all in relation to well-being and emotions in the language classroom.

2.1. Task-based Language Teaching: Bringing Positive Education to EFL Classes[1]

In this study, tasks based on Positive Psychology are used as a new addition to the teaching methods of EFL teachers, and then, their views on these constitue as the data. Before designing and using any of these tasks, one needs to define what exactly is meant by Positive Psychology-based tasks in the context of this project. To do so, a distinction must be made here between *tasks* and other types of events that can take place in a school context, namely, *exercises,* and *interventions.* This is essential especially because Positive Psychology has already entered the classroom in the form of Positive Education (PE, see Bott, 2017), and it is also present in language teaching, most recently under the name of Positive Language Education (PLE, Mercer et al., 2018), but the various activities used in classrooms are not clearly categorized. Furthermore, professional literature referring to the practicalities of PE and PLE seems to be rather inconsistent as regards the terminology of the activities used for empirical enquiries. For example, in a 2005 article, Seligman and his colleagues regard their activities as *interventions* (Seligman et al., 2005), whereas in another publication, Seligman himself uses the word *exercise* for the same type of activities (Seligman et al., 2009); in addition, Gregersen and her colleagues regard their instruments as *tasks* in a paper of theirs (Gregersen et al., 2014). Despite the

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[1] This section is the modified version of Schüszler, T. (2022). The vehicle for bringing Positive Education into the English-as-a-foreign-language classroom: Task-Based Language Teaching. *Central European Journal of Educational Research, 4*(2), 80-89. https://doi.org/10.37441/cejer/2022/4/2/11340

overlap between the activities used in the three articles, their conceptualization is not clear; therefore, an attempt is made in the following to identify the distinctive features of *tasks, exercises,* and *interventions.* Thus, in this section, three questions are raised:

1. What are the main differences between tasks, exercises, and interventions in the EFL classroom?
2. What should a task description contain?
3. What does a task description template contain in this study?

Answering these questions is essential because by finding out (1) what makes tasks more than an exercise; (2) what makes interventions fundamentally different from tasks; (3) what makes a task description (TD) convergent with theory but also practical enough for teachers, one can have a clearer picture of the *responsibilities* of the language teacher in this specific project. Also, by exploring these areas, the differences between the work of a teacher and that of a psychologist are clarified to avoid role confusion on the part of the language teacher throughout the data collection phase.

In the following sections, first, the existing theoretical background is examined. Then, turning to task descriptions, the design features of earlier ones (to be used for this dissertation project, too) are compared, and then contrasted with what theory says about the facets of a task descriptipn. Towards the end, the design features of such descriptions are established, followed by a summary.

2.1.1. Definitions of Task

The definition of task is surrounded by misunderstandings (Ellis, 2009), especially because without a given context, the term *task* can take on diverse meanings. In its broad sense, according to Long (2015), tasks are "real-world activities people think of when planning, conducting, or recalling their day"(p. 6). Examining task definitions within language teaching, we find that a task is "a communicative event having a non-linguistic outcome" (Nunan, 2004, p. 216). However, Nunan's characterization still does not narrow down the field and help exclude certain classroom activities from the range of tasks. To address this, relying on four facets coined by Skehan (1996) may provide some guidance. According to the author, a task is "an activity in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of task performance is in terms of task outcome" (Skehan, 2009, p. 38). Also, in his view, the language teacher may rely exclusively on tasks in their teaching or amalgamate different approaches when designing their syllabus: Skehan called the former

the strong form of task-based language teaching (TBLT), and named the latter the weak form (Skehan, 2009, pp. 38–39).

There are various typologies according to which tasks can be categorized. Nunan (1989) makes a distinction between *real-life tasks* and *pedagogic tasks*, claiming that pedagogic ones are the activities used in the classroom as tools of instruction. Ellis (2017), however, focusses on what the task itself is based on in his characterization, hence drawing a contrast between input-based tasks, working with receptive skills, and output-based tasks, putting greater emphasis on productive language skills.

Regarding the criticisms that definitions of *task* have received, Widdowson's claims (Widdowson, 2003, cited in Ellis, 2009) seem to stand out. According to this researcher, the four criteria set by Skehan (2009) are not formulated well enough in the sense that they are rather indeterminate, making room for regarding almost any activity in the language classroom as a *task*. Ellis (2009a) agrees to a certain extent: he states that the fact that meaning is primary in tasks should be more precise, specifying whether the meaning which is in focus should be pragmatic or semantic; also, he concedes that the terms *goal* and *real-world relationship* used by Skehan should be specified more. However, Ellis (2009a) seems to contradict Widdowson (2003) regarding Skehan's fourth criterion. Ellis refutes Widdowson's claim that, since the performance of a task may be successful even if it does not come with any learning, it is insufficient to state that a task is evaluated based on its outcome. In fact, Ellis argues that specifying learning outcomes is out of the scope of defining the term *task* (Ellis, 2009.

Besides this, the definition of task is also said to face challenges because of what is understood by the word itself: the *plan* of an activity or the *performance* of the activity. In his critique of the quantification of data in TBLT research, Seedhouse (2005) states that when one regards a task as a workplan, they mean the intended pedagogy, whereas by considering the task as the process itself (task-as-process, see Breen, 1989), one views tasks as what happens in terms of pedagogy. Seedhouse (2005), using examples from conversation analysis, also illustrates how task-as-workplan and task-as-process very rarely correspond with each other.

To understand the above-mentioned four criteria set by Skehan (2009) more, and for some more elaboration, one may also need to consult what Pica and her colleagues (2009) state about tasks. According to them, there is a mislabeling issue when it comes to definitions of the concept of *task* since anything that is an activity towards a goal may be regarded as a task. Their answer to this is coining the term *communication task* as

opposed to other task types, hence integrating into their definition the presence of a communicative goal towards which task performance happens. Pica and her colleagues (2009) also suggest that there are two recurrent features of tasks: goal-orientation of the activity and the active participation of interlocutors, that is, the learners performing the task (Pica et al., 2009). In their attempt to define communicative tasks, the authors claim that the distinctive features that differentiate such tasks from other activities have never been clear in language teaching. They established five different types of communicative tasks: jigsaw, information gap, problem-solving, decision-making, and opinion-exchanging, among which they found the latter the least useful. According to the researchers, in opinion-exchange tasks there is no genuine information gap to fill and thus interlocutors are not prompted strongly enough to interact with each other. Pica and her colleagues' evaluation is particularly interesting in the context of this project because most of the tasks designed to be used as instruments will be based on opinion exchange, which would make them less useful according to the above characterization. This issue should be addressed and explored in the dissertation project when, in post-hoc written and spoken interviews, students are asked about the tasks they performed.

For the purposes of this project, Ellis's four key tenets will be observed as the criteria for tasks. In the following sections, first *exercises* and then *interventions* will be contrasted with *tasks*; then, with the help of a summary table, the main differences of the three activity types will be enumerated.

2.1.2. *Tasks, Interventions, Exercises, and Activities in the EFL Classroom*

Traditional language learning activities are most often called *exercises* (Ellis, 2009, p. 227). Coming from the Latin word *exercere* (to practice), an exercise may be regarded as an activity if the aim is to repeat certain actions to improve a certain skill or ability (see Glare, 1968). However, referring to terminological issues, according to Lynch and Maclean (2001), the term *exercise* is not to be confused with *exercising*, which is the actual repetition of the same classroom activity.

But what makes an exercise different from a task? Ellis (2009a) points to some differences referring back to Skehan's (2009) four key precepts of tasks (meaning is primary, there is a goal, it is outcome-evaluated, and it has a connection to realia. He says only two of these criteria are satisfied in the case of situational grammar exercises: there is a goal and they are outcome-evaluated, while meaning is not in the forefront, nor do exercises necessarily relate to the real world (Ellis, 2009, p. 223). Lambert (2018), in a

similar vein, refers to Ellis (2009a) in saying that tasks and exercises are both pedagogical tools, but doing an *exercise* appeals to explicit knowledge while performing a *task* activates implicit knowledge. Furthermore, goal orientation also seems different in the case of these two types of classroom activities. For Ellis (2009b) exercises do not have an obvious communicative goal: he even refers to Widdowson's critique in which he says that the criteria for defining tasks are not distinctive enough (Widdowson, 1998, cited in Ellis, 2009b).

Turning to *intervention*, a distinction must be made between interventions in psychotherapy and classroom interventions. Both concepts derive from the original Latin meaning of the word *intervenire* "(1) to arrive during an activity, etc., come on the scene. b. to drop in or break in (on a person) […] (2)To take a hand, intervene (in affairs)" (Glare, 1968, p. 950). However, the difference in context leads to different interpretations of the two terms. According to the *APA Dictionary of Psychology*, an intervention is "generally, any action intended to interfere with and stop or modify a process, as in treatment undertaken to halt, manage, or alter the course of the pathological process of a disease or disorder […]" (VandenBos, 2015, p. 557). On the other hand, the same source defines classroom interventions as follows:

> […] any strategy implemented in a classroom setting to improve the health and well-being of students, often by reducing or preventing pathology and problem behaviors (e.g., depression, social anxiety, cigarette smoking, drug or alcohol use, bullying and aggression). Requiring interdisciplinary coordination among school psychologists, counselors, social workers, teachers, and administrative staff, programs may be targeted at subgroups of high-risk individuals or implemented across the general school population of children and adolescents. Interventions may incorporate such activities as specially designed lectures, guided online lessons, group discussions, role play, and special homework assignments to be completed with parents. (VandenBos, 2015, pp. 939–940)

From these two detailed descriptions, it is apparent that for an intervention to happen, the presence of a mental health practitioner (most often a psychologist) is crucial, whereas to perform a task, students in a classroom only need the guidance of the teacher. What also comes to light examining these excerpts is the very fact that the core of an intervention is modification of behavior in the face of adversity (see problem behaviors listed under problems to be overcome using classroom interventions), while tasks can be used in a more general sense, in any classroom, where the extent to which a teacher may rely on tasks may not be determined by the pathologies within the group but the needs of the individuals in terms of foreign language communication.

As can be seen in Table 1, there are several features that make tasks, exercises, and interventions similar. All three have a distinct goal that the practitioner using them wants to achieve, though these goals as well as the type of practitioner who is trying to achieve them differ in each case. Besides that, both exercises and tasks are outcome-evaluated – while having a connection to the real world – rather characterizes tasks and interventions. However, looking at distinctive features, the most prominent ones seem to be the following: (1) it is only tasks where meaning is primary; (2) the types of knowledge these activities apply to are fundamentally different (implicit in the case of tasks and also, supposedly, in the case of interventions; explicit in the case of exercises); (3) the person bringing these activities into the classroom differs: in the case of interventions, a mental health expert has to be part of the process. (Also, in *interventions*, a more interdisciplinary approach may be applied, with different agents towards the same goal, not just teachers and students, as opposed to *tasks* in the classroom, see VandenBos, 2015).

Table 1.

The Differences Between Task, Exercise, and Intervention, According to the Literature.

key precepts / types of activities	task	exercise	intervention
Is meaning primary? (Skehan, 2009)	yes	no	no
Is there a goal? (Skehan, 2009)	yes, *successful communication*	yes, *the correct use of a linguistic feature*	yes, *a change in behaviour*
Is it outcome-evaluated? (Skehan, 2009)	yes	yes	no
Is it real world-related? (Skehan, 2009)	yes	no	(yes)
What type of knowledge does it	implicit	explicit	(implicit, or not relevant linguistically)

apply to? (Lambert, 2018)			
who guides it?	teacher	teacher or psychologist	psychologist or interdisciplinary (see VandenBos, 2015)

In this research project, a specific set of tasks ($10 \leq n \leq 15$) designed or adapted from resource books (Burdick, 2014; Revell & Norman, 1997; Revell & Norman, 1999; Revell, 2018) were used as a teaching methodology. First, these TDs were piloted by the teacher-researcher in her own groups and then given to EFL teachers to try in their own classrooms: in the pilot of this strand of the research, secondary EFL teachers from the school where the teacher-researcher worked were involved (see more below under 4.1. and 5.1. for the details of the pilot studies), and then, in the main study phase, EFL teachers were asked to try out the tasks in their own schools in their own EFL classrooms. First, to ensure these were congruent and teacher-friendly instruments, the task descriptions used in the resource books were examined (cf. Table 2). Then, keeping in the forefront what was said above about the distinctions between tasks and interventions, and integrating what theory says about the design features of TDs in TBLT, a task description template was drawn up for this study, which served as a blueprint for all the tasks to be used with student participants and to be distributed among teacher participants.

In Table 2 and Appendices A through E, the elements present in the specific task descriptions (TDs) are marked with green. In keeping with the different purpose for which the resource books were intended, TDs also differ fundamentally. In Burdick (2017), which is a mindfulness-based activity bank meant for use by clinicians and therapists, only the general focus is mentioned alongside the description of procedures to follow and certain anticipated problems (e.g. see Appendix A).

Revell and Norman's book, though, contains only the description of procedures and the aims of the specific activities can be derived from their places within the chapters of the book *In your hands: NLP in ELT* (Revell & Norman, 1997; see Appendix B). By contrast, the continuation of this latter activity bank, *Handing over: NLP-based activities for language learning* supplements the description of procedures with the mention of a general focus, a language focus, and anticipated problems, as well; what is more, even if

it is not given a separate section, under *comments,* the authors suggest at what levels the specific activities should be used (Revell & Norman, 1999, see Appendix C). The fourth book to be used for adaptations in this project, *Energizing your classroom* (Revell, 2018) uses a different template yet includes similar elements. It comes with the general focus of each activity, the envisaged language level and the description of procedures. In addition, it also mentions timing and preparation work needed to carry out the activity in class (see Appendix D). Below, in Table 2, features of tasks are listed and. Though it does not follow APA conventions, but to make the Table morereader-friendly, each task feature can be found in the descriptions provided by each source that is discussedis marked with "present" and the colour green.

Table 2.

Design Features in TDs Provided in the Resource Books Used in This Project.

feature of a task description / book or theorist	Burdick(2017); Appendix A	Revell and Norman (1997); Appendix B	Revell and Norman (1999); Appendix C	Revell (2018); Appendix D
general focus	present	not present	present	present
language focus	not present	not present	present	not present
language level	not present	not present	(in comments section)	present
time	not present	not present	not present	present
preparation	not present	not present	not present	present
description of procedures	present	present	present	present
anticipated problems	present	not present	present	not present
predicted outcomes	not present	not present	not present	not present

2.1.3. *The Structure of a Task Description*

Since the TDs in this project were distributed among teachers but still based on TBLT, they had to meet two different criteria. As pointed out above, these TDs had to be

applicable in practice as well as convergent with current theory. That is why the design features to be included were based on the comparisons of authentic resource books but also checked against a framework proposed by Ellis. In his work on teachers evaluating tasks, Ellis (2018) describes the steps of involving teachers in using and assessing tasks, the first of which is to "describe the task materials and the specific implementation procedures for teaching (Ellis, 2018, p. 237). He then refers to one of his former works in which he proposed a 5-element framework for TDs (Ellis, 2003). In this framework (see in Table 3 below, demonstrated with one of the tasks I designed), first the goal of the task is established (shown in *italics)*, and then the type of input is provided. Then, the conditions of the task are specified, alongside the procedures of performing it; at the end of the TD, Ellis (2003) proposes to include two different types of outcomes as well: product outcomes and process outcomes (see Table 3).

Table 3.

Design Features of Tasks According to Ellis, Adapted for This Project.

design feature according to Ellis (2018)	description according to Ellis (2018, p. 238). (with *example* from this project)
1 Goal	the general purpose of the task (e.g. to practice the ability to describe objects concisely, to provide an opportunity for the use of relative clauses) *e.g. to practice modals for speculation*
2 Input	the verbal or non-verbal information supplied by the task (e.g. pictures, a map, written text) *e.g. a recording (Bardini.mp3, 60 seconds)*
3 Conditions	the way in which the information is presented (e.g. split versus shared information) or the way in which it is to be used (e.g. converging vs diverging) *e.g. shared information (Sts listen to the same recording)* *to be used in a diverging way (Sts need to make their own assumptions)*
4 Procedures	the methodological procedures to be followed by performing the task (e.g. group versus pair work, planning time versus no planning time) *e.g. T plays a recording* *Sts listen to the recording individually* *no planning time for Sts* *Sts write down their speculations about the noises they could hear* *Sts share their speculations with each other in pairs*
5 Predicted outcomes: product outcomes	the product that results from completing the task (e.g. a completed table, a route drawn in on a map, a list of differences between two pictures). The predicted product can be open (i.e.,

	allow for several possibilities) or closed (i.e., allow for only one correct solution). *e.g. a list of assumptions*	
5 Predicted outcomes: process outcomes	the discoursal, linguistic, and cognitive processes the task is predicted to generate. focusing attention *e.g. modal verbs for speculation (in the present or in the past)*	

If we check this framework against the elements that can be found in the resource books described above, it is apparent that many of the details overlap (see Table 4).

Table 4.

Design Features in TDs Provided in the Resource Books Used in This Project Checked Against the Framework by Ellis (2003).

feature of a TD / book or theorist	Burdick (2017); Appendix A	Revell and Norman (1997); Appendix B	Revell and Norman (1999); Appendix C	Revell (2018); Appendix D	Ellis (2003)
general focus	present	not present	present	present	(goal)
language focus	not present	not present	present	not present	(input)
language level	not present	not present	(in comments section)	present	not present
time	not present	not present	not present	present	not present
preparation	not present	not present	not present	present	not present
description of procedures	present	present	present	present	(conditions, procedures)
anticipated problems	present	not present	present	not present	not present
predicted outcomes	not present	not present	not present	not present	(predicted outcomes: product and process outcomes)

Even if certain parts are labelled differently, it is easy to find that *goal* in Ellis's terms is the equivalent of the *general focus* in the resource books, as well as to see that conditions and procedures are included both in the guidebooks and theory. What Ellis's framework

adds to the previous list of possible elements are the expected outcomes, though. That is why the TD template I propose in this project is a combination of the above. As a result, the following eight features will be included:

1. General focus: the pedagogical goal to reach by doing the task.
2. Language focus: the linguistic goal to reach by doing the task.
3. Language level: the level the learners should be at to be able to perform the task (according to the *Common European Framework of Reference* levels, 2001).
4. Time: the number of minutes that should be allocated to doing the task with students.
5. Preparation: the type of activity that the teacher needs before starting the task.
6. Description of procedures: a detailed plan of how to conduct the activity, step by step.
7. Anticipated problems: a note on where the task can go sideways and what may be done about it on the part of the teacher.
8. Predicted outcomes: any kind of product the learners are expected to produce upon performing the task.

2.1.4. The Task Description Template Used in This Study

As can be seen from the above, besides their common core, namely, the fact that all three types of activities are done in a classroom context, *tasks, exercises,* and *classroom interventions* are fundamentally different. What *tasks* and *exercises* have in common is that they are to fill a gap in knowledge, though *exercises* serve a clear-cut, more limited purpose (practicing *only* a certain structure or subskill) than *tasks*. Also, a *task* can be like an *intervention* because of its goal-orientation; besides, the tasks in this specific project will share one more feature with a group of interventions: their content. These tasks will be based on Positive Psychology and hence serve as the vehicles for bringing Positive Psychology into the language classroom. It is therefore necessary that they grow out of the experiences and empirical studies of positive psychologists. However, the responsibilities of the teacher-researcher will be limited by the fact that the primary aim of the tasks is language development and that change in general behavior was sought when performing these tasks.

2.1.5. The Contents of the Tasks Used in this Dissertation

The tasks used in this research are mindfulness-induced Positive Psychology tasks. In the following sections, the concepts *mindfulness* and *Positive Psychology* as well as the

relations between the two are described in detail as presented in the literature. However, the personal motivation for using mindfulness as a technique deserves an explanation here.

As a secondary school teacher of English, between 21st and 25th October 2019 I had the opportunity to take part in an Erasmus teacher training course for teachers in Florence, Italy, titled *Mindfulness for teachers: A hands-on approach*. The course instructor, Elena Mannelli, was a psychologist who introduced the concept of mindfulness to the participating teachers through various definitions available and daily practice sessions. These meditation practices, followed by reflective discussions, were meant to help participants regain focus in their own private and professional lives as well as show them paths to *possibly* integrate mindfulness into their teaching. As the trainees were teachers coming from different coutries teaching different subjects, this Erasmus course focused on mindfulness in general, not necessarily integrated *into* the subject matter.

After returning from an Erasmus course, participants always have to disseminate what they have learnt amongst their colleagues in their closer school community. Besides that, I realized that the EFL classroom might allow room for mindfulness-based activities and started experimenting with the practices we tried together during the course – but added a language element to them. These tasks always started with a variation on the sitting meditation we were practicing during the course, but with different focuses and different post-meditation English speaking tasks to carry out. Therefore, before the pilot phase, designing the tasks was not a systematic act but rather based on the daily practice and experiences of an EFL teacher. When it was decided that these tasks were to be used for this research project, a framework was sought for them (see above regarding the structure of task descriptions), and 10 tasks were compiled into a booklet (see Appendix F).

2.2. Concepts, Conceptualizations, and Contexts

In the following, the main concepts that have informed this dissertation research are reviewed. First, Humanistic Teaching and Humanistic Language Teaching and a new sub-discipline based on the humanistic movement, Positive Psychology will be described. Then, the literature is narrowed down to Positive Psychology in education and language teaching. Following that, the concept of mindfulness concludes the section. For each of the concepts, a SWOT analysis is offered to provide a visual summary of the potential

and issues that applying these concepts might involve. These SWOT analyses were compiled by me based on the literature.

2.2.1. Humanistic Teaching

Positive Psychology, which provides the basis of this investigation, is defined as the "science of positive subjective experience, positive individual traits, and positive institutions" by Seligman and Csíkszentmihályi (Seligman & Csíkszentmihályi, 2000, p. 5). Alternatively, it is also said to be the humanistic approach in education reborn (Mercer & MacIntyre, 2014). Therefore, it is well worth examining humanism in education first before turning our attention to its millennial revival. The aim of this chapter is to shed light on the strengths, weaknesses, opportunities, and threats inherent in the humanistic approach. In the end, this analysis will be followed by a contemplation of the applicability of humanistic activities in the language classroom.

The humanistic approach had its roots in the 1930s when examining needs and interests in education first moved to the front in professional literature (Herron, 1983). It became a widespread approach in the 1970s, thanks to the work of Abraham Maslow, and later Earl Stevick and Carl Rogers (e.g. Maslow, 1970; Rogers, 1983; Stevick, 1980). In humanistic education, the main aim is "the development of the self or, more simply, what it means to be human" (Herron, 1983, p. 535). Since the goal here is to develop the whole person, besides cognitive factors, affective ones are also accorded space in the classroom in the humanistic approach. However, attention to affect was certainly not invented by the humanistic movement, as we find its importance mentioned in the works of authors as early as St Augustine or Comenius (Arnold, 2011). Yet, building on the Cartesian, that is, purely cognition-oriented view of knowledge and thinking, education was long preoccupied with rationality rather than emotionality (De Dios Martínez Agudo, 2018). Yet affective is not a substitute to cognitive (Arnold, 1998, in response to Gadd, 1998a); emotion and cognition are strongly interrelated, as studies on metacognition (e.g. Arnold, 2011) and in neurobiology (e.g. Immordilo-Yang & Damasio, 2007) suggest.

As for the characterization and types of humanism, scholars differ in their typologies. The common ground is formed of five emphatic points: feelings, social relations, responsibility, intellect, and self-actualization (Stevick, 1990; cited by Kemp, 1994). Based on these, Kemp describes three different types of humanism. To him, basic humanism in language teaching (HLT) means that the teacher is oriented towards compassion and sensitivity in their practice (Kemp, 1994, p. 244), while in extended

humanism, the teacher is aware of students' emotional and spiritual needs that arise because language teaching and learning involves the whole person. In discussing the examples of two teachers of English working in Japan, one practicing basic, the other practicing extended humanism, Kemp proposes a third type as well, which he calls the "sixth emphasis", or simply religious humanism. He adds this emphasis as he finds that the five emphases of Stevick are somewhat less applicable to the Japanese context: therefore, the sixth emphasis to him is the "internalization and constant development of wisdom and truth" (Kemp, 1994, p. 248). Gadd, however, proposes a more clear-cut typology of pragmatic and romantic humanism. Citing Stevick, he states that pragmatic humanist teachers focus on their students' language competence, memory, motivation, and cognitive skills (Stevick, 1982, cited in Gadd, 1998a, p. 225), while a romantic humanist goes further and is primarily preoccupied with "the development of students' inner selves" (Gadd, 1998a, p. 225). Whatever typology we accept, this approach has received much praise and criticism over the years (for a brief overview see Huszti, 2009). Therefore, in the following sections, the strengths, weaknesses, opportunities and threats posed by applying this approach are examined. Throughout this chapter, strengths and weaknesses are regarded as inherent characteristics of the approach that can have a positive or negative effect on the learning situation. Opportunities and threats, though, are defined here as the hidden positive or negative potential in the approach that may or may not be realized while teaching (see Figure 1 below).

2.2.2. The Potential of Humanistic Language Teaching

Advocates of the humanistic approach in language teaching argue that it has strengths and offers a lot of opportunities: it brings about intrapersonal and interpersonal development, as well as improvement of language proficiency. Proponents of this approach tend to focus on the first two mostly presumed gains, but certain studies suggest that the level of proficiency among university students may develop more if the language teacher applies humanistic exercises (Arnold, 1999). However, large-scale, longitudinal studies across different age groups, including teenagers would be necessary to sufficiently prove this point. For inter- and intrapersonal development, however scarce it may be, some evidence can be found. Moskowitz reports empirical research evidence that doing humanistic tasks can make the web of sociometry more complex in a group – it can foster building positive group dynamics (Moskowitz, 1999). As for interpersonal development, its measurability is questionable, but recent research seems promising: for example, in a 6-week

intervention program with an experimental and a control group of Chinese university students, evidence was found through mixed method research that emotional skills can be improved through humanistic exercises (Li & Xu, 2019).

In the framework of this section, *opportunities* differ from *strengths* in the sense that while both are positive concepts, strengths are characteristics, and opportunities are the potential towards having positive effects on students. This potential may never be realized, though, that is why opportunities are discussed in a fairly hypothetical manner here.

In the humanistic approach, the role of the teacher is to facilitate (Underhill, 1999). This gives the teacher the chance to behave like a fellow learner and thus build trust with their students. Besides that, the teacher also has the opportunity to offer alternatives to their students, which may lead them towards more self-direction. Moreover, the teacher as a facilitator may be able to help students clarify values without providing ready-made, clear-cut answers (Willers, 1975).

The teacher's overt attention to affective factors may also make it easier to address diversity in the humanistic language classroom (Arnold, 2011). In fact, in Humanistic Teaching, which Thornbury calls the "therapeutic model" (Thornbury, 2001, p. 392), the teacher talking *to* students rather than just instructing them seems to be of great importance. Thornbury criticizes the followers of the therapeutic model for missing out on this. However, as Clemente points out, learning in a real-life situation would be much more appealing to students, were it not for the teacher's behavior and "talk" in the classroom (Clemente, 2001). Based on this, it may appear that in humanistic language teaching, the way the teacher communicates with students can resolve the opposition between learning in and outside of the classroom.

Finally, if someone uses humanistic exercises as a teacher, it may be possible to share beliefs with students about fundamental values (De Matos, 2005), that is, to broaden the range of topics that can emerge in the classroom. This can lead to certain changes in the subject matter taught – an issue that is addressed under *threats* in this section of the dissertation.

2.2.3. *Criticism of Humanistic Language Teaching*

The humanistic approach seems to have several weaknesses, and might pose certain threats as well, which have been subject to scrutiny since its emergence in education (see

e.g. Willers, 1975). Humanism has received linguistic, teleological, that is, regarding its purposes, methodological, and sometimes even philosophical criticism over the years. The linguistic pitfall of the humanistic approach is that it does not have an accurate theory of the language, or how languages are acquired in general. Gadd seems to be quite strict on this: he accuses humanists of proposing "weird" and "uninformed" statements about language (Gadd, 1998b, p. 243).

Besides, the humanistic approach also seems to lack clear objectives, which makes its teleology unclear. If we accept that the role of the language teacher is to teach the subject matter *and* counsel, the question arises: how exactly should they advise their students? Critics do not accept the ambition of developing the whole person to be an exact goal. What is more, then, with this aspiration in the forefront, it is hard to define success itself in humanistic language teaching (Herron, 1983). An early evaluation of the approach also raises the concern that it is very difficult to measure the effects of humanistic language teaching (Willers, 1975). There is still very little evidence coming from quantitative data that may give us satisfactory answers about the consequences of such interventions (Moskowitz, 1999).

The methodology behind humanistic exercises also shows some weakness in terms of the number of exercises that should be done to foster language development. It is argued that these tasks can make a difference only if students have prolonged engagement with them (Moskowitz, 1999). This claim stands for most approaches; however, it is not clearly stated in professional literature how much of these exercises would already 'suffice' for classes to have positive effects on students. In the case of a 6-week university program, there is proof that humanistic exercises can lead to development of emotional skills (Li & Xu, 2019), but there is no indication as to how long a period is already enough to make a difference.

As for the philosophy behind the humanistic approach, it has also been pointed out that the humanism of the twentieth century is characterized by a certain 'inward gaze', which is in opposition with the focus on the outside world which characterized the humanism of the Renaissance (Gadd, 1998a, p. 223).

Regarding threats posed by HLT, a lot of criticism has been expressed that is rooted both in and outside of the humanistic approach (Rinvolucri, 1999). The most common theme in these critical remarks is closely related to the goal of HLT: the attempt to develop

the whole person may lead to solicitation of personal information from students, which is an intrusion into privacy (Herron, 1983). Besides that, humanistic exercises may bring out strong emotions from students (Rinvolucri, 1999), for which teachers may not be prepared. Even if these exercises can have therapeutic effects (Herron, 1983), the teacher is not a therapist (Gadd, 1998a), nor do they necessarily have the designated competencies of a counsellor, (Herron, 1983). Therefore, doing humanistic exercises in the language classroom may seem like tampering with, or in extreme cases, unleashing the unknown.

Another question that arises here concerns the role of language teachers in Humanistic Teaching. In such a classroom, it may happen that the teacher acts more like a star than a facilitator (Gadd, 1998a), thus making the lesson about them instead of the students. What is more, applying therapeutic methods may even be more about the needs of the teacher than the students (Thornbury, 2001). It is also interesting that it is somewhat self-evident to relate the humanistic approach to teaching languages. Proponents of humanistic *language* teaching claim this is because in the language classroom, there are more opportunities to share even personal information (Arnold, 1999); however, it is still unclear why some language teachers involve a certain "pastoral care" in their teaching (Gadd, 1998a, p. 224).

In addition, laying an overly emphasis on humanism may also overshadow the traditional curriculum as it can be an excuse to digress from the set material (Herron, 1983). This can be regarded as a threat as language skills development is already complex enough and there is no need to complicate it even more (Gadd, 1998b). Considering the perspective of the students, one may also find that they do not even accept humanistic exercises as 'real teaching' because they may be fixated on the traditional approach to learning and thus reluctant to participate – to them, only hard work may be considered learning (Appel, 1989). Another problem with this is the amount of foreign language content the students in such a classroom produce: even if they do participate, it is likely that they will use their mother tongue during pair work, for example, thus shrinking student talking time (Appel, 1989).

As linguistic aims are not in the forefront in HLT, these activities can work well mostly in fluency activities, where producing accurate grammatical forms is not in focus (Appel, 1989). Some scholars, however, raise concerns about this, saying that in this way, everything concerns the personal sphere in the humanistic language classroom, leaving no room for familiarizing students with a wide range of genres (Gadd, 1998a). Even

though advocates of the approach state the opposite, saying that humanistic activities are only "part of a program", and they can expose students to many genres in the classroom as most of the language is casual conversation anyway (Arnold, 1998, p. 240), this defense does not seem firmly grounded. Such a statement cannot be made without saying *between whom* and *in what context* we mean *conversation* (Gadd, 1998b). Therefore, the notion that HLT can be a cornerstone of complex language development seems unsupported, leaving humanistic language teachers at risk of missing out on fulfilling their primary task: teaching the language.

Finally, in humanistic language teaching, the balance of power may also change between the students and the teacher as well as among students (Appel, 1989) as it is a way of handing over control to students (Gadd, 1998a). This may be risky as students may not have experience with exercising control, which can have harmful consequences for the learning process. Moreover, responsibility may be handed over to the students, but the standards for students to meet are still set by the teacher in the traditional school setting (Appel, 1989), which can result in students having an imbalanced image of what power and responsibility truly entail.

Figure 1.
SWOT Analysis of HLT.

SWOT ANALYSIS - HUMANISTIC LANGUAGE TEACHING

Strengths

- proficiency level may develop more (Arnold, 1999)
- can foster building positive group dynamics (Moskowitz, 1999)
- emotional skills can be improved (Li & Xu, 2019)

Weaknesses

- "weird" and "uninformed" statements about the language (Gadd, 1998b, p.243.)
- hard to define success (Harron, 1983)
- no clearly defined aim
- prolonged engagement with HLT tasks necessary for effect (Moskowitz, 1999)

Opportunities

- teacher as facilitator
- students clarify values, no having ready-made answers (Willers, 1975)
- easier to address diversity (Arnold, 2011)
- possible to share beliefs with students about fundamental values (De Matos, 2005)

Threats

- intrusion into students' privacy (Harron, 1983)
- exercises may bring out strong emotions from students (Rinvolucri, 1999)
- the teacher is not a therapist (Gadd, 1998a)
- the teacher might not have the competencies of a counsellor (Harron, 1983)
- teacher might become more like a star than a facilitator (Gadd, 1998a)
- may be more about the needs of the teacher than the students (Thornbury, 2001)
- overshadows the traditional curriculum, an excuse (Harron, 1983)
- might shrink student talking time (Appel, 1989)
- a way of handing over control to students (Gadd, 1998a)

2.2.4. *Positive Psychology*

In this section, the term Positive Psychology (PosPsy) is introduced and clarified because it has greatly informed the nature of the tasks used in this dissertation research. First, the definition of PosPsy is given, then, a brief history of this psychological movement is provided. Finally, PosPsy is discussed along the lines of a SWOT analysis (about the origins of SWOT analyses, see Puyt et al., 2023), just like Humanistic Language Teaching was above – along the matrix of strengths, weaknesses, opportunities, and threats, as described by scholars in the field.

2.2.4.1. The Definition of PosPsy and a Brief History.

Positive Psychology was first defined by Martin Seligman and Mihály Csíkszentmihályi as the "science of positive subjective experience, positive individual traits, and positive institutions" (Seligman & Csíkszentmihályi, 2000, p. 5). Here, a parallel can be drawn between its elements and the different types of focus Goleman and Senge mentioned in their book *Triple focus* (2014). According to the latter, an individual can focus their attention on their own self (inner focus), the outside world (outer focus) and another individual (other-focus). These focuses might correspond to positive personality traits, institutions, and personal experiences (possibly involving others), respectively.

However, the term Positive Psychology was coined much earlier than the 2000s by one of the key figures of the humanistic movement in psychology, Abraham Maslow (1970, first published in 1954). He used the term in contrast to psychologists' traditional preoccupation with mental dysfunction. Therefore, PosPsy is nowadays said to have grown out of the humanistic movement, with very different philosophical underpinnings (Waterman, 2013), the former specializing in mass data and testing hypotheses and the latter dealing with specific individuals' difficulties, in-depth, having a micro-perspective.

The PosPsy movement itself started with Seligman's inaugural speech as the president of the American Psychological Association in 1998, where he suggested that, as opposed to the then-current psychological mainstream, focusing on what goes wrong in a person's psyche and how to repair it, psychology should turn its attention to what is healthy, good, and, all in all, positive for mental health (Seligman & Csíkszentmihályi, 2000). Soon after this proposal, private companies became interested in the concept of PosPsy and provided financial support to carry out research into the field, and attempts were made to introduce *happiness* as a measurement of national wealth (Cabanas & Illouz, 2018).

Now a movement for more than two decades, PosPsy has already experienced at least two waves. According to Wong (2011), the movement has surpassed its first wave because the philosophy behind it has changed. Therefore, it is not a kind of toxic positivity, that is, "the concept that keeping positive, and keeping positive only, is the right way to live your life. It means only focusing on positive things and rejecting anything that may trigger negative emotions" (Lukin, 2019). In this first wave, scholarly efforts were characterized by a black and white type of thinking and were more preoccupied with what works and can go right, disregarding the benefits of negative feelings and experiences. However, in his 2011 article, Wong calls for PosPsy 2.0, and, as part of it, for a synthesis between positive and negative experiences, stating that disregarding the negative might result in losing important ways in which a person can be influenced – positively. As Wong (2011) also states, since the terms *positive* and *negative* are ambiguous, they should be clearly defined, and precise terminology should be used in PosPsy.

An interesting addition is what Fodor (2022) says about the different periods within PosPsy, even moving beyond the traditional metaphor: that of a boat. As she puts it, in the first wave, researchers focused on what *makes* a sailboat *move* forward, and then, in the second wave, scholars like Wong investigated the potential *damage* that can be done to a boat at sea and how to avoid or repair it once it happened. According to Fodor (2022), the third wave (or the second part of the second wave) of PosPsy is concerned with both *repairing* the damage while making it *work for us* (cf. post-traumatic growth, for example) and getting wind into one's sails (relying on motivation, virtues, character strengths, etc.). She uses the Japanese concept of *kintsugi* as a metaphor: just like in the ancient Japanese art of repairing what is broken and then covering the potentially poisonous glue with the most precious metal, one aim of this movement also should be to appreciate what can potentially grow out of the damage that might have been done to a person (Fodor, 2022; for the changes in direction in psychology, see Figure 2 below).

Figure 2.

The Changes in Direction in Psychology with the Metaphors Used by Scholars.
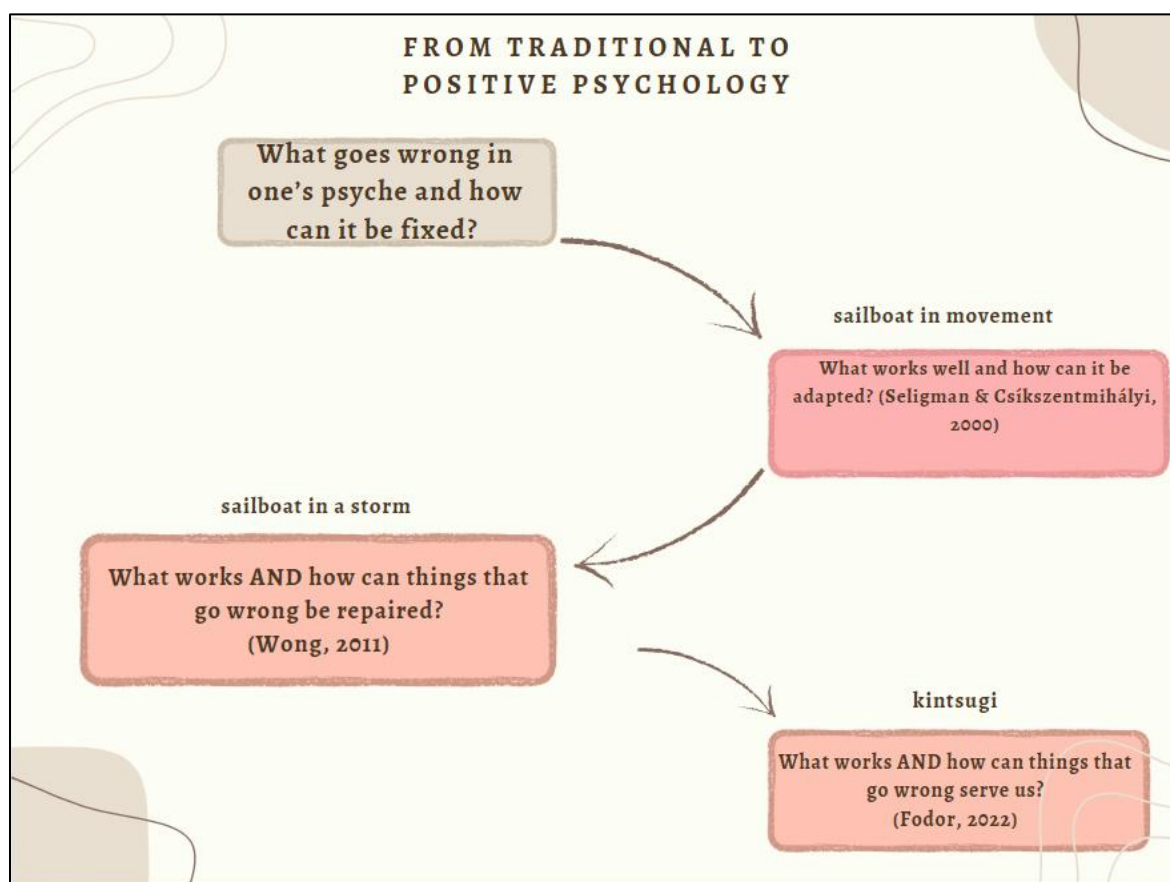
2.2.4.2.   The Relationship between PosPsy and its Predecessors.

When discussing the history of PosPsy, one cannot miss the fact that certain characteristics of the movement existed prior to its introduction by Seligman. According to Schneider (1998), psychology had long been defined as a natural science as it started off by applying "hypothetical-deductive-inductive methods" (Schneider, 1998, p. 277). According to him, romantic psychology, which is rather interested in individual emotions and perceptions within a broader context, had been around before the start of the PosPsy movement, and earlier spiritualism in psychology can also be considered as another predecessor of PosPsy (Schneider, 1998).

As has been mentioned above, another precursor of Seligman & Csíkszentmihályi's movement is humanistic psychology. DeRobertis and Bland (2021) refer to Schneider (2020), who compared PosPsy and humanistic psychology with tropes taken from cookery by saying the former is quick boil, while the latter is slow simmer, referring to the fact that PosPsy applies

quantitative research methods and looks at phenomena from a macro-perspective, while humanistic psychology deals with *the particular*, involving few participants, emphasizing qualitative methods of analysis. DeRobertis and Bland (2021) also state that humanistic psychology might have been the predecessor of PosPsy, but they caution that it has always been more open to new visions in the field of psychology. They also state that there was a difference between the ways the two founding fathers of PosPsy, Seligman & Csíkszentmihályi related to the humanistic movement. Quoting Seligman (Seligman & Csíkszentmihályi, 2000), DeRobertis and Bland (2021) point out that he had been more critical of and even denying the merits of the humanistic movement, while Csíkszentmihályi is cited as admitting that PosPsy does not necessarily bring novelty to the field.

To accusations of Maslow being one of the researchers to be blamed for the bloom of the self-help movement, DeRobertis and Bland (2021) respond that even Maslow himself was critical of the humanistic approach. The authors also counter Seligman's claim that science has to be mainstream, and, therefore, has to apply quantitative methods in its enquiry. DeRobertis and Bland (2021) refute this by pointing out that big names in psychology – whom Seligman also acknowledges as predecessors – such as Piaget or Skinner mostly used qualitative methodology in their work, and, therefore, contrary to their status in psychology, according to the argumentation of Seligman, should not have been considered mainstream or influential. Finally, DeRobertis and Bland warn that PosPsy and its focus on achieving happiness excludes working class and socially disadvantaged members of society making happiness a state of being for the privileged. They also point out that, for example, Seligman's virtues and character strengths are highly context-specific (DeRobertis & Bland, 2021).

2.2.4.3.   A SWOT Analysis of PosPsy.

In this section, the strengths, weaknesses, opportunities, and threats of Positive Psychology according to the literature are discussed (see Figure 3 below for a summary). When examining the *strengths* of the PosPsy movement, one cannot miss the strong quantitative research methodology and emphasis on hypothesis-testing (DeRobertis & Bland, 2021). PosPsy finally challenges the presuppositions about various interventions used by professionals and non-professionals that, proposed from the start of the humanistic movement, were aimed at increasing happiness. This way, as Seligman and his colleagues state, PosPsy provides a research background for already existing currents in psychology (Seligman et al., 2005). In addition, proponents of the PosPsy movement are in an ongoing dialogue about its relationship

with contemporary key figures in the humanistic tradition (see e.g. Schneider, 2011). Moreover, character strengths have already been mapped (Seligman et al., 2005), and an inventory has been published and refined owing to the PosPsy movement (Peterson and Seligman, 2004, for the inventory of 24 strengths along 6 virtues, see Appendix G).

Seligman and his colleagues' (2005) empirical research projects have also shown that internet-based psychological interventions can help almost any client without the involvement of a counsellor or therapist. Therefore, in the future, PosPsy-based activities might become more widespread and be made accessible not only to those who have a practitioner counseling them. Finally, it might also count as a strength of the movement that the early establishment of a Positive Psychology Network secured substantial funding, which is likely to provide financial background to the further growth of the research base (Seligman et al., 2005).

However, PosPsy also has its *weaknesses*. According to Held (2004), for example, this relatively new trend sends a separatist message when it defines itself in opposition to traditional psychology. She goes even further when she says that PosPsy has a negative attitude towards two issues. As she points out, PosPsy applies negative talk about negativity itself and its benefits (N.B. Held's article was published during the first wave of PosPsy, cf. Fodor, 2022).

The other issue is the relationship of PosPsy to its precursors. The followers of this movement, in their "Declaration of Independence" (Held, 2004, p. 9), cast other movements that focus on the positive, such as humanistic psychology, in a negative light, denying their value as forerunners. Cabanas and Illouz (2018) raise four different types of concern when discussing PosPsy's shortcomings: an epistemological one (is the study of happiness really a science?) and a sociological one (who is the study of happiness useful for?). The latter concern is echoed by authors who warn that the notion of happiness is prominent in neoliberal societies and is not accessible to everyone (cf. Cabanas & Illouz, 2018; DeRobertis & Bland, 2018). Further concerns are phenomenological (researching happiness may bring about creating too many paradoxes instead of finding *the truth*) and moral in nature (the search for happiness presupposes that there is a choice between ill-being and well-being, which is not true in many cases).

This resonates with what White (2016) claimed when he assessed the reasons why PosPsy cannot remain strong in psychological practice and research. He also proposed seven ways to overcome this: leadership, governance, partnerships between institutions belonging to different

levels in education or the business world, measurement of outcomes, knowledge transfer within the system of education, deeper collaboration between schools, and clear communication (White, 2016, pp. 12–13). In addition to these, as Nagy (2019) points out, another shortcoming of PosPsy is that the interventions based on it are still to be found in self-help books, and their use by psychological practitioners is still not widespread. That is why it would be essential to build a firm base for such practices and integrate them into the everyday work of psychologists as viable techniques to use with their clients.

Moving on to the *opportunities* that PosPsy might offer, perhaps the most conspicuous one is that happiness could become a universal human goal and researching it has been legitimized among scientists (Cabanas & Illouz, 2018). Furthermore, such research seems to be informing economical decisions in some countries, for example, Bhutan. There has even been an attempt to introduce a Gross Happiness Product (GHP), similarly to GDP and GNP, which, given the right measures, might become a tool to estimate national wealth and thus set a course to future action in a country (Cabanas & Illouz, 2018). In a similar vein, it can be beneficial for the economy of a country to invest into the happiness of its citizens: according to Layard and Clark (2015), there are several factors that decrease productivity. In their discussion, they mention that having a mental illness has a negative effect on physical health, and mentally ill people or people who have a mentally ill relative are absent from work more often. Moreover, presenteeism can also be a major issue: workers may be physically present at their workplace but cannot be productive enough because of a mental illness. Therefore, according to Layard and Clark (2015), attention to making workers happy has economic benefits and adds to the national wealth in the long run.

Finally, PosPsy might pose certain *threats*, as its critics point out. According to Cabanas and Illouz (2018), after Seligman was elected president of the APA in 1998, and started the movement, he had several meetings with representatives of different companies, which eventually resulted in these companies providing financial aid for this new area to grow and get researched. This constituted a private sector intervention in the work of scientists which may have happened too soon. The list of funders that Seligman and his colleagues (2015) published includes the Atlantic Philanthropies, the Templeton Foundation, the Hovey Foundation, the Annenberg Foundation, the Gallup Foundation as well as the U.S. Department of Education. This might confirm what Cabanas and Illouz (2018) warned about in connection with the question of research funding: Seligman & Csíkszentmihályi seem to have accepted financial

support rather indiscriminately so one cannot completely rule out potential bias caused by, for example, those companies who financed their research work.

There is another issue which can be potentially detrimental to the mental health of some individuals. With the advent of PosPsy, those non-academic professionals who have long been working with techniques that were generally characteristic of the self-help movement now can seemingly base these strategies and interventions on scientific ground, without having directly tested or researched such interventions themselves (Cabanas & Illouz, 2018). While PosPsy researchers are not directly responsible for this situation, the inherent danger is worth pointing out as certain techniques, if used inappropriately, can worsen the symptoms of the clinically ill (Farias and Wikholm, 2015).

Regarding the research base, another threat concerns the data sources that researchers work with. To carry out research in the quantitative paradigm of PosPsy, one needs extensive data. That is why, in certain cases, mass-scale data mining took place online. For instance, following a project which involved Facebook walls of thousands of users, emotional manipulation was proven to be possible without interacting in person (see Kramer et al., 2014). Eventually, this led to a scandal because of Facebook's privacy policy and cast this fledgling movement in a rather bad light (Cabanas & Illouz, 2018). Apart from this, as Held (2004) states, PosPsy might contribute to the fragmentation of psychology and further divide the relatively young discipline of psychology.

All in all, as a movement, PosPsy seems to have both advantageous facets as well as characteristics that urge caution. On the one hand, its strong quantitative research base might make PosPsy more acceptable to the academic community, and, eventually, help basing previous practices such as humanistic ones on a scientific grounding Moreover, it can also foster economic growth and influence decisions made in the final sector and thus help to build a happier society focused on the well-being of the community *and* the individual.

On the other hand, as most of the territory of PosPsy is still uncharted and searching for happiness is not the same as researching it, as the latter comes with considerable responsibility. Neither should positivity be forced on the individual. That is why it is essential to make more scientific investigations into not just the impact of PosPsy on individuals and communities, but also into how individuals and communities *relate to* and *think about* this psychological trend.

Figure 3.
SWOT Analysis of PosPsy.

SWOT ANALYSIS - POSITIVE PSYCHOLOGY

Strengths

- provides a research background for already existing currents in psychology (Seligman et al., 2005).
- ongoing dialogue about its relationship with contemporary key figures in the humanistic tradition (see e.g. Schneider, 2011).
- character strengths have been mapped (Seligman et al., 2005), inventory of character strengths (Peterson and Seligman, 2004)
- internet-based psychological interventions can help almost any client without the involvement of a counsellor (Seligman et al., 2005)
- financial background to the further growth of the research base (Seligman et al., 2005).

Weaknesses

- separatist message: opposing traditional psychology (Held, 2004)
- negative talk about negativity itself and its benefits (Held, 2004)
- relationship of PosPsy to its precursors: negative (Held, 2004) (Cabanas & Illouz, 2018)
- is the study of happiness really a science? (Cabanas & Illouz, 2018)
- who is the study of happiness useful for? (Cabanas & Illouz, 2018)
- the notion of happiness is not accessible to everyone (Cabanas & Illouz, 2018, DeRobertis & Bland, 2018)
- researching happiness: creates too many paradoxes instead of finding "the" truth (Cabanas & Illouz, 2018, cf. White, 2016)
- there is not necessarily a choice between illbeing and well-being (Cabanas & Illouz, 2018)
- PosPsy-basded interventions are found in self-help books and their use in psychological practice is still not widespread (Nagy, 2019)

Opportunities

- happiness could become a universal human goal (Cabanas & Illouz, 2018)
- researching happiness has been legitimized (Cabanas & Illouz, 2018
- research might inform economical decisions (example: Bhutan, see Cabanas & Illouz, 2018)
- investment into happiness might increase productivity of a country (Layard & Clark, 2015)

Threats

- companies financing research: private sector intervention in scientific work (Cabanas & Illouz, 2018).
- non-academic professionals can claim PosPsy as the background for their maverick practices (Cabanas & Illouz, 2018).
- certain techniques may worsen the symptoms of the clinically ill (Farias & Wikholm, 2015).
- mass-scale data online for research purposes, using inappropriate data sources? privacy issues (Cabanas & Illouz, 2018).
- PosPsy might contribute to the fragmentation of psychology (Held, 2004).

2.2.5. *Positive Education*

This section of the dissertation describes the implementation of PosPsy in education, namely, Positive Education (PE). To provide an overview of the underlying concept, and of the empirical research done in recent years, this chapter focuses on answering the following questions.

1. What is Positive Education?
2. What international good practices of PE can be found in research?
3. What Hungarian good practices of PE can be found in research?

2.2.5.1.   The History of Positive Education

As PosPsy is a relatively new field within psychology (cf. section 2.2.4.1. on its history above), its application in education is also quite recent. What is more, scholars say that there is a growing need for empirical evidence on its usefulness in educational contexts as well (Seligman et al., 2009). When education has PosPsy as its underlying theoretical basis, it may be broadly called Positive Education. However, as Bott (2017) defines it:

> Positive Education is a whole-school approach to student and staff well-being: it brings together the science of Positive Psychology with best-practice teaching, encouraging and supporting individuals and communities to flourish. (p. 16)

This means that Positive Education does not appear sporadically but is experienced by students and teachers as systemic and purposeful within a school context. For this reason, it is worth examining what is necessary to create such an educational context.

According to White and Kern (2018), technically, there are more and more ways of applying Positive Psychology in schools, and the definition of Positive Education seems to be clear enough. However, as they claim, the practical implications are still lacking, which is why there is a growing need for case studies of schools where PE is being implemented. White and Kern (2018) offer six reasons why PE should be adopted in schools. As for the philosophical reason, they remind us that in philosophy and, especially in ethics, thinkers as early as Aristotle stated that well-being is "an outcome of a pathway towards a flourishing life" (p. 3).

Such a pathway cannot be followed without thinking of and working towards the greater good of the community, as well. As for the psychological reason, the authors refer to the prediction of the WHO concerning growing the number of depressed adolescents and young adults, stating that mental illness is one of the greatest concerns worldwide, and it should be prevented as early as possible. This might also be linked to the economic reason White and Kern (2018) elaborate on: the treatment of mentally ill people as well as their absence from the workplace due to illness or mortality is a considerable financial burden on the economy (see also Cabanas & Illouz, 2018). As for the social reason, they warn that childhood and adolescent years are crucial in building relationships, and, as a cognitive reason for implementing PE, they recall that school must be engaging academically, and by enhancing well-being, interest in learning might also grow in students. Finally, there is also a cultural reason for the need for PE: every school has its own culture, which, if it is to be built on empathy and understanding, can only be fostered in a flourishing environment (White & Kern, 2018).

As for the growing evidence supporting PE practices, there are quite a few promising findings already. Kern and her colleagues (2014) analyzed data collected from 518 male students in Australia and assessed their well-being according to a model for well-being proposed by Seligman (the PERMA model of positive emotions, engagement, relationships, meaning, and accomplishments, also see section 2.3.2.), finding that the model itself can be utilized in measuring students' well-being. In addition, Kern and her colleagues (2015) also measured the well-being of the students and staff using the same model, and found that those participants who reported higher levels of optimism and engagement also reported being in better physical state and more vitality, which suggests that promotion of well-being in that specific school context was well worth the effort. Furthermore, Laakso and her colleagues (2020) measured the positive and negative effects of Positive Psychology interventions on 140 students after having taken part in 32 well-being-based school lessons. Their quantitative analyses revealed that positive psychological interventions had a positive effect on students' well-being even in the long run.

Besides these studies, there have been research projects aiming at either giving an international overview of PE or capturing the nature of PE as a whole-school approach (cf. Bott's definition). Adler (2016), for example, carried out dissertation research

consisting of three consecutive studies done in Bhutan, Mexico, and Peru, involving treatment and control groups to see the effects of PosPsy-based whole-school intervention programs on academic achievement in standardized tests. In these large-scale randomized studies, he found that integrating well-being skills into schoolwork enhances academic performance. Moreover, as reported by Krekel (2017), initiatives to integrate PosPsy into education by policymakers have been undertaken in the following countries: the UK, the USA, Australia, Bhutan, Singapore, New Zealand. In the *Global Happiness Report* of 2018, Seligman and Adler provide an account of Asia, Australia, the Middle East, the USA and the UK institutions and the initiatives that embrace PE. In addition, in the report of the next year, they also provide a checklist for the steps towards a Positive Education (Seligman & Adler, 2019, p. 54):

1. Contextual and cultural immersion and understanding

2. Multi-stakeholder engagement

3. Needs and goals assessment

4. Quantitative baseline measurement

5. Curricular development and adaptation

6. Training of educators

7. Curriculum implementation

8. Ongoing training and embedding

9. Post-intervention measurement and ongoing impact evaluation

10. Evidence-based policy design and legal institutional embeddedness

11. Large-scale policy implementation

12. Ongoing evidence-based evaluation, adaptation, and evolution.

This list, as can be seen from step 2, just like the above-mentioned nationwide initiatives, reflects a top-down approach to change in education (cf. Goleman & Senge, 2014). As this dissertation seeks to understand the implementation of mindfulness as a Positive Psychology practice in the EFL classroom, and also to explore what educators seem to think about it, from the above-mentioned steps, training educators (6), curriculum implementation (7), and post-intervention measurement (9) seem especially relevant in this context.

However, there is also research into PE education implemented in specific school contexts as a whole-school approach. One such project is the Geelong Grammar School Project, in which teaching, embedding and living Positive Education are the three pillars of the model of PE (Seligman et al., 2009). Norrish et al. (2013) give a detailed account of the program implemented in the Geelong Grammar School in Australia: this is a whole-school approach, which might be a viable way to implement PosPsy in schools. This is important because the aim of Positive Education, namely, to enhance academic success by focusing on well-being is clear; however, the methods that should be used for this are not so easily determined, hence the need for the propagation of good practices such as that of the Geelong Grammar School. Norrish and her colleagues (2013) also add that Positive Education is as important to building a flourishing society as it is to schools, which means positive practices can reach a great number of people. This can be achieved by focusing on "six domains central to well-being—positive emotions, positive engagement, positive accomplishment, positive purpose, positive relationships, and positive health […] underpinned by a focus on character strengths." (Norrish et al., 2013, p. 150).

As for another example of a whole-school approach, White and Kern (2018) present a case study of St. Peter's College in Adelaide, Australia, where school staff implemented PE by having four key objectives: being a supportive learning environment, building competencies for well-being, ensuring that all staff are embracing well-being of students, and making St Peter's College into a center of development and dissemination (p. 6). Seligman and Adler (2019) also describe a program started at Adelaide University in Australia where a Well-being Framework was integrated into early teacher education to train beginner teachers who are more likely to spread PE as well as get retained in the system thanks to the benefits of PE.

Finally, another example of implementing PE on the large scale that Seligman and Adler (2019) describe in their report on global happiness is that of Tecmilenio University, in Monterrey, Mexico. Here, gaining inspiration from Seligman's PERMA model, the first Positive University was established, with the aim of exploiting the strengths of every student, allowing students even to customize their own timetable and foster it to their own personal learning needs.

2.2.5.2.   Positive Education in Hungary.

Despite having been initiated by the president of the American Psychological Association, the concepts behind PosPsy are deeply rooted in European thinking, as well. As Pléh (2012) pointed out, the views of PosPsy researchers on knowledge, competence, and personality have their forerunners in European philosophical and psychological traditions.

As for Hungary, PosPsy appeared in the country almost right after the movement started in the United States (Oláh, 2022). Oláh (2022) also names three centers where PosPsy research is being done in Hungary: (1) Eötvös Loránd University (ELTE PPK) Pozitív Pszichológiai Laboratórium between 2005 and 2012, and then, in 2016, its status changed from a lab into a research group (Pozitív Pszichológiai Kutatócsoport), where mainly the concept of *flow* was being researched; (2) the University of Szeged, where the main research focuses are *mental health, spirituality, optimism*, and *perfectionism*, and (3) Károli Gáspár University of the Reform Church in Hungary, where investigations are being done on *resilience, mindfulness*, and *well-being*. Oláh (2022) also reminds us that the growing interest in PosPsy in Hungary can be attested by the fact that it is becoming part of university studies on BA, MA, and PhD levels, and *Magyar Pszichológiai Szemle* (the Hungarian Journal of Psychology) has two issues so far dedicated to this area within psychology.

Positive Education in Hungary has very similar aims to the goals on the international scene: using the results of PosPsy research in practice, and teaching well-being (Oláh, 2015). A school where PE takes place fosters holistic learning, based on intellectual and emotional investment, for which positive affect (cf. the positivity ratio established by Fredrickson and Losada, 2015) is essential. A positive school is a place where positive affect towards each other (*love*) is important, and students can experience *flow*. Also, it is a place where students can explore and exploit their character strengths (Oláh, 2015; cf. the matrix of 24 strengths across the 6 virtues, Peterson & Seligman, 2004, and section 2.3.3.).

As for the name PE in the Hungarian context, there have been attempts to call it *white pedagogy*, pointing out that it is the counterpoint of toxic, so-called *black pedagogy*. This reflects the paradigm shift in educational thinking from traditional, black, i.e.,

punishment-based pedagogy, building on negative affect, towards a Positive Psychology-based one in the Hungarian education system (Ladnai, 2016, 2018, citing Rutschky, 1997). Ladnai (2019a) also adds that the term *positive pedagogy* does not exist in Hungarian educational research yet. However, there is a need for PE in the Hungarian context: Fűz and Hegedűs (2020) provide reasons why, referring to a Danish initiative to put emphasis on out-of-school learning as an example of a successful step towards education reform. In addition, Válóczi (2022) also provides an overview of PosPsy and claims that, though there is a link between well-being and academic success, which makes PE a worthwhile goal, it is not a comprehensive model for education. As a result, she says, there is a need to explore what the use of PosPsy elements can achieve in schools. She also offers ideas on how to implement Seligman's character strengths in EFL classes at university level (ibid.).

Firstly, observing research done the Hungarian context, one can find papers on the effects of PE in contexts of alternative schools and sports education. For example, Reinhardt et al. (2019) researched the relationship between perfectionism, emotional regulation, and subjective well-being amongst young sportspeople and found that adaptive perfectionism resulted in enhanced subjective well-being, while maladaptive perfectionism led to languishing in participating teenagers. Further, Boda (2020) investigated the use of a type of physical exercise, MediBall (a sport similar to badminton, focusing on spatial awareness and balance) in university context in order to enhance emotional intelligence of university students, while Beregi and Bognár (2021) explored how the motivation to do physical exercise can be increased by the tools of PosPsy.

As for other contexts, Csath (2020) carried out an experiment in a Hungarian secondary school dormitory, using relaxation and topic-based conversations to reduce stress experienced by teenagers and found that these techniques can work with the chosen participants. In the context of alternative schools, Ladnai did extensive research, examining indicators of PE Education in the case of an alternative school, *Rogers Iskola*, examining their curricula (Ladnai, 2019a, 2019b, 2020a, 2020b), whilst Garamvölgyi (2020) explored the use of nonviolent communication in a primary school over the span of 15 years.

Just like alternative education and related contexts mentioned above, the circumstances in Hungarian public education also have caught researchers' attention. To start with, Vargha and his colleagues (2019) adapted different English-language tests of subjective well-being to the Hungarian context with adolescents and validated their instrument. As it abolishes the language barrier, this new instrument allows room for measuring well-being in the Hungarian teenager population. In the secondary school context, Körei (2020) explored how PosPsy can be implemented in history and civic studies teaching in the case of one student, while Magyaródi and Harmat (2020) provided a meta-analysis of existing literature on the practical implication of PE in the Hungarian context, with parent/teacher/adolescent participants. The paper summarises insights from 18 Hungarian research projects done into PE and also provides an overview of the research instruments that can be used to measure PosPsy facets in Hungarian children.

As regards the *need* for PE and education on happiness itself, Szélesné Ferencz and Hornyák (2018) in their research with teenagers found that most participants, though they had said they had felt happy, would be willing to take part in lessons focusing on happiness and enhancing it. Hegedűs (2016) and Hegedűs (2019) provide an account of programs focusing on enhancing the emotional intelligence of kindergarteners in the Hungarian context. Moving further, Fűz and Hegedűs (2020) name four examples of PosPsy-based programs in Hungarian public education: (1) *Boldogságóra Program*, (2) the *ViTT Program* (Viselkedés Támogató Tanítása – Positive Behavioral Interventions and Supports), and (3) *Kék Madár Program* in Veszprém, and (4) a project called *Pozitív pszichológia a tanteremben* (Positive Psychology in the classroom).

First, *Boldogságóra* ("Happiness Class") is one of the projects mentioned above that aims at teaching children how to be happy (Szarka, 2020). It was started in 2014 by Bella Bagdi, who, at the time, was the president of a foundation called *Jobb Veled a Világ* (The World Is Better With You), as a program that was offered for free based on the book *The How of Happiness* by Sonia Lyubomirsky (Lyubomirsky, 2008). The aim of the program has been to foster personality development and to teach students how to have a positive outlook on life in Hungarian schools (Szarka, 2020, p. 201). According to Szarka (2020), a year after it had been established, the foundation started to publish handbooks for teachers in lower primary, upper primary, and secondary education. In 2018,

Gyarmathy voiced criticism against Boldogságóra, mainly with a view to empirical research on the effects of the program.

This turned into a series of exchanges between her and the leaders of Boldogságóra, which is out of the scope of this dissertation (cf. Gyarmathy, 2018a; *Boldogságórák nem csak boldogtalan gyerekeknek – válasz Gyarmathy Évának*, 2018; Gyarmathy, 2018b; Bagdy, 2018; Gyarmathy, 2018c; Gyarmathy, 2019; Berkes, 2019; Szarka, 2020; Gyarmathy, 2022). As for the need for Boldogságóra to be evidence-based, Hegedűs (2019) carried out research proving the effectiveness of the program.

Second, the *ViTT method*, which was started in the United States and spread across the country quickly after that, is described in detail in the thesis of Ferenczi (2017). According to her, this method involves shifting the focus from undesirable classroom behavior and its punishment to good behavior and its reward among teachers and students alike. Third, the *Kék Madár Program* focuses on character strengths and makes them the basis of feedback, as well. Also, in Báthory István Általános Iskola, the school that initiated the program and curates it as a whole-school approach, there is close cooperation with parents in preparing students for lifelong learning and problem-solving through fostering tolerance, cooperation between learners, and student autonomy (Jegesné Rémesi, 2013, Ladnai, 2019a).

Finally, the project *Pozitív pszichológia a tanteremben* brings us closer to the next section of the dissertation, since this project involved action research carried out in a Hungarian secondary school where Italian is the most prominent second language. Fodor and her collagues (2018) report data to underscore the claim that students managed to do well at the *Országos Középiskolai Tanulmányi Verseny* (National Secondary School Academic Competition) because their teacher applied Barbara Fredrickson's broaden-and-build theory in her classroom. In addition, Fodor and Molnár (2022) discussed how the 24 character strengths can be used in the Hungarian school context amongst students and teachers. In their article, they also offer a list of 11 different activities that have character strengths as their basis and can be done in a school context. The authors also cite Waters (2011) who said PosPsy-based interventions are more effective if they come from the inside of a school culture and not from an outside trainer. However, Fodor and Molnár (2022) do not elaborate on exactly in what context, that is., which school subject

these activities can be integrated into, which, together with the project mentioned last in the list above, brings us to the next chapter: the possibility of exploiting PosPsy in language education.

2.2.6. *Positive Language Education*

In this section, the dissertation goes on to describe Positive Language Education. Again, there are guiding questions for the section, which are as follows:

1. What is PLE?
2. What empirical research supports its effectiveness?

As for the history of PosPsy in language education, though it may be relatively new, this current has already gained a lot of research interest. In their work summarizing PosPsy in language education, namely, Positive Language Education (PLE), Mercer and her colleagues (2018) quote Cook with the reminder that learning an L2 has several internal side effects (Cook, 2013, p. 51). As Mercer and her colleagues (2018) claim, language teachers are already using strategies borrowed from PosPsy, which, to the authors, means teaching well-being in its *weak form:* integrated into a subject matter and taught through some primary material. As opposed to this, teaching well-being in its *strong form* means that it becomes a separate subject (like in the case of *Boldogságóra*). However, how *exactly* PosPsy can be integrated into the teaching of certain subjects such as a foreign language is unclear. For one thing, at this stage, there is not much practical experience of such endeavours. An added difficulty is that teachers are not psychologists and neither do they have to become one because, even if they feel comfortable with this responsibility, their training is fragmentary in well-being education (Mercer et al., 2018). Even so, since academic and other skills, such as emotional intelligence can develop in parallel, this area of the *weak form* of well-being education is well worth the attention of researchers and teachers alike.

According to Dewaele and his associates (2019), PosPsy in second language acquisition has already undergone changes in two main periods. Between 2012 and 2016, it was marginal and appeared very much like a snowdrop in the academic landscape. However, since about 2016, this part of second language acquisition research has started to blossom, and we now have, as Dewaele et al. (2019) claim, an English garden in full bloom. The reason for this might be that, in SLA research, there is an openness to

empirical research and its findings. That is why the establishment of the *International Association for the Psychology of Language Learning at the Psychology of Language Learning 3* conference in 2016 in Jyvaskyla meant a boost for this movement in SLA research. After this, Oxford introduced a vision of well-being in language learning called EMPATHICS, based on Seligman's PERMA model (see section 2.3.2. in further detail) and there was a growing number of studies presented on foreign language enjoyment, foreign language anxiety, foreign language classroom anxiety (Dewaele et al., 2019, for the research on emotions, also see below in this dissertation). Regarding the findings of PosPsy that might serve SLA, MacIntyre (2016) names four areas in which PosPsy might be directly channeled into L2 education: the shift from negative affect towards the positive, the model of the 24 character strengths along the 6 virtues, Oxford's application of Seligman's PERMA model for L2 education in the form of the EMPATHICS model, and the conceptualization of *flow* (see section 2.3.3. on student emotions and well-being).

As for the empirical research done into PLE, the following studies provide useful evidence of the use of PosPsy. Gregersen (2016) did empirical research with 2 Brazilian and 3 Japanese students taking part in an intensive English language course at a US university. They did a 12-week PosPsy intervention program, with personal tutors who tailored the interventions to the needs of the students. The interventions comprised six topics: gratitude, altruism, music, pets, laughter, and exercise; and Gregersen found that these interventions helped the participants replace negative emotions with positive ones. In addition to this, Piasecka (2016) carried out research with six female students who were in an MA program in applied linguistics. The participants of this study were asked to read two poems and say three good things about them – with this, the aim was to see whether their character strengths got activated. In this research, Piasecka found that the two particular texts did reveal character strengths of the participants. In a similar vein of experiment-like studies, Pisarek (2016) conducted a quasi-experiment with Polish law students and found that strategy training in vocabulary learning might be a positive intervention and can lead to more learner autonomy. Besides the studies mentioned in the section of the dissertation dealing with student emotions (2.3.2.), research on flow in the Hungarian context should also be mentioned here. Czimmermann and Piniel (2016) did quantitative analyses of university students' experiences of flow in the language classroom and found that a lot of their participants experienced flow while performing

EFL tasks. Piniel and Ritecz (2022) replicated the study six years later with secondary school students, focusing only on speaking tasks. They found that among the 75 learners who participated, speaking tasks could foster the state of flow, even if performing speaking tasks in pairs and having to cater for the needs of their partners was experienced as challenging by the participants.

Concerning directions in the future of PLE, Dallas and Hatakka's research provides some useful recommendations (2016). They organized two workshops for first-year students at a university where the language of instruction is English, aiming at enhancing their personal responsibility for their studies. After analysing student journal entries, the two authors offered suggestions on how to lead such workshops and how to improve them for the future. Furthermore, there is research evidence that supports the relationship between teacher and learner emotions. For example, this issue was investigated by Guz and Tetiurka (2016) who used classroom observation and recording lessons of 45 Polish pre-service teachers. They primarily focused on what emotions teachers can evoke in young learners and how teachers impact their learners' engagement. The authors found a link between young learners' engagement and their teacher's mindset as well as emotional attitude. Finally, still observing the interpersonal characteristics of the foreign language classroom, Gabrys-Barker (2016) examined the notion of classroom climate according to pre-service teachers. Among other things, they found that creating a classroom "code of conduct" (p. 171) might be the key to a good classroom atmosphere where students and teacher share responsibility for learning.

2.2.7. *Mindfulness*

The following section discusses one of the underlying concepts of the dissertation, mindfulness. Using a parallel structure to that of the SWOT analyses on HLT and PosPsy and building a SWOT for mindfulness itself (see Figure 4 at the end of this section), this chapter aims to answer the following questions:

1. What is mindfulness according to scholars?
2. What are the strengths and opportunities of practicing mindfulness?
3. What are the weaknesses and threats of practicing mindfulness?
4. What measures can be taken to mitigate the adverse effects mindfulness might have on the individual?

2.2.7.1. Conceptualizations of Mindfulness.

To make sense of the world, and navigate in different situations successfully, while economizing on cognitive investment, that is, *thinking time*, human beings use prefabricated categories from simple beliefs to very complex ideologies (Kirmayer 2015). However, as Kirmayer (2015) points out, this very often leads to mindless behavior, meaning that a person acts on the basis of automatism and habits rather than the real-time assessment of a particular situation. This also means entrapment by category (Langer, 2013), which leads to premature cognitive commitment (Kirmayer, 2015), and, eventually, prevents the individual from being present in the moment. The opposite of this phenomenon is when one is being mindful.

Mindfulness has its roots in Buddhism and, as such, is considered a form of meditation (Kabat-Zinn, 1990, Kirmayer, 2015; for the account of the Western meditative experience in detail, see Goleman, 1988, and Goleman & Davidson, 2017). According to Vörös (2016), this meditative practice reached the Western world after several shifts in thinking in its birthplace, the East as well. This was a result of Western intellectual influence brought about by "Buddhist Modernism" (Vörös, 2016, p. 62), which was the basis of a movement in the United States called the Insight Meditation Movement, aiming at putting focus in the Buddhist practice on meditation again instead of elements they regarded dogmatic or even superstitious. One of the main characters in the reform of Buddhism was Mahasi Sadayaw, whose meditative practices were endorsed by students from the West as well. He founded the Insight Meditation Society in 1975, hence giving the missing link back to the West, and giving way to practitioners such as Jon Kabat-Zinn, who based their therapeutic work going back to the West, on insight meditation (for an even more detailed account of the various currents in Buddhism, see Vörös, 2016).

To understand what being mindful is, first it is necessary to understand how the mind works. The practitioners of mindfulness often use the metaphor of a monkey for the mind, constantly wandering, just like a monkey climbing from one branch to another (Hahn & Dinh, 1987). According to them, being mindful is not about stopping the mind from wandering or changing its course. Instead, mindful behavior is defined in the following ways. According to Hahn and Dinh (1987), mindfulness involves "keeping your consciousness alive" (p. 11), which is like Kabat-Zinn's (1990, p. 2) way of saying it is "moment-to-moment awareness". Another important element of mindfulness might

be engagement, as Langer (2013) puts it: "Mindfulness is the feeling of involvement or engagement. It is an active state of mind that is achieved by simply noticing new things" (p. 618).

In this dissertation, however, a definition by Kabat-Zinn is accepted as it is more complex than the others mentioned here. Also, this definition shows more complexity that might make it more relevant for the complexity of the EFL classroom. This definition states that "mindfulness means paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994, pp. 3–4). In line with this definition, Kabat-Zinn established 8 different attitudes that describe a mindful person: *non-judging, patience, beginner's mind, trust, non-striving, acceptance, letting go,* and *self-compassion*. In this study, having a beginner's mind and acceptance seem especially relevant as in the tasks used as teaching method, students are asked to observe certain things as if they have never experienced them, that is, as a child or beginner, and, to reflect on the experience without any evaluations, just accepting it as it was (see e.g. *Task 4 – A mindful cycle*, in Appendix F).

2.2.7.2.   Practicing Mindfulness: Strengths and Opportunities.

When mindfulness was brought to the West by eager and interested students who travelled to the East to get acquainted with this practice amongst the master practitioners in the 1970s (Vörös, 2016), it was thought to have several benefits and enhance a person's happiness. Over the years, programs aiming to correct certain behaviors and attitudes were built on mindfulness, and, parallel to that, research was conducted to understand its exact effects. As a result, there is now documented evidence that mindfulness has several benefits (cf. Shapiro et al., 2006). First, it seems to promote brain activity. As Hölzel and her colleagues (2010) found, comparing functional magnetic resonance brain images of participants before and after a 7-week mindfulness-based meditation program, the grey matter in the brain can increase in regions that are responsible for learning and emotional regulation. In addition, mindfulness was proven beneficial in psychotherapy in combatting anxiety and depression, an overview of which is provided by Davis and Hayes (2011). As for battling certain diseases, the following examples can shed light on the effect of mindful meditation. Longitudinal research, such as that of Pickut and her colleagues (2013), shows that mindfulness might be useful in cases of Parkinson's Disease as it might increase gray matter density in areas the degeneration of which are

thought to be affected by the condition. As for addiction, research by Tang et al. (2015) pointed out that mindfulness may also reduce drug abuse and improve emotion regulation of addicts.

Another question that might arise in connection with this form of meditative practice is whether long-term engagement is important, or whether it is enough to complete programs that last a few weeks to get favorable results. Gotink with her colleagues (2016) did a small-scale study of fMRI images of participants of an 8-week mindfulness-based stress reduction program and compared them with fMRI scans of the brains of long-term meditators. They found that even a shorter, 8-week period can cause similar changes to certain brain areas as long-term meditation: it might decrease amygdala activity (which is responsible for stress response) and enhance activity in the prefrontal cortex of the brain, where rational decisions are made.

Moving further from the traditional view of methods as treatments, there is promising evidence that mindfulness might be a useful tool to develop certain skills, and, ultimately, be used in education, based on the premises of PosPsy: not to correct what went wrong but for prevention. Still, considering what neurobiology suggests, besides the advantageous results mindfulness has in terms of emotion regulation, it also seems to affect memory, which is very important for learning. For example, in their research, Jha and her colleagues (2011) found that an 8-week mindfulness course is beneficial for working memory capacity. As for possible directions for mindfulness in education, Ritchhart and Perkins (2000) reviewed literature on mindfulness as a worthwhile educational goal and, relying on Langer's key qualities of a mindful state (Langer, 1989), they examined three high-leverage practices for nurturing the disposition of mindfulness in the classroom. They claim that mindfulness is rather a disposition than a momentary state and claim that mindfulness can be nurtured as a trait if students are trained to avoid mindlessness and also to detect situations in which a mindful approach is called for. In the article, the example of an algebra class is used to demonstrate how a teacher using mindfulness for teaching mathematics can help students understand the importance of shifting perspectives (Ritchhart & Perkins, 2000).

As for research on how mindfulness might act as a disposition, Evans et al. (2009) conducted research with 142 participants and found that mindfulness as a trait can be the

predictor of persistence when a university student is given a difficult lab task to perform. This can be complemented with Parks and Biswas-Diener's (2013) overview of positive interventions, in which they also consider potentially harmful misapplications. That is why the Mindfulness in Schools Project in the United Kingdom offers a series of good practices that are also evidence-based and proven to be useful in the educational context (e.g. Weare, 2013a; Weare 2013b; Weare & Huppert, 2019). This organization provides training for teachers based on the age group of their students not only in the United Kingdom, but abroad as well, on-site and online, too (Weare 2014). Elements of this program were found to improve depressive symptoms of adolescents as well as reduce their stress levels (Kuyken et al., 2013), reduce self-judgement and help make balanced decisions in the case of a cohort of 18-16-year-olds (Sanger and Dorjee, 2016). As for the impact at lower ages, Vickery and Dorjee (2016) explored the implementation of mindfulness in the UK primary school context. It was found that mindful practices seemed to enhance the meta-cognition of the 71 participating students and to improve their well-being, as well, while another important factor also emerged in their results – students also reported having enjoyed the mindful meditations. Recent results also show that mindfulness can reduce anxiety. Kennedy and her colleagues (2022) conducted research with pre-adolescents (ages 9-11) who had attention or stress-related problems and participated in a 10-week mindfulness program. The researchers found that attention impairments induced by anxiety were decreased by the end of the program.

Concerning academic achievement, Felver and Nirbhay (2020) concluded that using mindfulness in education can reduce discipline problems and help students have more academic success by helping them focus more and manage their emotions. Besides the above, a useful typology of the different positive interventions available is offered by Parks and Titova (2016). Finally, as for large-scale studies, results of Volanen et al. (2020) seem convincing. They conducted a study with 3519 teenaged (12-15) participants in the Finnish context to see the effects of relaxation and mindfulness-based interventions and found that mindfulness lowered depressive symptoms and helped socio-emotional functioning in certain clusters of the students, while in all participants, they found that mindfulness had a positive effect on resilience.

2.2.7.3. The Criticism of Practicing Mindfulness: Weaknesses and Threats.

Besides research being done on the positive effects on mindfulness-based interventions, considerable criticism has been voiced, both in theory and practice, in recent years. Even if in a SWOT analysis, the negative facets are usually called weaknesses and threats, in the case of mindfulness, it should be noted that these are rather shortcomings and potential harm. As these seem to be intertwined, first the theoretical considerations (the potential "threats"), and then the research evidence (the attested threats and, thus, even "weaknesses") are discussed (also see Figure 4). Finally, suggestions researchers made to circumvent these harmful effects will be mentioned.

The possible *threats* that mindfulness might come with – in theory – were raised most strongly by those who labelled it *McMindfulness* (cf. the 2019 book of the same title by Ronald E. Purser), after one of the symbols of Western capitalism, the fast-food chain McDonald's. Forbes (2019, p. 25) defines it the following way: "McMindfulness occurs when mindfulness is used, with intention or unwittingly, for self-serving and ego enhancing purposes that run counter to both Buddhist and Abrahamic prophetic teachings to let go of ego-attachment and enact skillful compassion for everyone". What is more, Purser (2019) even called mindfulness the new capitalist spirituality as it has been decontextualized and ripped off the Buddhist background when Kabat-Zinn founded his Stress Reduction Clinic applying mindfulness-based interventions in 1979.

According to Forbes (2019), even though this movement and its mediative practices had predecessors in the Western world, such as Ralph Waldo Emerson or Henry David Thoreau (Purser, 2019), such practice has now been deprived of the Eastern philosophy and ethical values behind it (Forbes, 2019). Rather, it is nowadays being used by Big Business to produce a more successful workforce. This way, the author claims, the individual is made responsible for reducing their own stress level and enhancing their own happiness. Purser (2019) also confirms this by comparing the situation to that of recycling in neoliberalist societies: even if the plastic problem is global and is worsened by certain industries, the responsibility for and the guilt felt because of it was brought to the level of the individual. Another ethical issue that can be added here is the context within which mindfulness is applied: as Purser (2019) points out, Buddhism helped military imperialism in Japan and is used in the US military nowadays, which might go against the morality of the peaceful Buddhist practices it originates in.

As for education, mindfulness, as it can involve ignoring social relations and the interconnectedness of individual and societal happiness and well-being, might fossilize inequity (Forbes, 2019). Another issue raised against mindfulness in schools is that it might contribute to maintaining the status quo by teaching students how to regulate themselves and diminishes efforts to change the system by enforcing obedience (Purser, 2019). Finally, as Forbes (2019) states, mindfulness programs in schools are designed to work towards the emotional regulations of students, which was originally the area of expertise of a school counsellor; however, in schools, focus on students' inner life might only be meant to enhance academic achievement. Furthermore, as it is unclear whether these are religious or secular practices, having the students practice mindfulness in schools might mean the imposition of religious beliefs, which runs counter to the constitution in many countries (Purser, 2019).

Besides the above-mentioned problems, the potential harm mindfulness can do to its practitioner is also evidenced in research. Two meta-analyses by Lustyk and her colleagues (2009) conclude that such harm can be of three kinds: to mental health, physical health, and spiritual health. As for the mental health hazard, Lustyk and her colleagues (2009) mention augmented symptoms of post-traumatic stress disorder, while Dobkin and her colleagues (2012) offer a more detailed list of mindfulness-induced panic, psychosis, need to escape, increased tension, anxiety, and even getting addicted to meditation. Physical sensations, too, might be enhanced. For example, symptoms of neuromuscular diseases can worsen, or seizures can be induced by meditation (Lustyk et al., 2009). Finally, one's spiritual health may also be affected as mindful meditations can lead to religious delusions (Lustyk et al., 2009). On top of these, mindfulness-based programs are also reported to have a high dropout rate, which leads to them being less successful overall (Dobkin et al., 2012). For a summary of the positive and negative facets of mindfulness, see Figure 4.

Figure 4.
SWOT Analysis of Mindfulness.

SWOT ANALYSIS - MINDFULNESS

Strengths (neuroscience supported)

- increases **grey matter** in certain regions of the brain (Hölzel et al., 2010)
- several benefits in **psychotherapy** (Davis & Hayes, 2011)
- useful in cases of **Parkinson's** Disease (Pickut et al., 2013)
- can reduce **drug abuse** and improve emotion regulation (Tang, Tang, & Posner, 2015)
- even shorter mindfulness practices do make a **change** to the **brain** (Gotink et al., 2016)
- brings **positive change** (Shapiro et al., 2006)
- beneficial for **working memory capacity** (Jha et al., 2011)

Weaknesses (research supported)

- harmful to the **mental health** of certain participants - enhanced PTSD (Lustyk et al., 2009), panic, psychosis, need to escape, increased tension, anxiety, addiction to meditation (Dobkin et al., 2012)
- **physical** sensations can be enhanced - e.g. neuromuscular diseases worsened, seizures induced (Lustyk et al. 2009) harm to **spiritual health**: religious delusions (Lustyk et al. 2009)
- high **dropout** rate in mindfulness-based stress reduction programs (Dobkin et al., 2012)

Opportunities (in education)

- mindfulness can be a **trait** (Ritchhart & Perkins, 2000)
- more **persistence** when given a difficult task (Evans, Baer, & Segerstrom, 2009)
- useful in **education** (Weare, 2013a, Weare 2013b, Weare and Huppert, 2019, Weare 2014)
- **less stress**, enhanced **wellbeing** (Kuyken et al. 2013)
- **less self-judgement** (Sanger & Dorjee, 2016)
- enhances **meta-cognition**, enjoyable (Vickery & Dorjee, 2016)
- fewer discipline problems (Felver & Nirbhay, 2020)
- more **resilience** (Volanen et al, 2020)
- fewer attention problems (Kennedy et al., 2022)

Threats (in theory)

- "McMindfulness": deprived of oriental **values**, Westernised and abused (Purser, 2019)
- used by **Big Business** to enhance productivity (Purser, 2019)
- might fossilize **inequity** by teaching obedience (Forbes, 2019)
- might **impose** religious **beliefs** on students (Purser, 2019)

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To avoid these potential harmful effects, the circumstances in which a person decides to adopt mindful practices or to participate in mindfulness-based programs are worth considering. As Lustyk and her colleagues point out (2009), the participants of mindfulness-based intervention programs are either self-referred or physicians advise clients to take part. However, pre-screening the participants for potential mental health issues by interviewing them can be a way to avoid detrimental effects of mindfulness (Lustyk et al., 2009), as well as priming, that is, preparing future participants for what is coming and what *effects* they can expect (Dobkin et al., 2012). Finally, as Dobkin and colleagues (2012) suggest, fostering self-reflection of participants can also serve as a safety measure. In terms of the content, training centers with evidence-based practices should be established, and a standard should be set for such training courses (Lustyk et al., 2009). Lastly, regarding the trainers who provide mindfulness training to meditation as naïve (for this concept of people who have not experienced meditation yet, see e.g. Dentico et al., 2016) people, Dobkin and her colleagues (2012) advise to have a referral system in case things go astray, while other solutions might be to have regular hands-on experience as mindful practitioners and professional cooperation with a more experienced fellow mindful meditator.

2.2.8. *Positive Psychology-based Tasks in this Research Project*

Before moving on to the details of the two different viewpoints of the participants of this research study, the relations between the above-mentioned concepts are intended to be clarified in this section. Figure 5 below is meant to visualize how the concepts reviewed above relate to one another. From this, it can be seen that education and psychology are two distinct fields that have a connection and inform each other. Traditional psychology deals with what causes psychological problems and how to treat them, while Positive Psychology focusses on why and how people thrive (see Csíkszentmihályi & Seligman, 2000). Similarly, within education, language education is a distinct area and so is Positive Education (PE). The intersection of language education and PE is Positive Language Education, which is the scope of this research study, informed by Positive Psychology.

Figure 5.

The Relations Between Education, Language Education, Positive Language Education, and Psychology.
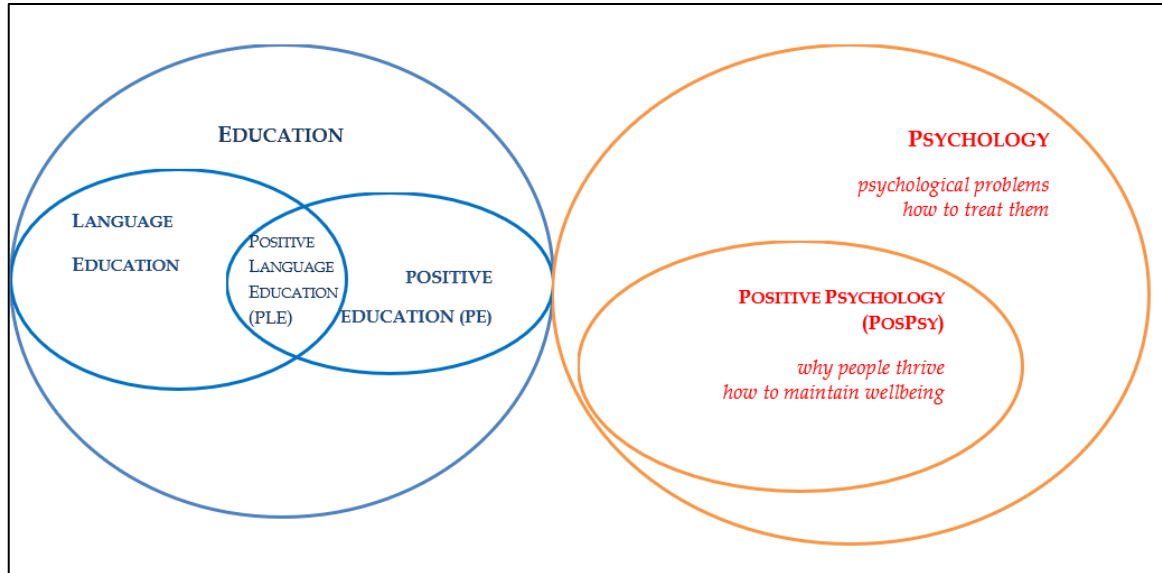
In determining what is meant by Positive Psychology-based task for this exploration, it may well be worth reconsidering Figure 5. If *mindfulness* was to be put into this Venn diagram, it would stretch from outside of psychology towards Positive Psychology as it can be seen in Figure 5 above. The part of the set *mindfulness* which falls outside of psychology would be the traditional, Eastern characterization of it as part of the Buddhist tradition (see Kirmayer, 2015). The overlap of *mindfulness*, however, with traditional psychology would constitute the various interventions used in clinical treatment and therapy. Finally, the overlap between *mindfulness* and *Positive Psychology* would be the intersection where *mindfulness as a way to maintain well-being* could be positioned (see Ivtzan, 2016). This latter area is the one that informs the dissertation study.

Figure 6.

The Relations Between Task-based Language Teaching and Positive Language Education in the Dissertation Study.
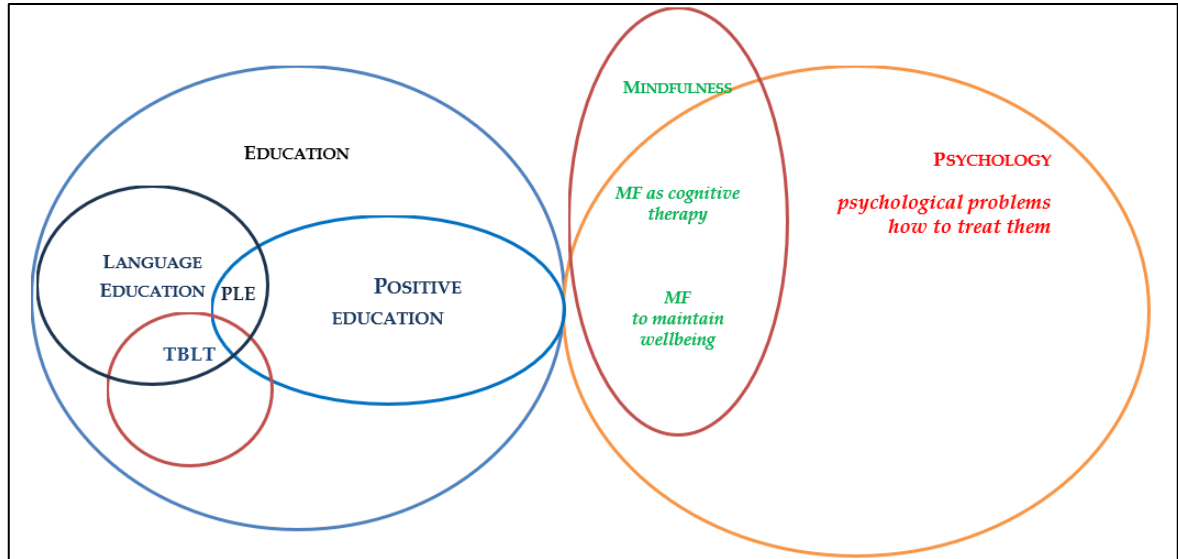
However, in determining the exact scope of this research, one must observe the sets *language education* and *positive language education* in the diagram. Within language education, *task-based language teaching* can be positioned, while Figure 6 shows how *task-based language teaching* and *Positive Language Education* may have an intersection. In Figure 7 below, this intersection is highlighted with green as the place where the tasks designed for this study belong.

Figure 7.

The Place of the Tasks Designed for the Dissertation Study.
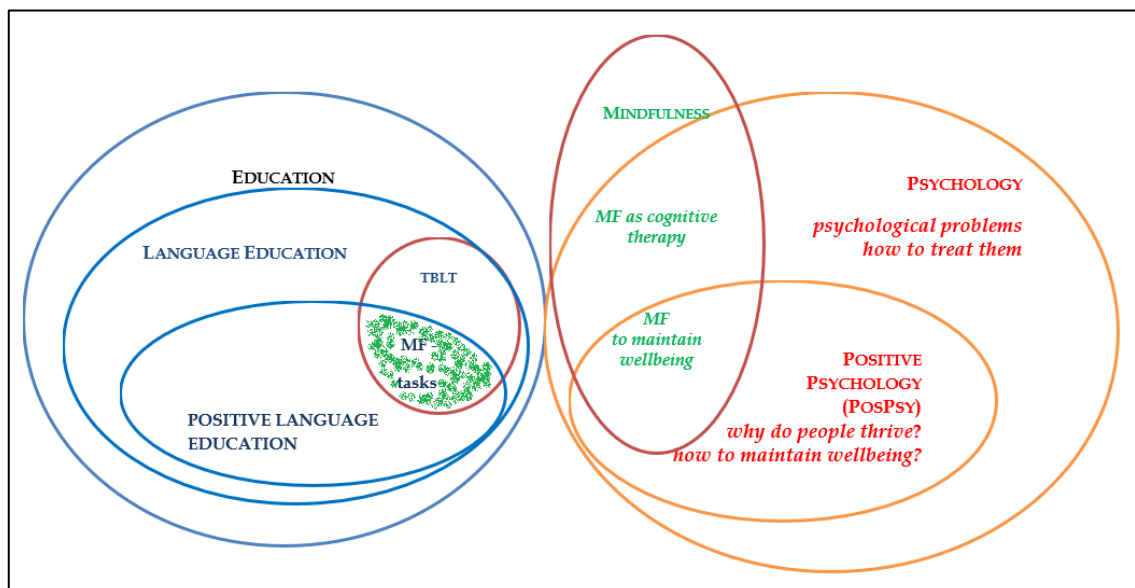
Referring to the terminological discrepancies discussed above in 2.1., Figure 7 may also demonstrate where the problem lies: on the left-hand side of the diagram, within the realm of education, teachers work with tasks, exercises, and activities, while on the right-hand side, within psychology, professionals do therapy, interventions, etc. Therefore, it can be stated here that the tasks used in this project will be informed by psychology and what researchers find doing interventions but will still fall into the category of language tasks. Hence the characteristics of these tasks are as follows:

- they require target language use (see Nunan, 2004)
- they require activity of students towards a goal (see Skehan, 1996)
- they have a real-life element (see Skehan, 1996)
- their content is related to how students can thrive, cope, and maintain mental health (see Csíkszentmihályi & Seligman, 2000)
- their integral element is focusing one's attention (see Kabat-Zinn, 1994; Langer, 2003).

The mindfulness-induced Positive Psychology based tasks, to be economic with space, are called PosPsy-based tasks henceforth.

2.3. The Reality of the Classroom: Focus on the Students

As the dissertation consists of two studies that explore the viewpoints of students and teachers, respectively, it is important to examine the literature on the concepts related to these participants. In this section, concepts and research related to *students'* emotions and well-being are in focus. To provide a framework for this discussion, the following five questions are to be answered:

1. What is the definition of well-being?
2. How do official documents and educational policy-making relate to the concept of well-being internationally and in Hungary?
3. Why are emotions important in the foreign language classroom?
4. What emotions in the EFL classroom have been researched?
5. How can these emotions be measured?

2.3.1. Students' Well-being in the EFL Classroom

2.3.1.1. 2.3.1.1 Defining well-being.

Well-being is a concept which is often talked about in and outside education, but its definition is problematic. What is more, as Dodge and her colleagues (2012) claim, the definition of well-being is quite often only a description of it (see also Benoit & Gabola

2021). To define well-being, they first provide an overview of the various conceptualizations of well-being. They mention two approaches to happiness: *hedonism*, that is, the things we enjoy, and *eudaimonia*, which is a collection of positive actions. However, as Dodge et al. (2012) state, defining well-being poses difficulties because it comes with the need to define normality, quality of life, and health as a starting point, and these concepts are not very tangible. To understand well-being, first, one needs to examine the concepts of health and illness. As Keyes (2002) claims, mental health is more than the absence of a mental illness. He argues that mental health is not just a state but a syndrome, thus, different symptoms describe it *together*. According to him, "emotional well-being is a cluster of symptoms reflecting the presence of positive feelings about life" (Keyes 2002, p. 208). He also says that mental health is diagnosable and enumerates the factors that can help one build such a diagnosis, naming thirteen symptom scales to determine if someone is flourishing or languishing.

Also, Keyes states that "mental health is best operationalized as a syndrome that combines symptoms of emotional well-being with symptoms of psychological and social well-being." (p. 210). Keyes in a latter article also explains why mental health and mental illness do not form a dichotomy: simply put, the lack of a mental illness does not automatically make a person mentally healthy. He adds that mental health is "a complete state in which individuals are free of psychopathology and flourishing" (Keyes 2005, p. 539). Thus, mental health is the combination of three kinds of well-being to him, meaning that, in his conceptualization, well-being is a component of the broader concept - health.

Furthermore, a distinction should be made between happiness and well-being, too, as Seligman, one of the founding fathers of PosPsy did. He suggested that the measure of the latter is flourishing – but, according to Dodge et al. (2012), Seligman still fails to provide a clear-cut definition of well-being. To resolve the problems related to conceptualizing well-being, Dodge and her colleagues apply the metaphor of a see-saw for well-being: "we would like to propose a new definition of well-being as the balance point between an individual's resource pool and the challenges faced" (Dodge et al., 2012, p. 230). This means that Dodge and her colleagues, in their trying to conceptualize *well-being,* shift perspective from emotions and states and bring the focus to the delicate interplay between one's resources and challenges, making it easier to understand how *well-being* is a sense of balance that is determined by the dynamic of inner and outer

factors (Dodge et al., 2012; for a detailed description of well-being models and their philosophical and psychological roots, see Zábó et al., 2023).

An interesting addition to the above might be what Lyubomirsky (2013) claims about happiness. According to her, happiness can be achieved by the ancient virtue of *thrift*, the concept which, etymologically, comes from the verb *thrive* according to her. To her, *thrift* means that one uses their resources in the most efficient way possible. This resonates with what Dodge and her colleagues stated about the balance of challenges and resources. Finally, as Kohn et al., state in their 2014 article, there seems to be a mental health gap, meaning that the psychological challenges people face and the help they can get from the healthcare system are not balanced. Therefore, not only for the discussion of well-being is there a need in research circles, but also for strategies to *implement* to enhance personal and societal well-being.

The metaphor introduced by Dodge and her colleagues (2012) is also reminiscent of the World Health Organization's definition of well-being: "Well-being is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions. Well-being encompasses quality of life, as well as the ability of people and societies to contribute to the world in accordance with a sense of meaning and purpose." (*Health promotion glossary of terms* 2021, p. 10). However, in this dissertation, the former definition, referring to the balance mentioned above is accepted as, apart from its explanatory power, it is relatively simple and easily applicable.

2.3.1.2. Well-being in the Context of National and International Educational Policy-making.

With the above in mind, it is only logical to consider how organizations that have influence internationally and nationwide as well as international and Hungarian national educational policymakers relate to the concept of well-being or either of its components. Firstly, it is worth reviewing how the United Nations looks at the question of *global well-being*. In their *Sustainable Development Goals*, they set 17 goals altogether for a sustainable future in 2016, among which, in third place, there is *ensuring healthy lives and promoting well-being*. The aim of listing these goals and the related 169 targets was to make sustainability more possible globally by the year 2030. Even if most targets under Goal 3 refer to physical health (ending epidemics, reducing newborn mortality, etc.), it is important to note that this international agenda brings well-being into the focus of action.

Moving on to the level of not global but still international recommendations, the European Union's endorsements are also worth considering. The *European Education Area* supports collaboration between member states of the European Union to enhance the success of education, and prioritizes well-being at school (*School education initiatives,* n.d.), which they define as the combination of sense of safety, engagement, positive self-esteem, positive relationships, sense of belonging, and satisfaction with school life. By 2025, the aim of the European Education Area is to ensure that everyone within the EU has access to quality education.

Based on recommendations by international stakeholders, nationwide strategies and policies were formulated in recent years. First, the *Public Education Strategy for the European Union 2021-2030* (*Az Európai Unió számára készített köznevelési stratégia 2021-2030*, 2020) is a document that calls for action on the concentrated development of students - intellectually, psychologically, and physically- according to a key role to the subjects of religious studies and ethics as well as arts education. The document sets seven directions for student development (p. 32), among which enhancing health is also mentioned, though it only concerns physical health and education.

Besides this strategy, it is crucial to examine the National Core Curriculum (Nemzeti alaptanterv, which primarily governs Hungarian educational policy, henceforth: NAT 2020). It was written and published in 2020 based on the European Union recommendations on key competences and their development. In this, guidelines concerning competence development are gathered according to school subject areas. As for foreign language learning, the curriculum states that it can start in year 4 (at the age of 10 or 11), and if so, the aim is to build motivation towards learning a foreign language. After that, learning a foreign language is compulsory between years 5 and 8, with the aim of building further and sustaining motivation. Then, in secondary school, between years 9 and 12, the language *learner* is already considered to be a language *user*, and, among the *can-do statements* describing related competences, being able to express basic emotions such as *worry*, *fear*, or *doubt* are mentioned (p. 325). However, sustaining emotional well-being of students as being the task of the EFL teacher or a teacher of any other subject area specifically is not mentioned in this document, nor is it spelt out in the *curricula* (*kerettantervek*) based on the National Core Curriculum (NAT 2020).

2.3.2. *Students' Emotions in the EFL Classroom*

Affect plays a crucial role in learning; let it be language learning or the acquisition of any skill. Affect forms a strong base upon which action, conceptual, and imaginal learning can rest and be built (see Heron's multi-modal learning model, 1992). In language learning, Krashen's affective filter hypothesis (Krashen 1982) seems to serve as a good starting point: according to the author, affective factors can significantly foster or inhibit second language acquisition. Therefore, minimizing stress in the classroom is of key importance for successful learning. With this in mind, in this section, emotions experienced by students in the EFL classroom are discussed considering theory and most recent findings as well as models of emotions according to PosPsy researchers.

2.3.2.1. **Foreign Language Anxiety.**

In the language classroom, communicating in a foreign language can cause a certain amount of discomfort – scholars called this Foreign Language Anxiety (Horwitz and Young, 1991). According to one classification, this anxiety can be debilitating – a type that inhibits actions – as well as facilitating – the kind which enables the language learner to perform well (Eysenck, 1979; McIntyre & Gardner, 1991). Another way of classifying types involves the situations in which one may experience Foreign Language Classroom Anxiety (FLCA) – a prevalent type is test anxiety, which is caused by the realization of being assessed (Zeidner, 1998). A third way of labelling anxieties (cf. Spielberger, 1972) is by making a difference between momentary anxiety, induced by a certain situation (state anxiety) and having anxiety as a core characteristic in one's personality (trait anxiety). In this context, it is important to note that Horwitz, Horwitz, and Cope (1986) developed and validated a questionnaire to actually measure foreign language anxiety in the classroom called the *Foreign Language Classroom Anxiety Scale* (FLCAS). This instrument can serve as a very useful diagnostic tool because it provides a practical starting point for those educators who would like to investigate ways to mitigate student anxiety in the classroom.

As for relieving anxiety in the language classroom, the role of the instructor seems to be of pivotal importance. In the case of test anxiety, it is the teacher who can provide an opportunity to comment on test items, modify test item difficulty and order, interject humor into the test situation, or make modifications to test atmosphere and environment by providing soothing background music (Zeidner, 1998). As state language anxiety and trait anxiety are distinct from each other (Piniel, 2010), state language anxiety can and

should be reduced by the teacher; in fact, it is the teacher who should first notice it (Piniel, 2006; Piniel, 2010).

Studies also show that such positive teacher intervention is necessary not only because it creates a more relaxed atmosphere, but because high anxiety levels are not necessarily the result of low language aptitude whilst still negatively correlating with achievement in foreign language learning (cf. Tóth's large-scale quantitative study among first-year university students majoring in English: Tóth, 2015). In addition to this, in another quasi-experimentational empirical study, Jin et al. (2020) involved Chinese university students, and found that foreign language classroom anxiety can be reduced by contracting speaking, that is, by having an agreement on development goals of the student is speaking. Furthermore, Piniel and Zólyomi (2022) in their meta-analysis of 48 studies that had used the FLCAS found that even though females might demonstrate higher levels of anxiety, gender differences, when it comes to language anxiety, are not statistically significant. Finally, in a recent meta-analysis of 26 samples involving altogether 8644 participants, Piniel (2024) found that the FLCAS is consistent as a measurement tool even if revision of its scope is called for, which means that research on foreign language classroom anxiety still has areas worth exploring.

2.3.2.2.   Reconsidering the Role of Negative Emotions.

Most recent findings might draw attention to the emotions that can either co-exist with anxiety in the classroom or work against it. Theories of emotions in education, for example, reveal that the advent of the positive turn in psychology has rewritten the map of emotions, as well. According to Fredrickson (1998), negative emotions have traditionally received more attention from researchers as their evolutionary value is greater; for example, fear can induce a *fight or flight* response, which might have been, ultimately, the key to survival in the past. Fredrickson also points out that we can name very few positive emotions as opposed to negative ones, which might be the result of us collectively over-valuing the power of negative emotions. What is more, negative emotions are easier to detect and read and seem to leave a more permanent mark. That is why psychology originally focused on reparation and not conservation.

2.3.2.3.   The Rightful Place of Positive Emotions.

To understand positive emotions and give them their rightful place, Fredrickson argues we first need to discard two presumptions: first, that, by definition, emotions produce an urge, and second, that emotions spark action (for a detailed model on

emotions, see Pekrun, 2006 in which he mentions their antecedents and effects, as well). These presumptions, as the author states, are only true for negative emotions. She states that "positive emotions broaden the momentary thought-action repertoire rather than narrowing it" (p. 5), but do not necessarily make a person act upon them in the moment, which she calls the *broaden-and-build* theory.

When introducing this notion, she refers to Easterbrook (1959), who hypothesized that high arousal, and, ultimately, negative emotions tend to narrow people's attention. Using this hypothesis as a starting point, Fredrickson states that positive emotions can do the opposite. In her argument, the author presents evidence from the animal kingdom as well as human behavior (e.g. the relationship between play and improvement of the young of a species as well as being unable to smile and struggling to make human connections) that positive emotions can help a person build resources.

She also states that as part of the *undoing* hypothesis, positive emotions can "restore autonomic quiescence following negative emotional arousal" and can restore flexible thinking (Fredrickson 1998, p. 16). Fredrickson et al. (2018) also tested the *broaden-and-build* theory by using lovingkindness meditation at an IT company. Based on empirical data, they state that they have found a link between broadening resources and lovingkindness meditation. In addition, Fredrickson and Losada (2005) also explored the proportion of positive and negative emotions that might foster learning in the classroom. They found that positive emotions should outweigh negative ones by 3:1, which they called *positivity ratio*.

2.3.2.4.   Well-being Models in Education.

Moving on to positive emotionality in education, Seligman (2011) proposes a model for strengthening one's well-being that was later adapted for education, as well. His classification, the PERMA model singles out five areas in which improvements can enhance one's well-being: *positive emotion, engagement, (positive) relationships, meaning,* and *accomplishments* (Seligman 2011). Later, this conceptualization was extended into the PERMA-H model by adding the dimension of *health* to it (Benoit & Gabola, 2021).

The model was subsequently used as the basis for a more refined conceptualization of well-being in education, which also considered the individual as a complex dynamic system (Oxford, 2018). Therefore, this adaptation, called the

EMPATHICS model by Oxford (2016) had more than five elements and focused on how a language learner can flourish in the classroom. The model included originally 18, then, in its final version, 21 dimensions, among which are *emotions, meaning and motivation, agency and autonomy, time, hardiness and habits of mind, intelligences, identity, investment, imagination, character strengths, and self-components* such as *self-efficacy, self-concept, self-esteem,* and *self-regulation* (see also Oxford, 2018). Later, Alrabai and Dewaele (2023) criticized the EMPATHICS model, saying it was "acronym-driven" (p. 8), and narrowed it down, establishing only 3 dimensions: (1) *empathy, emotions, emotional intelligence, engagement*, (2) *motivation*, and (3) *character strengths*, which they called the E4MC model.

2.3.2.5.   The Interplay of Key Emotions in the Foreign Language Classroom. Exploring the different emotions that can foster or hinder learning in the language classroom, Dewaele and Sanz Ferrer (2022) provide an extensive literature review of anxiety, *enjoyment*, and *boredom* in the language classroom. In their exploration of the topic, they found that these three emotions are said to be entangled with each other and motivation, as well. Dewaele (2022) calls enjoyment the "metaphorical fuel" for L2 learning. Trying to relate enjoyment to other emotions in the classroom, Dewaele and MacIntyre (2014) state that it is not the positive counterpart of anxiety, as the two can co-exist in the same language classroom situation, and teacher behavior can have a strong influence on enjoyment (Dewaele & MacIntyre, 2016). As this area is also relatively novel in the field of research, its further investigation might be made easier by the tools for measuring it that are now available: the 21-item Foreign Language Enjoyment Scale published by Dewaele and MacIntyre (2014), its short form, the 9-item Short Foreign Language Enjoyment Scale by Botes and her colleagues (2021) as well as the Foreign Language Learning Enjoyment Scale established and validated by Aydin et al. (2023).

Contemplating the third of the above-mentioned, intertwined emotions - *anxiety*, *enjoyment*, and *boredom* - it is important to first define what *boredom* is. According to Li et al. (2021, p. 2, adapted from Goetz & Hall, 2014):

> Boredom is an unpleasant emotional or psychological state, associated with low physical arousal and cognitive stimulation, as well as specific time perceptions (e.g., slowing down or standing still) and action tendencies (e.g., withdrawal from ongoing boredom-inducing situations through cognitive or/and behavioral disengagement).

The antecedents of boredom were described by Pekrun (2006). Similarly to anxiety, the types of boredom can be *trait boredom* (that is, being bored as a predisposition) as opposed to *state boredom* (i.e., being bored with the activity at hand), or classroom boredom in contrast with homework boredom – based on the situation in which a student experiences this emotional state (Li et al., 2021). To explore boredom in the classroom, Dewaele and his colleagues also built and validated a measurement tool called the Foreign Language Learning Boredom Scale that, in its final form, consisted of 32 items in Chinese and English (Li et al., 2021). Even if research on foreign language boredom is a relatively new field, there is growing interest in it, for example, He (2024) carried out statistical research among junior high school students in China, which investigated correlations between foreign language classroom boredom and gender, and foreign language classroom boredom and level of language proficiency and found that there is a strong negative correlation between language proficiency and boredom.

Besides the previously mentioned *enjoyment,* another emotion that can fuel learning and language learning is *grit.* Duckworth and her colleagues (2007) define it as "perseverance and passion for long-term goals" (p. 1087). In her book on grit, Duckworth (2016) also states it has four elements: interest, practice, purpose, and hope. Then she goes on to explain how grit can be developed from the inside (individually) and from the outside (with the help of education in the family and in schools, and via extracurricular activities). She illustrates her claims with research, experiments, and examples from education and sports. Adding to this, Khajavy and MacIntyre (2020) found in a statistical study that grit is effective in achieving long-term L2 goals, and grit and mindset can be predictors of L2 achievement. However, MacIntyre and Khajavy (2021) also provided some precautions for those who intend to research it, saying that (1) L2-specific measures should be considered to narrow the field down, (2) one must be cautious with the grit scale proposed by Duckworth, and (3) grit should be viewed also considering adversities. Therefore, one can say that grit as a positive emotion in the classroom should gain more research interest but is still difficult to investigate as its measurement tool might need refinement.

In addition, another concept that should be mentioned when discussing emotionality in the language classroom is *flow.* As Csíkszentmihályi and his colleagues define it: "Flow is a subjective state that people report when they are completely involved in something to the point of forgetting time, fatigue, and everything else but the activity

itself. The defining feature of flow is intense experiential involvement in moment-to-moment activity. Attention is fully invested in the task at hand, and the person functions at his or her fullest capacity." (Csíkszentmihályi et al., 2005, p. 598). Even if it is not a separate emotion but a state, it is strongly related to engagement and enjoyment (see Csíkszentmihályi, 1997) and might be the descriptor of optimal experience (Csíkszentmihályi & LeFevre, 1989), which might enhance learning due to the importance of affect discussed at the beginning of this section. As for empirical evidence for the importance of flow in the classroom, Dewaele and MacIntyre (2022) found that sustained flow is linked to positive emotionality, the more advanced the learner, the more frequent flow is. Besides that, contemplating the learning situations in which flow might occur, data confirm that both online and face to face classes make it possible to reach flow with the balance of challenge, skills, and excitement (Dewaele et al., 2023). In addition to these emotions, the state of *flow* might also be linked to the definition of *well-being* adopted above. According to Csíkszentmihályi, optimal experience is "A sense that one's skills are adequate to cope with the challenges at hand, in a goal-directed, rule-bound action system that provides clear clues as to how well one is performing" (Csíkszentmihályi, 1990., p. 71), which resonates with the see-saw metaphor used by Dodge and her colleagues (2012) when shedding light on why feeling competent paired with the right amount of challenges is important for one's well-being.

Finally, though most of the research referred to here was done in the English as a foreign language classroom, it should be noted that English is not the only foreign language whose emotional factors are worth scrutiny. In fact, Dewaele and MacIntyre (2022) state there is too much emphasis on the EFL classroom, and a need for research to focus on other L2s as well, especially because contrary to popular belief, learners of English do not have an automatically positive attitude towards the language just because of its global prestige. Adding to this, Dewaele and Saito (2024) make a difference between EFL learners and learners of languages other than English (LOTE) and agree that there is an imbalance in the research done on these languages. According to Dewaele and Saito, research so far only shows that LOTE learners report more enjoyment than EFL leaners, probably because the pressure to master the language is not present and the teacher of LOTE must find other, affect-driven ways to motivate students towards learning the LOTE.

2.4. The Reality of the Classroom: Focus on the Teacher

In the second part of the dissertation study, in addition to all the above-mentioned concepts, teachers are also asked about teacher roles and responsibilities and their relation to student well-being. While in this part, these concepts are still relevant, some important questions must be addressed here as regards three main areas. These are as follows:

1. How is teacher training structured in Hungary?
2. What responsibilities does a teacher in Hungarian public education have?
3. How is Continuing Professional Development (CPD) of teachers structured and regulated in Hungary?

2.4.1. The Structure of Teacher Education in Hungary

Even if the detailed description of the Hungarian system of teacher education is out of the scope of this study, an overview of its structure is provided here. The reason for this is that in Study 2 in the dissertation research, teachers were asked to reflect on this system by contemplating the possibility of integrating PosPsy into teacher education.

2.4.1.1. The Triadic Nature of Hungarian Teacher Education.

Teacher education has undergone a lot of changes in Hungary (for these changes, see Gáspár, 2015; Pukánszky, 2014; Stéger, 2023), but currently, to become a teacher, there are three possible paths. First, one can take a one-tier teacher degree program that lasts for 10 semesters and has 2 semesters of teaching practice in it. Secondly, one can obtain a teaching MA degree, and thirdly, one can supplement a degree already obtained with a teaching MA degree in specific fields such as music education (cf. *Eurydice. National education systems - Hungary. 9. Teachers and education staff*, 2024, henceforth: *Eurydice*, 2024).

What these paths have in common is a strong emphasis on practice and the triadic nature of training. Halász (2023) refers to its three pillars as follows: (1) the university where the trainee gains background knowledge and knowledge of the subject matter, (2) the trainee who reflects on their own progress, and (3) the mentor in a practice school who supports the trainee during their teaching practice. Halász (2023) also calls for a partnership between the university and the school where the trainees are doing their practice. He also urges the reconsideration of the role of universities, arguing that university education is only one part of the training a future teacher should get. As for how this triadic type of training should play out, Chrappán (2024) insists that mentor,

trainee and teachers at the university work closely together towards the development of the trainee in contemporary Hungarian teacher education.

2.4.1.2.   Teacher Education Levels in Hungary.

At the same time, Falus and Szűcs (2023) criticize the current system for the discrepancy between the amount of time allowed for such comprehensive development and the number of skills to be acquired. According to them, teacher education has *macro*, *meso*, and *micro* levels. On the *macro* level, teacher education means the teacher training that is based on a credit system, comprises 10 semesters, and makes no difference between the training of future primary and secondary school teachers. In the current framework, the practicum takes place during the last year of training, having been reduced from 2 years. Falus and Szűcs (2023) point out that the methodological considerations which were valid for a 2-year practicum are not appropriate for the much shorter practicum, which can create tension between the time frame and the responsibilities a trainee must fulfil. In addition, the authors explain that teacher education also has a *meso* level, that is, the different subjects studied at university, and the requirements to fulfil these courses. Finally, the is a micro level, which is the level of the teacher trainee as they are making sense of the profession in the process of undergoing the training.

At this *micro* level of teacher education, an aspect of training which is essential is mentoring. In Hungary, before the 1990s, such teacher trainee support was provided without any training required of the school-based mentors involved, the training of mentors for this specific role on a large scale started only then (Pohl & Révész, 2014). It was provided in collaboration with the *Centre for English Teacher Training*, a university-based institution with a fast-track training program for EFL teachers in Hungary (Malderez & Medgyes, 1996; Pohl, 2009).

Today, mentoring happens during the teaching practice of the trainees and is done by an appointed mentor who supports them in their practice school. There, the trainees learn from the process of reflecting on their own classes and through meaning-making (Rapos, 2023). This process completes the triad of teacher training, starting with *university* studies, involving the *mentor*, and ultimately letting the *trainee* take responsibility and action for their own development. Another important addition here is how the view of mentoring has changed in recent years: Most recently, Malderez (2024) defines it as follows: "mentoring, in the teaching profession, is support given by one teacher *for the well-being and learning of another*" (p. 7, italicised by me). This implies

that early teacher development is not based on a hierarchical relationship, nor can mentoring only happen at the early stages of teacher development as any teacher, at any point in their career, might need and use the support of another for their own well-being and learning. Malderez also refers to the different institutions and situations where a teacher trainee can acquire knowledge of the profession (cf. Halász, 2023) and compares the different roles of mentors, trainers, and lecturers of teachers (Malderez, 2024).

2.4.1.3. The Psychology Component of Teacher Training.

However, as this research is also balanced between language teaching and using the results of a new psychological trend, PosPsy, in education, it is well worth discussing how training Hungarian teachers in psychology has changed over the years. On this matter, Gáspár (2015) provides an overview. In this, he considers how training in psychology has been integrated into teacher education in Hungary since the birth of psychology as a separate discipline. In doing so, he also points out that the younger the pupils a teacher works with, the more psychological training seemed to be important and beneficial in the past. In his view that is why there were imbalances between the psychological training that was offered to trainees aspiring to teach at different levels of education. As for the integration of psychological training into the system of teacher education, Gáspár (2015) claims that teacher training comprises three areas: subject matter, pedagogical-psychological knowledge, and practice. He also refers to the shift to the Bologna system that converges with European standards of splitting university studies into bachelor (of arts, BA, or of sciences, BSc) and masters (MA or MSc) studies, stating that Hungarian university education in all subject areas has become more teacher competence-based thanks to the Bologna reform. In that system, bachelor's degree studies focused on the subject matter, while master's studies were more about enhancing teacher competences, which is why, originally, a 1-semester practice was introduced there, and more psychological practice was also integrated into that phase of the training. To Gáspár (2015), psychological studies of teacher trainees serve two aims: firstly, they cater for needs arising in teaching practice, and secondly, they lay the basis for individual teacher research done by trainees in their field later. However, the needs that emerge during the practicum are not specified here, nor are the specific responsibilities practicing or in-service teachers have.

2.4.2. Teacher Roles and Well-being

It is important to consider the extent to which student well-being is seen as part of the responsibilities of teachers in the Hungarian education system. Therefore, in this section,

the responsibilities of teachers are considered from different angles. First, the official job, competence and career path specifications issued by Hungarian government and state institutions are presented with particular attention to teacher responsibility for student well-being. Then, the roles and expertise of teachers will be discussed from a methodological perspective and related to the state-defined competence structure.

2.4.2.1. Official Teacher Responsibilities.

First, when talking about responsibilities pertaining to a job in Hungary, *Foglalkozások Egységes Osztályozási Rendszere* (*FEOR, Hungarian Standard Classification of Occupations*) can be consulted, in which the qualifications necessary for certain occupations in Hungary as well as brief job descriptions can be found that serve as guidance in compiling job descriptions in the workplace. In the descriptions of primary, secondary school teachers, secondary vocational school teachers, and university instructors, no direct reference is made to their being responsible for the well-being of their students or their colleagues as can be seen from the following list of tasks (for the full descriptions see *FEOR a, b, c, d)*:

1. preparing curricula for subjects; preparing for each lesson; selecting or preparing audiovisual and other visual teaching aids;
2. teaching students the subject matter, processing and discussing it with them;
3. assigning and checking homework; correcting written work; listening to and assessing speaking tasks and exams;
4. using different teaching methods and materials (e.g. computer, book) according to the different needs of the pupils;
5. checking the keeping of notebooks and worksheets;
6. preparing, writing and marking papers;
7. assessing pupils' academic progress;
8. supervising pupils, keeping discipline;
9. keeping contact with parents in parent-teacher meetings and in office hours;
10. attending staff meetings, educational meetings and training sessions;
11. organizing school trips, school ceremonies, school sports and cultural events;
12. performing administrative tasks related to teaching and learning.

Another way of looking at the responsibilities of a teacher is to observe the key competencies that are expected of them to get their degree and thus enter the profession, and, as in-service teachers, to progress on their career path while getting a higher salary. In Hungary, an in-service teacher can progress along the different tiers (i.e., levels) in their career, starting from Junior Teachers (*Gyakornok*), through Teacher I (*Pedagógus I*) and Teacher II (*Pedagógus II*) to Master level (*Mestertanár)* or Teacher-researcher

(*Kutatótanár*); for more details, see *Eurydice,* 2024, *Útmutató,* 2013, and 401*/2023. (VIII. 30.) Korm. rendelet,* 2023).[2]

The competences a teacher has are examined through lesson observations, feedback from colleagues, and based on a portfolio complied by the teacher (for the portfolio, see Falus & Kimmel, 2009).

In the current system, the following 9 key competences must be demonstrated: (Symeonidis, 2019, p. 407, based on *8/2013. (I. 30.) EMMI rendelet*, 2013 and *326/2013. (VIII. 30.) Kormányrendelet,* 2023):

1. developing the student's personality together with tailor-made treatment, based on individual needs;
2. helping and improving the development of students' groups and communities;
3. having knowledge of the special methodology and the special subject;
4. planning the pedagogical process;
5. supporting, organizing and managing the learning process;
6. assessing pedagogical processes and the students;
7. communication, professional cooperation and career identity;
8. autonomy and responsibility.

In the latest version of the *Útmutató* (2019), the list was extended with a ninth competence in accordance with international initiatives to include educating for sustainability: the proficiency in environmental education, being able to authentically represent of the values of sustainability and being able to develop students' attitudes related to environmental awareness. The framework of these 9 competences was developed in two phases (see *Útmutató,* 2019, p. 13), and having these competences is essential for a teacher trainee to enter the profession according to a ministry decree (*8/2013. (I. 30.) EMMI rendelet,* 2013).

2.4.2.2.   Teacher Roles and Competences.

Another angle from which one can explore what a teacher's job might entail in terms of maintaining students' well-being is that of teacher roles. Underhill (1999) distinguishes between three approaches to teaching (see Figure 8 below). In his terminology, a *Lecturer*'s area of expertise is the subject matter – in the case of EFL, this would mean a thorough knowledge of the language, its grammatical structures, vocabulary, etc. In

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[2] This section refers to various government decrees, the names of which might hinder understanding the text if inserted in their full form. That is why these are referenced in shorter forms and the in-text references are given in the References section in square brackets to help the Reader with navigating amongst them.

addition to that, a *Teacher* is not only an expert of the subject, but also has the necessary knowledge of teaching methodology that can help them convey their message and help their students understand the subject matter. Finally, a *Facilitator,* besides having these qualities, by careful observation of participants in a learning situation and monitoring, is also an expert of creating an atmosphere that can help students develop and exploit the learning situation to its full potential. This last approach seems to be closest to what PE sets as its goals. However, these only broadly relate to the definition of PE applied in the dissertation, that is, "encouraging and supporting individuals and communities to flourish" (Bott, 2017, p. 16).

Checking the list of 8+1 competences against these three approaches (see Figure 8 below), it can be seen that (7) *professional communication, having a career identity* and (8) *being autonomous as a teacher* might be the competences of the *Lecturer*, while (3) *having knowledge of teaching methodology*, (4) *planning*, (5) *managing the learning process*, and (6) *assessing it* alongside with the later added, ninth competence, *teaching for sustainability* are the competences of the *Teacher* described by Underhill (1999) besides the ones a Lecturer has. From the competences a teacher in Hungary should have and develop throughout their career, it seems that there is no direct mention of the teacher – at any level of education in Hungary – being responsible for the well-being of their students. However, the competence list, competences (1) *developing the student's personality together with tailor-made treatment, based on individual needs* and (2) *helping and improving the development of students' groups and communities* are characteristic of Underhill's *Facilitator* (1999). These two competences also appear to pertain to well-being, though only in a broad sense as the focus on the positive and flourishing does not appear in these.

Figure 8.

Teacher Competences in the Hungarian Education System Grouped According to Approaches to Teaching by Underhill (1999).
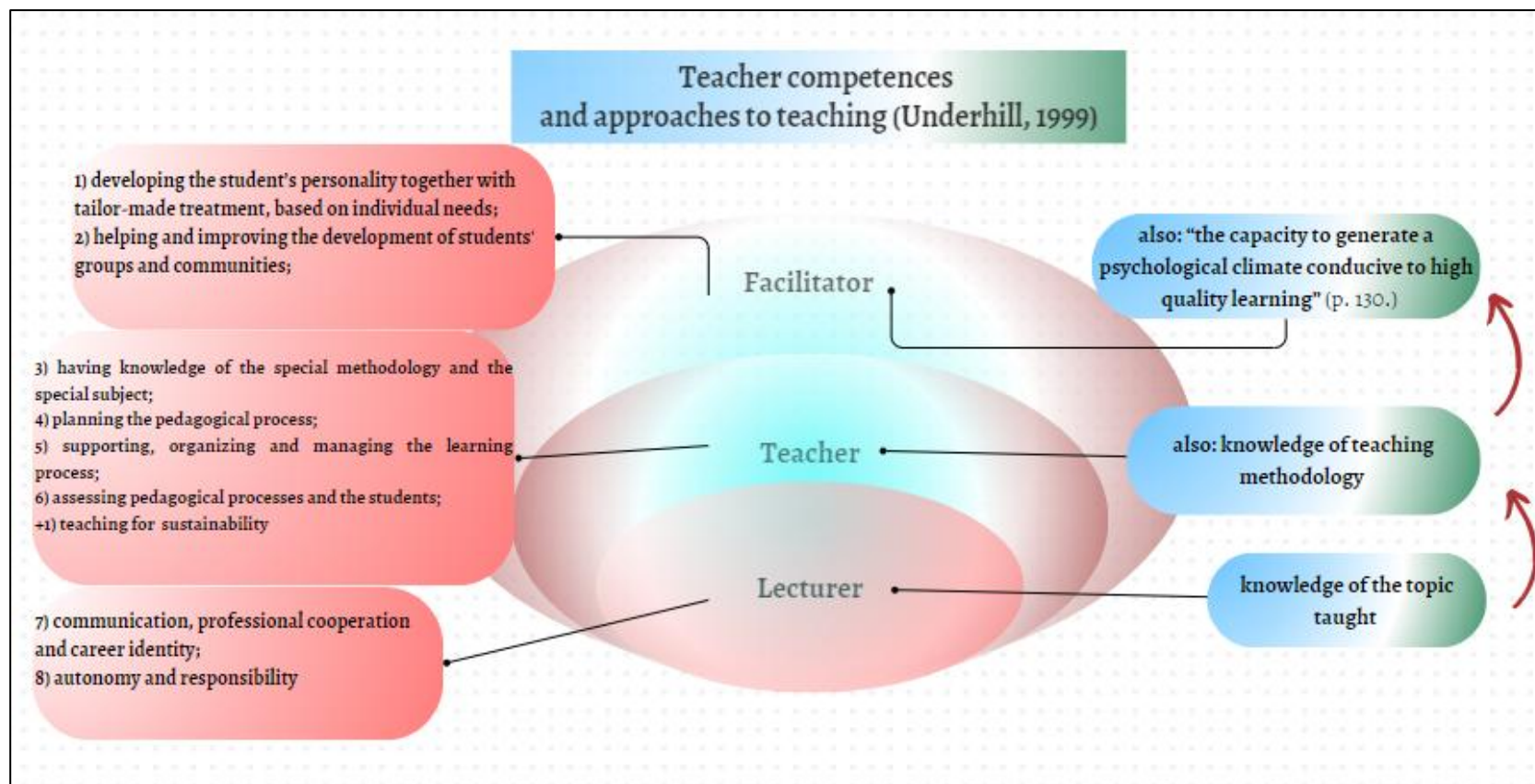
This latter observation can lead to a closer scrutiny of further, organized professional development of teachers. Besides the compulsory exams a junior teacher must take at the end of university and after their second year of being in service in order to upgrade to Tier-2, *Pedagógus I.* (see *Útmutató,* 2019), and move along the career path if desired, teachers in Hungary are also obliged to take part 120 hours' worth of Continuing Professional Development (CPD) events of their choice (*Kormányrendelet a pedagógus-továbbképzésről, a pedagógus-szakvizsgáról, valamint a továbbképzésben részt vevők juttatásairól és kedvezményeiről.* [*Government Decree 277/1997 (XII. 22.) on in-service teacher training, teacher examinations and the allowances and benefits of participants in in-service teacher training, 1997*]). Most of these CPD events are free of charge (*Eurydice,* 2024). Also, though the study plan of a teacher must be agreed on with the head of the institution where they teach, teachers are usually free to choose CPD courses on any topic they want or feel relevant for their own development. This gives way to teachers choosing courses that help them develop any of their competences, including the ones that seemed to be related to the role of the *Facilitator*, and, broadly, be related to implementing a positive approach and an education that aspires to maintain students' well-being.

All in all, based on the above, the following statements can be made about the structure of Hungarian teacher development and the responsibility of enhancing student well-being through the different phases of a teacher's career. Teachers are trained not only at university, but also in schools, which, supplemented with their own introspective work, means that there are different areas in which they can open their horizons to new trends and approaches. Such a new trend is PE, which, as it is stated above (cf. the section on PE), a whole-school approach using PosPsy towards the well-being of the school community and the individual members of it. Even though grassroots initiatives of implementing PE can be found in Hungary, the educational system and teacher training have not adopted this approach on a systemic level. From the job descriptions of teachers at different educational levels and in the list of competences a public education teacher must have two competences seem to be related, however, which might be considered a starting point. That is why the CPD courses teachers take might be of relevance in developing these two competences and that is why teacher participants of this dissertation were asked how they think training in PosPsy and PE should happen.

2.5.   The Research Niche and Justification of the Dissertation

In this section, the choice of research topic is justified (for a summary, see Figure 9 below). It starts broadly with the research background for this study and then moves on to why English classes have been chosen as the research focus. Finally, it is explained why participants from different education levels have been selected and why action research has been chosen as an approach to the problem of Positive Psychology in the EFL classroom.

One might ask why the study of how PosPsy might be introduced in schools EFL classes were chosen in this research. Mercer and her colleagues (2018) distinguish between weak and *strong forms* of teaching well-being in schools: the latter might mean extra work and more burden for students in schools where they already spend too much time (see Gyarmathy, 2018a, 2018b, 2018c, 2019). That is why exploration of the former, the *weak form,* might be advisable first. What is more, language teachers are already using strategies borrowed from Positive Psychology (Mercer et al., 2018). It is important to understand how such integration is happening in EFL classrooms. As Mercer and her colleagues (2018) point out, at this stage, we do not have much experience with PosPsy in the foreign language classroom. Furthermore, it is important to stress again that, if at all, teachers have only received fragmentary training in this area, they are not psychologists and neither do they have to to become one. There might be books integrating life skills into language learning (for this, see Mercer et al., 2018, p. 23), but the research background with sound hypotheses built and then tested is lacking. That is why doing a qualitative study into the use of practicable PosPsy tasks in the EFL classroom could broaden our knowledge and provide a more solid foundation for such practices.

A choice which made this research difficult was the age group of the participants. In Study 1, the participants are the teacher-researcher and her under-age students (see the section on ethical concerns). It would have been much easier to gather data exclusively from adults, for example, from university students. However, I chose to involve not only teachers (as in Study 2), but students who are minors in the dissertation because I wanted to understand how learners in a very sensitive period of their lives view PosPsy in the EFL classroom. Chodkiewicz & Boyle (2017) also discuss the disparity between initiatives and classroom practice in the case of PosPsy. In their review of empirical studies, they mention a wide range of positive psychological interventions and state that

the reason why the targets of such interventions are adolescents is that they have greater neuroplasticity, meaning that it is easier for them to build new neural pathways in the brain. They also state that such interventions should be made by teachers as "they have a monopoly over a student's time" (Chodkiewicz & Boyle, 2017, p. 75), meaning that teachers have easy access to the adolescent population.

If teachers are to try out PosPsy-based tasks with more teenagers, though, they should receive training in Positive Psychology, especially because classroom practitioners often do not have access to the latest research findings in the field unless they regularly attend conferences or read English language teaching themed periodicals. As for *ELT Journal*, for example, only open access articles are available to public school teachers who do not have a university account to sign in through.

What is more, by reaching out to adolescents, it would be possible to prevent mental illnesses as well as to enhance academic achievement (Chodkiewicz & Boyle, 2017). This is also confirmed by Layard and Clark (2015), who state that being mentally ill creates a considerable financial burden for society and, therefore, early interventions should be promoted in schools to help students thrive and do better schoolwork, as well. Their experiments with 30 schools based on a program called the Penn Resiliency Programme also showed that social emotional learning can fill the void in schools (Layard & Clark, 2015).

Finally, Chodkiewicz and Boyle (2017) argue that access to students' time and attention might need further elaboration. Even though teachers are not necessarily trained researchers, as reflective practitioners (Schön, 1987), they hypothesize implicitly every day about their own classrooms based on the information (the data) they receive from their classes and analyze such data quantitatively and qualitatively in a variety of ways. What is more, they also try to make sense of what happens to their students as individuals. That is why, as Grundy (2001) claims, teachers and researchers do not have to be separate individuals who never communicate with each other: they could either become collaborators or the teacher-as-researcher could do both types of work to gain an even deeper understanding of their own classroom. The latter is the intention of this dissertation, which, consequently, is partly action research (see further in section 3.1. on the research design).

Figure 9.

The Research Niche the Dissertation Intends to Fill
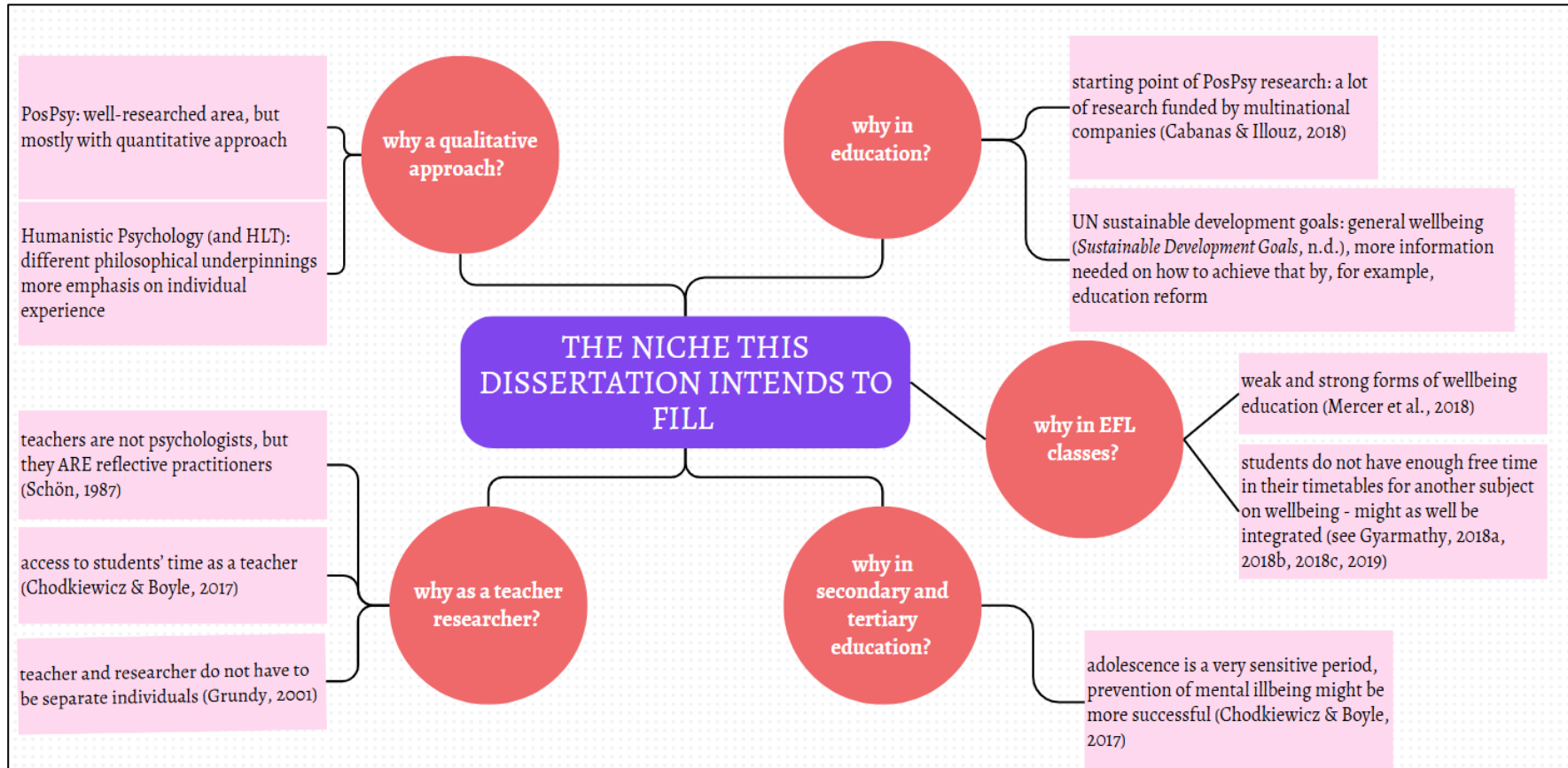
All in all, it can be seen from the above that this dissertation is meant to benefit both the research and the teaching communities by enhancing our understanding of Positive Psychology in its third wave (for the distinction between waves, see Fodor, 2022), gaining insight into Positive Education through the eyes of those concerned: students and their teachers, by looking at the particular and, this way, generating hypotheses about the use of PosPsy in education.

Finally, it is hoped that the dissertation will significantly deepen the teacher-researcher's understanding of her own work and actions related to applying practices aimed at enhancing student well-being in the EFL classroom (for a summary of the questions constituting the niche, see Figure 8 above).

3. RESEARCH DESIGN AND METHODS

In this chapter, the research design is presented the following way. The general structure of the dissertation is described with the relevant research questions and the phases of each study, accompanied by figures.

From this point on, the use of the first-person singular is reserved for those parts of the dissertation where a particular method reflects the personal choice of the researcher, thereby sometimes diverting from established research conventions. In all other cases, i.e., when the selected methods conform to research traditions, impersonal voice is used. This way, it is easier for the Reader to distinguish the parts of the research where I had to opt for creative solutions, mainly in a response to changing circumstances in Hungarian public education in the academic year of 2022/23 (for this sensitivity to changes in background, see the limitations sections under each study).

3.1. Focus on Action Research

The purpose of this study is to gain a better understanding of how Positive Psychology-based tasks may be used in the EFL classroom. For this reason, the chosen research design is qualitative and based on a constructivist worldview: the researcher is interested in various subjective views and the different meanings that those people involved in a situation make of a certain phenomenon (Creswell, 2009). Apart from providing an in-depth understanding of a phenomenon, it is also hoped that the investigation will generate further hypotheses, thereby laying ground for possible forthcoming qualitative research (Maykut & Morehouse, 1994).

Much of this investigation constitutes action research, which is "a powerful tool for change and improvement at the local level" (Cohen et al., 2005, p. 226). Cohen et al. (2005) further elaborate on it by calling it a "critical praxis" (p. 231), meaning that the aim is to gain knowledge of something and using what Schön called *reflection-in action* and *reflection-on-action* to make informed decisions towards change. In action research, reflexivity is key because the researcher themself is a part of the situation they investigate. Dörnyei described this type of investigation the following way:

> a generic term for a family of related methods that share some important common principles. The most important tenet concerns the close link between research and teaching as well as the researcher and the teacher: action research is conducted by or in cooperation with teachers for the purpose of gaining a better understanding

of their educational environment and improving effectiveness of their teaching (Dörnyei, 2007, p. 191).

Besides a participant teacher being the researcher, another facet that classifies this study as action research is the fact that it follows the steps that are typical of action research. According to Cirocki, there are six stages in this type of exploration: "(1) issue statement, (2) data collection, (3) data analysis, (4) action planning, (5) taking action and (6) result evaluation" (Cirocki, 2013, n.d). Also, action research has a cyclical nature in the sense that after the evaluation of the results, new issues might be identified, and thus a new 6-stage model (or cycle) can start (cf. Burns & Kurtoglu-Hooton, 2016). In this dissertation, the first four steps are taken in learning about a phenomenon and towards change from the statement of the problem to action planning, which is constituted by the implications of the study for pedagogy and for further research, with a forecast of steps 5 and 6, that is, taking action and result evaluation, which are discussed in section 6.

3.2.   The Aims of the Research

The cornerstone of the investigation was the application of a set of 10 EFL tasks based on Positive Psychology and, to achieve triangulation, the tasks were examined from three different viewpoints. The dissertation is divided into two studies, which were broken down into two phases each, because there were two types of contexts to this exploration. Figure 10 below shows the main aims of the investigation in relation to those perspectives. The research had three different viewpoints. From the secondary school students' perspective, I wanted to understand how students feel in the EFL classroom (RQ 1) and to learn how students view tasks done in the EFL classroom that are based on Positive Psychology (RQ 2). From my own perspective, I tried to gain an understanding of using Positive Psychology-based tasks in a specific English as a foreign language classroom (RQs 3-4). From certain EFL teachers' vantage-point , I sought to find out how English teachers view the role of the teacher of English in maintaining students' well-being (RQ 5), to understand what English teachers think about the applicability of Positive Psychology-based tasks in the EFL classroom (RQs 6-7), and to learn what teachers of English think about including training in Positive Psychology in teacher training (RQ 8).

Figure 10.

The Aims of the Dissertation Research.
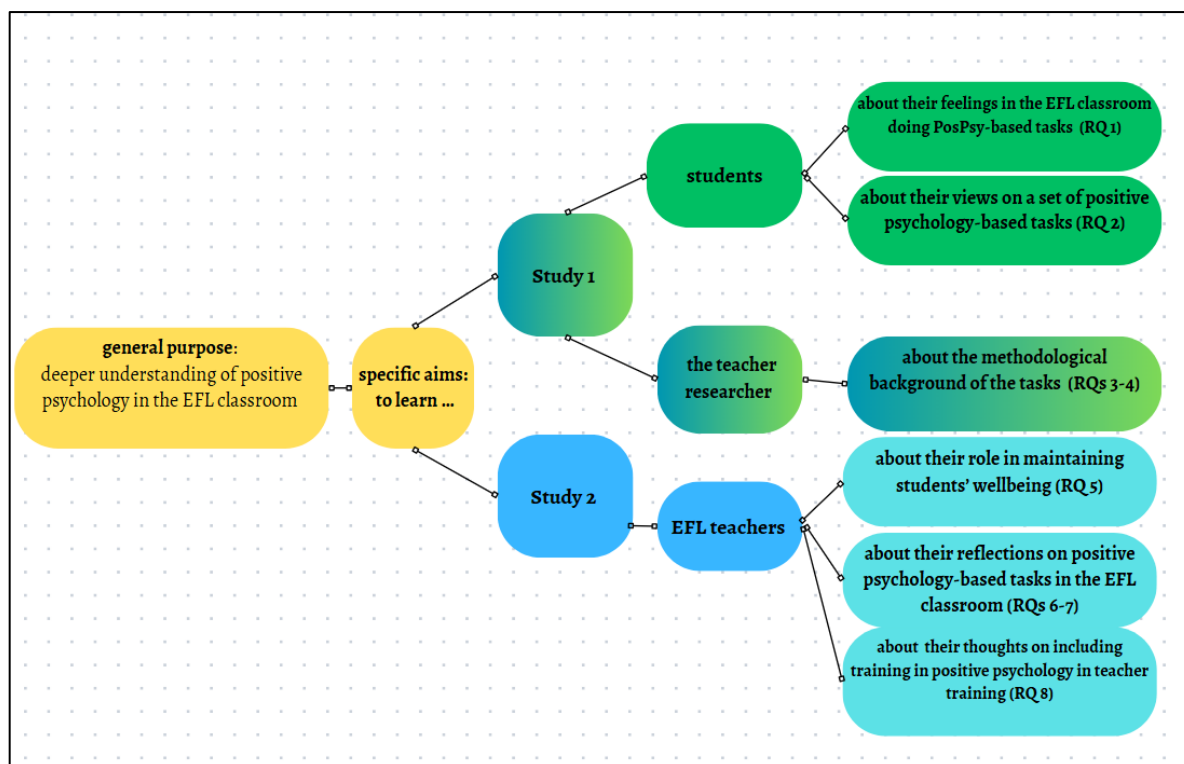
3.3. The Research Questions

In the following, the 8 research questions of the dissertation are presented. The questions are color-coded according to the contexts in which they are investigated: the ones using green are explored in the same secondary school context, while the different shades of green indicate the different participants. Color-coding with purple indicated that the second part of the research investigated EFL teachers' viewpoints in various different contexts.

Study 1 was carried out at a Budapest-based secondary school where I taught English. This means that in this phase, I was a teacher and a participant of my own study as well. The different perspectives generated the research questions below. The questions are grouped according to viewpoint, and broken into different lines so that, in each case, first the perspective from which the subtopic is explored, then the aspect of PosPsy in question, and finally the context become conspicuous.

SECONDARY SCHOOL STUDENTS' VIEWPOINT

RQ1   How do students say they feel

doing language tasks based on Positive Psychology

in the secondary EFL classroom?

RQ2   How do students view

language tasks based on Positive Psychology

in the secondary EFL classroom?

THE TEACHER-RESEARCHER'S VIEWPOINT

RQ3   What methodological challenges does a secondary teacher of English encounter

in using Positive Psychology-based activities

in the English as a foreign language classroom?

RQ4   What short- and long-term effects does a secondary teacher of English notice

in their group when using Positive Psychology-based activities?

In Study 2, EFL teachers with different backgrounds were recruited through first criterion, and then snowball sampling (Dörnyei, 2007; see in the description of research procedures in detail). The general purpose was to gain insight into the opinions of experienced teachers who might also be involved in teacher education. In phase 1, twelve teachers were given the task descriptions and asked to try 2-3 of the tasks with a group of students on a voluntary basis. Then, in phase 2, ten teachers took part in semi-structured interviews; nine interviews were held in Hungarian, the native tongue of the participants, and one in English (as it was the lingua franca). The following research questions were formulated to capture insights from these EFL teachers:

EFL TEACHERS' VIEWPOINT

RQ5   What do teachers of English think about

the role of the EFL teacher

in maintaining students' well-being?

RQ6   What do teachers of English think about

integrating Positive Psychology-based tasks

into EFL classes?

RQ7   What are the reflections of teachers of English

on a specific set of tasks developed for the integration of

language and Positive Psychology in the language classroom?

RQ8   What do teachers of English think about

including Positive Psychology in the Continuing Professional Development of

EFL teachers?

3.4.   Triangulation in the Dissertation

The triangulated viewpoints and corresponding research questions involved in the two studies are shown in Figure 11.

Figure 11.

Triangulation in the Dissertation.
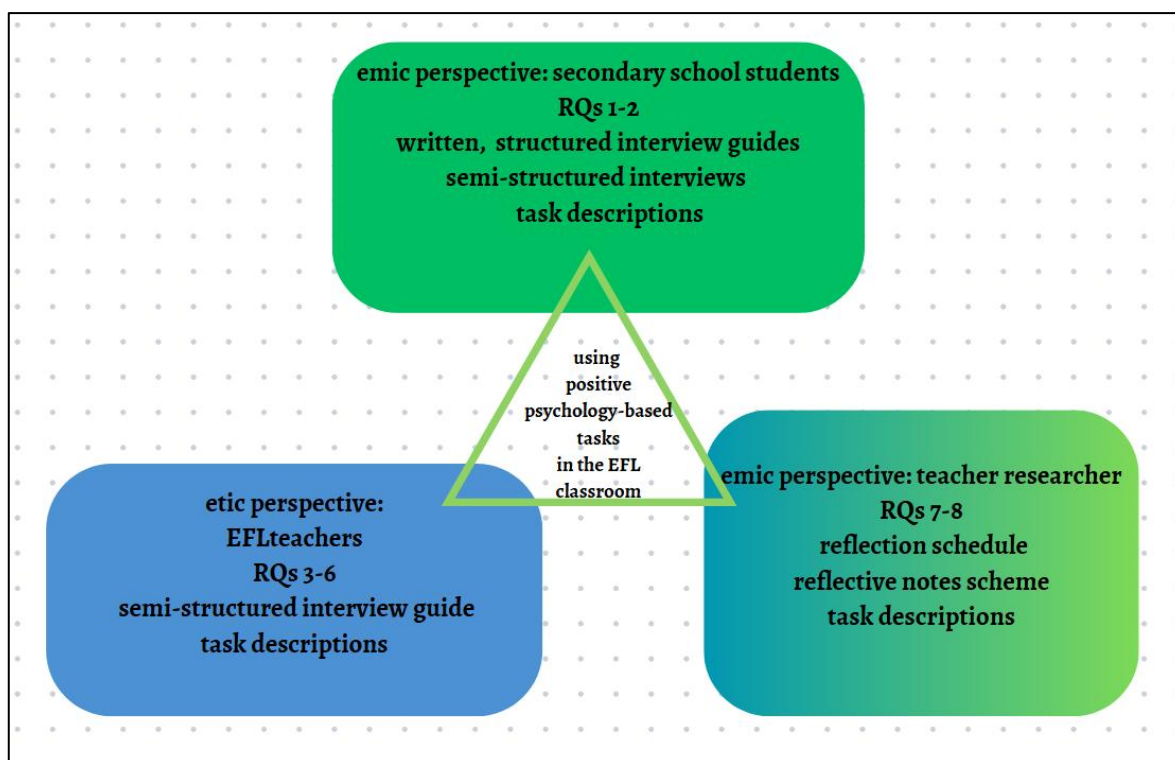
The viewpoints were unique for several reasons. The participating students did not have any previous knowledge or experience of Positive Psychology-based tasks within a systematic program. Therefore, they were able to start with a clean slate and provided unbiased feedback on the activities. Besides, my viewpoint as a teacher-researcher can be regarded as significantly different from that of the EFL teachers in Study 2. I designed and implemented all the research tasks and, in addition, have received training in this area of Positive Psychology.

The EFL teachers in Study 2, however, constituted a different perspective. It is unclear whether some of them had had any previous experience of mindfulness or any other area of Positive Psychology. Yet all these teachers provided a unique insight into their own teaching context and how adaptable the tasks were in their own classrooms.

To summarize, table 5 below shows the research design at a glance: the phases components and perspectives of the pilot studies, Study 1, and Study 2 which, in their entirety, constitute the empirical framework of the dissertation. Different colors indicate different contexts and, in the third column, notes on triangulation are added.

Table 5. *Summary of the Research Design.*

		pilot phase	final study phase	triangulation
dissertation	Study 1	participants: secondary school students (n=25, in 2 different groups); the teacher-researcher who received training in mindfulness procedure: a specific set of tasks (10) is done in different groups (6 tasks in each group, with one overlap) of the teacher-researcher in a Budapest-based secondary school; PHASE1 students gave feedback according to a questionnaire with open-ended questions; the teacher-researcher reflects on doing the activities using a reflection scheme, within the time frame of a reflection schedule PHASE2 – MORE DEPTH selected participants were chosen from students, semi-structured interviews were conducted with 3 selected participants outcome: *piloted instruments – structured interview guide, task descriptions, reflection scheme, reflection schedule*	participants: secondary school students (n=19, in the third group of the teacher-researcher); the teacher-researcher who received training in mindfulness procedure: a specific set of tasks (10) is done in 3 different groups of the teacher-researcher in a Budapest-based secondary school; PHASE1 students gave feedback according to a structured interview guide; teacher-researcher reflects on doing the activities using the reflection scheme, within the time frame of a reflection schedule PHASE2 – MORE DEPTH selected participants were chosen from students, semi-structured interviews were conducted with 6 selected participants outcome: *data to answer research questions 1-4*	students' viewpoint come from the same context as the teacher-researcher in study 1 <u>have not experienced Positive Psychology-based tasks within a systematic programme in their secondary school before</u> teacher-researcher's viewpoint has experience in EFL teaching comes from the same context as the students in study 1 <u>has received training in mindfulness</u>
	Study 2	participants: EFL teachers (4); from the same context as the context of Study 1 (i.e., the Budapest-based secondary school) procedure: PHASE1 a specific set of tasks (10) was given to the teachers teachers are asked to try at least 2 in one of their groups focus group interview is conducted PHASE2 – MORE DEPTH selected participants are chosen from teachers (3), semi-structured interviews were conducted with the selected participants outcome: *piloted instruments semi-structured individual interview guide*	participants: EFL teachers (10) various contexts (primary, secondary, tertiary) procedure: PHASE1 a specific set of tasks (10) was given to the teachers teachers were asked to try at least 2 in one of their groups and reflect on the lessons in a Google Form (written) PHASE2 – MORE DEPTH 10 selected participants were chosen from teachers, semi-structured interviews were conducted with the selected participants outcome: *data to answer research questions 5-8*	EFL teachers' viewpoint have experience in EFL teaching <u>come from different contexts</u> may have limited experience with this specific set of tasks <u>come from different levels of education (from primary to tertiary: have different angles on teacher training and Continuing Professional Development)</u>

4. STUDY 1: ACTION RESEARCH IN A BUDAPEST-BASED SECONDARY SCHOOL

4.1. Study 1: Pilot Studies

In Study 1, phase 1, after having done Positive Psychology-based activities in class, students in a Budapest-based secondary school were asked to fill out a quick post-hoc reflection form and thus give feedback according to a written interview guide with open-ended questions.

The participants of the pilot phase were secondary school students belonging to 2 different groups, who were chosen through convenience sampling. The reason for the sampling method was that the teacher-researcher had easy access to students in her own groups. Group 1 was comprised of 15 students who were specializing in arts and humanities, while Group 2 had 10 students in it who had extra classes in foreign languages. The 10 tasks used in the main study were divided into two subsets: 6 tasks were done over the course of two 45-minute classes in each group (with an overlap of 2 tasks).

4.1.1. Instrument 1: Task Descriptions

There was an innovative teaching method and two instruments used in this pilot. The teaching innovation was encapsuled in a collection of ten task descriptions (TDs) based on Positive Psychology. First, a model task description (*Mindfulness of sounds,* see Appendix E) was created, and expert feedback was sought via email from fellow PhD researchers. These experts were also asked two focal questions when evaluating the TD:

1. How useful would it be having these elements to an in-service teacher?
2. What changes should be made?

After modifying the model TD, the whole set of the ten TDs was compiled (see Appendix F) and sent out to the same peer researchers for feedback. Then, the two focal questions were as follows:

1. How useful would it be in this format for an in-service teacher?
2. What changes should be made to make it more useful?

Upon the comments of the peer experts, a senior researcher was also asked to comment on the TDs and thus a PDF was compiled of the final forms of the descriptions that was to be used on later phases of the research as well (Study 2, phases 1-2: interviews with teachers of English teaching in other institutions).

4.1.2. Instrument 2: Short Post-hoc Reflection Form for Students

Another instrument used in Study 1, phase 1 was a set of questions in Hungarian, which is the native tongue of students involved in the project, administered via Google Forms. First, the questions were sent out to fellow researchers and expert feedback was sought to avoid ambiguity. Then, the questions were fed into a Google Form and that form was sent out to student participants of the pilot.

4.1.2.1. Analysis of Pilot Data Gathered with Instrument 2.

In the pilot of the short post-hoc written reflection form, 984 words of textual data were produced in the arts and humanities specialization, where 15 students filled in the form on both occasions (there were no absentees). During the first of class of the language specialization group 9 respondents and during the second class 10 respondents gave feedback at the end of the lesson (there were 2 absentees during the first class, and one during the second class due to strict regulations on being allowed to attend school during COVID). This yielded data of 646 words via the post-hoc form that was administered via Google Form online on the participants' phones. The teacher-researcher reflected on doing the activities using a reflection scheme (see Instrument 3, section 4.1.1.3.), within the time frame of a reflection schedule. The data collected via the Google form was coded manually in Microsoft Excel. Below, the pilot data are presented after topically discussing the following three areas across the two different groups: feelings, relation of the activities to EFL classes, and the most important elements of the activities in students' opinions.

As for feelings participants reported, most students in the arts and humanities specialization described their pre-tasks state with negative adjectives, the most prominent ones being "tired" and "sleepy". Students from the arts and humanities specialized group gave mostly negative reports also about their pre-activity states when it came to the second session of the action research. Their descriptions were evolving around being "tired", "bored", "demotivated", "stressed", "slow", and "confused" (altogether 10 people out of 15 used negative adjectives only to describe this phase). As for how they felt while doing the tasks, they reported mixed feelings. The adjective most used was still "tired", but "relaxed" and "more relaxed" also appeared in reflections (8 people out of the 15 included this descriptor).

As regards their while-activity state, most arts and humanities students admitted having had either mixed or generally positive feelings. They stated they felt "curious, relaxed, but also excited", and "[feeling] very well, I could calm down". Those who reported mixed adjectives mostly included "tired", "hungry", but also "curious",

"enthusiastic" and "relaxed". When asked how they would say they felt after the activities, students reported mixed feelings again. However, an interesting change seems to present itself in their adjectives: besides "relaxed" and "rested", students also reported feeling "more vigilant", "energized", and "happy" or "happier", which, compared to what they stated about their previous states, shows a change.

In the post-activity reflections, positive changes were prominent: students said they felt "more motivated", "cleared up", "enthusiastic", "better", "curious", "a bit refreshed", "satisfied", and "valuable". Negative views included "I am stressing that I did something wrong" and "tired" as well as "sleepy".

The foreign language-specialized cohort showed very similar changes in their reported feelings to that of the other group. In their reflections regarding the pre-activity phase, mixed feelings, such as "hungry, exhausted, excited", energetic, curious, hungry", were the most prominent and a few students did not describe their feelings, but their physical states by saying they were "sleepy, hungry". This group, in their reflections on their pre-activity state, used mostly mixed adjectives ("neutral, bored, cheerful", "sleepy, tired, cheerful", tired, calm, usual"), and some of them reported only negative feelings ("sleepy, bored, exhausted", "tired, bored, very tired"), which seems to have changed for them throughout the activities. As for the while-stage, more students reported positive feelings like "interested", "curious", cheerful", and in the post-phase, the case was very similar. In the while-stage, they claimed to have felt "tired, a little interested", "focused, paying, attention, concentrating" as well as "relieved, happy, engaged". In the post-activity stage, while students still gave remarks on them being tired, they said they were "less sleepy", "conscious", and "my attention was drawn to my back pain", which may not seem positive at first, but reflects a higher level of self-consciousness. Also in this phase, the purely negative feedback seems to have disappeared: students stated they either had had mixed feelings ("tired, more active", "relieved, tired"), or generally positive ones ("calm, happy, less tired", "well, refreshed, energetic", "satisfied, calm, [feeling] well").

In the next topical area, the relation of these tasks to EFL classes, arts and humanities students were asked about how the activities done together could be even more effective. Here they either gave positive remarks, such as"[doing the activities] clears the mind" and "[the activities] calm you down" or suggested having a brief exercise like these in every class and having even more language practice by having follow-up speaking sessions. Participants also suggested doing breathing exercises before high-stakes situations like test-taking and expressed the need for more interactive tasks. Students'

opinions on whether to integrate such activities into English classes on a regular basis showed great variation. A lot of them claimed this would be "worthwhile" and also stated it helps them relax, switch off, and makes their day better. On the other hand, a lot of feedback showed indifference or even resistance. When referring to the positive effects of these activities, students pointed out benefits related to the following areas: self-awareness, effects on grades, motivation to work. As for the drawbacks, time constraints of classes were mentioned, and it was also emphasized that students are sometimes "just not in the mood", which shows that individual differences definitely play a part when adapting these activities to a classroom.

In contrast to the arts and humanities cohort, in the language specialization group, besides requesting more speaking, too, it was pointed out that the activities were effective especially because they were done in the L2: "[these activities] are effective like this, when we do them in English". As for the ideal frequency, students did not say they would opt for doing such activities too often. Preferred frequency also seems to be related to individual differences as from the feedback forms. As it turned out, some students preferred to reflect on their present state on a weekly basis while others suggested this should happen only once. They argued that those who want can try it, but other than that, students claimed that "it does not help with studying, it is useful outside of school". This resonates with Appel's statement, that is, students relate learning to *hard work* (Appel, 1989): even if the tasks were done in English and constituted language practice, as they were not meant to be hard work, students did not regard them as real learning situations. Another recommendation on language input on the students' part was to include more specific and new vocabulary in the activities. Students in cohort 2 did not necessarily connect these activities to their learning L2 even if they regarded them as useful, given the right circumstances, which confirms Szélesné Ferencz and Hornyák's notion on students' willingness to participate in classes focusing on mental health or happiness (2018).

In the final section of the questionnaire, participants were asked to name the most important elements of the Positive Psychology-based activities we had done in class. In the arts and humanities specialization, students mostly referred to practical things and details of the activities ("breathing", "relaxation", "listening to sounds", "describing emotions"), and but a few of them said they would focus on the aims of the activities ("raising vibration level", "it made me move, I got refreshed, I fell asleep yet I am refreshed"). Participants did not say they would retell the activities to a teacher

differently, in fact, many of them said they would say the exact same about the exercises. Students would mostly describe practical features of the activities and generally use the same descriptions when asked again about retelling the activities to a teacher.

In the foreign languages specialization group, students also would refer to the practicalities or the instructions of the activities, and they would not make a difference in their descriptions because of the different audience. In the second session, students also referred to the setting ("speaking activity, pair working", "Coastline picture-> talk about them, listening to nature, realizing our surroundings") and only one student felt the need to evaluate the exercises ("interactive, innovative"). There seemed to be no difference between the remarks they would make to a student or another teacher.

4.1.2.2. Modifications to Instrument 2.

Altogether, all the items concerning feelings were kept for the main study; however, when the form was administered in the main study, the wording of the form was changed to point out to students that they should focus rather on emotions than bodily sensations when asked about how they were feeling.

As regards the questions in connection with the relation of the tasks to EFL classes, all the items were also kept in the pool unchanged as they seemed to yield a great variety of data. The remarks made by the language specialization group were considered when the follow-up spoken individual interview guide was designed for students. In that instrument, the usefulness of the use of L2 was put into focus in section 3, question 5 ("Mennyire tartod ezeket a feladatokat hasznosnak az angoltanulásod szempontjából?", which goes as "How useful do you think these activities are in terms of your language development in English?").

In the third part of the post-hoc form, even if there seemed to be no difference between the account students would give about the Positive Psychology-based activities to a peer or to a teacher, those two questions were kept separate in the end to allow room for differences in the main study phase. The final form of the post-hoc questionnaire can be found in Appendices H and I.

4.1.3. Instrument 3: Post-hoc Reflection Scheme for the Teacher-researcher

In Study 1 phase 1, the teacher-researcher kept notes in English regarding her experiences according to a reflection scheme compiled prior to doing the Positive Psychology-based tasks in class. The scheme contained six open-ended questions stemming from research questions 3 and 4, and, upon expert feedback, were modified before being used. Then,

the teacher-researcher did the tasks with the pilot participants, and, keeping a 24-hour reflection span, wrote notes about the experiences.

4.1.3.1. Analysis of Pilot Data Gathered with Instrument 3

Filling out the reflective scheme yielded altogether 945 words of textual data, which will be analyzed here thematically. Data were coded manually in Microsoft Word using comments and color coding. The first issue under scrutiny was the types of challenges the teacher-researcher encountered during the Positive Psychology-based lesson. Here, feeling nervous, problems with differentiation (especially in terms of the amount of time some students might need to carry out certain tasks such as the one called *Growing Your Tree*) were named as problematic areas. Also, discipline issues were reported though it was stated in the notes that they had not caused disruption in the lessons. Besides that, it was also raised that some of the students' questions led to some role confusion on the teacher's part ("…when we were drawing the tree, a student kept asking me about the purpose of the activity, which made it hard to concentrate, especially because I DID want to answer as a teacher but my researcher self was thinking I might contaminate my own data"). As for the easy aspects of leading the activities, instruments are reported to have come naturally during the lessons. Also, making students settle and listen was not said to have caused trouble, either.

When it came to the effects the teacher-researcher had been able to observe in students, the following was noted: some students were fully immersed in the activities, while others could not really concentrate; this created a gap between the two subgroups of students in terms of timing as well as some might have needed more to carry out, for example, the drawing part of the aforementioned task *Growing your tree*.

These classes also appeared to have been different as students were behaving generally better ("since students knew it was important to me; they were really listening"). Teacher behavior was also said to have been different than usual as the initial anxiety disappeared once in the classroom ("initial angst evaporated once in the classroom, I was feeling kind of <<in flow>>"), and the teacher-researcher claimed to have gained energy from the classes ("I was very tired before this class, but afterwards, I was reinvigorated"). It was also said here that the teacher felt that she had finally given something to the students, again.

4.1.3.2. Modifications to Instrument 3.

As a result of the close analysis of the questions, before the main phase of study 1, the scheme went through the changes shown in Table 6 (for the final version, see Appendix J).

Table 6.

Modifications to Items in Instrument 3.

item	modifications
What was the most challenging in the Positive Psychology-based class today?	This item yielded data that comprised a broad spectrum of teaching-related issues; that is why the aspect of methodology was included in the later version.
What was the easiest in terms of methodology in the Positive Psychology-based class today?	The wording of this item seemed to be narrow enough in order not to lose focus.
What effects did you observe on the part of the students today while doing the Positive Psychology-based tasks?	This item did work well, but, in order to draw the attention of the one reflecting on classes to different aspects, the following were added in preparation for the main phase: *(Think about physical behavior, demonstration of emotions, willingness to communicate.)*
How was this class different from other, regular classes?	This question was kept as it was as this is the one that is supposed to leave room for a wide range of comments on the class.
What effect did using Positive Psychology-based tasks have on you today?	A yes-no question was added in the end, even if that is not considered to be valuable in terms of yielding data. My reason for doing so was to guide the one who reflects in a specific manner and to prime them before answering my question. In the pilot, it turned out that having done or not having done the activity with students is an important starting point when reflecting on the effects the tasks happening in class had on the activity leader. *(Did you yourself do the activities or not?)*
What long-term effects can you experience on your students? (monthly report, before tests, remind them of the activities)	This item can be kept but it was decided that it had to be reiterated before tests or exams. This had to be pointed out more explicitly in the end, that is why another comment was added in brackets. *(Try to refer back to this monthly report; also, before tests, remind students of the activities.)*

4.1.4. Instrument 4: Individual Interview Guide for Students

In the final stage of the pilot of the instruments of Study 1, the second phase of the research involved focal participants chosen from the ones who had taken part in the first

phase. Participants were sampled purposively: students were asked from both specializations, both in the end, only three students, all specializing in arts agreed to take part in individual interviews. They were asked to participate in individual post-hoc interviews: two were held in separate Microsoft Teams meetings online and one was held face to face. The individual interview guide for these semi-structured spoken interviews comprised demographic questions as well as experience, value, and feeling questions (for this categorization, see Maykut & Morehouse, 1994). In the pilot, expert feedback was sought from peer researchers (knowledgeable experts, see Dörnyei 2007), which resulted in slight changes in the wording of the items. Then, three students were interviewed in their native tongue, Hungarian. The total length of the interviews was 1 hour and 58 minutes, and the verbatim transcriptions made with an online software called Alrite (provided by Regens) comprised altogether 12465 words, including the questions of the interviewer. For the details of the interviews, see Table 7 below.

Table 7.

Details of the Pilot Interviews in Study 1.

pseudonym	date of interview	year born	year English language learning started	other second language	language exam yes/no	total length of interview	number of words in verbatim transcription, including interviewer's remarks
Márk (online)	2022.06.17.	2005	2012	Spanish	no	39 min 05 sec	4472
Nati (face to face)	2022.07.19.	2005	2011	Spanish	no	46 min 27 sec	4551
Kira (online)	2022.07.22.	2005	2018	Spanish	no	32 min 28 sec	3422
TOTAL	×	×	×	×	×	1 hour 58 min 0 sec	12465

4.1.4.1.   Analysis of Pilot Data Gathered with Instrument 3.

In the brief analysis of the three interviews with the help of computer-aided qualitative data analysis software (Atlas.ti), 36 codes were established. The pilot data consisted only of 12465 words, which did not allow for in-depth analysis of concepts. Even so certain themes did seem to be recurrent in all three interviews. When participants were asked about the usefulness of the tasks, they mentioned how the activities helped them *relax*, but also said that individual differences might determine how helpful the tasks are: One of the participants, Márk, highlighted that those students might need them more who have real psychological issues. It was also stated that the activities helped the students *think outside the box*; what is more, reflection afterwards was pointed out as an important issue when trying to make use of the tasks. Both Márk and Kira felt the fact that, having done the tasks they had the opportunity to think them over made the real difference.

As for the *frequency* of doing such tasks, participants seemed to share the same view: they said the tasks should happen on a regular basis but not take up to more than 5-10 minutes of class time, as, in the words of Márk, "afterwards, learning can be put in focus", which is in line with what Moskowitz (1999) stated about the effectiveness of HLT tasks due to prolonged engagement. Interestingly enough, the three interviewees did not regard the Positive Psychology-based tasks to be language tasks, rather as a doorway to the language class: to them, they serve as language anxiety relief, or rituals done before tests (as in the case of the breathing exercise).

Finally, the answers to the question of the tasks being made *compulsory* in class were divergent. While Márk insisted that grading should be introduced as a motivator in the case of Positive Psychology-based tasks, Kira said participation should be totally left optional for students as they might not feel ready for it. To this problem, an interesting solution was suggested by Nati, who said that students might be made to feel more motivated if they all in all enjoy being in the group as the sense of community can help.

4.1.4.2.   Modifications to Instrument 4.

After the three rounds of piloting the interview guide, the original questions were kept as the modifications based on the expert feedback had proven to be sufficient to yield data that can later help answer research questions 1 and 2 in Study 1. After the first interview with Márk, it turned out that the document with the task descriptions should be kept in front of the interviewer and the interviewee should be reminded of the tasks. Also, upon having transcribed the interview data and sending them for member-check to the

participants, I also decided that the interviews in the main study would be conducted exclusively online as the quality of the recording allowed more accurate transcriptions that way.

The interview guide consisted of an introduction, a bio section, 6 questions concerning research questions 1 in the main study, 7 questions corresponding with research question 2 in the main study, and a closing. As for the items, only one raised a research methodological issue. In the case of the last question, students asked back if there really was someone who skipped doing the tasks in class. This was noted and I prepared comments that might help the participants in the main study to focus on my question.

4.2. Study 1: Description of Research Procedures

Study 1 comprised two phases. The research was conducted by the researcher teacher with secondary school students in a well-known Budapest based secondary school. First, the specific set of Positive Psychology-based tasks was done in 3 consecutive classes in October 2023. At the end of each class, students were asked to provide written feedback via three Google Forms (one for each class so as not to confuse the data). Then, participants were selected and contacted via Microsoft Teams messages about provisional individual interviews. The aim of these interviews was to gain more insight into how students had experienced the Positive Psychology-based tasks individually. 6 of the students agreed to have online, semi-structured interviews in closed Microsoft Teams meetings after school. The interviews were held between 26th October and 15th November 2023 in order to gain specific information about students' impressions as soon as possible to minimize memory loss. Then, the interviews were transcribed using the artificial intelligence-based site Alrite.io; the transcriptions were revised, corrected, and sent to the student participants for member-check.

To provide another perspective, as the leader of the activities, I was also keeping a reflections journal about the positive-psychology-based classes; I wrote entries after each class, and also after a longer time to reflect on the long-term effects I was able to witness (see Table 8 below).

Table 8.

The Dates of the Written Teacher Reflections in the Main Phase of Study 1.

date taken	total number of words
17th Oct 2022	1161
18th Oct 2022	874
21st Oct 2022	624
23rd Nov 2022	361
25th Nov 2022	257
18th Dec 2022	270
16th Jan 2023	255
2nd June 2023 (before exam)	165
10th June 2023 (after exam)	270
TOTAL	4237

4.3. Study 1: Participants

The participants in phase 1 of Study 1 were 19 secondary school students (aged 15-16) who were being taught by the teacher-researcher. They were chosen through convenience sampling from a group that had not taken part previously in the pilot study. The reason for this sampling method was easy access and the fact that, to have in-depth conversations about the tasks done in class, constant and good rapport with the participants needed to be ensured. Therefore, choosing students of other teachers was not an option.

The other participant was the teacher-researcher, who represented a purely emic perspective. This allowed me to gather experiences from the same classes as the students. In addition, having received training in mindfulness and Positive Education in October 2019, I had the opportunity to see if what had been suggested in theory could be put into practice in my own classroom.

In phase 2, 6 out of the 19 students were interviewed. They were chosen through purposive sampling: I originally contacted only 10 students via Microsoft Teams, taking into account what I had experienced in terms of their class participation and attitudes. Out of these 6 students, 4 had Spanish as their other L2, and two were studying Italian. The student who had been learning English the longest was Tádé with 10 years, while the shortest period was 4 years (Lala); only one of the students had a language exam certificate (Lala, A2 level). All the students were around A2-B1 level in their language knowledge (for more information, see Table 9).

Table 9.

Details of the Interviews Conducted in the Main Phase of Study 1.

pseudonym	date of interview	year born	year English language learning started	other second language	language exam yes/no	total length of interview	number of words in verbatim transcription, including interviewer's remarks
Franciska	2022.10.26.	2008	2014	Spanish	no	32 min 40 sec	4666
Nina	2022.10.28.	2007	2017	Spanish	no	22 min 13 sec	2862
Boris	2022.11.06.	2007	2017	Spanish	no	19 min 55 sec	2747
Tádé	2022.11.09.	2007	2013	Italian	no	25 min 39 sec	3670
Lala	2022.11.13.	2008	2019	Italian	yes, ELTE ORIGO Junior (level A2)	21 min 36 sec	2457
Mirkó	2022.11.15.	2007	2016	Spanish	no	20 min 17 sec	2719
TOTAL	×	×			×	2 hrs 22 min 20 sec	19121

4.4.　Study 1: Instruments and Data Collection

There were 4 instruments used in this study. From student participants, data were gathered via 3 Google Forms (having the same questions in them), and in spoken interviews, for which a semi-structured interview guide was used. As for the teacher-researcher, a reflection schedule was used to keep track of reflection times; also, to keep the research question in focus, a reflection scheme was the blueprint for every reflection session with 4 questions.

In phase 1, students gave written feedback between 17 and 19 October; I also wrote the reflective notes on those afternoons. Phase 2 lasted longer: the first interview with a student was held on 26th October 2022 and this part of the data collection ended on 15th November 2022, while I wrote the last reflective journal entry on 10th June 2023 (see Table 9).

4.5.　Study 1: Quality Control

Since this investigation is based on textual data, the quality of the research had to be ensured by taking several measures (see Guba, 1981; Lazaraton, 2003; Dörnyei, 2007). To lend internal validity to the whole dissertation, 2nd tier triangulation, that is, the triangulation of data sources (Leung, 2015) was used: in Study 1, there were student participants alongside the teacher-researcher constituting an emic perspective, while in Study 2, teachers with different backgrounds took part, thus representing a different, etic perspective to that of Study 1.

In Study 1, several other measures were taken. To avoid role confusion within the teacher-researcher and to eradicate researcher bias, expert feedback was obtained regarding research instruments. All the instruments were also piloted before they were used in the main study. After collecting data from student participants, transcripts were sent to the participants to allow room for clarification through member checking (Dörnyei, 2007). All 6 students responded, with none of the data requiring any changes. In addition, since I was also a data source, I strictly kept to the proposed timeline (i.e., the reflection schedule) in the data collection phase and started interviewing students only after having written my journal entries about our Positive Psychology-based classes. This way, contamination of data collected from students was avoided.

To make the results transferable to other contexts, an audit trail was left by keeping a research journal (Dörnyei, 2007). Using the research journal, a thick description of all the methods and procedures (Geertz, 1973; Friedman, 2012) was prepared during the write-up of the dissertation to ensure the replicability of the study. Finally, in an attempt to

avoid over-rapport (see McCracken, 1988) between the teacher-researcher and the student participants, a strict timing of the interviews was established and adhered to. The previously piloted semi-structured interview schedule served as a framework for these conversations.

4.6. Study 1: Limitations

Below, a detailed description is provided of the limitations of Study 1 and the measures implemented to mitigate them.

4.6.1. Study 1: Maturation of Participants

In Study 1, secondary school students represented a cohort within the participant group and their getting older and more mature over the course of time simply because teenagers develop with age might have altered the data (Dörnyei 2007).

That is why it was decided to do the Positive Psychology-based tasks and collect data from students over a shorter period than a semester. These tasks were administered from 17th October to 19th October, and written feedback was collected via Google Form at the end of each class. Phase 2 of the data collection started with the first interview conducted on 26th October and ended on 15th November.

4.6.2. Study 1: Participant Attrition

Participants disappearing can also result in insufficient data or the lack of saturation in a project. That is why I chose a student group with whom I had continuous contact and good rapport: students in their preparatory year with 16 English classes a week, of which I taught 6. This meant that we met almost every day of the week, which is also the reason why I chose to postpone data collection to October: first, I wanted to build our relationship with the group and get over the forming and storming periods in the dynamics of the group (Hadfield, 2005).

Another issue was the voluntary nature of participation: in the case of the students, this did not result in attrition in the end (all students who were present in class took part in doing the activities and also filled out the Google Form) because I attempted to promote my project among them very carefully: before we started off, I provided them with a brief description of the procedures and mentioned trying new and experimenting for ourselves, freely, with no judgments as the benefit of the project for me. This and the fact that we were on good terms helped me keep the commitment of participants in Study 1.

4.6.3. Study 1: Timing Issues; Reflective Time Span

Being a teacher-researcher, time was a key issue for me. To remember as many details as possible, I originally had planned to keep a 24-hour reflective span between the Positive

Psychology-based classes and my journal writing. In most cases, as it can be seen in Table 8 above, I managed to keep this interval; however, especially when answering the last question ("*What long-term effects can you experience on your students?*", see Appendix J), it was impossible to reflect on the situation in a short time. However, I tried to mitigate this factor by making the reflective notes scheme accessible on my Google Drive so that I could enter my notes as soon as I had the opportunity, on whichever device was at hand. Also, I used my work laptop in the Positive Psychology-based tasks to write quick, short-hand like notes with key words and feelings I was experiencing while students were working on a task to save my on-the-spot thoughts. Later, these key-word notes were also worked into the reflective journal.

4.6.4. Study 1: The Setting

As I was working with secondary school students, it was of key importance to obtain informed consent from them and their legal guardians. To do that, I carefully compiled the text of my consent forms (see Appendix M), after having consulted with peer researchers. When I introduced the project, I also took special care not to mention more that was necessary so as not to overshare and thus contaminate my data, either.

4.6.5. Study 1: Participant Bias of the Teacher-Researcher

The fact that I took a double role in this project also posed difficulties. Firstl of all, the observer's paradox (Labov and colleagues, 1968) had to be dealt with: someone scrutinizing a group or phenomenon might alter it simply by looking at it. This was especially true in this project. As a qualitative enquiry, it involves what Lincoln and Guba (1985) called *indwelling*: a human being was used as an instrument (the teacher), and what is more, this teacher was an outsider and an insider at the same time (see Hornberger's insider-outsider dilemma, cited by Dörnyei 2007). Therefore, triangulation of participants and data sources was important not only for quality control reasons but also to present more perspectives and thus keep any possible bias on my part as the teacher-researcher under control.

4.7. Study 1: Results and Discussion

Analysis of data gathered in Study 1 began with unitizing data digitally, i.e., creating smaller sections of it (Maykut & Morehouse, 1994). Then, data underwent initial, open coding to create broad categories under which different excerpts could be sorted (Dörnyei 2007). After this phase, axial and selective coding (Friedman, 2012) were performed: categories of codes were grouped according to chosen axes and the whole code structure was revised again according to this system. The results are presented below according to

the research instruments with which data were collected, under which the further categories are governed by the research questions.

4.7.1. *Students' Post-hoc Written Feedback*

Out of all the participants of Studies 1 and 2, this was the only group that was exposed to all 10 tasks described in the booklet (see Appendix F). The tasks were completed during three consecutive EFL lessons in the fall of 2022. The group consisted of 18 students, who were all present and filled the post-hoc form out during the first and the third sessions, while during the second lesson, there were 17 completions for analysis as one student was absent from school.

Feedback was gathered at the end of each class on a voluntary basis. By the end of each day, based on the number of completed forms, it can be assumed that all students present in class had provided feedback. In all three sets, one form had to be discarded before data analysis (data cleaning) as it was identical to another one, probably because the student pressed submit twice or due to some network issue. The feedback was downloaded from the Google Form in three Microsoft Excel files. Altogether, 2984 words of textual data were collected, which underwent thematic content analysis. The results are presented below in line with the research questions that concerned the students (RQs 1-2).

4.7.1.1.   How Students Say They Felt Doing PosPsy-based Tasks (RQ1).

Students were asked how they felt before, during, and after doing the tasks. Before working with the PosPsy-based activities, students reported feeling *bored*, *tired*, *nervous*: mostly negative feelings. They also reflected on this observation by saying that the EFL class had been the last lesson that day and they had been looking forward to going home. Their feeling tired might be due to this or the lack of sufficient sleep. This explanation is also quite plausible as Németh (2022, p. 81) states that the time Hungarian children spend sleeping has been steadily decreasing over the years. In 2022 that time is only 7.59 hours on a weekday, which might seem enough, but considering the standard deviation (StD=1.34 hours) it can be even less time. In fact, Németh herself concludes that Hungarian students do *not* get enough sleep, and the amount of sleep they get during weekdays is decreasing as they get older: an 11th-grader gets less sleep than a 5th-grader (see Németh, 2022, p. 86). From their comments it also turned out that the students had not distinguished between physical and emotional states, as one said, "I was sleepy, tired

and cold". But the adjectives they used were mostly negative, as can be seen in Figure 12, where the sizes of the words also demonstrate how often they occurred in the answers.

Figure 12.

Adjectives Students Used for Themselves Pre-task.
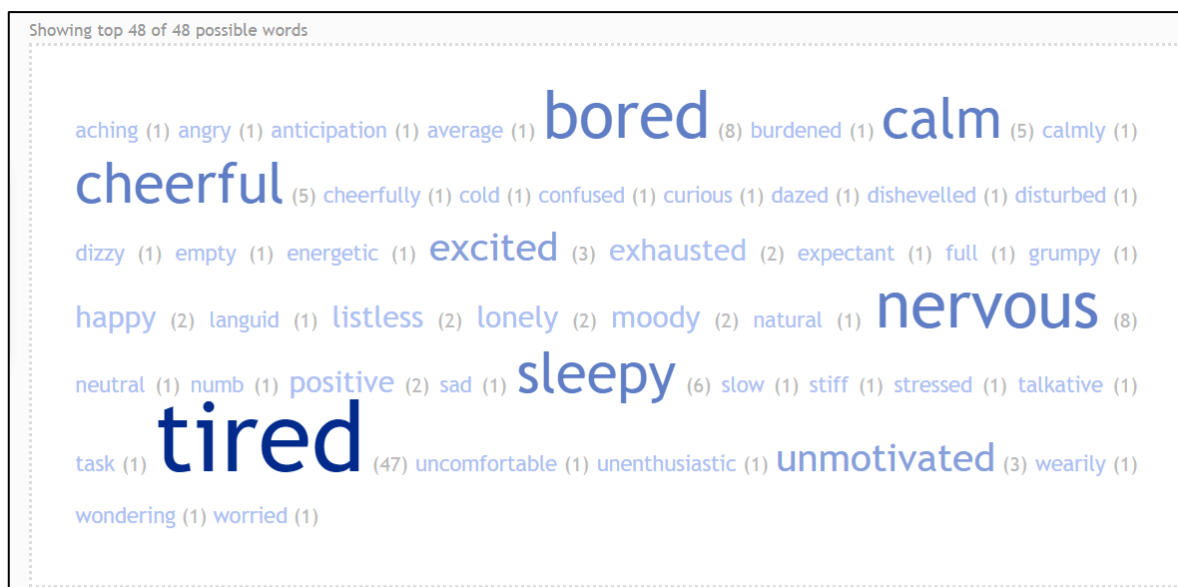
The way students felt seems to have changed during the tasks based on what they wrote in the forms. First, the feelings mentioned show a wider spectrum. Here, students started to use positive adjectives such as "interested", "excited", "cheered up", "happy", "concentrated". As one student said:

> I had a good time, and I became aware of some things I should have thought about before and I'm glad I finally managed to get some things together.

Besides feeling calm, energetic, involved, and cheerful, being "interested" also appears in the forms – the sense of novelty might have meant students had been focusing more (for the frequency of the adjectives, see Figure 13 below). Another student even pointed out *reassurance* as an emotional state:

> Calm, less tired and reassured that the world won't fall apart if I mess up sometimes.

Another respondent even alluded to an interpersonal focus:

> [I was feeling] empathetic towards my partner, a bit relieved because I could say things, I felt comfortable during the tasks.

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Figure 13.

Adjectives Students Used for Themselves on Task.
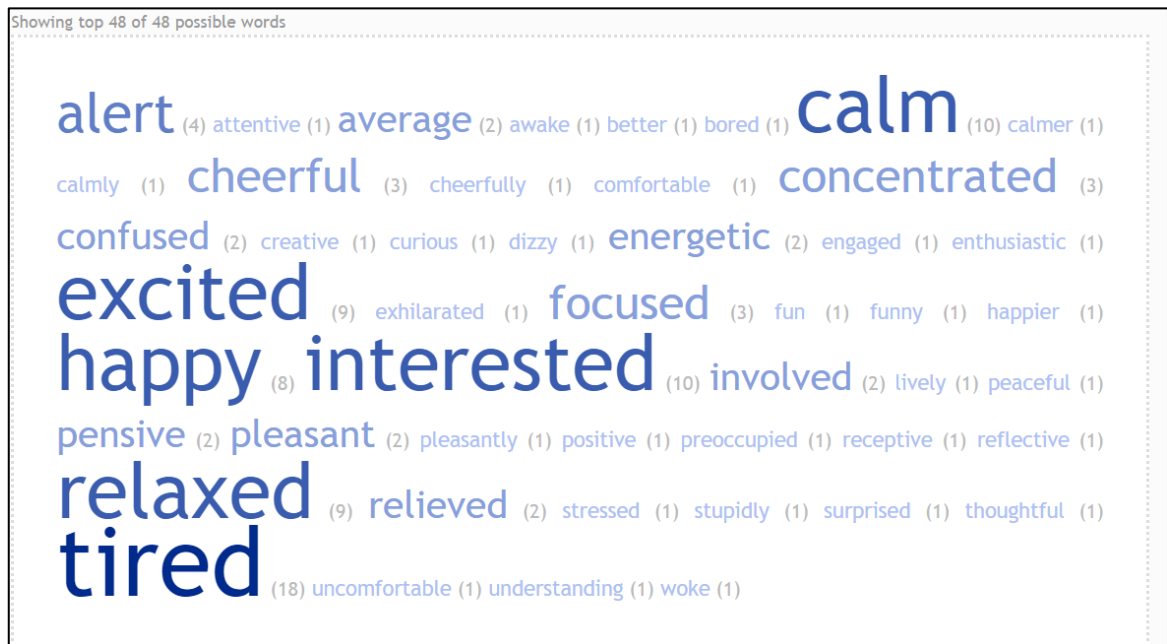
As for their post-task states, most feelings the students mentioned were positive feelings, often phrased in the comparative form (see Figure 14 below). Most students said they had felt "relaxed", "recharged", "bored", "creative", and "cheerful". Having said that, tiredness is also prevalent throughout the form, but an interesting qualification was made in the reflections of one participant:

> I was even more tired after the white sound exercise, but 2-3 minutes later I was much more alert.

Another participant also contemplated on the effects of the activities and thus their further use:

> [I was feeling] better, a little movement and stretching helped with my fatigue a lot. I think I will use the mindfulness circle [cycle] more in the future.

Finally, in response to a drawing task, one student also pointed out that such activities might have needed some follow-up as their interest in the other person's drawings had already been raised and they would have wanted to spend more time on it:

> [I was feeling] calm, disappointed because it was over so quickly, weird because I don't know what the person who I've told or who would see would think about these things about me.

Figure 14.

Adjectives Students Used for Themselves Post-task.

4.7.1.2. How Students View Tasks Based on PosPsy (RQ2).

To elicit detailed answers concerning their views about the tasks, students were asked how they would describe them to other students or to a teacher. To these questions, they replied they would point out that they had to talk about themselves, and the activities were about motivation. They mostly provided brief descriptions of the tasks as things they would mention to a peer, and very few of them claimed they would talk about the types (speaking, listening), or the aims of the activities. When asked what they would tell a teacher about them, students did not mention very different descriptors:

> [I would say] it is an interesting experience in terms of mapping the sensations and relaxing the parts of the body that are connected to them.

Some of them also pointed out the relaxational value of the tasks, as one of them said:

> [I would say] we were observing the effects of and trying out a relaxation exercise.

Students were also asked to consider making the tasks more useful. The answers show a need for more speaking and more vocabulary, especially for describing their emotional states in English but less grammar when doing the tasks. This might be in line with what Appel (1989) claimed about humanistic language activities as the predecessor of these tasks: these are rather fluency than accuracy tasks. Furthermore, most students emphasized that more L2 use (even for disciplining on the teacher's part), and more target

language production would be more beneficial for their L2 development. Most students, though, preferred the PosPsy-based tasks to working from the coursebook by saying:

> It would be worthwhile because children need to de-stress and attend lessons with a calmer atmosphere, and they can learn English better through games.

However, there were students who would separate these tasks from the other parts of their regular EFL classes:

> These tasks are worthwhile because it's a good warm-up, but it takes a lot of time, maybe one or two shorter exercises at the beginning of the lesson are good, but afterwards you should be dealing with the real lesson.

As to why it could be useful to have such tasks in EFL classes, students mentioned enjoyment and liking the class, and that being calm would make it easier for them to learn, and that they could use the skills developed in PosPsy-based EFL lessons in other classes as well. As one put it:

> I think it would be worth doing when everyone is tired, because it's a very pleasant exercise, and if you can get things out of your system, it's quite useful.

All in all, the feelings students described in the forms are too few and undifferentiated to be put on a scale or checked against a framework or more serious classification of emotions than the positive-negative dichotomy. Yet, what seems to stand out is that there is a shift from negative feelings towards a mixture of positive and negative ones according to students because of the PosPsy-based tasks. Also, students attributed these changes to the content of the tasks in the answers, so even they thought it was not just the result of the fact that they were made to work with any activity in class.

As for how students view the tasks, they mostly regarded them as useful, especially for the atmosphere they seem to create, for their sense of calm. Thus, they claimed their attitude towards learning had changed and that, in turn, had enhanced their focus. What seems to be a shortcoming of the tasks according to students is the language development aspect: many of the students would have wanted more L2 input or more opportunities for production, for example, a follow-up speaking task in which they would have been able to learn more about each other. This latter comment raises questions in connection with the benefits of these tasks for L2 development and, therefore, points to the need for further investigation in the student interviews.

4.7.2. *Individual Interviews with Students*

After having done the 10 tasks in EFL lessons, students were invited via private Microsoft Teams messages to take part in individual semi-structured follow-up interviews online. Six of them agreed to it, and the interviews were conducted between 26th October and 15th November 2022. Among the students, there were three girls (Franciska, Nina, Lala), and three boys (Boris, Tádé, Mirkó; all names are pseudonyms). Only Lala had an A2 level language exam certificate, and all the interviewees were roughly at B1 level in English. The interview recordings were 2 hours 22 minutes 20 seconds long altogether, and after transcription using the platform Alrite, yielded data of 19121 words worth of textual data (including the interviewer's questions). The transcripts were sent back to the students for member-check and then underwent thematic content analysis during which 15 codes were identified under 4 themes, which were later categorized under research questions 1-2. The analysis of the data is presented below according to the research questions.

4.7.2.1.   How Students Say they Feel Doing PosPsy-based Tasks (RQ1).

Students were first asked about *their experiences* with the PosPsy-based tasks in our class, and what they said seems to confirm what they had said in the Google Forms (see previous section). In connection with their feelings while doing the tasks, they used mostly positive adjectives (calm, chilled, excited, more focused, cheered up, open, interested). However, feeling tired was mentioned here, too. While Lala said she had felt tired during the activities, Franciska pointed out that this was exactly what the tasks helped her with:

> …it's relaxing, so all the stimuli at school… it's like a state of complete calm, and it's like a way to let go, all the stress is like, poof, wham, gone, and then it … was so cool. I think everyone thinks that... you get tired, especially us kids get tired during the day, and that's why we need these classes. (Franciska, p. 3)

As for the *benefits* of the tasks we had done, students mentioned L2 use, but an interesting addition was that both Franciska and Nina stated that even if they had been listening to the same sounds doing the very same task, the follow-up speaking had made them realize how differently people might react to the same phenomena. This might mean that the task raised their awareness of individual differences and individual experiences. In addition, the interviews also shed light on the value of the tasks for self-reflection. What is more, Tádé, who had had previous experience with yoga in

primary school, pointed out that the tasks can serve as stress relief in the school context. As he put it, when asked why these tasks had not been mere novelty to him:

> …we were split into groups up in fourth grade, so that in fifth grade we had physical education, and then some of us would play squash and the others would do yoga. So, we always had to do yoga once a week. (Tádé, p. 3)

While they were still reflecting on the tasks, students were asked to *compare* the PosPsy-based classes *to our regular EFL classes*. The most prominent thing they mentioned was the *break from the routine* (Franciska, Mirkó), adding that these had not been as demanding as other EFL classes. As for why the tasks had worked in these lessons, students mentioned the generally positive attitude they had had towards these sessions beforehand. However, Nina's claim that the classes had been better because there had not been as much grammar as in other classes, raises concerns about the value of these lessons for L2 development.

4.7.2.2. How Students View PosPsy-based Tasks in the EFL Classroom (RQ2).

To gain a broader perspective on PosPsy in EFL classes, students were also asked to reflect on the possibility of doing similar tasks in lessons of other subjects. Even if research question 2 investigates the position PosPsy might take in the EFL classroom, having drawn a *comparison with other subject areas* in the interviews seems to have come with fruitful remarks. According to the interviewees, integrating PosPsy into any subject is not at all impossible: when pondering the idea, Mirkó even stated that it might make him grow fonder of certain subjects. Moreover, in the students' view, the choice of subject to integrate PosPsy into should depend on the following. First, the number of lessons per week seemed to matter to Franciska, Tádé, and Nina. They said if there are very few lessons, it is not worth trying to integrate PosPsy, and Franciska pointed out that as a class in their preparatory year (*nyelvi előkészítő osztály*), they had 16 classes of English a week, and that is why it was easy to divert from the syllabus. Secondly, they mentioned the teacher's personality and the subject matter dealt with for example, according to Nina, IT would be an impossible choice because PosPsy is simply too far-fetched for that, and she also stated that it can be integrated only as long as it is related to the material at hand. A third factor important to interviewees was the atmosphere of the classes, and, finally, student needs. While Lala and Mirkó mentioned math as a possible subject to have PosPsy

integrated, Tádé was more permissive, saying that it could appear in any class where students need a break:

> I think even in math class, because math is something that a lot of people get stressed out about, or we're writing some new test, or I didn't understand the homework... and then it would really help them. (Tádé, p. 5)

Getting back to EFL classes, students also expressed *how often* they would like to do PosPsy-based tasks in English lessons and in what manner they would like these activities to be integrated. As for frequency, their answers were varied. While according to Boris, these tasks should definitely not happen every day, Lala stated the exact opposite. The rest of the interviewees said 20-25 minutes a week would be enough for them but did not specify if that should be spread across all the weekly classes or happen in one session. As for the incorporation of the tasks, most of the students would expect these to be warmers (Boris: to wake people up), breakers (Mirkó: between more challenging tasks), or coolers (Nina). It was only Tádé who said they could happen at any point during a lesson, while Franciska said that even if PosPsy-based tasks are integrated, learning should happen covertly, through games:

> …not to realize they [the students] are learning, because then they might enjoy it more, because I don't think anybody likes learning, I mean, not just learning, I don't think anybody likes learning for learning's sake that much. Because going to school is good because you have your friends there, but now... studying, going home, you're completely exhausted. (Franciska, p. 7)

Moreover, Boris also raised the question of more *follow-up tasks* or reflection after carrying out a PosPsy-based activity, which brings this discussion to the question of usefulness. Students' remarks concerning this issue can be divided into non-L2-related and L2-related benefits. The non-L2-related advantages are many. First, in the students' view, these tasks can make students grow to like the English classes (Mirkó). Moreover, they can serve as preparation for real-life situations (Franciska), as *stress relief* (Tádé), *self-reflection* (Boris), and *calming down* (Franciska, Boris). As Franciska said, it is essential because nowadays, teenagers are under more stress than they used to:

> In school, you have your friends, you have your people, and you have your family. And those three together, so that even if they say how good it is that you only must study so much, but they haven't really lived in this world as a teenager, and was different for them when it was, I don't know, 1978, and it's completely different now than we are in 2022. ... Because there's so much more stimuli for a child and the world.

I was saying that the stress level of a teenager now is up to what it was in 1920... (Franciska, p. 10).

To offer a comprehensive view of these non-L2-benefits, one might also want to consider how Tádé, the student who had had previous experience with yoga and relaxation in primary school, summarized it, starting from a holistic viewpoint:

> it's very helpful to have a healthy body, or if not necessarily healthy, but to be well rested, so that the things that you're nervous about, that you can prepare for, you won't be so nervous. So that ... if there's a test, for example, that you don't know, you won't mess it up so much if you take it easy. A lot of people fail those points on the exam that they're just so nervous that they can't properly think. (Tádé, p. 9)

Yet, these tasks were done in EFL classes, therefore, considering how students viewed them for the benefit of their language development should also be reviewed. To start, Nina, while stating she had not even realized she had been speaking English, pointed out that she would have wanted *more L2 input* during the tasks. Tádé's claim confirms this: he said he would have been happy with even more vocabulary. In addition, Lala shed light on the fact that she might have lacked sufficient vocabulary to describe her feelings, which also supports the idea of bringing more L2 vocabulary into PosPsy-based tasks. Finally, Boris concluded why these activities will not necessarily benefit his development in EFL:

> Well, from a language learning point of view, I don't necessarily think that they would help me very much, because now, just by moving my fingers, these things are not going to teach me English. But, on the other hand, they're really good relaxation exercises. (Boris, p. 3)

All in all, the follow-up interviews seem to confirm what students previously said in their Google forms. They reported experiencing *positive feelings* because of doing the tasks and named many advantages, mostly outside of their EFL development. They could also imagine *integration* of PosPsy into the curriculum – in and outside EFL classes, but participation, according to them should happen on a voluntary basis, otherwise it could backfire.

4.7.3. *Reflective Journal of the Teacher-Researcher*

As the tasks were done in 3 consecutive classes, I wrote reflections after all three. In addition, over the course of the academic year, I wrote more post-lesson notes, keeping the research focus in the forefront, but using the reflective scheme previously created to

avoid researcher bias. As it was challenging to distance myself from the data, I did this part of the data analysis and the write-up of this section after all the others as I did not want my own notes to influence the themes and codes I established while analysing data gathered from student participants in Study 1 or the teacher participants in Study 2.

Between 17 October 2022 and 10 June 2023, 9 journal entries were written. This yielded data of 4237 words altogether (see in Table 8 above), which underwent thematic content analysis, using preexisting categories (from data analysis in Study 2) to avoid researcher bias. Another thing I did *not* do was correct the language of the notes. They had been written in English, post-lesson, sometimes quite quickly, hence they come with spelling and grammar mistakes. I left these intact, and when quoted, inserted the correct versions in square brackets to keep the authenticity of the data.

Coding was done manually on paper, and then the codes were recorded in a Microsoft Word document (see in Appendix K). Two main themes governed the data analysis, aligning with research questions 3 and 4. The first one concerned the *challenges* I encountered as a teacher in the classroom while doing the tasks, and the second was about the *effect* of the tasks on all the participants (including me as a teacher). In the following section, the results (the 40 codes) of the data analysis are discussed, illustrated with quotes, in which the pseudonyms correspond with the ones used in the student interviews in Study 1 (see above).

4.7.3.1.   The Challenges a Secondary Teacher of English Encountered Using PosPsy-based Tasks (RQ3).

The challenges that had arisen in the PosPsy-based classes were categorized along two axes (see in Figure 15): they were grouped as issues that are related to students/the teacher, and as issues probably created by the PosPsy content/not by the content. The reason for this categorization was that the school class who did the tasks was still in an early phase of group development, two months after school had started, and, as a result, was experiencing a lot of challenges even in lessons where the course material was in focus, too.

Figure 15.

The Challenges a Secondary Teacher of English Encountered in Using Positive
Psychology-based Activities.

Starting with the student-related challenges, most seem to have no connection with the nature of the tasks. Students had to be disciplined many times, but, as it is even mentioned in the notes, this was also due to the nature of the group, as was the fact that they often switched back to Hungarian quite often while performing a task. In addition, some students found it heart to stay focused, yet they were really trying:

When breathing, … Mirkó, surprisingly, said that he had read about the calming effects of breathing (right after I said so – which showed me how little attention he was paying to my instructions yet how involved he wanted to be). (18th Oct 2022)

As for not staying on task and even being disruptive, there was one particular note that attributed such student behaviour to the content of the tasks:

It was very difficult today to calm Boris, Tomi, and Mirkó down – they seemed really immature during the whole class. When we were breathing, I also had to tell Boris off because he was making fun of the whole exercise. (18th Oct 2022)

Apart from that, the only issue that concerned students and seemed to be caused by the diversion from course material was the insufficient amount of L2 development. It is impossible to provide an objective measure of what had happened to the English language knowledge of the students in these special classes. But in the reflections, this worry is voiced quite strongly, and, considering that all these classes were primarily language development classes, this aspect of using PosPsy in EFL lessons cannot be ignored.

The thematic content analysis uncovered more teacher-related challenges. A theme emerged due to electricity coming and going in the school building on the day the tasks were used in class, which demanded a lot of improvisation, reflection-in-action (Schön, 1987) in terms of lesson plan changes on the spot. Another subtheme among teacher-related challenges was that of *instructions*. From the reflections, it turns out that keeping the product of the activity in the forefront had proven to be useful, but the instructions needed a lot of iteration and explanation:

This class was really "meta-meta-meta", as I jotted it down on my laptop in the midst of it: I had to explain several times that I had explained things several times… But this group works like this with other types of tasks as well. (18th Oct 2022)

Keeping everyone in the group together, and all in all, monitoring the PosPsy-based tasks also proved to be difficult, which made it difficult for the teacher to enjoy the tasks:

The tasks themselves did not have a bad effect on me, but the fact that I constantly had to monitor behavior and not in a good way certainly made my life harder and made me feel irritated at times. (18th Oct 2022)

In the notes, this was also attributed to losing momentum during the strike actions that took place in the autumn of 2022. At the time, a series of teacher strikes, and civic disobedience acts were organized because of the teachers' as well as students' and their parents' dissatisfaction with government regulations. As a result, many classes of this group were also substituted or cancelled, stalling the group formation process and slowing down language competence development.

Among the Positive Psychology-induced challenges the teacher had to face in this phase of the classroom research, general fatigue stands out, as these tasks are more difficult to manage in a routine-like manner. Moreover, according to the teacher notes, monitoring the tasks was also an issue, especially because of the content. As the reflective notes show, at times, monitoring proved almost impossible as the tasks had been done on a voluntary basis, and sometimes, there had been no sufficient follow-up because these were stand-alone activities. What is more, mixing Positive Psychology-based tasks with traditional ones posed additional difficulties:

> Mixing pospsy with the "normal" activities is really hard for me, it is hard to decide which is more important and I have a feeling that I have to make a decision on that. (21st October 1022)

Lastly, the notes attest to a certain change in teacher behavior because of the type of the tasks:

> I guess I [have] just realized that when I dod [did][3] popspsy [PosPsy] tasks, I am way nicer with the students and that I am really strict when it comes to ther [the] tasks. I also find them a bit tedious as opposed to these magic tasks of mine. (21st Oct 2022)

This might mean that a teacher should extend their repertoire of roles to balance the different actions that the different materials a group deals with require of the teacher.

4.7.3.2. The Possible Short- and Long-term Effects of PosPsy-based Tasks (RQ4).

The following section discusses the short- and long-term effects a secondary teacher of English noticed in a particular group when using PosPsy-based activities. The codes related to changes fall into two categories (see at the end of this section, in Figure 16).

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[3] Reflective teacher notes were often written up in a hurry. All typos and grammar issues were left in them but indicated with brackets to conserve their original form and keep them authentic.

The first comprises positive and negative shifts in students' behavior after having done the PosPsy-based tasks, while the second category consists of the changes that the teacher experienced. In terms of positive effects, from the data it turns out that students became more active in class, stayed on task more, and had a high willingness to communicate, especially when they were put into pairs with peers that they were keen on:

> It was great to see that students could open up, and wanted to talk about their resources, plans, and their present. However, I think it was also due to the fact that I let them work with their buddies and did not put them into random pairs. I think I will keep to this practice as it might maximize their talking time. (17th Oct 2022)

To the teacher-researcher, the students seemed to have enjoyed the PosPsy-based tasks, and they even showed enthusiasm about the related homework. As a result, the notes reveal a certain change in the atmosphere of the lessons as the students seemed to be more open-minded, too:

> As for any effects, from yesterday, there were some remnants of what we had done: kids were generally interested and they already "knew the drill". I think they were a bit more open-minded today than yesterday, maybe due to the fact that they already knew that nothing really difficult would be expected of them. But that is my interpretation. (18th Oct 2022)

Moreover, as the post-hoc teacher reflections seem to indicate, the activities might have also raised students' awareness of stress while some data also suggests negative changes concerning students' behavior. For one thing, the PosPsy-based tasks seem to have been very different from class work these students were used to. In addition, there was also some confusion on the students' part when they tried to carry out the tasks, eventually resulting in some opting out of doing certain tasks at all:

> There were some students who seemed to be at a loss when drawing their resources, so they did not do much. But most of them prepared quite elaborate drawings, asking for even more time while preparing them. (17th Oct 2022)

What is more, in the very last entry, it is also mentioned that even if students had become more aware of stress and stress relief techniques while working with PosPsy in EFL classes, to the teacher-researcher, the students did not seem to have used strategies when it came to a high-stakes situation (an exam):

> I'm glad I used my techniques with exactly this group – even if they did not show excessive signs of having profited from them at all… This reminds me of the situation when I told them I would not be here for the next year because I resigned… B actually told me that she liked my classes because they did not need to stress about anything and because we did funny exercises in the morning…

> Those were my warmers… and they seemed to have had an effect, after all. (10th June 2023)

From this remark, one might conclude that students need both more direct practice of stress relief techniques and learn how to handle stress-inducing situations.

Another subtheme of the effects the tasks had was how they impacted on the teacher-researcher herself. This is visible in the data in more detail, probably because it was easier for the teacher to observe herself and explain how she reacted in certain scenarios. Just like with students, positive effects seem to outweigh the negatives here, too. On the intrapersonal level, there are traces of gaining confidence, thanks to the PosPsy-based tasks, and of breaking the routine with them, as well as of increased self-confidence when it came to teaching this particular group:

> All in all, felt really confident in this group. It might have been because of them or the fact that I had done this already with two other groups, but I did not feel 'naked' anymore. (17th Oct 2022)

This might have been because the diversion from routine class work meant a certain same-team feeling by making a deal with the students and building better rapport. Besides, from the notes, it turns out that the extraordinary nature of the tasks provided more insight into the underlying mechanisms of the group:

> In terms of group dynamics, this class was very telling and full of interesting findings for me – I could see that the two "sides" are not quite there yet, whereas the girls in the middle of the classroom were more than willing. (17th Oct 2022)

Also, before the action research even began, as the teacher-researcher explained that she would need students' help in the form of feedback for her own research work, a kind of 'pact' was formed between her and the group. Making an agreement that involved the group doing something unusual to experiment and also *helping* the teacher-researcher led to better group-teacher rapport as there seemed to be growing *mutual* respect while doing this project. That, eventually, led to even more diversions from classwork from time to time *according to the needs* of the students which had been brought to the forefront:

> By the way, them trying to skip anything just to do some "sound-based activities" has not happened in quite a while. I think we are already performing, and there is no storming among them, or even with me. I really grew to like this group even if I had not expected it. I'm planning to brush up on all this in January, as a coming-back thing, I think they will be keen to work on mindfulness then, too. Maybe, we will do the *year compass* activity: some groups quite like it, with some, I find it really risky. With this group, I am actually looking forward to our next class. This

also gives me strength as the current situation in education is all but favoring enthusiasm. They give me hope – with the good rapport that we have been able to build. (18th Dec 2022)

Yet, the teacher-researcher also had to experience some negative effects of this shifting focus in classwork. Teacherly behavior is said to have changed in the notes: PosPsy-based tasks, to be conducted successfully, made it harder for the teacher to be strict. Also, as these lessons appeared to have been more demanding on the teacher, especially when the power outages had been happening in the school building, the reflections also show this. The English teacher was actually seeking relief in doing average, ordinary classwork because it seemed safer, more comfortable and allowed for more flexibility and room for restructuring a lesson in the moment.

Finally, from the reflections it also turns out that bringing PosPsy-based tasks into EFL classes was not a story that remained contained, just within the confines of EFL classes, as the other half of the class that studied in the German program also got influenced in a way:

> Today the teacher of German (who teaches the other half of the class, but there is no overlap between our groups) approached the form teacher in my presence, laughingly, jokingly, telling her that the learners of German, upon being asked what would be useful for them, requested that they "do meditation in class just like those who learn English". It turned out that it was me who had introduced such tasks and we went about it in a funny manner, but it was really hurtful how immaturely she acted and how little she thought it was serious. She even told me a story about her trying to do sand meditation and falling asleep halfway through it… Of course, we laughed but in a way it was humiliating. However, upon thinking about it and being approached by the form teacher in the afternoon, I think this might have been a good sign. Kids are telling their peers about it and the others are interested. The form teacher also asked me if I could give a 45-min class on stress relief techniques to all her class, the Germanists [students studying German as their second language instead of English] on Career Day in 2 weeks. I gave her a tentative yes as an answer. (7th Nov 2022)

Even if this encounter at first was perceived as negative by the teacher-researcher, it showed an interesting ripple effect of one teacher breaking the routine and, thus, affecting the rest of the class. In the end, the workshop mentioned at the end of the journal entry did take place in the form of a 45-minute session in Hungarian on easy, ready-made stress-relief techniques. There is no record of the effects of that event, but this story itself may show that, since professional communities rarely exist without any contact among their members, one language teacher experimenting with certain strategies towards students'

well-being might inadvertently reach a wider audience. That, coupled with the interest of a colleague who has more authority (in this case, the form teacher), can result in expanding the circle of those who have access to such strategies. In terms of school culture, this may also mean that projects on the micro-level can have results on meso- and maybe even macro-levels in a school.

This event might be related to what Gladwell (2002) stated about change. According to him, there are three different roles in spreading ideas: *mavens* are knowledgeable, *salespeople* are convincing, while *connectors* have the necessary network for spreading an idea. In the above-mentioned story, the teacher-researcher might be considered a *salesperson*, spreading the idea amongst the students, while the form teacher, having the necessary connections and bringing stress relief as an issue to a higher platform might be a *connector*.

Figure 16.

The Short- and Long-term Effects a Secondary Teacher of English Noticed in Their Group.

4.8.   Study 1: Ethical Considerations

When doing a qualitative investigation, it is essential to conform to the ethical agenda of the research community. To ensure that the intrusion such research might mean into the lives of the participants does not harm them, several measures were taken throughout the project.

Prior to the classroom research in Study 1, spoken permission was sought from the principal of the secondary school that was to serve as the setting of the research. After that, I requested written approval from the Research Ethics Committee of Eötvös Loránd University by writing and submitting the final version of my research proposal on 15th March 2021. In this, I explained in detail how I planned to ensure the ethics of my research; consequently, I was granted permission to start my research. Besides that, I asked for active consent (Dörnyei 2007) from the legal guardians of the student participants by sending their parents hard copies of consent forms to be signed (see Appendix M).

While doing the classroom research, I gathered my data in accordance with the the *EU Regulation 2016/679, the General Data Protection Regulation of the European Union* (*Az Európai Parlament és a Tanács 2016. április 27-i (EU) 2016/679 rendelete*, 2016). When carrying out the Positive Psychology-based tasks in class, students were ensured that their participation was completely voluntary and that not doing the activities in class would not leave them at any disadvantage.

At the beginning of the spoken individual interviews with students, I also asked for their permission (on record) to tape our conversation, which I was given in all cases. After the transcription of the interviews, participants were given pseudonyms to ensure anonymity; also, I provided students with the opportunity to alter their interviews or even drop out of the project by sending them the transcripts for member-check. After that, all data were kept on a storage unit (pendrive) that only I had access to.

5. STUDY 2: INTERVIEW STUDIES WITH EFL TEACHERS

5.1. Study 2: Pilot Studies

5.1.1. *Instrument 5: The Reflection Scheme used by Teacher Participants*

The first instrument applied in Study 2 was a post-hoc reflection scheme that teachers working in different Hungarian schools were asked to fill out via Google Form in their mother tongue, Hungarian, after having done the Positive Psychology-based tasks in class with their students. The basis for this was the reflection scheme used by the teacher-researcher in Study 1 (see Appendix J).

5.1.1.1. Analysis of Pilot Data Gathered with Instrument 5.

The form in the pilot phase yielded textual data of 1335 words written by two different participants (Bianka and Lina) in four rounds (Bianka filled the form out three times). They carried out 3 tasks each with 7th, 9th, and 11th graders. The data gathered through a Google form went through thematic content analysis, via manual coding, in the Microsoft Excel sheet generated from the form.

When asked about the methodological challenges the tasks posed, the sense of novelty was said to have affected the way instructions had been given by Bianka and Lina and processed by their students; however, in one case, this proved to be unfounded. Generally speaking, both Bianka and Lina pointed out that instructions had posed difficulties for them; common themes mentioned here were dividing attention when giving instructions; adjusting themselves to the mood of the students and the atmosphere of the room; explaining why the activity at hand might be beneficial (without further knowledge of or training in Positive Psychology). The themes that emerged as suggestions are as follows: the time of day when the lesson takes place should be considered; the motivation of students must be sustained by integrating the Positive Psychology-based task(s) into class work by relating it to the material covered by the unit at hand; showing examples to students might be important.

Regarding what worked best in these Positive Psychology-enhanced classes, in the responses common themes were cooperation on students' part, creative ideas and willingness to form pairs, and, altogether, classroom management. Also, relating the Positive Psychology-based task to the unit at hand seemed to have posed no difficulties for the two participants.

The form also asked for reflections on the effects the tasks might have had on the participants in the lessons. When it comes to the impact on students, the teachers' answers

show that the tasks made students seemingly more relaxed and more willing to communicate; whereas both Lina and Bianka said they had not participated as they either had done the tasks at home already or had been unable to divide their attention while leading the activities. Participation on the teacher's part was not possible as they reported. Also, students had to carry out tasks out of the ordinary, which made them more motivated and willing to get on task and stay on it as well as both participants pointed out.

As for their overall impressions, the two teachers said that to use these tasks for the benefit of the students, one must consider the level and the general atmosphere of the group, as was pointed out. Another theme that emerged during the analysis of the post-hoc forms was that these tasks had meant a break from the ordinary in terms of task types as well as knowledge-based thinking. The Positive Psychology-based tasks were said to have made the lessons more colorful as well as more reflective.

5.1.1.2. Modifications to Instrument 5.

The questions in the form, as it was intended to follow the format of a written interview, were background questions, and then experience, feeling, and opinion questions (see Maykut & Morehouse, 1994).

Before administering these questions via Google Forms in the pilot phase, peer reviewers were asked to give expert feedback on the items. Two fellow researchers were asked to provide critical remarks: they were given a brief description of what this part of the research entails and how the questions would be used. Also, they were presented with the original questions in English and the questions to be used in Hungarian. Upon receiving their comments, two questions were added (questions 4 and 5) to the original set of reflective questions in the scheme that had been identical with the teacher reflection form in Study 1 (see section 4.1.1.3.), as peer reviewers had pointed out that the original questions were leaning more towards the positive end of the feedback continuum, meaning that teachers might provide only positive and encouraging insights into the use of the tasks in their classes. Also, a leading question was changed in its wording while two other questions were rephrased to make them more comprehensible (originally, they had been in English, and peer reviewers raised concerns in connection with the translation to Hungarian). For the final version in Hungarian, and its translation to English, see Appendices P and Q. The details of all the changes can be found in the table below.

Table 10.

Modifications to Instrument 5.

What was the most challenging in the Positive Psychology-based class today?	This item yielded data that comprised a broad spectrum of teaching-related issues; that is why the aspect of methodology was included in the later version.
What was the easiest in terms of methodology in the Positive Psychology-based class today?	The wording of this item seemed to be narrow enough in order not to lose focus.
What effects did you experience on the students today while doing the Positive Psychology-based tasks?	This item did yield sufficient data, but, in order to draw the attention of the one reflecting on classes to different aspects, those were added in brackets in the end.
How was this class different from other, regular classes?	This question was kept as it was as this is the one that is supposed to leave room for a wide range of comments on the class.
What effect did doing Positive Psychology-based tasks have on you today?	I added a yes-no question in the end, even if that is not considered to be valuable in terms of yielding data. My reason for doing so was to guide the one who reflects in a specific manner and to prime them before answering my question. In the pilot, it turned out that having done or not having done the activity with students is an important starting point when reflecting on the effects the tasks happening in class had on the activity leader.
What long-term effects can you experience on your students? (monthly report, before tests, remind them of the activities)	This item can be kept but has to be reiterated before tests or exams. This had to be pointed out more explicitly in the end.

Upon analyzing the data through manual coding, it turned out that the four questions that had been added according to the peer feedback produced more data, and, therefore, were eventually kept for the main study phase in Study 2.

5.1.2. *Instrument 6: The Individual Interview Guide*

5.1.2.1. **Analysis of Pilot Data Gathered with Instrument 6.**

The analysis of the data gathered in the pilot of the individual interview guide to be used with teachers in Study 2 was done manually. Altogether 52 codes were identified, grouped under 13 themes and then related to research questions 5-8 of the main study (see in Appendix T). From the three interviews conducted with Lina, Gina, and Valéria, it turned out that they all defined well-being as psychological balance; it was Lina who also added physical and mental aspects to the concept.

According to the pilot interviews, the *relationship between teaching languages and students' well-being* is strong. In the participants' views, language teaching can serve as a gateway to well-being because of the diversity of Anglo-Saxon culture taught in EFL classes and because, compared to teachers of other subjects, language teachers can be flexible with the material they teach. Other factors that make it easier for a language teacher to deal with students' well-being are the small group sizes, the informal atmosphere created in EFL classes, and that students feel less or no stress in these lessons. According to one participant, Lina, different work modes and the fact that sometimes students can take up a different persona in their L2 also help them open up about themselves in EFL classes more than in other subjects. However, both Valéria and Gina stated that maintaining well-being in a foreign language is language level dependent, though they determined the threshold at different levels: Lina stated that students should be at least at B2 level, while Valéria said A2 level would suffice.

When it came to the *frequency* of Positive Psychology-based tasks appearing in EFL classes, participants said that it depends on the maturity level of the group itself, and also the number of classes a group has per week (the more the students have, the more opportunity there is to integrate Positive Psychology). As advantages, Gina mentioned that using Positive Psychology-based tasks can help teachers build a good atmosphere as well as a healthy partnership with their students.

The three participants also shared their views on a *project week* devoted to the topic of mental health in secondary schools. They said that it would be hard to choose topics to cover, and the topics would depend on how mature students are, too. The

interviewees were uncertain about whose duty it would be to organize such a project week; Gina even added that, first, an attitude change would be necessary among teachers to make such a program feasible. As for the duration of this program, Valéria and Gina stated that a week would be enough, especially, as Gina said, because a longer period would make it possible to develop certain soft skills even more thoroughly. However, Lina claimed that after three consecutive days, it might already become somewhat overwhelming for students to deal with mental health related topics.

When asked about the *advantages of Positive Psychology in the EFL classroom*, the three participants pointed out the following: it can facilitate getting to know each other, developing emotional intelligence, praise and positive reinforcement can come to the forefront, and mistakes could be reframed. They also said the use of Positive Psychology-based tasks might allow humor to gain prominence and promote group cohesion. However, there can also be *disadvantages*: it is difficult to say how, if at all, it is possible to involve outsiders, as certain students, for example, with high levels of anxiety or ADHD might find it hard to take part in such activities. According to the interviewees, monitoring such tasks is difficult as they are done on a voluntary basis, sometimes even without presenting the end-product. As Positive Psychology-based tasks require great openness and honesty, shared personal information might also be misused for bullying. Being time-intensive, such work might also result in a group falling behind with the material that is required by the curriculum to cover.

The three teacher participants were also asked about the *methodological challenges* they faced when doing the tasks that they had chosen from the booklet. The things they found difficult were the following: work modes had to be tailored to the group's needs and an insufficient maturity level made some students hijack and subvert the activities. In some cases, it was also difficult for the teacher to choose a suitable topic as context for a Positive Psychology-based task. Finally, instructions did not have familiar, routine-like format and, therefore, had to be carefully planned even though the booklet contained some suggestions for phrasing them. As a result, Lina reported experiencing novelty-induced stress among her students, for example, when instructing them about the pre-test breathing exercise. As she stated:

> … these questions came. It was stressful straight away and obviously it was new to them; I think that's why. It was also a methodological difficulty, that it [the pre-

test breather] was new to me, it was new to the students... I did a similar thing for the second and third time in the same group, and it went more smoothly then.

The interviewees also shared their *reasons for choosing a particular group* for these tasks. This sheds some light on safe ways of starting to integrate Positive Psychology into one's teaching practice. The teachers said, for example, that they based their decision on how maturely the group behaved in other classes, how good a rapport they had with the students, and closely related to that, what role the teachers served in the students' life (as their form or vice form teachers), and, finally, the students' empathy and openness to trying out new things. Certain interviewees also pointed out that these tasks had to fit in with the mandatory material that they were covering in class.

In line with research question 8 about the *inclusion of Positive Psychology* content in teacher development activities, participants were asked about the advantages and disadvantages of such integration. The teachers asked thought that teacher attitudes need to be changed to integrate Positive Psychology into the Continuing Professional Development (CPD) of teachers. They also said the way it can be integrated is still difficult to determine. The reason for this is that the three interviewees imagined Positive Psychology to be the material of continuous professional development events, such as workshops, but could not exactly say whether those should be optional or compulsory. They felt it would be difficult to find a feasible time frame for such events and that teachers might perceive them as an extra burden. Even so, Lina emphasized that such training might be advantageous because it could broaden the methodological repertoire of EFL teachers.

All in all, even if these three interviews were only conducted to pilot the interview guide, they yielded enough data to gain insight into teachers' views on Positive Psychology in the EFL classroom. Their answers were undecided, especially when it came to themes that were related to training teachers in Positive Psychology at university or later, as part of Continuing Professional Development. That is why pilot data already show that the topic is worth further discourse among ELT professionals.

5.1.2.2. Modifications to Instrument 5.

The individual interview guide was to be used after gathering the written reflections in the main study. It was piloted with three teachers, who teach in the same school but have very different viewpoints as can be seen from the table below. The interview with Gina

was conducted online in a Microsoft Teams meeting, while the other two interviews (with Valéria and Lina) were done face to face. The interviews lasted altogether for 2 hours, 29 minutes and 46 seconds, comprising 18237 words of textual data including the interviewer's remarks (see Table 11). The interviews were conducted in the participants' native tongue, Hungarian. The online software Alrite provided by Regens was used for transcription.

Table 11.

Details of the Pilot Interviews in Study 2.

pseudonym	date of interview	school type	years of English teaching	other qualifications	class tutor yes/no	total length of interview	number of words in verbatim transcription, including interviewer's remarks
Gina	2022.04.22.	secondary school	21	child protection for teachers, special needs teacher	yes	49 min 11 sec	6276
Valéria	2022.04.25.	secondary school	22	public education manager, teacher of French	yes	56 min	7015
Lina	2022.05.20.	secondary school	2	teacher of Italian	no	44 min 35 sec	4946
TOTAL	×	×	×	×	×	2 hours 29 min 46 sec	18237

From the three interviews, it turned out that very few changes had to be made to the guide (to save space, the full guide was only included in Appendices R and S). Originally, the guide consisted of an introduction, a bio section, four sections of questions corresponding with research questions 5-8, and a closing, which were all kept for the main study. Since one participant, Gina spoke about using Positive Psychology as a class tutor, in the bio section, a question about this role was added and this modified version was used with the other two participants to make the description of participant more thorough. Introductions were also added in each section before the interview questions themselves as they turned out to make the conversation more fluent during all three interviews.

In section 1, question 1 was clarified by adding that the definition of well-being should be one sentence. This was especially important as Gina talked about why well-being was important rather than defining it. I also decided to include a question about the definition of Positive Psychology as it seemed crucial to have common ground especially because Gina used the term Positive Psychology as a synonym for being positive and optimistic. In section 1, question 4 was also found to be a leading question; for the main study phase, it was made hypothetical by rephrasing ("tehetik" instead of "teszik", in English: *Which aspects might make English classes suitable for introducing Positive Psychology?*). Finally, question 6 in section 1 may seem like a questionnaire item (How would you rank these /sc. the aspects that make English classes suitable for introducing Positive Psychology/ from most important to least important?), but Gina, when asked to rank the different possible reasons, provided way more insight into the issue. Therefore, ranking items were kept for the second phase of piloting the interview guides and, also for the main study. The probing questions (Dörnyei, 2007) also did work; hence, they were left unedited. As for probing questions (see Patton, 2002), only clarification probes were called for, but these were not included in the guide, only as a sidenote for the interviewer to include clarification probes where necessary. This way, the interviews in the main study were planned to remain semi-structured to allow room for more ideas on the participants' part.

5.2.   Study 2: Description of Research Procedures

Similarly to Study 1, this study also had two phases. In the first phase, teachers from various academic and working contexts were asked to do 2 or 3 of the tasks described in the booklet used in Study 1 and then to provide feedback via a Google Form (see in Appendices P and Q). They were also asked to indicate if they were open to an individual interview about the tasks and their experiences of using them. In phase 2 of the study, those participants were contacted who had signaled their willingness to be interviewed. The semi-structured interviews were held and recorded in closed Microsoft Teams meetings, to which participants had given verbal consent at the beginning of the interview (for the interview schedule, see Appendices R and S). These interviews, too, were transcribed using Alrite.io, then checked and corrected and sent out for member-check.

5.3.   Study 2: Participants

In phase 1 of Study 2, the participating teachers were contacted first through criterion sampling (Dörnyei, 2007). As the focus of the research was originally on EFL mentor

teachers, provisional participants were approached in (1) emails by the teacher-researcher and two university teachers working in teacher training at a well-known Hungarian university, (2) via a Facebook post created by the teacher-researcher in a closed group for teachers of English called *Mi, Angoltanárok* (Us English Teachers). However, this sampling method did not result in enough participants to achieve saturation in the data. In the spring of 2023, the criteria for future participants were therefore extended to include teachers of EFL who are not necessarily mentors and work at any level of education. Consequently, the sampling method was also changed to snowball sampling, by (1) creating a public Facebook post about the research, and (2) asking teacher friends to share the description with their colleagues.

This proved to be a rational decision as, eventually, it resulted in a wide variety of academic, professional, and institutional background and experience (see Table 12). In the first phase, out of 12 participants, 4 had experience in primary, 6 in secondary, and 6 in tertiary education. In phase 2, these experiences were even more balanced: 10 participants were interviewed, out of which 4 came from primary, 4 secondary, and 4 tertiary school contexts (the reason for these numbers being higher than the number of participants in both phases is that some of them stated to have experiences from 2 or even 3 different contexts). As the constant comparative method (Maykut & Morehouse, 1994) was used in the data collection, after 10 interviews, it also became clear that saturation was achieved as the answers given by participants did not show great variation.

Table 12. *Details of the Interviews in the Main Phase of Study 2: Individual Interviews.*

pseudonym	date of interview	years taught	type of school	other subjects taught	teaching students aged	other qualifications	total length of interview	number of words in verbatim transcription, including interviewer's remarks
Tara	2022.12.27.	8	secondary	Drama, Religious Studies	15-19	training to be an actor	58 min 32 sec	6728
Csilla	2023.01.13.	14	secondary	Biology	10-19	mental health specialist, environmental engineer	52 min 40 sec	7212
Natalie	2023.04.25.	20	secondary, tertiary	French	13-19	mentor teacher	50 min 17 sec	4246
Rania (native speaker of Serbian; in English)	2023.04.26.	12	primary	none	11-14	journalism (basic course)	1 h 3 min 12 sec	8186
Ria	2023.05.10.	9	primary, language school	none	11-17	speech therapist	56 min 52 sec	5901
Petra	2023.06.01.	8	tertiary	Hungarian	18-25	trainer: Business English	55 min 53 sec	6608
Borbála	2023.06.01.	25	secondary and primary	Russian	13-18	mentor teacher	39 min 21 sec	5871
Karola	2023.06.02.	6	tertiary (language school, primary school previously)	Hungarian as a foreign language	18-25	EUROEXAM examiner, international studies (diplomacy specialization)	1h 3 min 1 sec	8551
Flóra	2023.06.11.	12	tertiary	French	18-40	human rights trainer	58 min 15 sec	7054
Alexandra	2023.07.19.	17	primary	Drama	7-14	vice principal	45 min 3 sec	5526
TOTAL							9 h 3 min 6 sec	65883

5.4. Study 2: Instruments and Data Collection

In this study, three instruments were used. Teacher participants were sent the same set of tasks that was used in Study 1 (see Appendix F), alongside with a Google Form link that led to a set of questions to be used by teachers for post-hoc reflection (see Appendices P and Q). The data collection through the Google form lasted between 21st September 2022 and 16th June 2023. Altogether, there were 25 completions by 12 participants, the most completions by the same teacher being 5. The second (interview) phase started on 27th December 2022 and ended on 19th July 2023, yielding 65883 words of textual data in 10 interviews lasting for 9 hours 3 minutes and 6 seconds altogether (see Table 12, for the interview schedule, see Appendices R and S).

5.5. Study 2: Quality Control and Ethical Considerations

To ensure the quality of the research, several issues were taken into consideration while carrying out Study 2. To review the measures taken, Lincoln and Guba's (1985) taxonomy (dependability, confirmability, credibility, transferability) for quality criteria is used in this section.

First, to lend dependability to the research and make it consistent, the researcher used the constant comparative method (Maykut & Morehouse, 1994) and had a prolonged engagement with the cohort of Study 2. The instruments were sent to fellow researchers for peer feedback and then piloted. After several revisions and analysis of pilot data, the instruments were prepared for the main study phase. The semi-structured interview guide was translated into English, sent to a critical peer for back-translation into Hungarian to check conceptual equivalence. This was necessary because there was a participant with whom the teacher-researcher did not share a native tongue and with whom English was used as a common language during the interview. Also, data analysis was done in several sessions, the data were revisited many times to provide a fresh perspective and detect as many patterns in the emergent themes as possible.

To ensure confirmability, that is, to remain neutral during the research (see Lincoln & Guba, 1985), the following was observed: Data source triangulation made it possible to explore perspectives of students, their own teacher, and teachers working in different schools, as well. Moreover, using a semi-structured interview guide ensured that there was a common procedure for every interview, regardless of the rapport between the interviewee and the interviewer. This helped the researcher keep a safe distance from the participants, even if they were acquainted.

Finally, to ensure internal and external validity of Study 2, the following steps were taken: to make the research credible, like in Study 1, interview transcripts were sent to participants for member-check. Out of the 10 interviewees, everyone responded: 3 participants asked for changes in the wording, but eventually, everyone gave their consent to the use of the data collected from them. Transferability, however, was made possible by leaving an audit trail (Dörnyei, 2007): a research journal was kept throughout the research in an Excel sheet, based on which a thick description of the research procedures (Geertz, 1978) was ensured.

5.6. Study 2: Limitations

Just like in Study 1, in the second half of the research project, limitations were also detected, and attempts were made to make them less severe.

5.6.1. Study 2: Recruitment of Teacher Participants and Attrition

In the academic year of 2022/23, changes in government policy resulted in teacher burden and dissatisfaction growing to the point where many teachers considered leaving the profession. As a direct result, recruiting participants for Study 2 became even more challenging. To ensure sufficient data by the end of the academic year, several actions were taken. First, with the help of my supervisor's mentor network I reached out to experienced and trained mentors. Second, a detailed description of my project and the booklet of the ten task descriptions were posted several times on my own Facebook profile and in a group reserved for Hungarian EFL teachers called *Mi, Angoltanárok* (*Us English Teachers*), as well. Colleagues of mine also shared the invitation letter and helped promote the project. Finally, I used five different Continuing Professional Development occasions (see in Table 13 below) throughout the academic year to disseminate knowledge about positive language education and demonstrate my work and thus engage more participants.

From the data analysis, it seemed that saturation was achieved in the end but - in a different educational climate – the results might have been different: in this academic year, it is likely that especially those teachers responded to my call who had already been committed to the case of Positive Psychology, focusing on how to preserve what is good, let it be their classrooms or the whole educational system. Therefore, it must be mentioned here that the results of this research are context-sensitive, which raises concerns when it comes to its replicability.

Table 13.

Occasions to Promote the Project and Recruit Participants.

date	title	type of activity	target audience
8th Oct 2022	IATEFL Hungary Annual Conference: *Positive Psychology in the English as a Foreign Language Classroom*	on-site workshop, 45 minutes	teachers of English (all levels)
4th Nov 2022	IATEFL Hungary Creative Café: *Positive Psychology in the English as a Foreign Language Classroom*	online workshop, 90 minutes	teachers of English (all levels)
26th Jan 2023	EUROEXAM Tanári Szoba – *Januári Kávészünet* (EUROEXAM Teachers' Room – January Coffee Break)	online workshop in Hungarian, 90 minutes	teachers of English (all levels)
25th Feb 2023	IATEFL Hungary Winter Warmer: *Stress-relief in the English classroom – Don't worry! But how?*	on-site workshop, 45 minutes	teachers of English (all levels)
30th March 2023	*Positive Psychology in the EFL Classroom*	in-service training, 90 minutes	teachers of English in a well-known, Budapest-based secondary school

5.6.2. Study 2: Timing issues; Reflective time span

In Study 1, I had already experienced how difficult it was to keep a 24-hour reflective span. That is why I used reminders to encourage teacher participants in Study 2 to reflect

on their classes. In fact, from the time tag of the Google Form, it turned out that most of them immediately reflected on their classes on the same day. When scheduling the interview meetings, I tried to adjust to the teachers' weekly timetables in a way that would allow the interviews to be arranged as close to their Positive Psychology-based classes as possible.

5.6.3. Study 2: The Setting

As, in this study, teachers came from various backgrounds, having to meet different expectations and to use different coursebooks, their views might have constituted very different data. I decided not to take any special measures to overcome this for two reasons. First, I considered the National Core Curriculum (NAT 2020) to be a good enough standard that can serve as a common ground for the participants. Second, the focus of this study was not the material the participants were covering in class but how they could tailor the ten tasks in the booklet to the needs of their own classrooms and what they thought about their adaptability. Third, I decided to embrace the diversity that the different local expectations that teachers had to live up to brought to my project.

5.6.4. Study 2: Participant Bias of the Teachers

Being professionals who foster many people's development in so many ways, teachers tend to be very helpful and can very soon after agreeing to participate feel that a project is *theirs.* Therefore, social desirability bias, participants wanting to meet the researcher's expectations and providing data they think is useful (Dörnyei 2007) was a real possibility in Study 2.

To minimize this, I tried to avoid yes-no questions except for the demographic ones in the Google Form in Study 2 phase 1 and in the interview schedule in phase 2. In addition, I pointed out on various occasions that all ideas and opinions were welcome and there were no right or wrong answers to any of my questions. Also, I designed the interviews to be semi-structured to leave very little room for myself to divert from the topic or share my views on an issue; this way, interview data mostly consist of the participants speaking, as Friedman (2012) also advised. Finally, in my attitude during the interviews, I was trying to be welcoming and accommodating with any view: I adjusted my posture and facial expressions to show my interest (for techniques like these, see Dörnyei 2007).

5.7. Study 2: Results and Discussion

In the following sections, the data yielded in Study 2 are analyzed and discussed. First, teachers' post-lesson reflections are analyzed to answer research question 6 (section 4.2.7.1.). Then, to give more depth to that and answer research questions 5, 7, and 8, the individual interviews conducted with those participants who expressed their willingness in the Google Form are analyzed (section 4.2.7.2.)

5.7.1. Teachers' Post-hoc Written Feedback

In the first phase of Study 2, a post-hoc reflective scheme, having a similar format to that of the teacher-researcher's reflection scheme in Study 1, was used to yield data to answer research question 6. This seemed necessary for two reasons. On the one hand, post-lesson reflections allow room for instant and more extensive documentation of class work and help participants remember their classes more afterwards. During the interviews, some participants said they needed to use the notes they had taken in the Google Form to refresh their memories. On the other hand, the follow-up interviews were meant to answer research questions 5,6, and 8 – the ones that concerned the opinions of teachers about teacher training and the education system. Despite the wish to gain as comprehensive data as possible, questions related to research question 6 were given less room, as it was expected that there would be a time constraint due to the busy schedule of the participants.

The Google Form had 25 completions by 12 participants, which altogether added up to a corpus of 4570 words. The most completions made by the same individual were five and the least was one, over the course of the academic year of 2022/2023 (first submission: 21st Sept 2023, last submission: 16th June 2023). One participant did the tasks with primary students, six teachers did them with secondary school students, and five of the participants used the activities in university level courses. The data were downloaded from the Google Form in Microsoft Excel and underwent thematic content analysis. The coding was done manually, using two pre-existing categories: challenges and benefits of the tasks. Then, subcategories within these themes were created and 30 codes identified, which can be seen below in Table 14.

The subcategories of the *challenges* mentioned in the form comprised four areas. While doing the PosPsy-based tasks, most issues that arose were related to *classroom management*. For example, some teachers reported that it was difficult for them to decide if they should participate or only monitor the tasks:

I felt that because the instructions were not so very me, I needed to pay more attention to them and to the group to see how they were progressing.

Also, as for some tasks, the teachers needed to use information and communication technology (ICT) tools, they reported some problems with using gadgets in the classroom. Besides, the participants also said it had been hard to choose the right group to do these unusual tasks, and they also faced difficulties when trying to time the activities for the group they had chosen. Further, concerning the scheduling of the activities, one participant expressed their frustration that some students had been late for class and thus, they had to interrupt the activity and explain it several times.

The tasks also meant novelty for most of the students, which posed certain challenges. As one teacher put it, after doing the pre-test breathing activity:

I think the fact that it was unusual made it weird... if we did more tasks of this kind, students would take this type of assignment a lot easier. BUT [capitals by participant] when I said, "we're going to breathe now", quite a few people smiled. Some of them seemed to think, oh […] I just want to see the test.

This also meant that some students did not want to participate, which made it difficult for the teacher to manage the class as they had to divide their attention. Finally, one teacher mentioned in their notes that the atmosphere of the classroom changed, which made the transition to the next phase of the lesson problematic: "Some students' mood was WORSENED [capitals by participant] by focusing on the present moment (palms on the table) - at least, they reported low energy."

The second category consists of codes related to *giving instructions*. For example, participants said that modelling the task, especially when it came to drawing (*Growing your tree*) felt uncomfortable, as did having to choose between giving instructions in L1 or L2. The latter was even worsened by the fact that these tasks were not the kind the teachers were used to: participants claimed it had been an extra burden for them to present the tasks authentically and help students understand what had been expected of them.

There also seemed to emerge certain *group-related* themes among the challenges. Once teachers had chosen the right group for this different type of tasks, they claimed it had been problematic to decide which task exactly the group would digest easily. Furthermore, in some cases, it was said to have been rather demanding to match the activity with the material that the group had been studying in that period of the semester.

Finally, there were also certain challenging factors that derived directly from the *content* (PosPsy) of the tasks. For this dissertation, these seem to provide the most specific information as the rest of the problems might be caused by other task types as well. For example, the participating teachers found it difficult to adjust the tasks to the language level of their groups. In addition, one participant even questioned the L2 benefits of the task, writing:

> I am still of the opinion that these are exercises for a drama class, they are not linguistically challenging for students.

Furthermore, the content might have been too directly presented in the tasks as "It was considered too abstract, too symbolic, too childish by some. Some [students] also said that <<you could see there was some psychology in it>>", which, according to the interviewed teacher, had caused lower participation in the activities.

Concerning the benefits of the activities, three subcategories were established. The first one, again, comprised issues relating to *classroom management*. Here, participants stated that they had been able to involve everyone in the group, even if doing the task was optional:

> I offered other writing tasks, but everyone wanted to choose the first one, to write a story according to what they imagined while listening to the sounds [in connection with the task *Mindfulness of sounds*].

Another teacher wrote:

> (It) made the students think about the task, even though I told them that they would not get a mark for it and that it was OK if they didn't do it.

These comments might mean that the activities were engaging enough for the students and raised their interest. This might have been especially beneficial for students whose language level was lower, because their involvement might have made working with a heterogeneous group somewhat more manageable. A teacher said the following in connection with one task:

> Even someone who is usually very quiet spoke in the exercise called "*I was today years old*". Perhaps it was because they could prepare for the task at home. Usually, you have to speak spontaneously, and that was not the case here, and it also seemed to me that they were proud of the photo they had taken in preparation, perhaps because it was not their English that made them stand out (they are weaker in English than the others), but their original photo idea.

Doing these activities might have also changed the *group dynamics* in those classes. For example, students were said to have shown genuine interest in each other's contribution:

> Their metaphors were thrilling, the way they reacted to each other was magical, and the way they turned to each other with such curiosity... Goosebumps!!!

Besides these interpersonal benefits, *intrapersonal* ones also stood out. According to participants, both students and teachers had been experiencing positive feelings (their wording) while doing the activities. Students were said to have felt "[it was] motivating, they were in a totally enthusiastic state after my first lesson", while the teachers themselves remembered experiencing a wide variety of positive feelings, too: calm, enjoyment, interest (when watching students carry out a task), and motivation.

Interestingly, some codes that appeared among the content (PosPsy)-related disadvantages also showed as merits of the activities. For instance, enough L2 produced in class was praised by one of the teachers who said:

> The students were all using the target language for a significant proportion of the lesson, and I think we all learned several things!

Finally, the *content* of the activities was said to have made students calm and immersed in the activity: "It was a pleasure to see 18–20-year-old young adults - boys and girls alike - drawing intently."

All in all, the responses given in the post-hoc Google Form may suffice to answer research question 6. The reflections of teacher participants (doing the tasks in a variety of classes) are balanced in the sense that they mention both disadvantages and advantages of the tasks. The teachers' experiences cover a wide spectrum from the level of the individual to that of the whole group, across L2-related and methodological issues. The most variety shows up in three areas: the integration of the tasks into L2 classes, the unusual nature of the tasks, and the compulsory or voluntary nature of these activities. That is why in the follow-up interviews (see next section), these questions were also raised and investigated in more detail.

Table 14.

The Codes Established in the Post-hoc Written Feedback in Study 2.

challenges	benefits
classroom management-related	classroom management-related
• teacher as participant?	• everyone engaged
• ICT tools	• outsiders involved
• choosing group	• high willingness to communicate
• timing of task	• teacher not participating
• lateness of students from class	• students being more attentive
• sense of novelty	
• not all wanting to participate	
• changing atmosphere	
instructions-related	group dynamics-related
• unfamiliar instructions	• interest in one another
• explaining instructions	• listening to each other
• L1 or L2?	• students experiencing positive feelings
• modelling the task	• teacher experiencing positive feelings
group-related	
• right task apt for the group	
• fitting task with class material	
content-related	content-related
• task apt for the language level?	• learning
• too psychological	• using L2
• L2 benefits?	• calming down
	• students immersed in the activity
	• engagement

5.7.2. *Individual Interviews With Teachers*[4]

In the following, the data collected from the 10 interviews conducted with primary, secondary, and tertiary level teachers are discussed, along the lines of research questions 5-8 of the dissertation.

5.7.2.1. The Role of the EFL Teacher in Maintaining Student Well-being (RQ5).

To understand what these teacher participants think about their role in preserving their students' well-being, first, it was important to see what they meant by two key concepts:

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[4] This section is the modified version of a paper submitted to *Alkalmazott Nyelvészeti Közlemények:* Schüszler, T. (2024). A pozitív pszichológia alkalmazhatósága angolórai feladatokban: egy interjús kutatás eredményei. *Alkalmazott Nyelvészeti Közlemények 17*(1), 143-156.

well-being and Positive Psychology. As for well-being, the 10 participants all mentioned important elements of the definition provided by the World Health Organisation (WHO). However, none of them covered all its features, neither did they refer to the balance *between* challenges and resources that Dodge and her colleagues elaborated on (2012). As the WHO states in a glossary issued in 2021:

> Well-being is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions. Well-being encompasses quality of life, as well as the ability of people and societies to contribute to the world in accordance with a sense of meaning and purpose. Focusing on well-being supports the tracking of the equitable distribution of resources, overall thriving, and sustainability. A society's well-being can be observed by the extent to which they are resilient, build capacity for action, and are prepared to transcend challenges. (*Health promotion glossary of terms*, 2021, p. 10)

Out of these elements, teacher participants mentioned harmony, physical, mental, and emotional balance, satisfaction, and being happy in everyday life. One teacher, Petra, emphasized one's ability to share their emotions as well, while according to Karola, well-being is both a psychological and a physical state, which is not only the absence of illnesses or ill-being but being fine and the awareness of that. The most concise definition (and also the closest to that of the WHO) was provided by Csilla, who said: "Well, it's a conscious state where you're aware of how you are, and you're in contact with your inner self, and you're in contact with the outside world, and if something happens to you, you can give a relevant response and you can relate to the event and to yourself." (Csilla, p. 2). Mental and emotional balance were mentioned by both Natalie and Ria, which can connect their definitions to that of Dodge and her associates (2012). However, the interviewees did not mention the aspects of life between which this balance should be found.

Yet, if one were to examine the WHO's definition of mental health, as well, it would easily turn out that the elements the interviewees attributed to well-being were actually the elements of *mental* health. According to the WHO, this is "a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community". (*Mental health*, 17th June 2021). In other words, what teachers defined in the intervews as well-being is what the WHO considers to be mental health, and what is missing from the teachers' definitions is the sense of purpose with which one's actions should be in accordance.

When it came to Positive Psychology, which is the "science of positive subjective experience, positive individual traits, and positive institutions" (Seligman & Csíkszentmihályi, 2000, p. 10), participants tended to focus on the word *positive*. In their view, Positive Psychology entails ways of thinking to become happier (Natalie), an overlap with well-being in the sense that it is about feeling safe and happy (Rania), an approach to things in a constructive way (Ria), seeing the good in everyone (Alexandra), or a positive outlook on life (Petra, Flóra). In Karola's words:

> "somehow Positive Psychology is when we are connecting with good things, well... so to be aware of the positive things in psychology, and we know what makes it good, and how we can use these resources" (p. 4).

It was only Rania who mentioned the negative side of life pertaining to Positive Psychology. She referred to the two-faced nature of Positive Psychology that is also described by Wong (2011) and summarized by Fodor (2022). In the interview, Rania also mentioned the importance of negative emotions and allowing ourselves to be sad, and having agile optimism, which is the characteristic of the second wave of Positive Psychology (see Fodor, 2022).

For this dissertation, this means that before conclusions can be drawn about teachers' views on the connection between Positive Psychology, well-being, and the EFL classroom, it should be noted that there is no shared understanding among teachers of what these concepts entail. Therefore, when the teachers refer to the concepts in each interview, their very own definition should be observed and comparisons between these parts of the interviews are of limited value. Furthermore, to make the professional dialogue transparent and comprehensible to everyone involved, this implies the need to find a common ground and agreement among practicing teachers about these concepts. When it comes to the question of integrating Positive Psychology into teacher training or Continuing Professional Development, these implications are discussed in more detail (cf. section 6.3).

Participants were also asked why EFL classes might offer an opportunity to maintain students' well-being. In their opinion, the material the EFL teacher works with is not only the language to be taught. For example, Tara, Csilla, Borbála, Karola said that the EFL teacher can deal with *any* topic and that students feel quite free to share things with their language teachers. In fact, the EFL teacher is like a class teacher (*osztályfőnök*) in some cases (Karola), especially when students feel that their English teacher is interested in their problems. For the participating teachers this is all due to communicative

language teaching: language classes offer more opportunities to share, and via communicative language tasks, an EFL teacher might gain more information about their students than a teacher of another subject. As Tara stated (p. 3):

> You can get a lot of things out of them in English or at least open up a lot of these little channels, which, say, in another class, I don't know, in history... in history class you have to tell students what happened during the French Revolution, and then the others listen. But let's say my job in English is to communicate, […] Then sooner or later it comes up, what family a student comes from, or if they sit down to dinner together, or something like that. […] that there was information that I knew about the student and the class teacher didn't, […] not because the class teacher was a bad class teacher, but because it could come up for me right there.

This also means that the EFL teacher has a lot of responsibilities towards their students. According to Ria, Petra, and Flóra, the connection with students might be the first step to spotting the need for psychological help, as EFL teachers are the ones who help students open up for discussion in a safe environment. Moreover, the EFL teacher is usually interested in how they can help their students find purpose in their academic career and in life. However, as Borbála pointed out, at the same time, an EFL teacher must be careful not to hinder students' well-being. Rather, in her opinion, the teacher's job is to provide help indirectly, from the background. Csilla put this kind of facilitation as follows (p. 11):

> Because it's a kind of opening, and I don't open it [a door], but I help to put the bags away from the student, put the sandbag away from them so they can open it. Because only they can open it, and I give them the opportunity to, let's say, come to themselves, you know, put all their stuff away, and they can open the door and hear what their body is telling them, or their soul, or their mental state.

In addition to the flexibility provided by less curricular pressure (Ria), which allows EFL teachers to divert from the coursebook material at times and focus on discussion of everyday topics and thus to preserve mental health of students, the subject taught also determines the mindset of the participants of an EFL class. In Flóra's view, English as a *lingua franca* brings about openness in the classroom, which can be linked to what Csilla called "the English mindset". According to her, this mindset means that students have a different attitude towards their work and development, which might be due to a more open mindset which, she thinks, is inherent in Anglo-Saxon culture.

> And if you have that attitude, all those language barriers are much easier to jump over. I'm not saying, for everybody, because some people find it very hard to believe […]that just because they make mistakes, that they're just as valuable, […]that they may have other skills that are outstanding, but if you hear that a lot,

then […]I think, in a couple of years, and you can achieve that. Even people with very, very closed mindsets. I don't have a student that I haven't seen making a big leap. […] you have learnt the lesson, that my mistake is my best friend, even though you don't always believe it. And this student thinks and says it and laughs at it. […] She still doesn't quite believe it inside... that she's a good teacher, of course I know that's what teachers always say. It's the same as the English mindset. (Csilla, p. 4)

All in all, Csilla's comment on the teacher's well-being as the being like the sun, shining on everyone in the classroom encompasses what the teacher interviewees said. To them, student and teacher well-being seem intertwined, and to work in synergy. As a second language is used for communication in the EFL classroom, there is room for self-expression, while, as Flóra added, using a language other than the students' mother tongue helps them distance themselves from their problems and view them from an outer perspective. In Natalie's words, in EFL classes, students can have a sense of agency this way, and, as culture incorporates everything (Alexandra), it does allow room for well-being-related discussions.

5.7.2.2.   Integrating Positive Psychology-based Tasks into EFL Classes (RQ6).

As the data gathered suggests, teachers who participated in this study believe there is a link between well-being and teaching English as a foreign language. In the following section, an insight is provided into how they think Positive Psychology can be integrated into EFL class work.

The first important theme in the interviews is *dependency*: teachers were asked whether they think integrating Positive Psychology into their classes would depend on the level or age of their students. As for age, the answers were varied. Tara said she would only use Positive Psychology-based tasks with young leaners, which seemed to be confirmed by Karola's view that, with young adults, it might be easier to introduce such tasks as those students tend to be more reflective. However, other participants did not state they would think Positive Psychology or dealing with well-being is age dependent: the two opposing views seem to be settled in what Alexandra said when she suggested using pictures and non-verbal signs with younger learners.

Similarly to their views on age, most participants stated that a low level of EFL proficiency should not cause problems in using Positive Psychology-based tasks. Ria and Tara suggested that the teacher miming, using the L1 to foster understanding on students' part can help, while Borbála recommended pre-teaching vocabulary to students for the

same reason. It was only Flóra who said that students should be at least at an A2 level. This almost complete unanimity between participants might be due to what Karola referred to when she said "very often these tasks are open-ended, so it's up to the children how much output they get out of it, and how they express themselves, so I think it's safe to take it to any level" (p. 6).

Another important theme identified in the interview data was the *differences* between EFL classes and lessons in other subjects. According to Natalie, Positive Psychology should appear across the whole curriculum. However, as Rania claimed, teachers of other subjects might succumb to a "rusty routine" (p. 6) and not have the freedom that EFL teachers enjoy, who, because of being allowed to follow fewer rules, can be more open and mindful. Furthermore, EFL teachers are in a special situation as the materials they use tend to come from an international scene, which was pointed out by Borbála (pp. 4–5):

> I'm sure it could be done in other subjects. Maybe I think that English teaching methodology is very forward thinking, […] I've come across a lot of ideas through the fact that I teach English and the English textbooks, and because they're for the international market, these Oxford books, because that's what we use mainly. There was a lot of content in those that I got to know much earlier, just because the textbook talked about it... the best example is bullying. So I knew what that was, I don't know... ten years before it was really a topic in Hungarian schools, because there was already a reading about it […] in one of the... the textbooks called *Matrix*.

Another aspect of these tasks that was pointed out is the *frequency* with which Positive Psychology should be integrated into lessons. While Ria and Alexandra would use these tasks as warmers, Rania said they could be used on an everyday basis. Representing the other end of the spectrum, Petra raised concerns about tasks losing their edge when applied too often. Taking these into account, it can be stated that one would need more information about the specific circumstances to decide how frequently aspects of Positive Psychology can be interwoven with EFL topics, even if all participants agreed that they can and should appear in EFL classes on a regular basis, not just as a one-off topic. This is also in line with Boiler and Abello's (2014) claim about non-consumable tasks: these are the activities that can be recycled in a classroom as they always come with different results.

Moving further from EFL classes and to gain more insight into the potential cross-curricular nature of Positive Psychology, teacher participants were also asked to outline an imaginary *project week* in their school that focusses on mental health. This idea is not

unknown in the profession. Domokos (2015), for example, provides a detailed account of the failure to introduce relaxation in Hungarian public education. According to him, Emőke Bagdy's initiative in 2013 never came to fruition for several reasons:

- there was no detailed program behind it,
- financial resources were lacking,
- relaxation might cause the opposite of stress release by making students more self-aware and anxious,
- trained professionals to hold relaxation sessions were lacking,
- relaxation might be treating the symptom rather than the phenomenon,
- relaxation might even be pseudoscience to some, especially considering comments made by Emőke Bagdy, about cosmic energy being passed on,
- problems of terminology,
- opposition of religious groups who saw relaxation as a threat to the faith of the child,
- the esoteric nature of relaxation.

The participants in this study were asked to consider the idea of a project week dedicated to mental health preservation and the possible topics that could appear in the program mentioned. The topics that were mentioned were grouped below in Figure 17 using the *triple focus* conceptualization by Goleman and Senge (2014, to create an overarching thematization of mental health related topics.

Figure 17.

Possible Topics for a Project Week Mentioned by Participants – Along the Triple Focus by Goleman and Senge (2014).
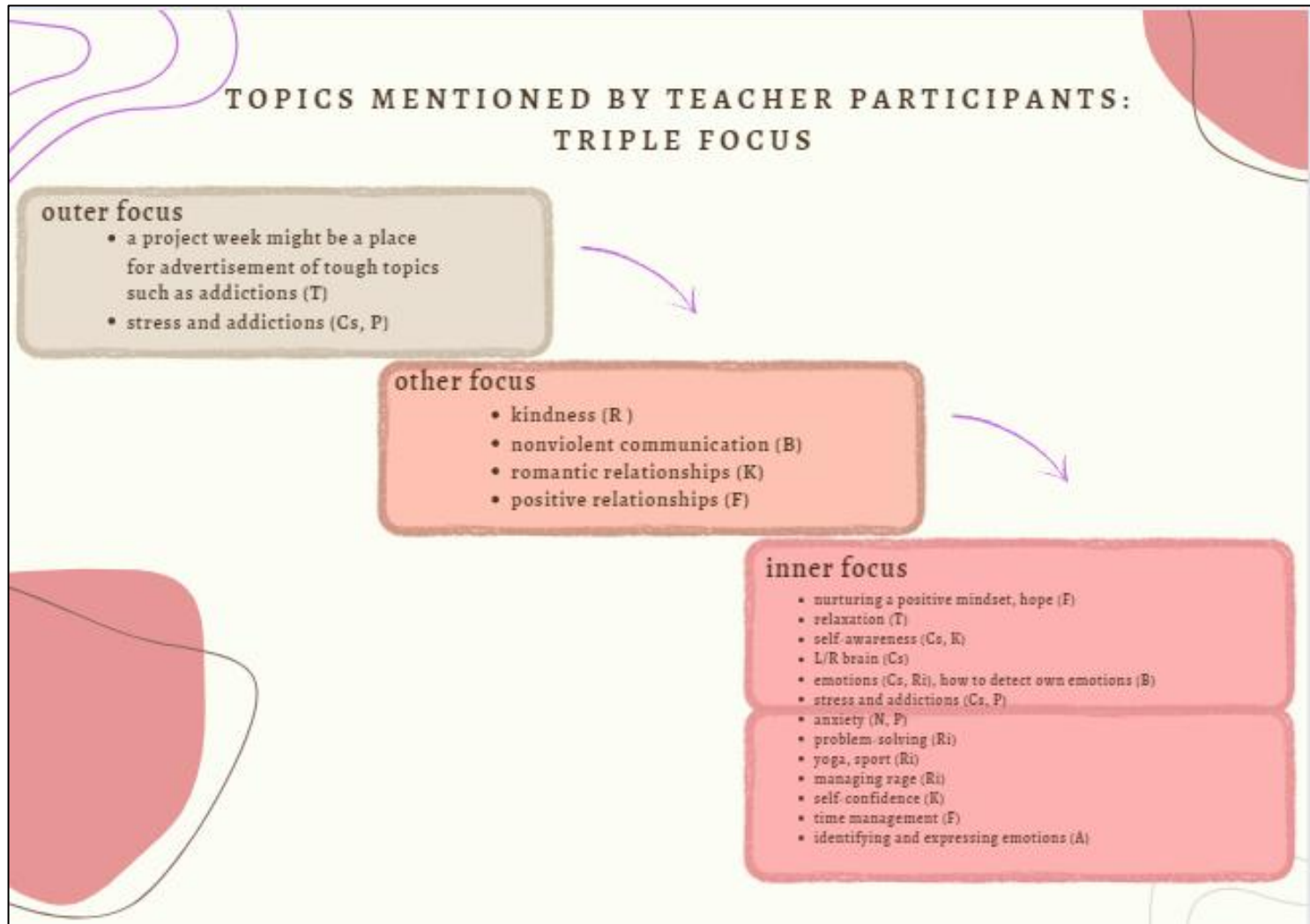
From the list, one can see that the teachers mentioned topics that evolve around inner focus mostly, that is, the focus on the self of their students. As for the duration of the project week, Tara mentioned that it should not necessarily be a week-long series of events but depend on how proactive the school staff are in organizing it. In addition to that, Natalie and Csilla also mentioned that these topics should not be presented to students in a concentrated form, perhaps only a week per academic year, but that they would need to be present in their everyday lives. This way, it could be a tool in rethinking education: Natalie even raised the issue of change in the daily schedule of the students to allow room for mental health preserving activities. This is in line with what Borbála said: in certain schools, such activities are already prevalent and seen as contributing to community building, so organizing a project week might not be essential in every school in Hungarian public education.

As for the tertiary level, those participants who teach at university level (Petra, Karola, Flóra) agreed that dealing with Positive Psychology to maintain the mental health of their students would be important. Flóra also added that mental health is everyone's responsibility and that students themselves also need to take the initiative to preserve their own mental health. By contrast, others said that organizing a mental health week should be the responsibility of those who volunteer among the staff members, mental health professionals and that the choice of organizer should not depend on certification but one's personality. However, participants all seemed to agree that maninting mental health is important, which brings to mind what Válóczi (2022) also claimed about Positive Education as a worthwhile educational goal.

5.7.2.3. The Reflections of Teachers of English on Task Preparation and Implementation (RQ7).

In the following section, the teachers' reflections on the set of ten tasks are presented regarding (1) the preparation they needed to do the tasks in their classroom, (2) the challenges they faced, (3) the benefits they experienced of having done Positive Psychology-based tasks.

When asked about the *preparation*, participants did not mention any kind of extra work. They stated that they had to look for audio files on the music streaming platform *Spotify* (Flóra), or pre-record audio (Ria), and had given some real thought to implementing the tasks as they did not want to improvise (Flóra). But none of this concerned the special nature of the tasks, just the fact that the tasks were not part of the

teachers' routine and, therefore, required some consideration. As for mental preparation, an interesting contrast showed in the data: while Ria stated she did not have to be particularly relaxed for the tasks to work as they would work anyway, Flóra thought it was important to have a calm and graceful attitude before starting to do them. This might mean that the preparation work necessary before a Positive Psychology-based class or activity depends on individual factors and no real blueprint can be provided for the pre-lesson phase other than the detailed task descriptions.

When asked to reflect on the *challenges* the tasks posed, both teacher- and student-related issues were mentioned, as can be seen from the figure below (the initials of the interviewees who raised the issues are in brackets). For the summary of these findings, see Figure 18 below.

Figure 18.

The Methodological Challenges Concerning the Students and the Teacher and Their Connections.

methodological challenge

CONCERNS STUDENTS	CONCERNS TEACHER
• students were not used to it, especially not in test situations (pre-test breathing - F) • students' attention span and immature behaviour (A) • not used to being calmed down and tuning out (A) • students did not understand the aim (T, N, K: the teacher also has to make it clear for themselves, A: made it difficult for Students to listen to the sounds, unfamiliar) • it was necessary to allow students time to be mindful (Cs) • should be voluntary (Cs), but if voluntary: no real language practice (N), • explanations were necessary to make students understand the background of the tasks (Ria) • repression of feelings vs channeling out to be made clear (Cs) • immature behavior (Ria) • what to do with positive psychology induced atmosphere (K) • Students being late can interfere with task (weather check) (F)	• was not spontaneous from the teacher (T) • more preparation needed than for routine-like tasks(T) • not routine-like instructions (T) • long instructions were given in the booklet (T) • tasks were monotonous for the teacher (Cs) • ICT tools were needed (R: had not got them in advance, which made it difficult to do tasks) • had to change instructions to make students understand task (P) • the teacher had no extra energy for it (B) • T needed to understand underlying concepts first (B) • drawing on board meant leaving their comfort zone (F)

This list shows both *teacher- and student-related challenges*, but only a few of them actually occurred, specifically because the tasks were out of the ordinary in the sense that they had a psychological element. However, when asked about the advantages of having done the tasks, participants enumerated ways in which the students benefited from the tasks, such as anxiety relief (Natalie), stress relief (Flóra), and relief of homesickness, as Karola put it (p. 8):

> …as an extra twist, there were foreign students in the group, and I tried to bring in voices from those countries, […] but at the beginning […] I didn't want them to get homesick, because that would override the task, so I told them about that [sc. where the sounds had been recorded] only at the very end, as an extra. Oh, by the way, it [one of the sounds] was from Spain, this chirping of birds, and then a girl was very happy, if I may say so, to hear a little sound from home.

Positive feelings the interviewees mentioned also included enjoyment (Ria), engagement (Ria), calm (Karola), fruitful silence in the classroom, intent work (Karola, in connection with growing your tree), and enough language output (Karola). In addition, Alexandra highlighted that the activity meant a boost before a test (p. 9):

> And that's good, because then it gives the student a boost, because obviously thinking back to myself, when I was given a test and then... you do it, you get a shock first and then you make your brain work hard, then things do get recalled, but once I've put a star on a task, to show I've got some idea, it gives me a bit of confidence, and then one can concentrate on the other tasks better. So it's very good, but we just did the breathing exercise...counting...

On the teachers' part, participants noticed that it had broadened their methodological knowledge (Borbála), and that, all in all, the tasks fostered building relationships in the classroom. Regarding teacher participation in such classes, participants seemed to be of the same opinion. To them, monitoring seems to be more important than taking part. As Karola put it succinctly, a teacher might feel good in these classes but cannot be fully immersed in them. However, the effects of these classes might stretch across the whole week: to Flóra, it seemed that preparing for these classes helped her with her own issues throughout her working week.

When introducing a new method or approach in one of a teacher's groups, the *choice of group* for such experimentation is always worth investigating. When viewed alongside the three focuses by Goleman and Senge (2014), the data here show that teachers chose their group for these new tasks according to the *other*-focus in the group, that is, the kind of rapport they have with the group (Tara, Flóra, Alexandra), the role they take up in the school life of the group (e.g. Tara as a class teacher). This is understandable in light of what Harmer (2011) claims about a functioning group: they have to have a good relationship with their teacher in order to perform well. Apart from that, *inner* focus, which can be understood as the characteristics of the students, was also referred to among the reasons. For example, Borbála chose the group where she did not expect a language barrier on the students' part, while Natalie kept the students' level of maturity in mind when taking this decision. As regards the *outer* focus, that is, the circumstances and the

institutional background, Tara also mentioned that the timing within the school year was something to consider when planning the activities.

5.7.2.4. Including Positive Psychology in the Continuing Professional Development of Teachers of English (RQ8).

In the last section of the interviews, teachers reflected on the possible *relationship between teacher training and Positive Psychology*. There seems to be unanimity when it comes to the voluntary or compulsory nature of courses that might be offered to teachers. Most participants agree that such courses should be based on the choice of the teacher, otherwise getting trained in Positive Psychology would not be authentic.

Yet, both Karola and Borbála pointed out that compulsory lectures at the university should provide an insight into what Positive Psychology is and why it is important. When talking about the practicalities pertaining to training in Positive Psychology, various ideas emerged. According to these in-service teachers, such training should mean no extra burden to educators. This resonates with what Gyarmathy stated about such initiatives (Gyarmathy, 2018a, 2018b, 2018c, 2019).

As Tara suggested, training sessions should be held in gap lessons during the working hours of the teachers. It was also pointed out that these courses ought to be practice-oriented, and that subject areas other than EFL should also offer them. Most participants consider the faculty or department primarily concerned with teaching psychology to be responsible for introducing Positive Psychology to trainees. This way, as Borbála put it, the issue could reach the maximum number of trainees:

> If there were someone who could take this on in the faculty of education and psychology and be enthusiastic enough to become its driving force, why not? Because then it would take us in the direction of the fact that it's not just the English, because the methodology is so modern for them. But also, you could show in other subject areas how it works. That it does work. (Borbála, p. 11)

To the participants of the study, this seems to be beneficial as, in the end, it could bring about *systemic change*, as well. Natalie and Rania, for example, pointed out that, as a practical benefit, these courses might change the educational climate in the long run.

Finally, when discussing Positive Psychology in teacher training, the theme of *agents of change* emerged in all the interviews. Most participants thought that change should be initiated from the bottom, at university level, in teacher training. According to them, teaching PosPsy should either be a separate module there (Csilla) or be shown to trainees in order to take advantage of what Borg (2004) quoting Lortie (1975) refers to as

the *apprenticeship of observation* (raised by Karola), which means that novice teachers will first start to use the approaches or methods according to which they were taught. For this reason, and also because some participants (Petra, Karola, Rania) thought Positive Psychology-based teaching and Positive Education should appear in methodology seminars, Petra's insistence on first training the trainers seems logical. In her interview, she argued that, for a start, those teachers who work in teacher training should receive first-hand experience so they can become authentic ambassadors of the concept of Positive Education. Taking this one step further, Csilla even envisioned cooperation between universities, working out a curriculum together and implementing it in accordance with the current trends in education.

On the other hand, the interview data also revealed that participants can imagine system change brought about by *grassroots initiatives*. For example, Natalie, Petra, and Borbála seem to agree that free, voluntary courses should be offered to practicing teachers as part of their Continuing Professional Development (CPD) according to Hungarian regulations concerning public education, every seven years, teachers are required to acquire a total of 120 CPD credits by attending accredited courses of their choice (*277/1997. (XII. 22.) Korm. rendelet a pedagógus-továbbképzésről, a pedagógus-szakvizsgáról, valamint a továbbképzésben részt vevők juttatásairól és kedvezményeiről*, 1997). Csilla further suggested that Positive Education and courses about it should first be advertised to principals of schools as they are the gatekeepers. As Natalie put it, this would be essential because teachers might not even know about this development in educational psychology:

> "Well, I don't know, because I don't think it's got into the schools. I've actually been teaching for twenty years, and I've never heard of it anywhere else. So maybe psychologists think that it's very common now, but it hasn't got into the Hungarian education system, that's for sure." (p. 8).

Flóra's comment on individual responsibility is an interesting addition to this:

> The teachers are not well, nobody is well. You have to do something to make them feel a little bit better. .... So it's definitely something that should be addressed in teacher training, to reach as many people as possible. And to feel that it's normal to deal with this, to normalize it and to see examples of it, that's also very important. And to have the time and the opportunity to reflect on these tasks, because from the moment you reflect on them, discuss why it's good, then he will see more sense in it, because it's just another craze that can be introduced, but... well, so he should see, learn why it's good. (Flóra, p. 12)

As for another type of promoting Positive Psychology amongst educators, Ria suggested that if trainees were educated about Positive Education, then they could bring this knowledge to practice schools and disseminate it among their mentors through their own practice teaching. This reminds one of what White (2016) stated about the way PE could stick: one of the key points would be knowledge transfer and deeper collaboration between educators. Even so, the interviewees seem to agree that elderly generations among teachers should be treated with utmost respect:

> So, it's definitely worthwhile, from a practical point of view, to somehow uncover what it is that teachers are already doing, but they're just not necessarily aware of it, because I'm sure that every teacher who's a good teacher is certainly paying attention to well-being and Positive Psychology, but I'm just not sure they're talking about it so consciously. (Karola, p. 13)

All in all, it seems that training in Positive Psychology should not be a one-time activity. Rather, according to Karola, the teaching community should have an ongoing conversation about it.

Interviewees were also asked whether they had heard about examples of Positive Psychology in Hungarian education. Even if almost all of them had initially said they knew nothing about it, quite a few initiatives were mentioned later:

- Boldogságóra [Happiness Class] (Csilla, Rania, Borbála)
- Pestalozzi Péntek [Pestalozzi Friday] (Natalie, Flóra)
- Pozitív Pszichológia a Tanteremben [Positive Psychology in the Classroom] (Ria)
- IATEFL Hungary[5] and affiliates (Petra)
- Pozitív Nevelés Program [Positive Education Program] (Borbála)
- Élménybiológia [Experiential Biology, a Facebook group] (Karola)
- Budapest School (Karola)
- Hősök Tere Kezdeményezés [Hősök tere Project] (Flóra).

Finally, the promotion of a new concept might require assistance. The teachers were therefore asked to voice their opinion on what kind of *help they would need* in their day-to-day practice to be able to promote Positive Psychology and thus help their students maintain their mental health and well-being. Tara stated that, based on her experience,

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[5] In 2024, the organization was renamed TESOL Hungary.

teachers are left on their own with other issues anyway, so she would not expect anything, while Csilla said that, first, she would like to feel valuable and that she is part of a community that has prestige. Adding to this, Petra and Karola also voiced the need for a protocol within an institution for times when students are in a particularly difficult situation and turn to them for help. Such a protocol would not just help to maintain but also to restore their mental health and well-being. Petra, like Karola, shared stories related to mental pressure that university students experience, which underscores the need for this:

> It's difficult, so I don't know if it's relevant, but I just had a student who wrote me an email, who I know is depressed, I taught her in her first year, and now she's in her fourth year. And she told me during this semester that she was unwell, and then I said that we should try to work out something so that she could complete the course, but if there was something wrong, she should let me know, if she wasn't coming to class, and so on, we'd talk about it. And she didn't come to class, now at the end of the semester, and she wrote me an e-mail, and I was very scared, because it was a very bad e-mail, because it was in English, but the gist of it was that she felt she couldn't talk to any of his instructors except me. And that she was sorry that she was writing to me and that she couldn't come to class because she just couldn't and nobody understood and she ended her e-mail with "sorry". And I was so scared that she wouldn't, I mean, I know she's depressed and I know she's very severely... she was telling me. (Petra, pp. 4–5)

Flóra expressed her wish to work together even at university level with a school psychologist, which also seems to confirm the relevance of some formal mechanism for providing mental support. All in all, the participants seemed to agree that maintaining mental health should not be only one type of professional's responsibility, but a joint effort.

5.8. Study 2: Ethical Considerations

Even though in Study 2 all the participants were adults, ethical considerations were necessary to keep the participants informed about the nature of the project and to protect their anonymity. These are as follows. As I already detailed in section 4.1.9. of the dissertation, before the start of the research, I sought approval from the Research Ethics Committee at Eötvös Loránd University. Also, I asked for the spoken consent of the teacher participants before we started the spoken individual interviews and asked them to restate it for the record. I also assured these adults that participation was completely voluntary and that abandoning Study 2 would be possible until the very end of data analysis. Furthermore, the transcriptions of the recordings were made under pseudonyms

to protect the identities of the participants. These pseudonyms made it in no way possible to identify the participants as they only reflected the respective gender of the participants.

After this, textual data was sent to the participants to allow for member-check: in order to give teacher participants the opportunity to revise or modify their utterances or even reconsider participating in the research. Sensitive data provided by participants were handled according to *EU Regulation 2016/679* (*Az Európai Parlament és a Tanács 2016. április 27-i /EU/ 2016/679 rendelete*, 2016) and were stored in a way that allowed only me to access them.

6. CONCLUSIONS

6.1. Overall Conclusions and Implications

This section summarizes the main findings of the two studies at the heart of the dissertation. It follows the logic of the three triangulation points: the viewpoints of the students, the teacher-researcher, and the teachers who participated in the studies (see Figure 19 below). The main findings are presented along the research questions that the dissertation intended to answer.

Figure 19.

An Overview of the Findings of the Dissertation Along the Triangulation Points.
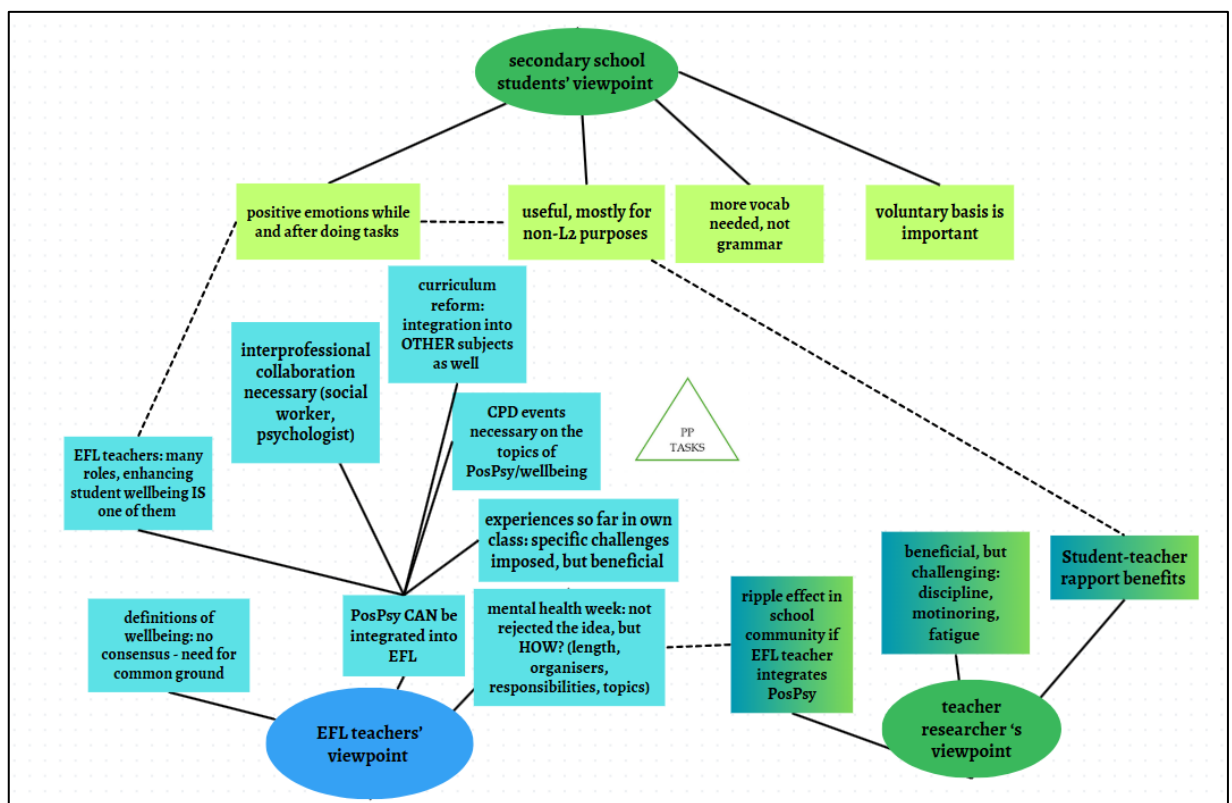
6.1.1. Secondary School Students' Viewpoint

6.1.1.1. RQ1: How do students say they feel doing language tasks based on Positive Psychology in the secondary EFL classroom?

According to the written forms and the interview data before doing the tasks, students had mostly negative feelings. This appears to have changed while they were doing the tasks and after having finished them. After having done the tasks, students felt reinvigorated, they reported experiencing more positive feelings than before the tasks, and more interpersonal interest. This might mean that either the tasks themselves helped them

transition to another emotional state or the fact that they had a break from *usual* class work.

Another addition here is the fact that even if it is not an emotion, *tiredness* was often reported by students, which resonates with what the literature says about the amount of sleep teenagers in Hungary get (Németh, 2022) but may also mean that students are not necessarily able to differentiate between physical and emotional states.

6.1.1.2. RQ2: How do students view language tasks based on Positive Psychology in the secondary EFL classroom?

Students stated they would have needed more *vocabulary* input than *grammar* when doing the PosPsy-based tasks. They also said they had found PosPsy-based tasks useful for non-L2-related purposes such as *relaxation*, creating a better classroom *atmosphere*, and developing *group dynamics*. However, in the students' view, there seems to be only little L2 development when doing EFL tasks based on PosPsy., which was confirmed by the teacher-researcher's notes. In fact, on the basis of these notes, it can be further concluded that the improvement in students' linguistic skills was also insufficient. All in all, students thought that PosPsy-based tasks and mindfulness done through them come with both L2- and non-L2-benefits and the affective factors, preparation for real-life situations, inter- and intrapersonal benefits seem to outweigh the linguistic advantages. Finally, the students also expressed the view that PosPsy-based tasks should be done on a voluntary basis; no one should be forced to participate.

6.1.2.   The Teacher-Researcher's Viewpoint

6.1.1.3. RQ3: What methodological challenges does a secondary teacher of English encounter in using Positive Psychology-based activities in the English as a foreign language classroom?

The teacher-researcher's notes reveal that students' unfamiliarity with is likely to result in several issues. First, discipline problems can occur as it is more difficult to help students get on task, given the lack of task routine. Once the students are on task, monitoring task completion may pose additional difficulties for the teacher. In the context of PosPsy-based task completion progress and being *finished* take on a different meaning. That is why the teacher's role in monitoring in this case is closer to the facilitative role of the teacher than to that of the lecturer (see Underhill, 1999, and section 2.4.2 of the dissertation). When doing PosPsy-based tasks that have *focusing one's attention* as their integral element (cf. section 2.2.8.) in the EFL classroom, guiding students through the

processes is in focus instead of checking and controlling whether they have got to a previously agreed product.

6.1.1.4. RQ4: What short- and long-term effects does a secondary teacher of English notice in their group when using Positive Psychology-based activities?

Considering the reflective notes, all in all, leading and facilitating the PosPsy-based tasks is more *tiring* to the teacher-researcher than teaching an average lesson. However, data also showed that the uniqueness of the tasks and mindfulness itself might bring about *student-teacher rapport* benefits. Finally, as a narrative excerpt demonstrates, bringing PosPsy and mindfulness into a classroom might come with benefits not only for that particular group, but can also have a *ripple effect* in the community through what might be best described as first *hearsay* (the German teacher hearing about the PosPsy-based EFL project from *their* students) and then as another teacher taking *initiative* and bringing the idea to a wider audience (for a similar project, see Fodor et al, 2018). This process is reminiscent of what Dewey called "learning by contagion" (Dewey, 1974, p. 151): even if it is a slow process limited to local contexts, it might have deeper and more long-lasting effects.

6.1.3. EFL Teachers' Viewpoint

6.1.1.5. RQ5: What do teachers of English think about their role in maintaining students' well-being?

First, there was no unanimity amongst the participating teachers when they were asked to define PosPsy or *well-being*. As the desk research showed (cf. section 2.2), defining well-being is challenging for researchers, as well, and teacher participants, according to their definitions, tended to understand *well-being* to mean the same as mental health. This shows that defining these concepts is problematic for teachers, as well. Also, in certain cases, the word *positive* in PosPsy was understood as an adjective for a positive, optimistic attitude, which runs the risk of teachers conceiving of PosPsy as a form of *toxic positivity* (see Lukin, 2019 and section 2.2.4.1. above). Besides that, even if, according to the literature, there are various metaphors for PosPsy, these were not present in the definitions provided by teachers. This means that before dealing with, acting upon, maintaining or even enhancing students' or teachers' well-being, first some common ground should be established regarding the concepts that ensuring well-being is based on. Creating a solid foundation for well-being education is important also because according

to the data, among the many roles an EFL teacher must perform, teachers do include the role of maintaining students' well-being.

6.1.1.6. RQ6: What do teachers of English think about integrating Positive Psychology-based tasks into EFL classes?

While the interviews show no consensus on the exact details, the teachers all agreed that it *is* possible to integrate PosPsy into their EFL classes. The way it can be integrated, however, depends on both individual and group factors. Therefore, at this point, there is no conclusive description of a class that is suitable for the integration of PosPsy, and, thus, for PLE. As was mentioned above, in the traditional sense, the tasks in which mindfulness is in focus do not have an end-product that students must arrive at. Thus, it is possible to integrate these tasks into regular class work quite flexibly as they can work across age groups and levels, provided there is the necessary amount of nonverbal support, as the interviewed teachers pointed out.

6.1.1.7. RQ7: What are the reflections of teachers of English on a specific set of tasks developed for the integration of language and Positive Psychology in the language classroom?

According to the interviewed teachers, doing PosPsy-based tasks and practicing mindfulness comes with benefits but also creates challenges. Among the *benefits*, one can find that students can feel less anxious, less homesick, or even less stressed out, especially before a test, but are more engaged and might enjoy class work more. In addition, teachers may benefit from the situation by broadening their methodological repertoire and establish a better relationship with their students because of the introspective element of the tasks that ultimately helps the teacher get to know and understand the students better.

On the other hand, several things can be *challenging* when one decides to practice mindfulness through EFL tasks with students. For one, monitoring and modelling these tasks is not only more difficult but also requires more lesson preparation. The more so as the teacher must match the tasks with the regular course material: teachers have to follow a curriculum, and the integration of PosPsy is something *additional* to their usual job.

6.1.1.8. RQ8: What do teachers of English think about including Positive Psychology in the Continuing Professional Development of EFL teachers?

As regards the potential role of PosPsy in state education, three main areas need to be addressed. Firstly, according to practicing teachers across all three education levels

(primary, secondary, tertiary), curriculum reform is necessary, which should entail, among many things, paying special attention to the explicit integration of maintaining well-being into education. This reform can happen alongside designing university courses and CPD events available for teachers that deal with topics related to well-being, mindfulness, PosPsy, PE, and PLE.

Secondly, the idea of a project week focusing on mental health is welcome in schools, but there was no consensus between the participants of Study 2 on how long such a project week should be and what topics it should cover.

Finally, according to the interview data, for EFL teachers to be able to bear the responsibility of dealing with their students' and their own well-being, they should be given the opportunity to work together with different healthcare professionals.

6.1.4. Hypotheses Generated with the Dissertation Research

This dissertation is a qualitative enquiry, and its aim has been to gain a deeper understanding of a phenomenon and generate hypotheses about it for possible further investigations of the quantitative kind (Maykut & Morehouse, 1994). With a view to summarizing the pedagogical and research implications of the dissertation below, the following can be hypothesized concerning PosPsy and well-being in the EFL classroom.

1. Students are often tired and need in-class activities for reinvigoration.
2. Students experience all sorts of emotions while doing PosPsy tasks but cannot necessarily differentiate between emotional states and physical sensations.
3. Students' having the appropriate vocabulary for expressing themselves while doing PosPsy-based tasks is more important than their level in EFL or their age.
4. Students prefer it when they can do PosPsy-based tasks on a voluntary basis.
5. In the case of PosPsy-based tasks, progress and success should be redefined from the point of view of task-based language teaching.
6. Doing PosPsy-based tasks during their lessons is more tiring for the EFL teacher than performing usual classroom routines and duties.
7. Teachers should be provided with knowledge about well-being-related concepts such as mental health, Positive Psychology, Positive Education or even well-being itself to enable them to embrace Positive Education.
8. It is possible to integrate PosPsy into EFL, with both benefits and challenges.

9. EFL teachers think that change in education towards PE should be initiated from the bottom level.

6.2. Pedagogical Implications

In this section, the implications of Studies 1 and 2 for pedagogy and education are discussed based on each of the hypotheses which the data analyses have generated.

6.2.1. *Students Are Often Tired and Need In-class Activities for Reinvigoration*

Students should be given regular breaks, not just between language lessons, but also during class. Therefore, the role and number of *warmers*, *breakers,* and *coolers* should be reappraised and should be considered as a given rather than an optional add-on. Even if a 45-minute lesson does not necessarily allow much room for relaxation activities, the example of the pre-test breathing exercise in this research demonstrates quite well how allocating class time may turn out to be more beneficial than not having a break at all. Also, having a break and rest in school should be integrated into the already existing subjects: the results of this dissertation also support what Gyarmathy (2019a) emphasized in connection with taking some burden off students rather than giving them more – by, for example, introducing a new subject. Finally, another implication might be the need for a discussion about what rest means in EFL class (and other) subjects. In that context, students should be taught about types of rest other than physical relaxation, e.g. *mental, sensory, creative, emotional, social,* and *spiritual* (cf. Daulton-Smith, 2021). This matters because the lack of sleep might not be the only reason why students feel tired).

6.2.2. *Students Experience All Sorts of Emotions While Doing Pospsy Tasks but Cannot Necessarily Differentiate Between Emotional States and Physical Sensations*

In the EFL classroom, building vocabulary is one of the key activities to equip students with the necessary tools to communicate efficiently. That is why they might find themselves in a situation where they would like to share how they feel. It is important for students to work on emotional vocabulary in school, especially because it might be difficult for them to distinguish between emotional and *physical* states in their mother tongue, as well. It would be beneficial to start projects in the EFL classroom which are aimed at the introduction of different models of emotions and how to learn the vocabulary to describe them, or the integration of elements of popular culture, such as the movies *Inside Out 1* (Docter, 2015) and *Inside Out 2* (Mann, 2024), depending on the age and the interests of the students. This way, they might also learn to become reflective young

adults who are able to express themselves in their private and professional discussions better and more accurately.

6.2.3. Students' Having the Appropriate Vocabulary for Expressing Themselves While Doing PosPsy-based Tasks is More Important Than Their Level in EFL or Their Age

As it was not possible to reach a conclusion in connection with the best level or age for adopting PLE, teachers should experiment with tasks based on PosPsy in language classes across ages and levels and see what fits them best and what suits their classes with special attention to and feel for individual student differences. These individual differences also concern the teachers: PosPsy-based tasks should not be forced on teachers not only because it might be one more burden for them to bear but because not everyone would find these activities comfortable in every group or class.

6.2.4. Students Prefer It When They Can Do PosPsy-based Tasks on a Voluntary Basis

This hypothesis is related to the question of voluntary class work in general. It should also be reconsidered in schools, which ultimately raises the issue of students' motivation for class work. Rather than maintaining a rigid hierarchy, establishing a form of *partnership* with students and enhancing their self-awareness proved to be fruitful for the teacher-researcher (as a sort of alliance with the group was formed and students agreed that they would experiment with the PosPsy-based tasks). As the students also agreed in the interviews, forcing anyone to participate in the PosPsy-based tasks would not be desirable in the EFL classroom. Similarly, students should also be told about the nature and the aims of the tasks that are to be done beforehand as it might be a good way to let them make an informed decision whether to participate in PosPsy-based tasks or not.

6.2.5. For PosPsy-based Tasks, Progress and Success Should Be Redefined From the Point of View of Task-based Language Teaching

As the educational landscape, the material taught, and the skills and competences to be developed in education are constantly changing, a professional dialogue should be started on how *success* is defined in EFL education, and not just from an academic point of view. Specifically, *success* and *task completion* as well as the traditional defining key features of a *task* might be reconsidered in the case of PosPsy-based tasks. EFL teachers, when integrating PosPsy-based tasks, might need to find new ways to define the aims of their classes along non-traditional lines.

6.2.6. *Doing PosPsy-based Tasks During Lessons is More Tiring to the EFL Teacher Than Performing Their Usual Duties*

EFL teachers should be given assistance with the integration of PosPsy before and while implementing such an approach. First, they should be provided with opportunities to get trained in PosPsy, PE and PLE so they can acquire a firm conceptual basis for their class endeavors. Second, forming special interest groups in a school or across schools could help teachers build and maintain a supportive community with this specific focus, which, in the long term, might serve as a safety net and support system of like-minded professionals to them. Third, networking with teachers from other schools or even countries might also help teachers spread good practices amongst themselves.

6.2.7. *Teachers Should Be Provided With Knowledge on What Well-being-related Concepts Such as Mental Health, Positive Psychology, Positive Education and Even Well-being Entail to Enable Them to Embrace Positive Education*

The teacher participants were knowledgeable about ways of maintaining well-being in the EFL classroom, even though they differed in their understanding and definitions of the main concepts (*PosPsy, PE, PLE, well-being, mental health*, and *mindfulness*). For this reason, CPD should be offered to give them the opportunity to structure or re-structure their pre-existing knowledge and integrate new understandings of these concepts. In addition, if enhancing student well-being is agreed to be the responsibility of an EFL teacher, there should be a discussion about *how* to go about this and what *boundaries* should be observed. Furthermore, this responsibility, even if it was accepted as one by teachers, should not put more of a burden on them.

Instead, new ways should be found to educate students for well-being with the use of PosPsy while the workload of teachers is reduced to allow room for this new element in their job. Also, experimentation at the bottom level of education and disseminating the findings of research projects such as this dissertation might be useful at CPD events. In addition, an activity bank with PosPsy-based tasks and ideas should be offered to teachers and made freely accessible (e.g. *Mindfulsuli at* https://mindfulsuli.blogspot.com). Such a bank of resources should come with the opportunity to reflect on each activity in comments to make it easier for like-minded EFL teachers to share their experiences and thus help each other's practice.

One such attempt to offer a CPD event with content related to PosPsy was the pilot of an Erasmus training course (for its outline, see Appendix V) held at a Budapest-

based language school between 1st and 5th July 2024. There, 9 teachers from 4 EU countries participated in a 1-week course with a special focus on mindfulness and its integration into classwork. At the end of the training the participants were asked to design an activity or activity sequence that they might share at their own staff meetings or use in their classrooms. Making connection with the original idea of doing action research for this dissertation study, we might need to reiterate the six-stage model of action research that Cirocki (2013) mentioned.

As regards this dissertation, after (1) the statement of the issue, (2) data collection, (3) data analysis, and (4) the action planning, the Erasmus course might be considered as the fifth step. This also means that, to complete the action research cycle started by this thesis project, the feedback given at the end of the Erasmus course by teachers (see Appendix X) should still undergo thematic content analysis. Finally, more CPD events like this course should be organized for Hungarian teachers as well, and feedback should be acquired on those courses to see what kinds of CPD events and what content would benefit teachers.

6.2.8. *It is Possible to Integrate PosPsy Into EFL, With Both Benefits and Challenges*

Firstly, EFL teachers, taking their students' needs and individual differences into consideration, should decide whether having more non-L2 than L2 benefits is a problem for them or not. Also, as the integration of PosPsy is not restricted to EFL classes, teachers of other subject areas should consider experimenting with it (on languages other than English cf. Dewaele and Saito, 2024). Another implication of the dissertation is that work with PosPsy in the EFL classroom should not start with a bank of tasks that are later tailored to the course material, but the other way round. This way, EFL teachers might find it easier to integrate the PosPsy element into their class work because it might not lead to falling behind with the prescribed regular material.

6.2.9. *EFL Teachers Think That Change in Education Towards PE Should Be Initiated From the Bottom Level*

The teacher interviews attested that a shift towards PE cannot be uniform and should start in teacher training. For in-service teachers, CPD events on this subject seem necessary, while for pre-service teachers, it should feature in their training in two different ways. First, since the way one was taught has a great impact on their teaching when they enter the profession (cf. Lortie, 1975), the teacher trainers teaching at universities themselves

should be given the opportunity to get experience with PE and PLE. Second, trainees should be offered the opportunity to take part in courses designed to deal with this subject on a voluntary basis. This way, they can receive both first-hand experience and knowledge about PE and PLE through the actions and attitudes of their own trainers as well as the material of the courses offered to them.

Another way of initiating change in education might be to allow and enable *different* practitioners who are in regular contact with school students to work together towards students' well-being. Social workers, school psychologists, mental health specialists *and* teachers should be supported in a joint effort to maintain students' well-being, and, ultimately, achieve what a whole-school approach aims at: the well-being of their community.

6.3.   Directions for Further Research

Before detailing the research directions each statement might point to, it must be emphasized again that, as this dissertation is a qualitative exploration, the hypotheses that emerge from it should first be tested on a greater sample (cf. Maykut & Morehouse, 1994). With this qualification in mind, the next section discusses other possible research implications of the study based on the hypotheses listed in section 6.1.2. above.

6.3.1. Students Are Often Tired and Need in-class Activities for Reinvigoration

As regards this issue, the amount the types of rest students get and lack might be worth investigating based on quantitative methods, i.e., involving a lot of participants and big data samples. Similarly, it might be beneficial to research the refreshing effects of EFL classes (1) that use warmers, breakers, or coolers, but are not based on PosPsy, (2) that base certain in-class activities and tasks on PosPsy, and compare these two data sets, paying attention to certain factors that might bias the research (e.g. practice effect, Hawthorne effect, or maturation, cf. Dörnyei, 2007).

6.3.2. Students Experience All Sorts of Emotions While Doing PosPsy Tasks but Cannot Necessarily Differentiate Between Emotional States and Physical Sensations

Besides investigating how deep the emotional vocabularies of secondary EFL students in their L1 and L2 are, it would be important to explore how well they can differentiate between emotional and physical states and what their ability to do so depends on. As the input and the use of *emotional vocabulary* was mentioned in opposition to *grammar* in

the student interviews, another research direction might be to scrutinize secondary EFL students' opinions on learning grammar not only in PosPsy-based tasks but in any EFL activity.

6.3.3. Students' Having the Appropriate Vocabulary for Expressing Themselves While Doing PosPsy-based Tasks is More Important Than Their Level in EFL or Their Age

This hypothesis, too, should be tested via researching a large sample, and, if it is proven to be plausible, two issues should be explored further. On the one hand, concerning the language aspect of the tasks, it would be important to see what vocabulary exactly would be useful for carrying out PosPsy-based tasks (besides emotional vocabulary, see 6.3.2.). On the other hand, the age and the L2 level of the students should be measured and compared to how well they can participate in PosPsy-based tasks, using statistical analyses, especially correlation and regression analyses (cf. Dörnyei, 2007).

6.3.4. Students Prefer It When They Can Do PosPsy-based Tasks on a Voluntary Basis

Concerning the voluntary basis of task completion, the ways in which students can be motivated towards participation should be explored. To gain a deeper understanding of what influences their decision to partake in PosPsy-based activities, it would be useful to, first, carry out interviews with secondary school students to identify the factors that are relevant here and which should be tested with statistical analyses on a bigger sample.

6.3.5. In the Case of PosPsy-based Tasks, Progress and Success Should Be Redefined From the Point of View of Task-based Language Teaching

These two aspects of PosPsy-based tasks, and, ultimately, of PLE should be explored further through in-depth interviews carried out with EFL teachers who regularly use the TBLT approach and have also tried using PosPsy-based tasks in their classrooms. Here the aim would be to see what these practitioners consider to be a completed PosPsy-based task and, therefore, how PosPsy-based tasks can be best monitored in terms of students' progress and mood. In addition to that, desk research into PosPsy activities (such as the ones used by Seligman et al., 2009, or Mercer and McIntyre, 2014) and interventions might uncover the necessary elements of each activity, which can be later compared to the ones according to the task-based approach and the teachers who have been interviewed about their experiences.

6.3.6. Doing Pospsy-based Tasks During Their Lessons is More Tiring to the EFLTeacher Than Performing Their Usual Duties

As for the teachers' point of view, first, it would be important to investigate and determine what skillset is necessary for a teacher exactly to be able to lead PosPsy-based activities in the classroom and what kind of training is best to acquire it. In addition, it would be worth re-examining teacher roles further via in-depth interviews with special attention to their responsibilities towards student well-being.

6.3.7. Teachers Should Be Provided With Knowledge on What Well-being-related Concepts Such as Mental Health, Positive Psychology, Positive Education or Even Well-being Itself Entail to Enable Them to Embrace Positive Education

To be able to provide teachers with useful and need-oriented training opportunities, research on what teachers think and already know about the field is crucial. For this, mixed methods would be the best approach: via statistical analyses, teachers' knowledge of the above-mentioned concepts could be measured while interview studies might allow researchers to perform a needs analysis.

6.3.8. It is Possible to Integrate PosPsy Into FL, With Both Benefits and Challenges

Besides the factors of the age and L2 level of students mentioned before, more research would be necessary on the frequency and the timing of PosPsy-based tasks in EFL classes. Also, it would be important to see what influences the advisable length of each activity and the topics they can be built upon. To examine these aspects of PosPsy-based tasks, it would make sense to carry out research using a control group that has no exposure to PosPsy in EFL classes but is of the same age and position in the study program as the treatment group and do comparative statistical analyses. Finally, even if the interviews in this dissertation have revealed particular benefits and challenges, these two facets of PosPsy-based tasks should be researched further on the basis of a much bigger sample. This way, through correlation and regression analyses, it would be possible to see what factors influence the benefits or challenges that arise in lessons with a given group of EFL learners. Finally, following what Dewaele and Saito (2024) claimed, researching the use of PosPsy-based tasks might constitute a niche: adapting the same set of tasks to other languages or any other subject material and doing a quasi-replication study might allow for better understanding of PosPsy-based tasks in education.

6.3.9. EFL Teachers Think That Change in Education Towards PE Should Be Initiated From the Bottom Level

As has been shown, experimenting with PE and PLE can have a ripple effect and affect the whole school community. It would therefore be interesting for research to clarify how exactly a school community can benefit from a singular pedagogic experiment and what influences the way this ripple effect works. In other words, it would be important to investigate at the bottom level, in a school community, who the *mavens,* the *salespeople,* and the *connectors* are (cf. section 4.7.3.2., and Gladwell, 2002). Related to this, it would be worth exploring who, in the mind of educational staff, should be responsible for overseeing and supporting the implementation of a positive approach in a school community (see section 2.2.5). In line with such research efforts, there should be an assessment of human resources available to implement a shift towards Positive Education. Finally, exploratory, in-depth studies with several educators should shed light on several aspects of this change: the teachers' and stakeholders' opinions, willingness, and needs.

6.4.   The Possible Benefits of the Dissertation

All in all, this dissertation set about benefiting the research and teaching communities as well as the participants. As part of the two studies that followed the structure of action research, it should be noted here, that the cycle from *issue statement* through *taking action* to *result evaluation* (see Cirocki, 2013) is still incomplete. With the pilot of an Erasmus training (see 6.1.2.7.), the aim was to get closer to the end of the cycle, but there is still need for more opportunities like that in the Hungarian context, tailored more to the previous knowledge and the needs of practicing teachers.

Along this quasi-complete cycle, the dissertation may have benefited the research community by generating hypotheses and providing a deeper insight into the practicalities concerning the use of PosPsy-based tasks in the EFL classroom to maintain students' well-being. It may have also contributed to our pedagogical knowledge by providing information to teachers on another trend in foreign language education, PLE, which, at the time of the research carried out, might be like the plant in Figure 20 below: a new organism starting its life under conditions that were originally not created to foster its existence. Finally, the dissertation research, it is hoped, has been useful to the participants: students, as their post-hoc reflections show, experienced enhanced mood and enjoyment in the classroom, while teachers may have been given tools to use in their EFL classroom in the future in the form of the activity bank and through the reflective interviews. In

addition, this research endeavor benefited the teacher self in the teacher-researcher greatly: I have gained immense knowledge about my former students, my own practice, and the rapport between us, which helped me regain focus and become more reflective as an EFL teacher.

Figure 20.

A Possible Metaphor for Positive Education Growing in a Setting That Was Not Originally Designed for It.

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APPENDICES

The following figure can help the Reader navigate within the appendices section. In it, the appendices pertaining to data collection and analysis phases of Studies 1 and 2 are marked with combinations of blue and green, and brighter and darker blue, respectively.

Figure 21.

The Structure of the Appendices Section.
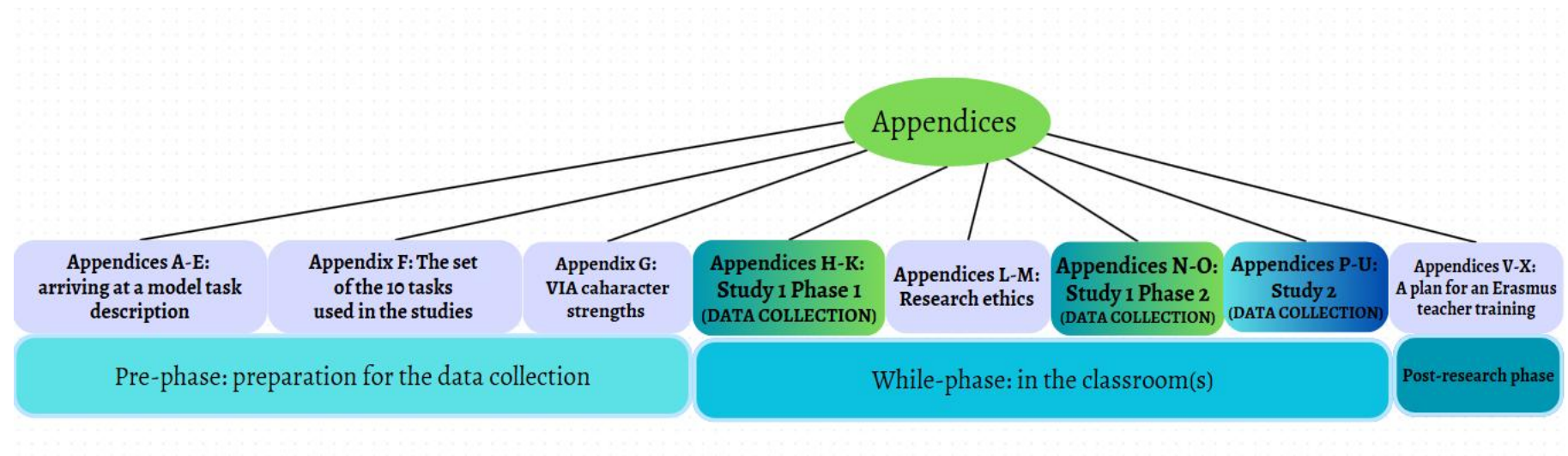
APPENDICES A-E: ARRIVING AT A MODEL TASK DESCRIPTION

Appendix A – A task description from Burdick, 2017 (p. 102.)

Basic Relaxation Breathing

A breathing exercise that is very helpful in deactivating the stress response and can really help kids and teens calm down anger and anxiety, consists of breathing air through the nose to the count of four and breathing out through the mouth to the count of eight. Thus, we activate the parasympathetic nervous system twice as long as the sympathetic nervous system with a net result of calming our physiology and stress responses.

Teach them this simple technique and encourage them to use it during their day as often as they think of it, particularly if they are angry, stressed out, worried, or upset. It is an excellent way to increase their ability to self-regulate.

> "Breathe in through your nose to the count of four and out through your mouth to the count of eight. When you breathe out, purse your lips and blow gently like you are blowing a bubble. This will help you slow down the exhale. Don't worry if your nose is stuffy, just breathe in and out through your mouth instead.
>
> Inhale through your nose: 1-2-3-4.
>
> Exhale through your mouth with lips pursed, blowing gently, like blowing a bubble: 1-2-3-4-5-6-7-8."

Repeat 3-4 times.

Be sure to observe them when they are learning this to make sure they are breathing in slowly and then breathing out twice as slowly. Often, kids will inhale very rapidly to get a big breath. This is counterproductive and may activate the stress response instead of deactivating it.

Appendix B – A task description from Revell & Norman, 1997 (p. 55.)

Positive-negative transfer

Put 50 toothpicks into your left-hand pocket. Every time you have a negative thought, transfer one to your right-hand pocket. The average person transfers all 50 toothpicks within 15 minutes!

Now try transferring the toothpicks back to your left pocket every time you have a positive thought. How quickly can you transfer them this time?

Appendix C – A task description from Revell & Norman, 1999 (p. 12.)

Achievable goals

Purpose

To help students clarify an objective and therefore make it more achievable

Language focus

Want, will

PROCEDURE

- Ask students individually to write down a goal.

- They share their ideas with a partner.

- Explain to students the way we express a goal to ourselves – that the way we put it in words and think about it – makes it more or less achievable. The clearer and the more thought-out the goal, the better. They work with a partner through the worksheet checklist of questions on the next page.

- Students write the final version of their goal on a sheet of paper, put their name on it and hand it in to you. You could then:
  - look at what they have written, keep a record and hand them back – giving individual advice on improvements and follow-up where necessary.
  - put the papers up on the noticeboard or wall (with agreement) so everyone can read each other's and offer support and advice.
  - read them out anonymously, pausing to allow people to offer support and advice.
  - suggest they pin up their goal somewhere prominent where they will see it every day.
  - do a combination of the above.

Comment

This activity can be done in English with an advanced or intermediate group. Lower-level monolingual classes can initially write their goals in their mother tongue. Then they ask each other and the teacher to help them express what they want to say in English.

Appendix D – A task description from Revell, 2018 (p. 29.)

Three speak as one

Focus   To promote careful listening and quick thinking.

Level   Intermediate to advanced

Time   5 minutes per round

Preparation   None

In class

1 Invite three students to come and sit at the front of the class, facing the others. They are, collectively, the expert in something, and it is for the class to decide what they are expert in. (Elicit ideas for the rest of the class to choose from – it might be English, geography, baking, paddle boarding, DIY, salsa… anything.)

2 Give the class a moment to think of and write down possible questions on the chosen subject.

3 Ask someone to put the first of the three questions to the expert.

4 Explain that to answer the question, the three students must take it in turns to add just one word. The combined words must make sense and work grammatically, and they must keep going until they arrive at a possible end of the sentence. So with three students, A, B, and C, you might get something like:

A   To

B   answer

C   your

A   question

B   I

C   think

A   that

B   the

C   most

A   important

B   thing

C   thing

A   is

B   um…confidence!

5 Ask the class if they're happy with the answer. If not, ask the expert to elaborate.

6 Move on to get answers to the second and third questions (started by B and C respectively.)

Appendix E – A model task description (*Mindfulness of sounds)*

1 Mindfulness of sounds

	description of task	your comments, reflections
General focus [the pedagogical goal to reach by doing the task.]	to focus attention on noises and arrive in the present moment; to listen to each other while speaking	
Language focus [the linguistic goal to reach by doing the task]	narrative tenses OR modals for deduction OR feelings vocabulary OR sounds vocabulary (or any other vocab focus you want to have)	
Language level [the level the learners should be at in order to be able to perform the task (according to the *Common European Framework of Reference* levels, 2001)]	B1 (and upwards)	

Time [the amount of minutes that should be allocated to doing the task with students]	5-8 minutes	
Preparation [the type of activity that the teacher needs before starting the task]	recording 1 minute of street noises/nature sounds using a mobile phone (can be done anywhere; however, for recording others' voices, permission is necessary)	
Description of procedures [a detailed plan of how to conduct the activity, step by step]	1 the Teacher tells Students they are going to listen to some sounds and their task will be to listen carefully to what they can hear 2 the Teacher plays a 1-minute recording prepared in advance 3 After the hearing the recording, Students are asked to turn to a partner and tell them about their experiences; the Teacher asks Students a guiding question based on what they want to practice with the Students *narrative tenses – Where were you? What were you doing?* *modals for deduction – What do you think might have been heard on the recording?*	

	feelings vocabulary – What feelings would you relate the things you heard to? *sounds vocabulary – What sounds could you hear?* 4 Teacher goes around monitoring 5 If needed, in the end, the Teacher leads a quick sharing circle in the end.	
Anticipated problems [a note on where the task can go sideways and what may be done about it on the part of the teacher]	can be a warmer or a cooler outside noises cannot be excluded (and shouldn't be) Students themselves may make noises – allow it some Students might be reluctant to participate or close their eyes – allow it some Students might find it hard first to "come back" and open their eyes in the end	
Predicted outcomes [any kind of product the learners are expected to produce upon performing the task]	spoken language using narrative tenses OR modals for deduction OR feelings vocabulary OR sounds vocabulary (or any other vocab focus you want to have)	

Positive Psychology-based tasks in the secondary EFL classroom in the Hungarian context

A booklet for Teachers

written by

Tamara Schüszler

Language Pedagogy PhD programme

Eötvös Loránd University

Introduction

1 What is this booklet about?

This booklet has 10 Positive Psychology-based activities that you may want to try with a group of students. The activities meet the criteria for task-based language teaching in the sense that they require target language use on the students' part while having a real-life element as their integral part. Besides that, in their content, the tasks can all be related to how students can thrive, cope, and maintain their mental health.

2 What is Positive Psychology?

Positive Psychology is a new field within psychology, dating back to the early 2000s, when the newly inaugurated president of the American Psychological Association, Martin Seligman proposed that psychologists shift their professional focus from what can go wrong in a person's psyche to what and how can function properly. This meant a turn from psychology as victimology to how and why people thrive (Csíkszentmihályi and Seligman, 2000). Positive Psychology, however, is different from bare (and toxic) optimism and generally learning to be happy, as it rather focuses on people overcoming difficulties instead of denying those difficulties, hence becoming "the empirical study of how people thrive and flourish" (MacIntyre & Mercer, 2014, p. 154.).

3 What is mindfulness?

Originally, mindfulness is a meditative approach in Buddhism (Kirmayer, 2015). In the Western world, it appeared among interventions aiming at reducing stress among clinically depressed patients. A secular definition is given by Kabat-Zinn, who established such interventions first, as follows: "Mindfulness is the awareness that emerges from paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994, p. 4).

4 What are the following tasks based on?

Below you can find 10 tasks that are based on Positive Psychology. Certain activities were adapted from resource banks and others were designed and piloted with students by me.

5 What is asked of You?

I am a high school teacher based in Budapest, currently working on my dissertation study at Eötvös Loránd University, and I am interested in how in-service teachers see and what their experiences are with the tasks I designed. Therefore, I would like to invite you to try at least 2 of the following tasks with one of your groups and, also, to take part in a follow-up focus group interview online regarding your experiences.

You will find that the tasks, just like any other, might have to be tailored to the needs of your own group – feel free to do that! Also, I am very interested in those modifications and your motivations for them. I really hope to make this booklet more and more user-friendly over the course of time; that is why I appreciate any feedback you may have.

6 How can you get help if you get stuck?

As some of the tasks might be out of the ordinary, I would like to state here that you are not left on your own with them. First of all, feel free to choose tasks that you feel comfortable with – in the way you feel adequate to your situation. If you have questions or need help regarding the tasks, you can always reach me at tamara.schuszler@gmail.com; also, if you feel it is necessary, I will be happy to set up a Teams meeting where we can talk about your questions.

Finally, I would like to thank you for your time. I understand that teachers have a lot on their plates all year long and that we all need to economize with our resources.

Thank you for reading this and considering helping me out.

Tamara Schüszler (Tama 😊)

3rd year PhD student

Language Pedagogy PhD programme

Eötvös Loránd University

1 Mindfulness of sounds

	description of task
General focus [the pedagogical goal to reach by doing the task.]	to focus attention on noises and arrive in the present moment; to listen to each other while speaking
Language focus [the linguistic goal to reach by doing the task]	narrative tenses OR modals for deduction OR feelings vocabulary OR sounds vocabulary (or any other vocab focus you want to have) SPEAKING
Language level [the level the learners should be at in order to be able to perform the task (according to the *Common European Framework of Reference* levels, 2001)]	B1 (and upwards)
Time [the amount of minutes that should be allocated to doing the task with students]	5-8 minutes

Preparation [the type of activity that the teacher needs before starting the task]	recording 1 minute of street noises/nature sounds using a mobile phone (can be done anywhere; however, for recording others' voices, permission is necessary); you can also experiment with opening the window, which is particularly funny if the garbage truck is due to come today. ONLINE version: in a main meeting where everyone is muted except for the teacher; Teacher sharing screen with sound also shared and playing the recording that way.
Description of procedures [a detailed plan of how to conduct the activity, step by step]	1 The Teacher tells Students they are going to listen to some sounds and their task will be to listen carefully to what they can hear 2 The Teacher asks Student to close their eyes and plays a 1-minute recording prepared in advance (alternatively, can play any recording containing street/corridor noises). 3 After the hearing the recording, Students are asked to turn to a partner and tell them about their experiences; the Teacher asks Students a guiding question based on what they want to practice with the Students *narrative tenses – Where were you? What were you doing?* *modals for deduction – What do you think might have been heard on the recording?* *feelings vocabulary – What feelings would you relate the things you heard to?*

	sounds vocabulary – What sounds could you hear? 4 Teacher goes around monitoring 5 If needed, in the end, the Teacher leads a quick sharing circle in the end.
Anticipated problems [a note on where the task can go sideways and what may be done about it on the part of the teacher]	can be a warmer or a cooler outside noises cannot be excluded (and shouldn't be) Students themselves may make noises – allow it some Students might be reluctant to participate or close their eyes – allow it some Students might find it hard first to "come back" and open their eyes in the end
Predicted outcomes [any kind of product the learners are expected to produce upon performing the task]	spoken language using narrative tenses OR modals for deduction OR feelings vocabulary OR sounds vocabulary (or any other vocab focus you want to have)
your comments, reflections	
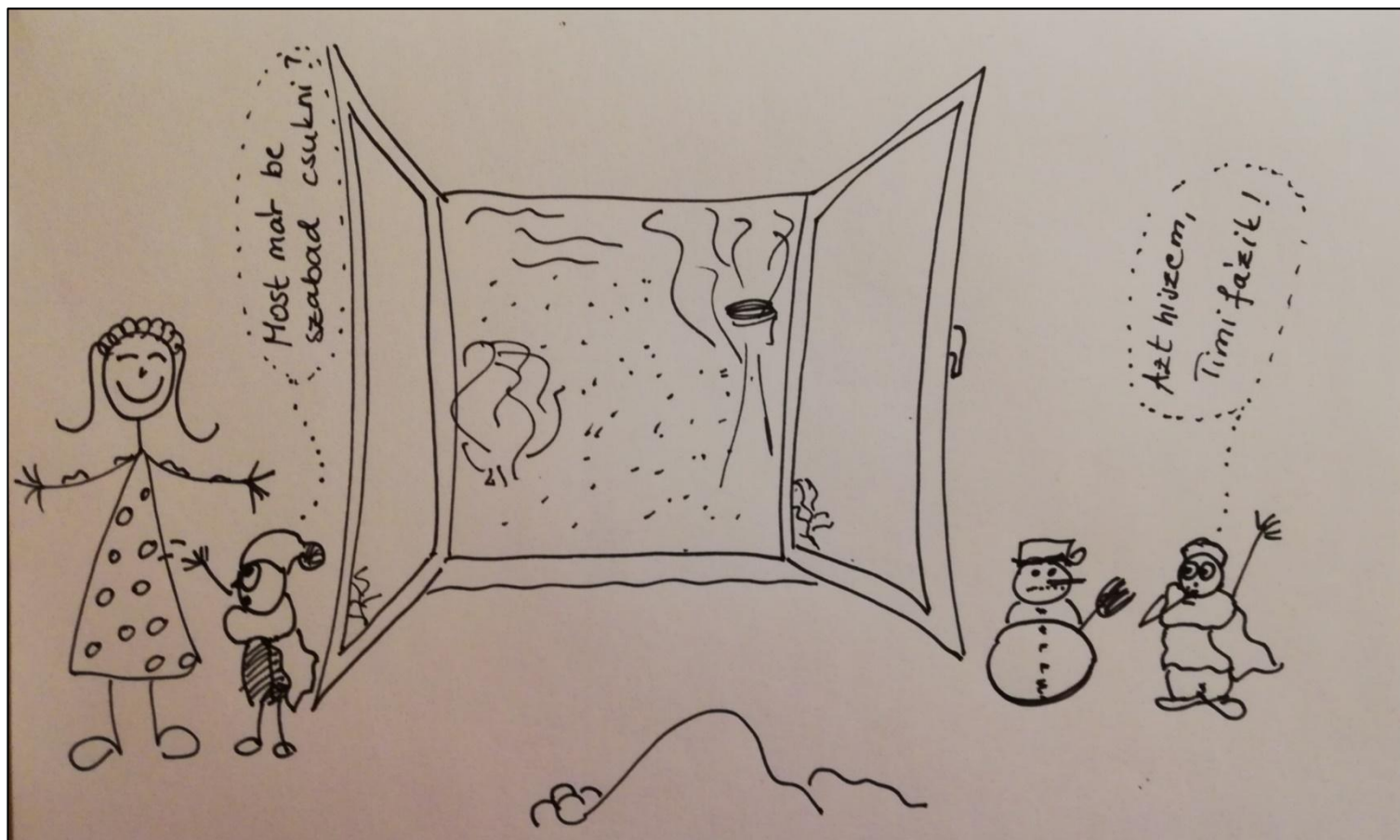
2 Mindfulness of your journey through sounds

		description of task
General focus		to focus attention on noises and arrive in the present moment; to focus in the other person's story
Language focus		narrative tenses OR gerunds; LISTENING AND SPEAKING
Language level		B1 and upwards
Time		12-15 minutes
Preparation		phone needed, Wi-Fi connection needed speakers may be needed some experimentation is necessary with the website (2 min) ONLINE version: in a main meeting where everyone is muted except for the teacher; Teacher sharing screen with sound also shared and playing the sounds that way.

Description of procedures	1 The Teacher tells Students they are going to listen to some sounds and their task will be to listen carefully and imagine they are on a journey. 2 The Teacher asks Student to close their eyes and plays different sounds from the website https://asoftmurmur.com/ by using the volume buttons to adjust the intensity of the sounds. 3 After the hearing the recording, Students are asked to turn to a partner and tell them about their journeys; the Teacher asks Students a guiding question based on what they want to practice with the Students *Where were you? What were you doing? OR* *What could you hear happening?* 4 Teacher goes around monitoring 5 If needed, in the end, the Teacher leads a quick sharing circle in the end.
Anticipated problems	There is no set order to which sound should come after which, so you can experiment. 😊 Using a JBL speaker or a PC with speakers is way more useful than only a phone as the phone is not loud enough. If the site is not working, you can search for other *ambient sound sites or brown noise sites* and use other options.
Predicted outcomes	narrative tenses OR gerunds (e.g. I could hear crickets chirping) used in speaking some Students might be reluctant to participate or close their eyes – allow it

your comments, reflections	
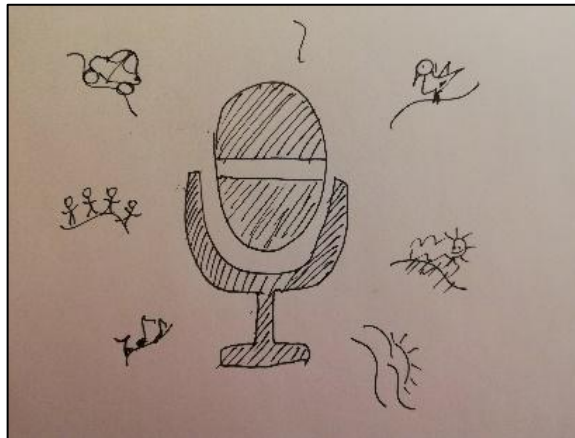
3 A Pre-test Breather/Mindfulness of Tasks

		description of task
General focus		to focus attention on noises and arrive in the present moment; to focus on the other person's story
Language focus		any language focus WRITING
Language level		B1 and upwards
Time		3 minutes
Preparation		none ONLINE version: the instructions can be put into the first section of the test or the description; the marking done by students can be done in a private message sent to the teacher, meaning that Students send the number of the starred task to the teacher via private message. Alternatively, if students can see the whole test at once, the Teacher may initiate a poll where everyone can mark which task they would star for themselves.

Description of procedures	Before Students take a test, the Teacher helps them arrive in the present moment by giving the following instructions (in italics). Before starting the activity, the Teacher clarifies that Students will be breathing and that it is important that their breathing out is longer than their breathing in. *Take a deep breath.* (T can count to help the process – 1-2-3 – 1-2-3-4-5 to helps Students make the exhalation phase longer than the inhalation). *Think of yourself. Have you studied? Think of one thing you know really well. Write it down.* *Now look through the test sheet. Can you find it anywhere? Put a star next to it.* *Start with that exercise.*
Anticipated problem	Students might not know the words inhale/exhale. Then, just avoid them by saying breathe in/breathe out. The inhalation has to be longer than the exhalation because otherwise, Students may feel like they are short of breath, which may lead to more stress. Students need to be assured that the Teacher will NOT grade this activity or any product of it. Some students might be reluctant or too nervous to take part – allow them to sit back and observe.
Predicted outcomes	Students may produce written language even before starting the test – this may also tell the Teacher what areas were problematic and what were easy for them (see the ones Students starred for themselves).

your comments, reflections	

jTest – File 2 health and clothes   NAME

Task1. Before you start writing, do the following, please. (No points, no worries.)
Take 3 deep breaths.
Think of yourself. Have you studied? Try to picture something that you remember, something that you KNOW.
Now look at the paper. Is there anything that is the same? Put a star next to it and start with that part. Good luck. ☺
Task1. What are the following? Write sexy words, please. (10)   **GRADING STARTS HERE**

4 A Mindful Cycle / Full Body Scan

	description of task
General focus	to perform a full body scan by observation to focus on the present moment
Language focus	the body vocabulary feelings vocabulary WRITING or SPEAKING
Language level	B2 and upwards
Time	20-25 minutes
Preparation	a board and chalk/markers may be needed ONLINE version: first in a main meeting; then, in breakout rooms (sharing part).

Description of procedures	The Teacher talks Students through this activity, step by step, by giving the following instructions, and then pausing:
	We will complete 4 steps and observe 4 different things now. Come with me, I will set the pace for that.
	Step1 Observe your thoughts. What is on your mind right now? Do not go with the thought, just let it flow through you as if they were clouds in the sky. You are not the weather but the sky. Take notes / Discuss with partner.
	Step 2 How do you feel in connection with those thoughts? Take notes / Discuss with partner
	Step3 Where can you localize those feelings in your body? Take notes / Discuss with partner
	Step4 What are you doing about it? Would like to change that bodily feeling? Take notes / Discuss with partner
	NB if they change the bodily feeling, it may change the whole cycle: they may even lower their anxiety level. At the end, the Teacher can point that out with an example (e.g. I have thoughts about my Physics test coming up, I can detect anxiety as a feeling, and I can feel a lump in my throat so I decide to take a deep breath 3 times.)
	The Teacher can demonstrate the cycle by drawing a stick figure on the board and adding more details to the drawing as part of each step. (See drawing below.)
Anticipated problems	Some students might be reluctant to take part – allow them to sit back and observe.
	Some students might find it difficult to talk about their thoughts, feelings, bodily sensations in English – in this case, drawing and taking notes should be encouraged.
Predicted outcomes	a drawing or notes with their observations
	if done as a speaking activity, up to 10 minutes of conversation in the foreign language

		description of task
General	focus	to make observations and tell others about them to focus on the other person's story
Language	focus	narrative tenses LISTENING AND SPEAKING warmer/cooler
Languag	e level	B2 and upwards
	Time	preparation in advance + in class: approximately 15-20 minutes, depending on how many pairs the Teacher wants to form.
Preparatio	n	This activity must be carefully prepared Instructions need to be given at least 1 week in advance ONLINE version: in a meeting, using breakout rooms.

Description of procedures	This activity needs preparation on the Students' part – they will need to use their phones or the internet. The Teacher first gives them these instructions: *You may be familiar with memes made from tweets that start by saying 'I was today years old':* *So today, please just observe. Try to find something online or offline, at home or outside that is brand new. Find something that has always been under your nose but you never realised it.* *Please bring the picture/your finding to our class next week.* Then, the Teacher gives Students a week's time to take a snap of something they have just found; also, they remind the Students not to forget about this task. When the time comes, Students bring their photos to class and share them with their peers in a speed-dating setting, which means that Students form two lines, facing each other, having their phones in their hands, and then take turns in talking about the pictures. Every 3 minutes, one line moves so that the partners are changed, leaving the Students room for more conversations than one.
Anticipated problems	This activity can be turned into an online one easily and may even encourage students to leave their flats, so in the case of online classes, this may be a good breaker; however, timing has to be carefully watched if the Teacher is to send students out "for an adventure" during an online class. It may be a better idea to assign this as extra homework – with careful and superb marketing, "selling" the idea first. In order to do that, the Teacher might need to show Students memes from the web titled "I was today years old"; alternatively, this task bank also comes with a few pictures that can be used and that are not copyrighted (see the next page).

Predicted outcomes	spoken language produced
your comments, reflections	

ÁRPÁD HÍD   RÓZSA GYÖRGY ÚT   LE

TALP- és GYÓGYMASSZÁZS

love.

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6 Mindfulness of your goals / Growing a Tree

		description of task
General focus		to focus on achievements, goals, and resources that are present in our lives
Language focus		personality traits vocabulary OR education/family vocabulary WRITING
Language level		B1 and upwards
Time		15-20 minutes
Preparation		Students need sheets of paper and pens ONLINE version: can be done in a main meeting or the instructions can be copied from below in a post if Students are autonomous enough.

Description of procedures	Teacher tells Students they will need a sheet of paper and a pen to draw. She also projects the slide on the PPT which shows one of her previous creations.[6]
	Then, she tells Students they will create something similar.
	T asks Students to follow her instructions carefully and keep to the order in which she tells them to draw the tree.
	Start drawing a tree in your exercise book. Do it step by step as I'm guiding you through it.
	• *The roots should be things you get your drives and energy from. What are these resources? They can be quite complex. Try to put everything there, all your drives. There may be connections between them as well. Feel free to draw them.*
	• *Now focus on the leaves. They should be your goals. What do you want to achieve? What is among your leaves? What fruit can you find on your tree? What can you write on the big branches?*
	• *Now look at the trunk. This is where you are now. What can you draw there? What do you have right now at hand that can help you? Don't worry if the trunk is not very thick now, but make sure you have something in the trunk.*
	As a follow-up, the Teacher tells Students to keep this tree. They do not elicit feedback from Students if they do not want to give feedback BUT
	it is necessary to wind down by saying the following:
	Remember that no two trees are the same and a tree always keeps growing and changing. You may lose some of your leaves, you may lose some of your roots and you may grow new ones as well. Your trunk may also change a lot.
	But remember, if you go to a forest, there isn't a tree that would be ugly. All trees are beautiful.

Anticipated problems	Some Students may find it hard to draw a tree – if the Teacher also draws on the board, it may help them with this uneasiness. No one should be forced to show their tree to anyone. Also, some Students may find it hard to list their achievements and their plans – the Teacher has to put it firmly that having very little idea about these issues is OK and that a tree is an ever-growing creature, not racing with anyone.
Predicted outcome	a collection of motivation-specific vocabulary a drawing of a tree (see a blurred example below)
your comments, reflections	

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[6] Note: In psychology, the Baum Test (also known as Koch's Tree test) builds on the client drawing a tree and is used as a projective test in many countries (Stevens and Wedding, 2015). Similar as it may seem tot hat test, this task is not a test, nor does it aim at measuring anything. The concept of a tree is merely used as a tool to help students reflect on three different aspects of their lives.

7 Mindful Pauses

		description of task
General focus		to perform a full body scan by observation to focus on the present moment
Language focus		the body vocabulary feelings vocabulary WRITING or SPEAKING
Language level		B2 and upwards
Time		2-minute slots, as many as the teacher wants
Preparation		a board and chalk/markers may be needed phone necessary for setting the alarms ONLINE version: in main meeting, reminding students of the reflection times or in posts, outside a meeting.

Description of procedures	This is a variation of Task 4 Full Body Scan in this set, so before doing this, Students should be familiarised with the main activity.

The Teacher refers back to the mindful cycle activity and makes sure Students remember how the task is done by eliciting the steps from Students. The Teacher can help Students at the beginning to remember the cycle by drawing a stick figure on the board and adding more details to the drawing as part of each step.

Then, the Teacher tells Students that during the course of today's class, they will stop at random times to assess how they are in the moment, but only for 2-minute slots to have quick reflections. The Teacher also tells Students that they should write down their findings in each case. Also, it should be noted that these pieces of writing will not be shown to anyone.

Then, the Teacher agrees with Students on a ringtone for the reminders and sets their phone at random times (e.g. 9.52, 10.11, 10.23). Then, they start the normal course of the class.

When the alarm goes off, the Teacher stops whatever they are doing and reminds Students to have their 2-min reflection.

At the end of the class, the Teacher asks Students altogether to give feedback on how they think regular reflections went for them.

The task is based on an activity designed by associates within the Mindfulness in Schools Project in BRiain. For more information and the original, see the video *Mindfulness in Schools: Richard Burnett at TEDX WhiteChapel* (n.d.). at https://www.youtube.com/watch?v=6mlk6xD_xAQ&ab_channel=TEDxTalks (Retrieved 23 September 2021) |

		Some students might be reluctant to take part – allow them to sit back and observe.
Anticipated problems		Some students might find it difficult to talk about their thoughts, feelings, bodily sensations in English – in this case, drawing and taking notes should be encouraged.
Predicted outcome		a drawing or notes with their observations
your comments, reflections		
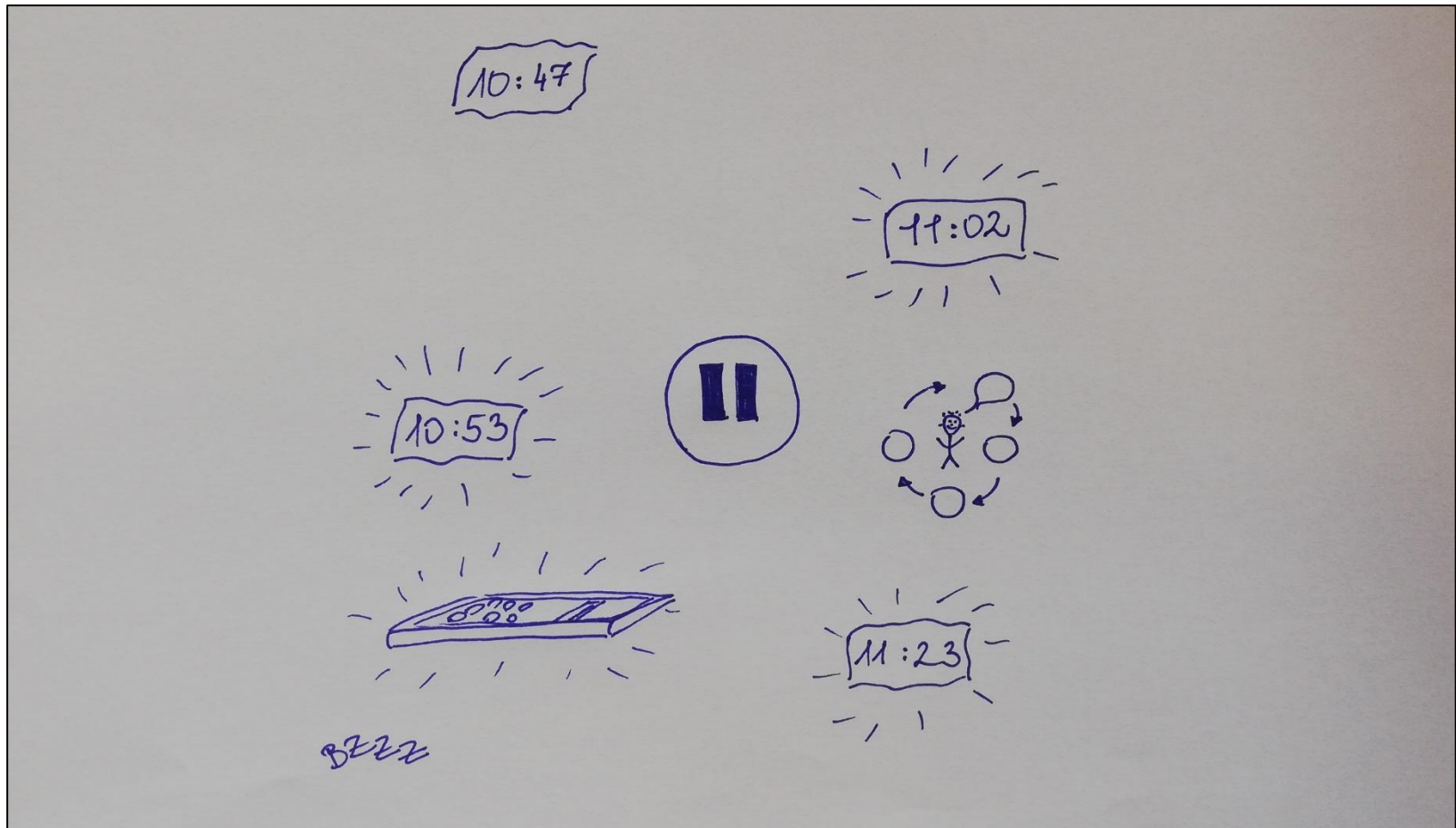
8 Mindfulness of Your Body / At Lake Balaton

		description of task
General focus		to energize Students by doing some physical movements
Language focus		pronunciation
Language level		A2+ and upwards
Time		8-10 minutes
Preparation		a list of words the pronunciation of which is to be practiced ONLINE version: in a main meeting, with the Teacher's camera definitely ON

Description of procedures	The Teacher guides Students through an imaginary journey at Lake Balaton giving the following instructions: *Imagine you are at Lake Balaton.* *It is very hot here.* [starts fanning themselves with both hands so that hands and arms become active] *It is so hot you walk into the lake.* [imitates walking and thus makes Students stand up; stays in one place] *As you are standing in the lake, you can feel gentle waves.* [moves arms and hands as if they were touching the water in front of them] *You see your peers and join them to enjoy the echo you can hear. You shout the words you hear to check if Tihany echo is real.* [Teacher starts saying the words to be pronounced by Students and expects Students to echo the words] *After a while, you get bored with the echo, so you start playing with your peers.* [Starts doing fingers flicks, imitating as if they wanted to sprinkle water on others gently] *After you've got bored with the game, you walk out of the lake to do some sunbathing.* [imitates walking in one place again; asks Students to sit down]. These activities may make Students more active physically, to "release the beast" and breathe while echoing, while finger flicking is said to be especially useful in stimulating the nervous system. For more info, se the video *NIA Fingerflicks With Carlos Rosas* (n.d.), Retrieved 23 September 2021 from https://www.youtube.com/watch?v=F3M28svh9vo&feature=emb_title&ab_channel=Nia-Anniann-AnnChristiansen
Anticipated problems	Some Students may not want to participate – allow it, not everyone might feel comfortable with their bodies at all times and they do not have to. The activity can go sideways if the group is not disciplined enough so it may well be worth doing something temperature taking in advance.

Predicted outcome	pronunciation of words drilled	
your comments, reflections		

9 Mindfulness of Your Mood / Weather Reporting

		description of task
General focus		to focus attention on what mood Students are in (this also helps Students to arrive in the moment) to take the temperature of the group
Language focus		weather vocabulary OR any vocabulary the Teacher wants to focus on
Language level		B1 and upwards
Time		12-15 minutes, depending on the size of the group (1 min per person)
Preparation		no specific preparation necessary ONLINE version: in a main meeting, using the chat box to post the words

Description of procedures	Use a concept borrowed from the world of nature and wildlife (ETC) to describe yourself. What are you today? An animal? A plant? A force of nature? Try to think about it and be as specific as possible And just remember: anything you choose from nature is all right now, there are no wrong answers. If it is easier, you may want to draw it for yourself. Let me start by saying what I am today: *today, I am a stream in a forest. I am running fast, I'm in a peaceful environment. I have connections with many creatures - fish, plants, trees - , and I'm also connected with non-living things like rocks, and pebbles. I can feel that I'm going somewhere and I can feel how I'm sliding through my path.* So, what are YOU today? This activity is a well-known one, can also be found in Revell (2018), for example.
Anticipated problems	Some Students may not come up with colourful language if they do not know the vocabulary. Some Students may use too little or too long a time to share why they have chosen a certain phenomenon. This has to be monitored by the Teacher, with a lot of respect.
Predicted outcome	vocabulary practiced information for teacher on what activity the Students are ready for on a specific day mentally
your comments, reflections	

10 Mindful Storytelling / Reverse it!

		description of task
General	focus	to focus attention on noises and arrive in the present moment; to focus in the other person's story
Language	focus	narrative tenses OR future tenses OR narrative present; LISTENING AND SPEAKING
Languag	e level	B1+ and upwards
	Time	15 minutes (3 min for instructions, 4-4 for speaking, the rest for setting up the face to face or online classroom)
Preparatio	n	no specific preparation necessary ONLINE version: starting in a main meeting, and then sending Students into breakout rooms; cameras should be ON for this activity

Description of procedures	First, Students are paired up by the Teacher, and s/he asks Students to put their palms on the desks. Then, the Teacher asks guiding questions:

- *What is the temperature of the desk like?*
- *What is the surface of the desk like?*
- *Is it clean or dirty?*
- *What day is it?*
- *What were your plans for last week?*
- *What happened to you last week?*

Then, in the pre-task phase, the Teacher asks Students to write down whatever comes to their mind in connection with their past week – in chronological order. After this, Students are asked to turn to their partners and, using their notes if necessary, they retell their previous week, in chronology, ending up in the present moment. To show that they have finished, the Teacher asks Students to put their palms back on the desk once they have reached the present moment. Before starting, the Teacher emphasizes that the endpoint of storytelling should be the present moment; therefore, Students should only lift their palms if they speak, and once they get back to the present moment, they should put their palms on the desks again.

During the activity, the Teacher monitors Students' progress – they should arrive at present moment by the end of the activity. The Teacher checks progress by watching the palms on the desks.

As a follow-up (post-task), the Teacher asks Students again about the temperature, the surface, and the dirtiness of the desk; she also emphasizes that they should be here at the present moment, and that the higher the temperature of the desk is, the more present they were in the preceding minutes. |

Anticipated problems	Some Students might find it hard to do storytelling, and not just in reverse order.
	The tenses to be used should be agreed on before the activity. (Keep it simple.)
	Some Students may state they do not want to think about what is ahead of them; accept it.
Predicted outcomes	spoken language produced
your comments, reflections	

Checklist against criteria in this dissertation study

task-based language teaching (TBLT)	target language use (see Nunan, 2004)	
	activity of students towards a goal (see Skehan, 2009)	
	a real-life element (see Skehan, 2009)	
Positive Psychology (PosPsy)	content is related to how students can thrive, cope, and maintain mental health (see Seligman & Csíkszentmihályi, 2000)	
mindfulness (MF)	focussing one's attention as integral element (see Kabat-Zinn, 1994, and Langer, 2003)	

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Skehan, P. (2009). A framework for the implementation of task based instruction. In K. Van den Branden, M. Bygate, & J. M. Norris (Eds.), *Task-based language teaching: A reader* (pp. 83-107). John Benjamins Publishers.

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APPENDIX G – VIA CHARACTER STRENGTHS.

source: *Strengths-based activities and exercises.* (n.d.).

https://www.viacharacter.org/resources/activities Retrieved 8 January 2024

Appendix H – Instrument 1 - The post-hoc Google Form used in Study 1 phase 1 for
gathering student feedback)

Kedves Résztvevő!

*Ennek a kérdőívnek a segítségével szeretném megérteni a disszertációs kutatásom
részeként, mit gondolsz a feladatokról, melyeket ezen az órán csináltunk. A válaszadás
nem kötelező, de nekem sokat segítenél vele, és bármikor megszakíthatod. A kérdőív
kitöltése anonim, az adataidat bizalmasan kezelem, és így az azonosításodra nincs
módom a továbbiakban. A válaszaidat csak kutatási célokra fogom használni.*

Amennyiben kitöltöd ezt a kérdőívet, ezt elfogadod.

Körülbelül 7 percet vesz igénybe az ív kitöltése.

Köszönöm a segítséged!

BIO

Először hadd tegyek fel néhány általános kérdést.

Hány évesen kezdtél el angolt tanulni?

Mi a második idegen nyelved? spanyol/olasz/francia/latin

Van B2 szintű (középfokú) nyelvvizsgád angolból? igen/nem

Van C1 szintű (felsőfokú) nyelvvizsgád angolból? igen/nem

2. rész

Most szeretném, ha végiggondolnád a feladatokat, amiket órán csináltunk.

1. Hogy érezted Magad a feladatok ELŐTT? Használj legalább 3 melléknevet az
   érzéseid leírására. Nyugodtan írj pozitív és negatív dolgokat is, őszintén.

   _____

2. Hogy érezted Magad a feladatok ALATT? Használj legalább 3 melléknevet az
   érzéseid leírására. Nyugodtan írj pozitív és negatív dolgokat is, őszintén.

   _____

3. Hogy érezted Magad a feladatok UTÁN? Használj legalább 3 melléknevet az
   érzéseid leírására. Nyugodtan írj pozitív és negatív dolgokat is, őszintén.

   _____

Section3

4. Ha el kellene mesélned egy diáktársadnak, milyen feladatokat csináltunk, milyen elemeket emelnél ki?

_____

5. Ha el kellene mesélned egy tanárnak, milyen feladatokat csináltunk, milyen elemeket emelnél ki?

_____

6. Szerinted mitől lehetnének ezek a feladatok hatékonyabbak az angoltanulás szempontjából?

_____

7. Szerinted miért lenne vagy nem lenne érdemes ilyen feladatokat rednszeresen csinálni angolórákon?

_____

8. Ha van bármi más megjegyzésed, kérlek, ide írd.

_____

Nagyon köszönöm a segítséged és hogy ezzel támogatod a munkám! 😊

https://forms.gle/mQrQjUPcrfa2DjmQ7

Appendix I – Instrument 1 – English translation of the post-hoc Google Form used in
Study 1 phase 1 for gathering student feedback)

Dear Participant,

*as part of my dissertation research, with the help of this form, I would like to
understand what you think about the tasks we did in this class. You are not obliged to
give any responses but you would help me a lot by doing so, and you can interrupt the
process at any point. The form is anonymous, and I will treat data gathered
confidentially, leaving no opportunity to identify you afterwards. Your answers will only
be used for research purposes. If you fill out this form, you accept it.*

Filling out the form takes approximately 7 minutes.

Thank you for your help.

BIO

First, let me ask you some questions in general.

How old were you when you started learning English?

What is your other second language?

Do you have a B2 level language exam certificate in English? yes/no

Do you have a C1 level language exam certificate in English? yes/no

Part 2

Now I would like you to think through the tasks we did in this class.

1. How did you feel BEFORE doing the tasks? Please use at least 3 adjectives
   to describe your feelings. Feel free to write positive or negative things as
   well, feel free to be honest.

_____

2. How did you feel WHILE doing the tasks? Please use at least 3 adjectives to
   describe your feelings. Feel free to write positive or negative things as well,
   feel free to be honest.

_____

3. How did you feel AFTER doing the tasks? Please use at least 3 adjectives to
describe your feelings. Feel free to write positive or negative things as well, feel free to
be honest.

_____

Section3

1. If you had to tell a peer of yours what kind of tasks we did in class, what elements would you point out?

_____

2. If you had to tell a teacher what kind of tasks we did in class, what elements would you pinpoint?

_____

3. How do you think these tasks could be more effective in terms of your English language development?

_____

4. Why do you think it would or would not be worth doing such tasks in ~~in~~ English classes on a regular basis?

_____

5. If you have any other comments, please write them here.

_____

Thank you for your help and your supporting me in my work this way.

https://forms.gle/mQrQjUPcrfa2DjmQ7

Appendix J – Instrument 2 – The reflection scheme used by the teacher-researcher in
Study 1 phase 1

*What was the most challenging in terms of methodology in doing the Positive
Psychology-based tasks today?*

*What effects did you observe on the part of the students today while doing the Positive
Psychology-based tasks? (Think about physical behavior, demonstration of emotions,
willingness to communicate.)*

*What effect did doing Positive Psychology-based tasks have on you today? (Did you
yourself do the activities or not?)*

*What long-term effects can you experience on your students? (Try to refer back to this
in monthly report; also, before tests, remind students of the activities.)*

Appendix K – The codes identified in the reflective teacher notes

THEME I: CHALLENGES		
	student-related	teacher-related
not because of PosPsy content	- discipline (many times) - students switching back to L1 - IT issues (power cuts in school) - attention vs involvement	- improvisation necessary (power cuts) - backup plan necessary (power cuts continuing) - giving effective instructions: focusing on product - group dynamics: keeping everyone together - explaining the instructions - monitoring student work: hard - missing classes, losing momentum (strike, educational reality)
because of PosPsy content	- discipline - L2 aim reached?	- fatigue - other tasks interrupted by PosPsy task – breaks flow of lesson - no strictness when doing PP - monitoring student work: impossible at times (voluntary nature, no follow-up)

THEME II: EFFECTS of the tasks		
	on students	on teacher
positive	- active in class - enjoyment - staying on-task - willingness to communicate (buddies!) - excitement about homework - high willingness to communicate - in a good mood (atmosphere change) - open-mindedness (2nd class) - raised awareness of stress	- same team feeling - making a deal – building rapport - confidence - not feeling powerless - more information about group - feeling better - better rapport, "mutual respect" (16th Jan 2023) - PP as a way out of class work (diverting from original plan – student needs)
negative	- confusion: outsiders - PP as a way out of class work (manipulation) - still stressed out before exam	- seeking relief (power cuts) - changing teacherly behaviour (not that strict) - ripple effect – other colleagues

APPENDICES L-M: RESEARCH ETHICS

Appendix L – The application for approval from the Research Ethics Committee

Researcher's name:	Tamara SCHÜSZLER
e-mail address:	Tamara.schuszler@gmail.com
Title of the research:	Using Positive Psychology-based tasks in the secondary English as a foreign language (EFL) classroom
Co-researchers (if any):	none
Expected dates of the beginning and the end of the research:	summer 2021 - autumn 2023
Research funder (if any):	none
Date of the submission of the application:	15th January 2021
Research goal (100-200 words):	The purpose of this research is to gain a deeper understanding of how Positive Psychology-based tasks in the English as a foreign language (EFL) classroom is viewed by the key figures in education, students and teachers. Observing this general purpose, the aims of this present research are manifold. From an emic perspective, the aim is to understand how students view and feel doing a set of tasks based on Positive Psychology as well as to explore what experiences and views a teacher who is part of the same FL learning situation has in connection with the tasks. Besides, involving teachers from other contexts, this research intends to understand what secondary EFL teachers think about including training in Positive Psychology in teacher training and about the applicability of Positive Psychology activities tasks in the EFL classroom.
Age of the research participants (underline):	~~Under 3 years~~ ~~Between 3-14 years~~ Between 14-18 years Over 18 years
How many research participants will be involved?	Between 14-18 years: cca. 60 Over 18 years: cca. 25
Method of the selection of the participants. Please, attach the appropriate documentation: text of the advertising, invitation letter, etc.	convenience sampling (students) – invitation letter attached as part of parental consent form (Appendix D) purposive sampling (teacher participants) with the help of an instructor at a Budapest-based university
Location of the study	a Budapest-based secondary school
Short description of the study (The research protocol should be described in details. The theoretical background of the research is not relevant from the ethical point of view.)	The study will be divided into two sub-studies. Both sub-studies will be carried out in 2 phases. In study 1, the researcher will bring a set of tasks to her own language classroom and do them with her students. After that, she will elicit feedback through structured written interviews via Google form. In phase

	2, she will ask selected participants to take part in spoken semi-structured interviews. Before any data collection happens in study 1, consent will be elicited from students and their legal guardians using consent forms. In study 2, teachers from different contexts will be recruited and asked to take part in spoken online focus group interviews. In phase 2, selected participants will be asked to take to take part in spoken semi-structured interviews. Before any data collection happens in study 2, spoken consent will be elicited from teacher participants. Consent will be spoken and recorded at the beginning of the interviews. Voluntary participation and opting out will be ensured in all 4 phases. Participants and legal guardians will be allowed to make an informed decision about participation. Participants will be ensured that data is handled confidentially.
What kind of equipment, instruments, tools will you use? Please, attach the appropriate documentation.	structured written interview guides semi-structured spoken interview guides reflection scheme
What kind of questionnaires, tests, and interview techniques are you planning to use? Please, attach the questionnaires, interview guides and tests.	structured interviews semi-structured in-depth interviews focus group interviews reflective notes
Explain the short and long term handling and archiving of the recorded data and what measures will be taken to ensure that the participants' anonymity is preserved.	participants will be given pseudonyms that reflect their gender and nationality when transcribing data data will be backed up and the data storages will be kept in a place where only the researcher will have access to them

A "YES" answer to any of the following questions does not imply that the study is not feasible.			If you have answered YES to any of these questions, explain how the physical and emotional safety of the participants will be guaranteed.
Does the study involve the application of unpleasant stimuli?	<u>NO</u>	YES	-
Does the study involve the application of unpleasant (data acquisition) conditions?	<u>NO</u>	YES	-
Does the study involve the participation of mentally handicapped people?	<u>NO</u>	YES	-
Does the study involve the participation of people with special educational needs?	NO	<u>YES</u>	It may occur that in the group involved in the study, there will be students with dyslexia. If that is the case, measures will be taken so that

			they can participate in all language tasks with equal chances for success to their peers' (for example, tasks based on reading will be re-designed and thus tailored to their needs or omitted).
Does the study involve deception of the participants?	<u>NO</u>	YES	-
Does the study involve concealment of the nature or purpose of the research?	<u>NO</u>	YES	-
Does the study involve a procedure (procedures) which may even unintentionally induce anxiety or suffering (e.g. in-depth interview)?	<u>NO</u>	YES	-

Are there any other ethical aspects of the study not mentioned above? (E.g., giving rewards to encourage participation[7], keeping record of and archiving data, etc.) If yes, please provide a brief description.	NO, there aren't.

In my view, the proposed research is consistent with the ethical standards of education research. I ask for approval for the study to be carried out.

Date: 15th January 2021

<div align="right">Tamara Schüszler
Researcher</div>

To be filled in by the Ethics Committee[8]:

~~The Research Ethics Committee has examined the research plan and proposes the following changes:~~

~~Date:………………………~~

<div align="right">~~signature of the chair of the committee~~
~~(or signature of the acting member)~~</div>

~~Or:~~

---

[7] Remember that giving rewards to participants may seriously threaten the integrity of the research. However, if an incentive is deemed suitable, consider any harmful effects of e.g., sweets. If in doubt, ask for expert advice.
(c.f. https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1)
[8] Please cross the option not used and sign the relevant section.

The Research Ethics Committee has examined the research plan and approves of the proposed research methods and procedures.

Date:…20 March, 2021

Holló Dorottya
signature of the chair of the committee
(or signature of the acting member)

Appendix M – The consent form sent to the legal guardians of the student participants in Study 1

POZITÍV PEDAGÓGIA (POSITIVE EDUCATION) A KÖZÉPISKOLAI ANGOLÓRÁN

Részvételi információk szülők/gondviselők számára

Kedves Szülő!

Az Eötvös Loránd Tudományegyetem Neveléstudományi Doktori Iskolájának negyedéves PhD-hallgatójaként kéréssel fordulok Önhöz. Az alábbiakban szeretném bemutatni az angol nyelv tanulását vizsgáló kutatásomat és a beleegyezését kérni a gyermeke részvételére vonatkozóan.

Kérem, hogy alaposan olvassa el a tájékoztatót, mielőtt arról dönt, hogy Gyermeke részt vehet-e a kutatásban.

A kutatás a doktori témámhoz illeszkedve a pozitív pedagógia gyakorlatával foglalkozik és különböző önreflektív tartalmú feladatok diákok általi megítélését vizsgálja.

Azért kérem Gyermekének részvételét, mert szeretnék többet megtudni arról, hogyan tudom az angoló ráimon hatékonyan csökkenteni a diákokat érő stresszt, illetve támogatni a diákok önreflexióját, elősegítve ezáltal a hatékonyabb nyelvtanulást.

A részvételről természetesen Gyermekét is megkérdezem, és amennyiben mind Ön, mind Gyermeke beleegyeznek, a Gyermekétől az angoló ráinkon végzett gyakorlatokkal kapcsolatos, körülbelül 10 percet igénybe vevő kérdőív kitöltését szeretném kérni, majd körülbelül 30 perces szóbeli interjút szeretnék készíteni. Az interjúról, ha Gyermeke beleegyezik, diktafonnal hangfelvételt szeretnék készíteni. A hangfelvételt ezután egy jelszóval ellátott számítógépen fogom tárolni, álnévvel ellátva, és kizárólag kutatási célokra fogom felhasználni. Az interjú során elhangzottakat maximális diszkrécióval fogom kezelni.

A kutatásban való részvétel nem kötelező, és sem a részvételből, sem a részvétel elutasításából vagy megszakításából sem származik majd Gyermekének semmilyen kára. Ön és Gyermeke a kutatás bármely pontján dönthetnek úgy, hogy nem kívánják folytatni az együttműködést. Amennyiben ez megtörténik, minden Gyermekétől addig felvett, a kutatáshoz szükséges adatot törölni fogok az adatbázisomból.

Az interjú során feltett kérdések általánosságban mérik fel a kutatott kérdést; nem létezik rájuk rossz válasz, ennélfogva nem befolyásolják Gyermeke angoló rai előrehaladását vagy angoló rai értékelését.

Amennyiben bármilyen kérdése van, kérem, keressen bizalommal az alábbi elérhetőségek bármelyikén.

Nagyon köszönöm, hogy mérlegeli, hogy beleegyezzen abba, hogy a gyermeke részt vegyen a az interjúkutatásomban.

Budapest, 20_____

Schüszler Tamara
angoltanár
negyedéves PhD-hallgató
Telefon: 30/2079464
Email: Tamara.schuszler@gmail.com

Szülői/gondviselői beleegyező nyilatkozat

Kutatási téma címe: Pozitív pszichológia a nyelvórán

A hallgató neve: Schüszler Tamara
Email: Tamara.schuszler@gmail.com

Kérem, hogy minden négyzetbe tegyen pipát.

1. A kutatásról szóló információkat elolvastam és tudomásul vettem. Megértettem a tájékoztatóban leírtakat és a kérdéseimre kielégítő választ kaptam.

2. Tudomásul veszem, hogy a gyermekem kutatási részvétele önkéntes, és, hogy akár én, akár a gyermekem indoklás nélkül visszavonhatjuk a részvételt az adatfelvétel befejezéséig.

3. Tudomásul veszem, hogy bármilyen, gyermekem által megadott információ a kutatók által írt kutatási beszámolóban, tanulmányban, tudományos cikkben vagy előadásban megjelenik, azonban a róla szóló személyes információk nem kerülnek publikálásra és a gyermekem nem válik azonosíthatóvá.

4. Tudomásul veszem, hogy az iskola neve semmilyen kutatási beszámolóban, tanulmányban, cikkben vagy előadásban nem jelenik meg.

5. Tudomásul veszem, hogy az adatok védve lesznek és azokat titkosított eszközökön és biztonságosan tárolják.

6. Tudomásul veszem, hogy az adatok az Egyetem előírásainak megfelelően, a kutatás lezárása után minimum 10 évig archiválásra kerülnek.

7. Engedélyezem, hogy gyermekem részt vegyen a fent leírt kutatásban.

_____
            Gyermek neve

_____   _____   _____
Szülő/gondviselő neve   Dátum (év/hó/nap)   Aláírás

Kijelentem, hogy a szülőnek/gondviselőnek volt lehetősége kérdéseket feltenni a kutatással kapcsolatban, és minden általa feltett kérdés legjobb tudásom szerint került megválaszolásra. Kijelentem, hogy a kutatásban résztvevő gyermek szülője/gondviselője nem kényszer hatására adta beleegyezését és a nyilatkozatot szabadon és önkéntesen adta át.

A kutató aláírása /a nyilatkozat átvevőjének aláírása _____

Dátum_____ (év/hó/nap)

APPENDICES N-O: STUDY 1, PHASE 2

Appendix N – Instrument 4: individual interview guide for students

INTRO	Köszöntelek ezen az interjún.	
	Schüszler Tamara vagyok, és ezt az interjút a disszertációs kutatásomhoz készítem, melyet az ELTE PPK Neveléstudományi Doktori Iskolájában, annak Nyelvpedagógia Doktori Programjának harmadéves hallgatójaként végzek.	
	Azért kértelek a részvételre, mert középiskolai diákként nagyon értékesek számomra a meglátásaid.	
	A kérdésekre rossz válasz nincs, és bármikor dönthetsz úgy, hogy valamiről nem szeretnél beszélni.	
	Az adatokat bizalmasan fogom kezelni és tárolni, csakis kutatási célokra használom, a nevedet nem közlöm sehol.	
	A beszélgetésről videófelvételt szeretnék készíteni, ezért kérlek, hogy nyilatkozz, hogy ebbe beleegyezel-e. Beleegyezel?	
	Köszönöm.	
	A beszélgetés várhatóan 45 percet vesz igénybe.	
	Van-e kérdésed, mielőtt elkezdjük?	
KÉRDÉSEK	BIO	Először hadd tegyek fel néhány általános kérdést. Melyik évben születtél?
		Hány évesen kezdtél el angolt tanulni?
		Mi a második idegen nyelved?
		Van nyelvvizsgád angolból? Milyen fokú? *Itt lehet, hogy segíteni kell, középfok B2, felsőfok C1, complex: írásbeli és szóbeli is.*

RQ1 *How do students say they feel doing language tasks based on Positive Psychology in the secondary EFL classroom?*	Most azokról az órai feladatokról szeretnék kicsit beszélgetni, amiket együtt csináltunk a belső vizsga előtt, bevezetésként az órák elején.
	1. Emlékszel ezekre a feladatokra? Melyikekre?
	2. Szerinted mennyire működtek jól ezek a feladatok?
	3. Mit lehetett volna másképp csinálni, hogy jól működjenek? Hogyan?
	4. Hogyan érezted magad, amikor a feladatokat csináltuk?
	5. Melyik feladat volt a leginkább emlékezetes? Miért? *Itt elképzelhető, hogy az összes feladat listáját el kell neki mondani.*
	6. Mennyiben volt más ezeket a feladatokat csinálni, mint azokat, amiket általában szoktunk? *Itt lehet utalni arra, hogy nyelvtani, szókincsfejlesztő, és a négy készség mentén szoktunk feladatokat megoldani.*

	RQ2How do students view language tasks based on Positive Psychology in the secondary EFL classroom?	1. Szerinted mennyire illenek az ilyen feladatok az angolóráinkba? 2. Mit gondolsz, hogyan illeszkedhetnének jobban az angolóráinkba? 3. Mit gondolsz, milyen tantárgyi órán lehetne hatékonyan megcsinálni ezeket a feladatokat? *Itt lehet biztatni, hogy nyugodtan gondolkodjon el bármilyen más tárgyon. Ha más tárgy nem alkalmas erre:* Miért nem alkalmas erre más tárgy szerinted? 4. Milyen gyakran tudod elképzelni, hogy ilyen feladatokat csinálj angolórán? Miért? *Itt ha nem beszél eleget, érdemes úgy közelíteni, mi alapján gondolja, hogy gyakrabban vagy ritkábban kell ilyen feladatokat csinálni.* 5. Mennyire tartod ezeket a feladatokat hasznosnak az angoltanulásod szempontjából? 6. Hogyan lehetnének még hasznosabbak ezek a feladatok az angoltanulásod szempontjából? 7. Az órán voltak olyanok, akik úgy döntöttek, csak megfigyelik a feladatokat. Mit gondolsz, hogyan lehetne minél több mindenkit bevonni ilyen feladatokba?
ZÁRÁS	Mindent összevetve, egy mondatban hogyan fogalmaznád meg ezeknek a feladatoknak a lényegét?	
KÖSZÖNET	Nagyon köszönöm az idődet és ez értékes meglátásaidat! Most leállítom a felvételt.	

Appendix O – Instrument 4: The English translation of the individual interview guide for students

INTRO	Welcome to this interview.
	My name is Tamara Schüszler and I am conducting this interview as part of my dissertation research done at ELTE PPK in the Doctoral School of Education (Language Pedagogy Programme) as a third-year PhD student.
	I have asked you to participate in this interview because your views as a secondary school student are really important to me.
	There is no wrong answer to my questions and you can decide not to talk about anything at any point. I will treat the data confidentially and use them for research purposes only; I will not publish your name anywhere.
	I would like to videorecord our conversation, so please state if you agree to it.
	Do you agree to it?
	Thank you.
	The conversation will last for no more than 45 minutes.
	Do you have any questions before we start?

QUESTIONS	*BIO*	First, let me ask you a few questions in general.
		What year were you born?
		How old were you when you started learning English?
		What is your other second language?
		Do you have a language exam certificate in English? What level? *(Here they might need some help: intermediate level =B2, advanced level =C1; complex = both written and oral parts)*

	RQ1 *How do students say they feel doing language tasks based on Positive Psychology in the secondary EFL classroom?*	Now I would like to talk about the tasks we did before our end-of-year exam, as an introduction at the beginnings of our classes together. 1. Do you remember these tasks? Which one(s)? 2. How well do you think these tasks worked? 3. What could have been done differently in order to make them work even better? How? 4. How did you feel when we were doing the tasks? 5. Which task was the most memorable? Why? *Here they might need to hear the full list of tasks.* 6. How was doing these tasks different from the tasks we usually do in class? *Here it might be hinted at that we usually do grammar, vocabulary exercises, and exercises across the four skills.*

	RQ2 How do students view language tasks based on Positive Psychology in the secondary EFL classroom?	1. How well do you think these tasks fit into our English classes? 2. How well do you think these tasks could fit into our English classes even more? 3. In which subjects do you think these tasks could be done effectively? *Here they can be encouraged to think about any other subject. If no other subject is suitable for this:* Why don't you think any other subject is suitable for this? 4. How often can you imagine doing such tasks in English classes? Why? *Here, if they do not speak enough, it might be worth asking them based on what they think such tasks should be done more or less often.* 5. How useful do you think these tasks are in terms of your English language learning? 6. How could these tasks be even more useful in terms of your English language learning? 7. There were some students in class who decided not to take part in doing the tasks. How do you think more people could be involved in doing such tasks?
CLOSING	All in all, how would you summarize the gist of these tasks in one sentence?	
THANK YOU	Thank you for your time and your invaluable views on this. Now I will stop the recording process.	

APPENDICES P-U: STUDY 2

Appendix P – Instrument 5 – The post-hoc reflection scheme used by teacher
   participants in Study 2 phase 1 (Google Form)

Kedves Kolléga!

Az alábbiakban arra kérlek, röviden reflektálj azokra a feladatokra, amiket a diákjaiddal a booklet alapján megcsináltatok. A véleményedre vagyok kíváncsi, rossz válasz nincs.

Az adatokat bizalmasan kezelem, harmadik félnek nem adom ki, és bármikor dönthetsz úgy, hogy megszakítod a folyamatot, vagy hogy szeretnéd, ha az adatokat nem használnám fel.

A Google Form egyben segítségül szolgálhat majd a későbbi beszélgetés során, amikor visszaemlékszel a feladatokra. Ennek érdekében a Google Form kéri az email címed, és egy másolatot elküld a válaszaidból Neked is.

Nagyon köszönöm a segítségedet!

Hányadik osztályban csináltátok meg ma a feladatokat?

Melyik feladatokat csináltátok meg? (Írhatod a címét vagy egy rövid leírást.)

Mit találtál a legnagyobb kihívásnak módszertanilag a mai órán a pozitív pszichológia alapú feladatokban, amiket csináltatok?

Mi jelentette a legnagyobb problémát a feladatokkal kapcsolatban?

Mi működött jól a feladatokkal kapcsolatban?

Mit tapasztaltál, milyen hatással volt a gyerekekre, amikor ezeket a feladatokat csináltátok? (Gondolj a viselkedésükre, az érzelmeik kifejezésére, a kommunikációs hajlandóságukra, vagy bármilyen egyéb szempontra.)

Milyen hatással voltak ma ezek a feladatok Rád? (Te magad csináltad a feladatot a gyerekekkel?)

Milyen hosszú távú hatásait látod a feladatoknak a gyerekeken?

Összességében mit gondolsz ezekről a feladatokról?

Milyen egyéb észrevételeid vannak?

Appendix Q – Instrument 5 – The English translation of the post-hoc reflection scheme used by teacher participants in Study 2 phase 1 (Google Form)

Dear Colleague,

Hereby I am asking you to briefly reflect on the tasks from the booklet that you did with your students. I am interested in your opinion, there is no wrong answer.

I will treat the data confidentially, I will not involve a third party, and you can decide to interrupt this or ask me not to use the data.

This Google Form may also be helpful to you during a conversation between us later when you have to recall the tasks. In order to allow this, the Form collects your email address and will send a copy of your responses to You via email.

Thank you for your help.

In what grade did you do the tasks?

Which tasks did you do? (You can write the title or a brief description.)

What was the most challenging in terms of methodology in doing the Positive Psychology-based tasks today?

What meant the greatest problem in connection with the Positive Psychology-based tasks?

What worked well in connection with the Positive Psychology-based tasks?

What effects did you experience on the students today while doing the Positive Psychology-based tasks? (Think about physical behavior, demonstration of emotions, willingness to communicate.)

What effect did doing Positive Psychology-based tasks have on you today? (Did you yourself do the activities or not?)

What long-term effects can you experience on your students?

All in all, what are your views about these tasks?

What other comments do you have?

Appendix R – Study 2, phase 2 – pilot of the individual interview guide. Codes and themes.

RQ5	THEMES	SUBTHEMES
	definition of well-being	mental/psychological balance (V), emotional balance (G)
		physical, psychological, mental (L)
	Teachers of En and well-being	language teaching as a gateway (V, G)
		language level dependency (V: A2; L: B2)
		diversity of Anglo-Saxon culture (V)
		pedagogy/education as a Teacher's job (V)
		smaller group sizes (G)
		informal atmosphere (G, L)
		kids feeling good during EFL classes (G: enjoyment, L:no stress)
		flexibility in material (L)
		different self in L2 (L)
		working modes (L)
RQ6	(frequency of) PosPsy in EFL classes	maturity level dependent (V)
		time dependent (L)
		maturity level: behaviour and thinking (V)
		topics covered in EFL classes (G)
		atmosphere (G)
		partnership with Sts (V: when choosing topic, G)
	project weeks	hard to choose topic (V)
		topic dependency on maturity (V)
		whose duty to organise (V)/attitude cnahge needed (G)
		duration (V: 1 week, L: 3 days, G: 5 days)
		duration: determines depth of skills development (G)

RQ7   PosPsy in the EFL classroom   advantages

getting to know each other (V)
developing EQ (G)
praise and positive reinforcement (G)
mistakes reframed (G)
humour (G)
group cohesion (L)

disadvantages

whose duty to involve outsiders(V),
anxious Sts' difficulties (G, L)
ADHD kids with difficulties (G)
monitoring is difficult (V)
cannot and shouldn't be forced (V)
bullying (G)
falling behind with material (L)

methodological challenges   working modes (V)

maturity level of Sts (V)
choosing a topic to relate to (V)
instructions (G, L)
novelty-induced stress - Sts (L)

using the tasks   creative solutions from Sts (V, G)

effect on Sts (Veria: EQ dependent) (V)
T participation (V)

monitoring (V, G, L)
keeping a distance (V, G)
doing tasks beforehand (V)
taking photos for parents (G)

reasons for choosing a group   maturity level(V)

rapport (V)
fits with other activities (G)

STS' empathy (G)

task versatility/recyclability
help a teacher needs

RQ8   PosPsy in teacher training   disadvantages (V)

                how to integrate(V)
                T attitudes (V, G)
                voluntary or compulsory(V, G:comp)
                CPD: workshops (G)

Positive Education in Hungary
Ts' preparation for crises   opportunities (V)
                Ts' openness (V)
                Ts from different levels mingling (V)

parents' involvement (V: no)

Appendix S – Instrument 7 – The individual interview guide used with teacher participants in Study 2 phase 2

INTRO	Köszöntelek ezen az interjún. Schüszlerara vagyok, és ezt az interjút a disszertációs kutatásomhoz készítem, melyet az ELTE PPK Neveléstudományi Doktori Iskolájában, annak Nyelvpedagógia Doktori Programjának harmadéves hallgatójaként végzek. Azért kértelek a részvételre, mert középiskolai angoltanárként nagyon értékesek számomra a meglátásaid. Az interjú során tegeződünk 😊. A kérdésekre rossz válasz nincs, és bármikor dönthetsz úgy, hogy valamiről nem szeretnél beszélni. Az adatokat bizalmasan fogom kezelni és tárolni, csakis kutatási célokra használom, a nevedet nem közlöm sehol. A beszélgetésről videófelvételt szeretnék készíteni, ezért kérlek, hogy nyilatkozz, hogy ebbe beleegyezel-e. Beleegyezel? Köszönöm. A beszélgetés várhatóan egy órát vesz igénybe. Van-e kérdésed, mielőtt elkezdjük?	
KÉRDÉSEK	BIO	Hány éve tanítasz angolt?
		Van-e más szakod?
		Van-e más képesítésed? Van-e szakvizsgád?
		Milyen típusú iskolában tanítasz?
		Milyen életkorú diákokat tanítasz? *Legfiatalabb-legidősebb, életkorra.*
		Jelenleg osztályfőnök vagy?
		Jelenleg osztályfőnök-helyettes vagy? Melyik feladatokat csináltál meg? *névvel vagy csak gyors leírással, segítségre lehet szükség a címekkel – taskdescriptions dokumentum legyen megnyitva az interjút vezetőnél.*

	RQ5	Először szeretnék a well-beingről kérdezni.
		1. Hogyan definiálnád a well-beinget?*1 mondatban. Milyen összetevői vannak?*
		2. Hogyan definiálnád a pozitív pszichológiát?
		3. Szerinted mi az angoltanári szerep és a diákok well-beingjének viszonya? *Mennyiben különbözik ez más szaktárgyak esetén? Miért?Mi a kapcsolat tanári és diák well-being között?*
		4. Egyesek szerint az angol mint tárgy különösen alkalmas arra, hogy a pozitív pszichológiát bevigyük a tanterembe. Mit gondolsz erről?
		5. Mely tényezők tehetik szerinted az angolórát alkalmassá arra, hogy a pozitív pszichológiát közvetítse? *Milyen szinttől lehet az angolóra alkalmas erre? Hány éves kortól lehet az angolóra alkalmas erre?*
		6. Hogyan rangsorolnád ezeket a fontosabbtól a kevésbé fontosig?
	RQ6	Most szeretném, ha egy kicsit az angoltanítás és a pozitív pszichológia kapcsolatát járnánk körbe.
		8. Szerinted mennyire építhető be a pozitív pszichológia az angol szakórákba? *Miért?*
		9. Mit gondolsz mentális egészség témakörében szervezett témahét ötletéről? *Milyen hosszúnak kellene lennie szerinted? Milyen témákat kellene felölelnie szerinted?*

	RQ7	Most kicsit hadd fókuszáljak a pozitív pszichológia alapú feladatokra, amiket megcsináltál a csoportoddal.
		1. Milyen előnyei vagy hátrányai lehetnek annak, ha a pozitív pszichológiát integráljuk az angolórába szerinted?
		2. Milyen módszertani kihívásokkal találkoztál, mikor az órán a pozitív pszichológia alapú feladatokat csináltátok? *Kérlek, rangsorold ezeket a legnagyobbtól a legkisebbig.*
		3. Milyen hatással volt Rád, hogy elvégeztétek ezeket a feladatokat? *Megcsináltad a feladatokat óra előtt? Miért? Csináltad az órán a feladatokat a gyerekekkel? Miért? Mit csináltál, amíg a gyerekek dolgoztak?*
		4. Mi alapján választottad ki a csoportot, ahol megcsináltátok a feladatokat?
		5. Szerinted mi kell ahhoz, hogy egy angoltanár jól le tudja vezetni ezeket a feladatokat? *Milyen felkészülést igényel egy ilyen óra? Mennyire újrafelhasználhatók ezek a feladatok egy csoportban?*
	RQ8	Végezetül hadd tegyek fel néhány kérdést a tanárképzéssel kapcsolatosan.
		1. Milyen előnyei vagy hátrányai lehetnek annak, ha a pozitív pszichológiát beépítjük a tanárképzésbe?
		2. *Milyen módon lenne érdemes a pozitív pszichológiát beépíteni a tanárképzésbe? Milyen képzéseket tartanál hatékonynak? Önkéntes vagy kötelező képzéseket? Életkor szerint tennél-e különbséget pedagógusok generációi közt? Az egyetemi képzés részévé tennéd, vagy továbbképzéssé? Kötelezővé tennéd vagy választhatóvá?*

		3. Ismersz-e olyan kezdeményezést vagy programot, ami a pozitív pszichológia iskolai alkalmazását célozza? Mit gondolsz róla?
		4. Szerinted hogyan lehetne segíteni a pedagógusok felkészülését a gyerekek esetleges pszichológiai krízishelyzeteire a tanórákon? *Milyen felkészítést tartanál hasznosnak? Mit gondolsz az esetmegbeszélés lehetőségéről? Mit gondolsz a szülők bevonásáról?*
ZÁRÁS	Mindent összevetve, miben látod kifejezetten az angoltanítás és a diákok jóllétének kapcsolatát? Van-e bármi, amiről nem ejtettünk szót, és fontosnak érzed megosztani?	
KÖSZÖNET	Nagyon köszönöm az idődet és ez értékes meglátásaidat! Most leállítom a felvételt.	

Appendix T – Instrument 7 – The English translation of the individual interview guide used with teacher participants in Study 2 phase 2

INTRO		Welcome to this interview.
		My name is Tamara Schüszler and I am conducting this interview as part of my dissertation research done at ELTE PPK in the Doctoral School of Education (Language Pedagogy Programme) as a third-year PhD student.
		I have asked you to participate in this interview because your views as a secondary school teacher of English are really important to me.
		We are on a first-name basis during the interview.
		There is no wrong answer to my questions and you can decide not to talk about anything at any point. I will treat the data confidentially and use them for research purposes only; I will not publish your name anywhere.
		I would like to videorecord our conversation, so please state if you agree to it.
		Do you agree to it?
		Thank you.
		The conversation will not last more than 60 minutes.
		Do you have any questions before we start?
QUESTIONS	BIO	For how many years have you been teaching English?
		Do you have qualification(s) in any other subjects?
		Do you have any other qualifications in other areas? Do you have any further specialised training in education (education specialist)?
		In what type of school are you teaching?
		How old are your students? *From youngest to oldest, according to their age.*
		Are you a class tutor right now?
		Are you a deputy of a class tutor right now?

		Which tasks did you do with your students? *with name or just a quick description, they might need help with the names of the tasks – the document with task descriptions must be open on the interviewer's PC.*
	RQ5	First I would like to ask you about well-being. 1. How would you define well-being? *In one sentence. What elements does it consist of?* 2. How would you define Positive Psychology? 3. What do you think the relationship is between the role of the EFL teacher and the well-being of their students? *How is it different in the case of other subjects? What is the relationship between teacher and student well-being?* 4. Some say that English as a subject is especially suitable for introducing Positive Psychology in the classroom. What do you think about this? 5. Which aspects might make English classes suitable for introducing Positive Psychology? *From what language level could it be possible? From what age could English classes be suitable for this?* 6. How would you rank these from most important to least important?
	RQ6	Now I would like to talk about on the relationship between Positive Psychology and English as a foreign language teaching. 1. To what extent do you think Positive Psychology can be built into English language classes? *Why?*

		2. What do you think about a project week organized on the topic of mental health? *How long do you think it should be? What topics should be covered in your opinion?*
	RQ7	Now let me focus on the Positive Psychology-based tasks that you did with your group. 1. What advantages or disadvantages might there be to integrating Positive Psychology into English language classes in your opinion? 2. What methodological challenges did you face when you were doing Positive Psychology-based tasks in class? *Please order these from the greatest to the least great.* 3. What effect did it have on you when you were doing these tasks? *Had you done the tasks before the lesson? Were you doing the tasks during class with the kids? Why? What were you doing while the kids were working?* 4. Based on what did you choose a group for doing these tasks? 5. What do you think is necessary for an English teacher to be able to lead these activities in class? *What kind of preparation is necessary for such a lesson? How reusable are these tasks in a certain group?*

	RQ8	Finally, let me ask a few questions in connection with teacher training. 1. What advantages or disadvantages might integrating Positive Psychology into teacher training have? 2. How would it be worth integrating Positive Psychology into teacher training? *What types of training would you find effective? Would these be optional or compulsory? Would you differentiate between teachers based on age? Would you make this training part of the university curriculum or Continuing Professional Development? Would you make it compulsory or optional?* 3. Do you know about any initiatives that aim at using Positive Psychology in education? What do you think about it? 4. How do you think teachers could be aided in preparing for psychological crises that arise during their lessons? *What kind of preparation would you find useful? What do you think about the opportunity to have case-based discussions? What do you think about involving parents?*
CLOSING		All in all, what do you think the connection is between teaching English and the well-being of students? Is there anything we did not cover yet you feel is important to be shared?
THANK YOU		Thank you for your time and your invaluable views. Now I will stop the recording process.

Appendix U – Study 2, phase 2 – individual interviews with teachers. Codes and themes.

RQ5   THEMES   SUBTHEMES=Codes

1. definition of well-being

- harmony and its realisation, feedback on that from others (T)
- conscious perception of self (Cs)
- balance (N, R: physical and mental, B: mentally, physically, emotionally)
- being happy with yourself (friends, family, work) (R)
- satisfaction in everyday life (P), the ability to share emotions (P)
- psychological and physical, awareness of being okay, not only the absence of illnesses, ill-being (K), taking initiative to stay like this (K)
- a state in which so is healthy, thinks positive thoughts (F)
- physical and psychological elements (A)

2. definition of Positive Psychology

- not known exactly(T)
- everything has a purpose (Cs)
- ways of thinking to become happier (N)
- overlapping with well-being, feeling safe and happy (R)
- Rshould be about allowing ourselves to be sad, agile optimism (R)
- an approach to things in a constructive way (Ri)
- a positive outlook on life (P)
- awareness of the positive and using it for our advantage (K)
- no exact definition, only related to Positive Education (B)
- help in having a positive outlook on life (F)
- seeing the good in everyone (A)

3. EFL and Sts' well-being

- communication: more information about Sts (T, A)
- first step towards psy help (T, Cs: helping Sts open things)

- material taught: not only language (T, Cs, B, K: any topic, A)
- English culture – open mindset (Cs), you have agency (N), culture incorporates everything (A)
- outside pressure (curriculum) lower (T: small sacrifices of class time are OK; Ri: freedom of speaking about anything, B: communication can happen through any activity) – flexibility
- St and T well-being intertwined (T, Cs, K: symbiosis, 2-way street, synergy)
- T well-being as the sun (Cs)
- well-being is not subject dependent (N, B)
- feeling free to share things with EFL teacher (R)
- T creates safe environment (Ri, P, F)
- T is present and listening (P)
- T is the one Sts turn to when in a crisis (P)
- Sts feel that T is interested in their problems (F)
- a T's job is not to ruin well-being (B)
- T gives help from the background to Sts (B)
- T of EFL is like osztályfőnök in some cases (K)
- more opportunities in language classes (K, F)
- enjoyment, motivation, more vigilance in Sts (K)
- T needs to be cautious when doing these (K)
- T is interested in how they can help Sts find their purpose (F)
- EN is a lingua franca: openness, global language (F)
- language used for distancing: easier communication (F)

RQ6

4. PosPsy in EFL classes

- age dependency (T: only with young learners, Cs: none, N: no, P: no, K: easier with young adults, more reflective again, F: none, A: none, use pictures)
- level dependency (T: none; copying, miming, L1 can help, Cs: none, Ri: none, support in L1 is OK, P: no, B: no, maybe pre-teach vocabulary, K: none, as tasks are often open-ended, F: A2)
- use of L1 (T, Ri: completely OK)
- integration (T: doesn't know how, Cs: English Mindset, my mistake is my best friend, N: into any kind of class, R: everyday basis, Ri: warmers, P: not every class, it would lose its edge; most tasks are easy to integrate: P, F: very easy, depends on length of the activity, A: as warmer)
- Ts have influence (R)
- EFL Ts are open and mindful (R)
- communication about anything (R)
- other teachers: rusty routine (R)
- small group sizes: more attention to each student (Ria)
- more materials available than in other subjects (P)
- coursebooks coming from the international scene: more information, new waves (B)
- Sts opening up in writing tasks about themselves: signalling trouble (K)
- university Sts are interested in these topics (K)

5. project week

- topics to cover
  o might be advertisement of tough topics (T) – OUTER FOCUS, Goleman and Senge, 2014
  o nurturing a positive mindset, hope (F) INNER and OUTER
  o relaxation (T) INNER FOCUS

- o self-awareness (Cs, K)
- o L/R brain (Cs)
- o emotions (Cs, Ri), how to detect own emotions (B)
- o stress and addictions (Cs, P)
- o anxiety (N, P)
- o problem-solving (Ri)
- o yoga, sport (Ri)
- o managing rage (Ri)
- o self-confidence (K)
- o time management (F)
- o identifying and expressing emotions (A)
- o career guidance (A: between lower and upper primary)
- o helping others (Cs) OTHER FOCUS
- o kindness (R)
- o nonviolent communication (B)
- o romantic relationships (K)
- o positive relationships (F)

- duration (T: dependent on staff agility, Cs, N: continuously)
- voluntary or compulsory (Cs: voluntary, continuous)
- whose responsibility (T: agile staff members, Ri: staff+ mental health professionals, Ri: not dependent on certification but personality, F: PPK, students themselves)
- tool in rethinking education (N, schedule of the day etc to rethink)
- a topic Ts would be more interested in than money or internet (B)
- would be useful at uni level, related to mental health day (F)

6. community building happening anyway (not in 1 week only)
- tea house ()B)
- no phone use in school (B)

RQ7

7. methodological reflections (10 tasks)

- challenges
  - not spontaneous (T)
  - Sts do not understand aim (T, N, KT also has to make it clear for themselves, A: made it difficult for Sts to listen to the sounds, unfamiliar)
  - more preparation needed (T)
  - not routine-like instructions (T)
  - long instructions in leaflet (T)
  - monotonous (Cs)
  - allowing Sts time to be mindful necessary(Cs)
  - should be voluntary (Cs), if voluntary: no real language practice (N), Ri: explanations necessary to make them understand the background
  - repression of feelings vs channelling out to be made clear (Cs)
  - ICT tools needed (R: had not got them, which made it difficult to do tasks)
  - immature behaviour (Ri)
  - had to change instructions to make Sts understand it (P)
  - no energy for it (B)
  - T needs to understand underlying concepts first (B)
  - what to do with PosPsy induced atmosphere (K)
  - Sts being late can interfere with task (weather check) (F)
  - drawing on board: leaving comfort zone (F)
  - Sts not used to it, especially not in test situation (F)

  o Sts' attention span and immature behaviour (A), not used to being clamed down and tuning out (A)

- methodological benefits
  - o anxiety relief (N)
  - o stress relief (F)
  - o Sts having fun, enjoyment (R)
  - o Sts are interested, engaged (R)
  - o broadens T's methodological knowledge (B)
  - o felt good to calm down (K)
  - o relief of St' homesickness (K)
  - o silence in the classroom, intent work (tree, K)
  - o enough language output (K)
  - o positive environment (F)
  - o help in building relationships (F)
  - o gives Sts a boost before test, for example (A)

8. teacher participation, teacher experience

- none, monitoring is more necessary (Cs)
- T in flow (R)
- stems from own experience in primary school (Ri)
- own experience with PosPsy: gonoodle site (Ri)
- feeling good, feeling the effect, but cannot fully immerge in it (K)
- excitement (F)
- preparation helped with own issues during the week (F)

9. T preparation for classes

- none necessary (N)
- just tailor to the book (R)
- previously recorded audio helps (Ri) get rid of stress (Ri: T does not have to feel relaxed, the task will work anyway, no projection of own mood)
- looking for audio (Spotify)

- had to think it over (no improv) (F)
- being calm (F), calm graceful attitude (F)
- authenticity (F)
-

10. choosing a group

- timing within school year (T)
- rapport with the group (T, F, A: drama festival together)
- role within the group (T: form teacher)
- topic covered in class relatable (Cs)
- maturity of the group (N)
- not conscious (Ri)
- no language problems expected (B)
- no scepticism expected (F)

11. T's needs to be able to lead activities

- being free, open (Cs)
- believing in it (P)
- being willing, wanting it (B)
- thorough knowledge of task at hand (improv might be necessary, K)
- authenticity (K)

12. task recyclability

- as rituals, in rather primary (T)
- can be built into routine (N)
- audio material has to be changed, but the core can stay the same (P)
- depends on task, too deep: not too often (K)
- from time to time, but should still feel as novelty (F)
- should be varied and then OK (A)

13. Pospsy in teacher training

- voluntary or compulsory (T: voluntary, R: voluntary, Ri: voluntary, separate subject, B: voluntary, but: show it in compulsory lectures as well, K: one compulsory lecture in method lecture series, K: voluntary – same participants all the time, F: voluntary, otherwise not authentic, A: CPD voluntary, uni training compulsory)
- have an ongoing conversation about it (K)
- timing (T: during gap lessons or working hours)
- no extra burden (T)
- as a separate module at uni (Cs)
- at uni, to enhance T mental health (N, R)
- advertising to principals (Cs)
- top universities working out a curriculum together (Cs)
- free, voluntary courses should be offered (N, P, B: part of 120-credit CPD)
- CPD should be practice-oriented (A)
- CPD: with maximum respect to elderly generations, starting from their practice (K), Ts should also take responsibility for their own development (F)
- separate course or part of methodology (R)
- would bring about system change (N, R)
- without this kind of training, one should not be allowed to teach (R)
- dissemination: trainees would bring this to the mentors (Ri)
- part of methodology seminar (P, K)
- other subject areas should also have it (P)
- Sts with psychological challenges (touchy topic! P)
- at uni, training the teacher trainers first (P)
- at uni, meth teachers should be trained in it (P)

- whose responsibility: PPK (B) – would reach more trainees, not just EFL trainees, in subject areas t uni, theoretical background can be left for PPK: K, A: psychology department)
- at uni, should be shown to trainees – decision is theirs (K), can be built into a norm, reflection is key (F)
- other subjects at uni: to be included – because of apprenticeship of observation (K)

14. PosPsy in Hungarian education

- not known (T)
- Boldogságóra (Cs, disliked, R, disliked, B, does not know just saw on Fb)
- Pestalozzi Péntek (N, F)
- Pozitív Pszichológia a Tanteremben (Ri)
- IATEFL Hungary and affiliates (P)
- Pozitív Nevelés Program (B)
- selfness as a concept (B)
- Élménybiológia, Facebook (K)
- Budapest School (K)
- Hősök Tere Kezdeményezés (F)

15. help a T would need

- depends on T's personality (T)
- left on their own anyway (T)
- feeling valuable first (Cs)
- a protocol in an institution (P), policy necessary in an institution (K)
- case studies discussed (B) – framework: training sessions they go to, Ciszterci Pedagógiai Alapképzés
- intervision programmes (B)
- university: HELP program (K)

- professionals (T, psy, assistant) working together (K), psychologist ()A, mentor teachers to be trained in t (A)
- working closely together with a psychologist (F)
- school psychologist (specialised) at uni (F)

APPENDICES V-W: AN ERASMUS TRAINING COURSE FOR TEACHERS ON MINDFULNESS

Appendix V – A plan for an Erasmus+ course on mindfulness, piloted between 1st and 5th July 2024 in a Budapest-based language school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Main	Introduction(s)	Being mindful of ourselves	Being mindful of our surroundings	Being mindful of others	Implementation, feedback
9-10	Introduction of the course and the trainer Introduction of Ts and their schools I	warmup – physical movement (Balaton exercise with a twist) positive event journey – a mindful cycle / drawing and reflection	warmup – a journey through sounds – guess the country - https://earth.fm/ HW check 😊 recordings – listening and guessing	warmup – mirroring each other / being mindful of others mindful conversations: describing the photos taken as HW reflection: listening or problem-solving? active listening	Forming groups and preparing a plan for implementation in Ts' own classrooms
10-11	Introduction of Ts and their schools II A taster of mindfulness: the gong activity / raising hands reflection: the definition(s) of mindfulness and mindlessness (Kabat-Zinn, Langer)	being aware of our own strengths – VIA character strengths survey, intro and reflection https://www.viacharacter.org/account/register drawing own shield	mindful observation of others in pairs in the street / discuss who you observe / do not discuss what you saw / 3 people reflection	telling a story to each other / retelling the story backwards reflection	Forming groups and preparing a plan for implementation in Ts' own classrooms
11-12	the raisin activity and reflection in pairs the monk mind – the monkey mind – occasions when you had a monkey mind: reflection https://www.youtube.com/watch?v=qxyVCjp48S4&ab_channel=Headspace	physical fixes – the lotus flower Action for Happiness – mindful March calendar – reflection	describing an object to an alien using cue cards droodles: guessing/ drawing your won droodles / guessing	mindful observation of each other – eyes closed mindful quiz – about each other finishing each other's sentences – in 2 groups (Beugró style)	Presentation of plans Feedback to each other – sandwich technique
12-13	a closer look at the 9 mindful attitudes and reflection on them one by one https://www.youtube.com/watch?v=kAN6RoYcaAo&list=PLHYUdUSlyXxWEJwvStb7MatRERfGPKIAC&ab_channel=Gunnarprivatgmail 5-minute mindfulness meditation and reflection https://www.youtube.com/watch?v=ssss7V1_eyA&ab_channel=GreatMeditation	Túró Rudi activity – describing it to each other in writing / gallery walk / reflection cooler: mindful listening: a journey through sounds (asoftmurmur) HW: record noises in the street	cooler: I was today years old activity + HW	10-minute mindfulness meditation https://www.youtube.com/watch?v=syx3a1_LeFo reflection cooler: rapid relaxation	letter writing • what have you learnt about yourself? what have you learnt about teaching? what changes are you planning to make? • participants exchange letters and promise to send each other the letter 6 months from now – networking later! certificate ceremony, networking opportunities, feedback

Appendix W – Feedback on an Erasmus+ course on mindfulness, piloted between 1ˢᵗ and 5ᵗʰ July 2024 in a Budapest-based language school.

Mindfulness for teachers - feedback on the course material and activities

B I U ⌐ 𝗫̶

Dear Colleague,
I would really appreciate it if you could give feedback on the activities that we did during this one-week training course. No harm is meant by these questions - you can fill it out on a voluntary basis :) , and you remain anonymous while answering the questions.
Thank you for your help and suggestions. :)

Have you already used mindfulness or meditation with your students? If yes, how?
9 válasz

No its going to be a new experience

Yes, through my studies and I have also used in personality.

No

By reading a story and later ask them to mark the colour which identifies with their present feelings.

Oui, dans le cadre du projet dont nous avons parlé pendant la formation : courte médiation (de 2 à 5 minutes) axée sur la respiration, les sensations physiques.

Seldom

Yes, i have. We have a méditation plan where nearly all the classes meditate AT least three Times a week for 5 minutes maximum.

Yes, with the « practical of attention ». Shorts meditations at the start of the lesson

What do you think about the proportion of THEORY and PRACTICE? (Was it balanced enough? If not, what would you need MORE of?)
9 válasz

All the sessions were very well balanced
Disseminated with oassion and great interest.

Yes, I believe it wasa good balance between practice and theory.

I think that is perfectly organisation

I think there was a great balance between the two.

I found the balance was perfect !

Yes, the hand-on approach was real. I am new to mindfulness, so, I could have usted a little bit of previous work. I understand it might not be welcome by some participants

Perfectly balances
Maybe more meditation

It was a good balance

I think it was in balance. I really liked the physical activities between listening work.

What 3 adjectives would you use for this course? Why?

9 válasz

Wondeful, powerful and healing.

Interesting, relaxing, useful

Útil porque se puede aplicar en el día a día.
Reflexivo porque te toca el alma
Maravilloso sobre todo por la forma de ser de la profesora

Hands on, interesting, learning experience

Very interesting
Dynamic
Fulfilling

Well-worth, engaging, fulfilling
It more than fulfilled my expectations. I feel grateful for the teacher and the other participants, who I believe made this course really special

Comfortable, you made us feel at ease.
Amazing because it was so interesting
Incredible because it went above my expectations

Kindness, well being, a digression in our speed life.

Practical, safe, mindful.

What was the most memorable activity? Why?

9 válasz

Focus on the face of the other person.

I personally enjoyed reflecting and getting to know new friends and teachers from other countries. It was so interesting to learn how other schools around Europe work.

Que los demás opinen sobre el elemento que más te identifica. Te da una idea de lo que trasmites

An activity where we had to group up in a pair. One would be saying something and the other is not allowed to react, nod etc. I found this really hard when I was the listener.

Miror Miror : c'était drôle et c'est une activité pendant laquelle on doit être parfaitement attentif à l'autre.

Preparing the dissemination, because we went back on all that we had worked on during g the week. Revisiting it and organising our thoyghts

Mirror mirror

Mirror, mirror. It was so fun and it would give so much good emotions to students, it we would include in lessons.

Pictures about our feelings
Action for Happiness
Strengths With the rest

What was the most useful activity? Why?

8 válasz

Meditation because I found my onner peace

The mindfulness videos and physical activities were extremely lovely not only for personal reasons but also taught me something practical which I can use with my students.

Las nueve actitudes cuando éstas trabajando y viajando, te hace tomar conciencia de lo que tienes más o menos fuerte

Meditation. It made me feel grounded and gave me a sense of peace.

Character strengths, 9 attitudes and action for happiness

Impossible for me to choose just one

Because they talk to me. I learned about me with the test. The calendar of action for Happiness is easy to used. I will put on the door of my classroom

Character strengths, I think it's so important we say more good things about each other, and most importantly we notice that.

What activity / activities could be left out in your opinion? Why?

8 válasz

None all useful

None all were lovely and useful.

En mi opinión está todo perfectamente organizado y no hay nada que quitar

Aucune

Nothing

The exercises when WE where standing and rolling our hands in one way and then in the other.

Smells or do this activity with spicies

I really likes all acitivities.

How do you think mindfulness could be integrated into teacher training in your context? (Erasmus courses / training at university / teacher training, etc.)

8 válasz

To be implemented in schools because its positive affects and impacts are huge. Training should be given to all educators

Similiar courses, hands on experiences within the school and also integrating mindfulness in the school curriculum.

Quiero llevarlo a cabo en mis clases y con mis compañeros... y a partir de este curso quiero seguir formándome

Dans la formation initiale des enseignants
Dans le développement d'Erasmus

I believe it should be integrated in a soft way. When planning activities or lesson plans, we could ask, is it mindful? Can I make it more mindful?

Erasmus courses once a year
Time given to teachers to share practises

In the first courses to be teacher at university
By erasmus courses
By feed-back by teachers who did erasmus courses

It would be nice, if in the university would be mindfulness course for every teacher.

If you have anything else to add about the course, please write it here. :)
9 válasz

Thank you for transmitting your serenity. The aura that you give to those around you feels so good. May the light of the universe shine brighter on you. Keep that sparkly glow ♥ 🙏

Tama was very welcoming, sweet,helpful and open to ideas and opinions. Showed interest in what we had to say.Very well prepared and organised. Overall,a very enjoyable experience ☺. Thank you so much.

Quisiera dar la enhorabuena a la organización y en especial a la profesora Tama, con su cara, su voz, sus manos, su sonrisa y su forma de ser es capaz de trasmitir y de que sintamos. Muchas gracias!!!

Tutor was such a pleasant person who managed to keep us all engaged during lessons. This was a very pleasant experience.

Toutes les activités étaient très intéressantes, variées, et facilement utilisables avec les collègues et les élèves. Merci beaucoup pour cette formation dont on revient très enrichi d'un point de vue professionnel comme d'un point de vue humain !

It's been a blessing. I appreciate a lot the way you acknowledge how and who we are, and plan each day accordingly.

It s not Linked to mindfulness but I d liké to bé guided as to how to start exchanges with european schools with my students.
Thank you so muchTama for this wonderful week! It s been our first Time in an Erasmus project and i will Never forget it.
If you want to visit France, just send me an email and you will be welcome!
Maïté

Nothing always was beautiful

Thank you! I really enjoyed it and I will try to implemate this to my personal life also.