

**T.C.**  
**İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI**  
**İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**İNGİLİZ DİLİ EĞİTİMİNDE POZİTİF PSİKOLOJİ:  
KARAKTER GÜÇLERİ ALIŞTIRMALARININ  
İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN  
ÖĞRENCİLERİN İÇSEL MOTİVASYONU ÜZERİNDE  
ETKİLERİ**

**YÜKSEK LİSANS TEZİ**

**Gülay GÜLER**

**İstanbul**  
**Haziran, 2018**

**REPUBLIC OF TURKEY  
ISTANBUL SABAHATTIN ZAIM UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**POSITIVE PSYCHOLOGY IN ELT: THE EFFECTS OF  
CHARACTER STRENGTHS EXERCISES ON EFL LEARNERS'  
INTRINSIC MOTIVATION**

**MA THESIS**

**Gülay GÜLER**

**Supervisor  
Asst. Prof. Dr. Emrah GÖRGÜLÜ**

**Istanbul  
June, 2018**


Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma, jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.


Başkan Dr. Öğr. Üyesi Emrah GÖRGÜLÜ



Üye Dr. Öğr. Üyesi Hidayet SARANDİ



Üye Dr. Öğr. Üyesi Bünser Dilara KOÇBAŞ DEMİR



Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylıyorum.



Prof. Dr. Ömer ÇAHA  
Enstitü Müdürü

## **AUTHOR'S DECLARATION**

I hereby declare that this thesis named as “**Positive Psychology in ELT: The Effects of Character Strengths Exercises on EFL Learners' Intrinsic Motivation**” is my unaided work that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that thesis has not been submitted to any other degree or award.



Gülay Güler

## ACKNOWLEDGEMENTS

Praise be to Allah, who gave me the good health and wellbeing along with a loving family, precious colleagues, a great supervisor, helpful professors, and cute students that were all necessary to complete this thesis.

First and foremost, I would like to express my profound gratitude to my supervisor, dear Dr. Emrah Görgülü, for his constant support and encouragement throughout this journey. He was the one who patiently and politely helped me rise back to my feet whenever I collapsed from exhaustion and despair. Thanks to his feedback and guidance, I was able to complete this thesis.

Secondly, I would like to thank Dr. Hidayet Sarandi and Dr. Bünser Dilara Koçbaşı Demir for their valuable contribution to the assessment of this study.

Also, special thanks go to my sweet roommates, Duygu Doğrucan, Nadide Aybar, Fadime Çağlar, and Ayşenur Feyza Şahingöz along with my dear colleague Saim Kara Duman, who never denied their help and support to me during my struggle. I love you, girls!

Further, I would like to express my deepest love and best wishes for all of my students in my six-year teaching career. This thesis is a product of their unwillingness to learn English.

Besides, many thanks go to my dear mother, Dürdane Çevik, who constantly encouraged me, listened to me, and even gave me ideas while writing my thesis. I also want to say that I am where I am thanks to my father, İsmail Çevik, who has always supported girls' education including mine. Further, I am grateful to my sister, Elif Çevik, and my brothers, Orhan Çevik, Ömer Çevik, and Murat Çevik, for their invaluable insights, which gave inspirations to this thesis.

Last but by no means not least, I would like to send my love and thanks to my dear husband, Zeynel Güler, for encouraging me to continue with my graduate studies all the time. He was the one who shared this huge burden with me both at home and at the library desks. Also, I would like to state that this thesis was completed timely because I had to learn how to manage my days and nights in the most extreme ways due to my sweetie pie, my son, Ali Güler, who is currently two and a half years old.

## ÖZET

# İNGİLİZ DİLİ EĞİTİMİNDE POZİTİF PSİKOLOJİ: KARAKTER GÜÇLERİ ALIŞTIRMALARININ İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEREN ÖĞRENCİLERİN İÇSEL MOTİVASYONU ÜZERİNDE ETKİLERİ

**Gülay Güler**

**Yüksek Lisans, İngiliz Dili Eğitimi**

**Tez danışmanı: Dr. Emrah Görgülü**

**Haziran, 2018 – Sayfa: 165 + xii**

Bu deneysel çalışma, Pozitif Psikoloji olarak adlandırılan çalışma alanında önerilen karakter güçleri alıştırmalarının, İngilizceyi yabancı dil olarak öğrenen öğrencilerin içsel motivasyonlarına etkisini araştırmıştır. Deneyler, sınıf ortamlarında pozitif psikoloji alıştırmalarını açık bir şekilde uygulayarak gerçekleştirilmiştir. Ön testlerin ve son testlerin ortalama farklılıkları deney ve kontrol grupları için SPSS (Sosyal Bilimler için İstatistik Paketi 25.0.) üzerinde bağımsız örneklem t-testi ile analiz edilmiştir. Pilot çalışmanın sonuçları öğrencilerin İngilizce öğrenirken seçim algılarının alıştırmalar sonucunda kısmen değiştiğini göstermiştir. Betimsel analizlerin sonuçları, öğrencilerin ilgi ve hazlarının, algılanan seçim ve algılanan yetkinlik düzeylerinin ortalamasının üstünde olduğunu, kaygı ve gerginlik düzeylerinin ise düşük olduğunu ortaya koymuştur. Ancak, bulgular öğrencilerin daha önce İngilizce öğrenmek için yeterli çaba göstermediğini ortaya koymuştur. Müdahalenin gerçek çalışmadaki etkileri ile ilgili olarak, bağımsız örneklem t-testinin sonuçları, karakter güçlü egzersizlerin, öğrencilerin İngilizce öğrenirken olumsuz duygulardan (örneğin,

can sıkıntısı ve endişe) kurtulmasına yardımcı olduğunu göstermiştir. Bununla birlikte, deney grubunun İngilizce öğrenme çabasında makul bir düşüş bulunmuştur. Genel olarak, bu araştırmanın sonuçları, karakter güçleri alıştırmalarının, öğrenme sürecinde İngilizceyi yabancı dil olarak öğrenen öğrencilerin olumsuz duygularını değiştirdiğini, özerkliklerini artırdığını ve kendilerini düzenlemeleri konusunda değişiklikler yaptığını ortaya koymuştur. İngilizce öğretiminde karakter güçleri ve içsel motivasyon arasındaki olası ilişkilerin daha iyi anlaşılmasını sağlamak için daha fazla araştırma yapılması gerekmektedir.

**Anahtar terimler:** pozitif psikoloji, karakter güçleri, içsel motivasyon, dil öğrenme motivasyonu, yetkinlik, özerklik, ilişkililik, psikolojik ihtiyaçlar, psikolojik iyi oluş.

## **ABSTRACT**

### **POSITIVE PSYCHOLOGY IN ELT: THE EFFECTS OF CHARACTER STRENGTHS EXERCISES ON EFL LEARNERS' INTRINSIC MOTIVATION**

**Gülay Güler**

**M.A., Department of English Language Teaching**

**Supervisor: Dr. Emrah Görgülü**

**June, 2018 – Page: 165 + xi**

This experimental study investigated the effects of character strengths exercises, as suggested in the study area called Positive Psychology, on EFL students' intrinsic motivation. The experiments were conducted implementing positive psychology exercises explicitly in the classroom settings. The mean differences of the pre-tests and the post-tests were analyzed through the independent samples t-test on SPSS (Statistical Package for Social Sciences 25.0.) for the experimental and the control groups. The results of the pilot study indicated that the students' feelings about perceived choice for learning English moderately changed as a result of the exercises. The outcomes of the descriptive analyses revealed that the levels of the students' interest and enjoyment, perceived choice, and perceived competence were above average, while the levels of their anxiety and tension were low. However, the findings suggested that the students had not put enough effort into learning English previously. Regarding the effects of the treatment in the actual study, the results of the independent samples t-test indicated that the character strengths exercises moderately helped the students avoid negative feelings (e.g. boredom and anxiety) while learning English. Yet, a moderate decrease was found in the experimental group's effort in learning English. Overall, the outcomes of this research suggested that the character strengths exercises mollified the EFL learners' negative feelings during the learning process,



escalated their autonomy, and made changes about their self-regulation. Further research is required to reveal better insight about the possible associations between the character strengths and intrinsic motivation in the ELT setting.

**Key terms:** positive psychology, character strengths, intrinsic motivation, language learning motivation, competence, autonomy, relatedness, psychological needs, psychological well-being.



## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	ii
ÖZET.....	iii
ABSTRACT .....	v
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
CHAPTER 1 .....	1
1. 1. Background of the Study .....	1
1.2. Purpose of the Study and Research Questions .....	3
1.3. Significance of the Study .....	3
1.4. Limitations of the Study.....	4
1.5. Definitions of Terms .....	5
CHAPTER II.....	6
2.1. Introduction .....	6
2.2. Motivation.....	6
2.2.1. Historical background.....	7
2.2.2. Contemporary Motivation Constructs .....	9
2.2.2.1. Self-worth.....	9
2.2.2.2. Self-efficacy .....	10
2.2.2.3. Learned helplessness and mindset.....	12
2.2.2.4. Task vs. ego involvement.....	14
2.2.2.5. Intrinsic vs. extrinsic motivation .....	14
2.2.2.6. Individual differences .....	15
2.2.2.7. Concluding comments .....	16
2.3. Intrinsic Motivation.....	16

2.3.1.	Self-Determination Theory (SDT).....	16
2.3.1.1.	Facilitating Intrinsic Motivation.....	17
2.3.1.2.	Extrinsic Motivation.....	18
2.3.2.	Intrinsic Motivation in Education .....	20
2.3.3.	Intrinsic Motivation in ELT .....	22
2.4.	Positive Psychology .....	24
2.4.1.	Character Strengths.....	27
2.4.2.	Positive Psychology and Intrinsic Motivation .....	29
2.4.3.	Positive Psychology in Education.....	31
2.4.4.	Positive Psychology in ELT .....	32
2.5.	Conclusion .....	34
CHAPTER III .....		37
3.1.	Introduction.....	37
3.2.	Research Design.....	37
3.3.	Setting and Participants.....	38
3.4.	Data Collection Instruments.....	40
3.5.	Pilot Study.....	42
3.6.	Data Analysis Procedure .....	42
3.7.	Conclusion .....	42
CHAPTER IV .....		44
4.1.	Introduction.....	44
4.2.	Results of the Pilot Study.....	44
4.2.1.	Interest/enjoyment items.....	45
4.2.2.	Perceived competence items.....	47
4.2.3.	Effort/importance items .....	50
4.2.4.	Pressure/tension items.....	52

4.4.5. Perceived choice items .....	54
4.3. Pre-test Descriptive Statistics.....	56
4.3.1. Pre-test descriptive statistics for the <i>interest/enjoyment</i> items .....	56
4.3.2. Pre-test descriptive statistics for the <i>perceived competence</i> items .....	62
4.3.3. Pre-test descriptive statistics for the <i>effort/importance</i> items.....	68
4.3.4. Pre-test descriptive statistics for <i>pressure/tension</i> items .....	72
4.3.5. Pre-test descriptive statistics for the <i>perceived choice</i> items.....	76
4.4. Results of the Independent Samples T-Test.....	82
4.4.1. Interest/enjoyment items.....	82
4.4.2. Perceived competence items.....	87
4.4.3. Effort/importance items .....	91
4.4.4. Pressure/tension items.....	95
4.4.5. Perceived choice items.....	98
4.5. Summary of Findings.....	102
CHAPTER V.....	104
5.1. Introduction.....	104
5.2. Discussion of the Findings .....	104
5.3. Suggestions for Further Research .....	107
5.4. Conclusion .....	107
BIBLIOGRAPHY .....	109
APPENDICES .....	130
Appendix A: The pre-test questionnaire .....	130
Appendix B: The post-test questionnaire .....	132
Appendix C: Character strengths worksheets.....	134
Appendix D: Movie worksheets.....	159
Appendix E: Group statistics for the pilot study .....	164

## LIST OF TABLES

Table 1. A summary of the VIA classification of virtues and strengths. Adapted from Park, Peterson, and Seligman (2004) .....	28
Table 2. The use of character strengths in the EFL classroom. Adapted from Gabrys-Barker (2016, p. 171) .....	34
Table 3. The IMI items used for the present study. ....	41
Table 4. Conversion of the mean differences.....	45
Table 5. Pilot study results of the independent samples t-test for the interest/enjoyment items .....	45
Table 6. Pilot study results of the independent samples t-test for the perceived competence items .....	48
Table 7. Pilot study results of the independent samples t-test for the effort/importance items .....	50
Table 8. Pilot study results of the independent samples t-test for the pressure/tension items .....	52
Table 9. Pilot study results of the independent samples t-test for the perceived choice items .....	54
Table 10. Group statistics for the mean differences of the interest/enjoyment items	83
Table 11. Results of the independent samples t-test for the interest/enjoyment items .....	85
Table 12. Group statistics for the mean differences of the perceived competence items .....	87
Table 13. Results of the independent samples t-test for the perceived competence items .....	89
Table 14. Group statistics for the mean differences of the effort/importance items..	91
Table 15. Results of the independent samples t-test for the effort/importance items	93
Table 16. Group statistics for the mean differences of the pressure/tension items....	95
Table 17. Results of the independent samples t-test for the pressure/tension items ..	96
Table 18. Group statistics for the mean differences of the perceived choice items...	98
Table 19. Results of the independent samples t-test for the perceived choice items	100

## LIST OF FIGURES

Figure 1. The theoretical model of “mindsets-goals-responses” in failure situation of language learning (Lou & Noels, 2016).....	13
Figure 2. The Self-Determination Continuum Showing Types of Motivation with their Regulatory Styles, Loci of Causality, and Corresponding Processes (Ryan & Deci, 2000; p. 72).....	19
Figure 3. Schematic Representation of Gardner’s (1985) Conceptualization of the Integrative Motive (Dörnyei, 2005, p. 69). .....	23
Figure 4. The pre-test frequency results for the item “I enjoyed learning English.” .	57
Figure 5. The pre-test frequency results for the item “Learning English was fun.” ..	58
Figure 6. The pre-test frequency results for the item “Learning English was boring.” .....	59
Figure 7. The pre-test frequency results for the item “English learning activities did not hold my attention at all.” .....	60
Figure 8. The pre-test frequency results for the item “I thought learning English was quite enjoyable.” .....	61
Figure 9. The pre-test frequency results for the item “While learning English, I was thinking how much I enjoyed it.” .....	62
Figure 10. The pre-test frequency results for the item “I think I am pretty good at learning English.”.....	63
Figure 11. The pre-test frequency results for the item “I think I did pretty well while learning English, compared to other students.” .....	64
Figure 12. The pre-test frequency results for the item “After learning English for a while, I felt pretty competent.” .....	65
Figure 13. The pre-test frequency results for the item “I am satisfied with my performance at English.”.....	66
Figure 14. The pre-test frequency results for the item “Learning English was something that I could not do well.” .....	67
Figure 15. The pre-test frequency results for the item “I put a lot of effort into learning.”.....	68
Figure 16. The pre-test frequency results for the item “I didn’t try very hard to do well in English classes.”.....	69
Figure 17. The pre-test frequency results for the item “I tried very hard on learning English.”.....	70
Figure 18. The pre-test frequency results for the item “It was very important for me to learn English well.”.....	71
Figure 19. The pre-test frequency results for the item “I didn’t put much energy into learning English.”.....	72
Figure 20. The pre-test frequency results for the item “I did not feel nervous at all while learning English.”.....	73

Figure 21. The pre-test frequency results for the item “I felt very tense while learning English.” .....	74
Figure 22. The pre-test frequency results for the item “I was very relaxed in learning English.” .....	75
Figure 23. The pre-test frequency results for the item “I felt pressured while learning English.” .....	76
Figure 24. The pre-test frequency results for the item “I believed I had some choice about learning English.” .....	77
Figure 25. The pre-test frequency results for the item “I felt like it was not my choice to learn English.” .....	78
Figure 26. The pre-test frequency results for the item “I felt like I had to learn English.” .....	79
Figure 27. The pre-test frequency results for the item “I learned English because I wanted to.” .....	80
Figure 28. The pre-test frequency results for the item “I learned English because I had to.” .....	81

*Dedicated to the children of the world.*





# **CHAPTER 1**

## **INTRODUCTION**

This thesis aims to investigate the effects of character strengths exercises, as suggested in the study area called Positive Psychology, on EFL students' intrinsic motivation. This chapter is an introduction to the background of the study, the purpose of the study, the research questions, the significance of the problem, certain limitations of the study, the structure of the thesis, and the definition of the terms used in the research.

### **1. 1. Background of the Study**

What is the ultimate goal of education? To many of us, the answer to this question appears to be “to have happy, healthy, kind, confident, knowledgeable and innovative generations”. Consider what the present educational systems in all over the world serve for. It is unfortunately very difficult to see a parallelism between what we want for the youth and what our educational systems offer them. It is a global predicament that schools tend to train disciplined, competitive, success-oriented, unhappy people (Seligman et al., 2009). The situation is very similar in the field of language education. The basic problems in language learning and teaching such as anxiety and lack of motivation lie in the fact that individual differences of the students are not considered when developing the curriculum and methods. For the students to be able to engage in the classes, enjoy the learning process and become happy and successful learners eventually, it is of crucial importance to take their needs and individual personalities into consideration (Proctor et al., 2011).

It has been experienced by many of us that rewards and other tools of extrinsic motivation have the power to attract students' attention and to sustain it only for a short time. The fact that the enthusiasm of students about playing competitive games for the sake of a reward results in arguments and even in anger and enmity in some cases also provides evidence for side effects of external motivators. On the other hand, intrinsic

motivation could be much more effective for learners' attention and effort to be maintained in the long term, as it is an outcome of the fulfilment of three basic psychological needs: *autonomy*, *competence* and *relatedness* (Deci & Ryan, 2000). Intrinsically motivated people have the ability to keep their interest and effort for much longer in a natural and healthy manner. The countless questions of young children about the names of the objects and actions in the surroundings despite having no rewards in return for their learning accomplishments indicate that human beings are organisms who innately have the constantly curious character that explores the world (Deci & Ryan, 1985). The good news is that environmental factors such as teacher and parent practices could systematically increase students' intrinsic motivation even though the same factors have the potential to decrease it unless the basic psychological needs of students are fulfilled (Ryan & Deci, 2000).

Positive Psychology (PP), the scientific study pioneered by Seligman and Csikszentmihalyi (2000), has reopened old wounds in the field of education bringing up the notion of well-being education that is claimed to diminish depression, escalate life satisfaction and engender better learning and more creative thinking (Seligman et al., 2009). As it is known that positive emotions facilitate language learning (Krashen, 1985; MacIntyre & Gregersen, 2012; Gregersen, 2016), the use of Positive Psychology in language education obviously has the potential to offer noteworthy outcomes. Character strengths, known as the backbone of Positive Psychology, can be used in language teaching in order to empower students aiding them to discover and focus on their strong sides and to realize and strengthen their weak sides as learners so that they can be *autonomous* in choosing *meaningful* and *challenging* learning alternatives offered by family and institutions. Having fulfilled their basic psychological needs (autonomy, competence and relatedness), students could be expected to show higher levels of desire and delight towards learning a language; in other words, they become *intrinsically motivated* to learn a language. In this regard, the use of character strengths in the language classroom seems to be promising both in the future studies of language learning motivation and in the future development of language learning curriculums and methods.

## **1.2. Purpose of the Study and Research Questions**

This research study has been conducted to understand the motivational profile of a group of Turkish EFL students at the university level through the lenses of Self Determination Theory by Ryan and Deci (1985). It has been assumed that strengths-based education based on the premises of positive psychology could provide the conditions for competence, relatedness and autonomy which are required elements of intrinsic motivation. Therefore, this study has aimed to analyze and evaluate the effects of Positive Psychology exercises on the students' intrinsic motivation. Another major goal of this investigation is to contribute to the field of motivation and well-being research as the first scientific study that combines intrinsic motivation and Positive Psychology in the Turkish educational context. As an outcome of this research, the analysis results and possible further investigations will be discussed in detail.

With these aims in mind, the following questions have been addressed in the study:

1. What is the motivational profile of the sample groups of the EFL students at the English Language Preparatory Program of a private foundation university in reference to the Self Determination Theory?
2. How can Positive Psychology techniques be implemented in the EFL classroom setting?
3. What are the effects of Positive Psychology exercises, specifically character strengths, upon the EFL learners' intrinsic motivation?

## **1.3. Significance of the Study**

Although life is now much better than it used to be (e.g., Easterbrook, 2003; Schuman *et al.*, 1997; Snyder *et al.*, 2008), people feel more discontented with their lives. Likewise, in the classroom setting, many teachers have to deal with students' low motivation, lack of interest, and anxiety even more than teaching their own subject in today's world. The other side of the coin is that many families and teachers consider schools as places where young people are only expected to do well. Their wellbeing ignored, students are frequently forced to get high grades, sometimes higher grades than their peers, on the basis of a competition. In this kind of a competitive and tense environment, it is not surprising that depression is shockingly high among young people worldwide (Lewinsohn *et al.*, 1993). Social-emotional development is of crucial importance for students to develop not only personalities but also social and

academic skills (Diekstra, 2008). Curriculums and methodologies, therefore, need to include wellbeing for more creative thinking (Isen *et al.*, 1987; Estrada *et al.*, 1994), more holistic thinking (Isen *et al.*, 1991; Kuhl, 1983, 2000) and broader attention (Fredrickson, 1998; Bolte *et al.*, 2003; Fredrickson & Branigan, 2005; Rowe *et al.*, 2007).

This study will contribute to the concept of “positive education” that states that the school should be a place where people not only do well but also do better and feel better (Seligman *et al.*, 2009). In other words, this study plays the role of a pair of lenses through which the school is seen as a place of opportunities for improving skills and building and maintaining wellbeing.

#### **1.4. Limitations of the Study**

As the first research that investigates the effects of character strengths exercises on language learners’ motivation, the present study has a few constraints regarding the method, time and tools and sample size.

This research was designed as an experimental study with one experimental group and one control group. Although the curriculums of the two groups were exactly the same, the fact that the instructors were different in each group might be a limitation for a certain experimental outcome as the teachers might have had different ways of teaching and personalities which were possible factors that could affect the results of the experiment.

Another constraint of the study was related to the duration of the experiment, which was six weeks in total. The problem with this amount of time was that a change in a psychological domain (motivation in this case) might require more than one and a half months’ time. Moreover, the students might not have fully concentrated on the mental and psychological exercises since they had just met the teacher and each other. In other words, the participants could have been given additional time in order to overcome the anxiety of joining a new class and internalize the exercises, which was not possible for external factors.

Lastly, the treatment for the experimental group was explicitly given in the form of written exercises created by the researcher. The exercises were prepared based on the information retrieved from the website of VIA Institute of Character. The implicit

implementation of the exercises by means of the curriculum would not be possible as the researcher did not have the authority to change or redesign the school curriculum.

### **1.5. Definitions of Terms**

Intrinsic Motivation (IM): In this study, Intrinsic Motivation (IM) refers to motivation arises from inside because it naturally satisfies the individual without any external rewards.

Extrinsic Motivation (EM): EM (Extrinsic Motivation) is the type of motivation that originates outside of the individual due to external rewards such as money, praise, fame or grades.

Positive Psychology (PP): Positive Psychology (PP) is a branch of psychology that primarily studies positive emotions, positive character traits and empowering institutions.

Character strengths: The twenty-four character strengths are positive parts of personality under the umbrella of six core virtues that are wisdom, courage, humanity, justice, temperance and transcendence.

ELT: This term is the abbreviation of English Language Teaching.

L2: The second language targeted to be learned is referred to as L2.

L1: The native or first language of the participants is referred to as L1.

English as a Foreign Language (EFL): When English is learned by people whose native language is not English in a country where English is not the native language, it is called English as a Foreign Language (EFL).

Individual Differences (ID): Individual differences (ID) are personal characteristics that are consistent across time and context and that differ from one to another.

Self Determination Theory (SDT): Self Determination Theory is a theory of motivation which concerns human motivation and optimal functioning. It focuses on different types of motivation rather than the amounts of motivation.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter is intended to provide an extensive discussion and overview of two main topics. In Section 2.2., the concepts of motivation and intrinsic motivation are investigated through the lenses of the Self-Determination Theory (SDT) (Deci & Ryan, 1985), and EFL learners' motivation is addressed as the main focus under the umbrella of SDT. In Section 2.3., I introduce *Positive Psychology (PP)*, under which the twenty-four character strengths are introduced, analyzed. Also, the connection between positive psychology and ELT practices and more specifically with EFL learners' motivation is fleshed out.

#### **2.2. Motivation**

Every action that we see in the surroundings is taken as a result of a motivation. This proposition constitutes the essence of why we do what we do. Every morning, we open our eyes and start to take a series of actions ranging from basic personal cleaning and care to complex academic or professional works. Despite the commonalities, though, each and every one of us pursues unique ways of life and career. Not a single life is precisely identical to another with idiosyncratic features that spring from individual purposes. In this regard, researchers have been interested in understanding and analyzing the sources and consequences of the energy, termed as motivation, which pushes individuals towards an action so far. Some of them attempted to explain this phenomenon from a *mechanistic* perspective (e.g., Freud, 1917; Hull, 1943), others offered *organismic* interpretations (e.g., White, 1959; Deci, 1975; Harter, 1978a; Csikszentmihalyi, 1975). In the following sections, I will review some prior theories of motivation from different perspectives, and elaborate some contemporary motivational constructs. After that, I will discuss intrinsic motivation under the umbrella of self-determination theory, and its relationship with positive psychology. Lastly, I will associate the concept of intrinsic motivation with educational practices including ELT.

### 2.2.1. Historical background

Based on the nature of human beings, various assumptions have been made about motivation. Basically, there are two interpretations of human motivation: *mechanistic* and *organismic*. Mechanistic theories of motivation approach the human as passive and as being activated only through physical interaction and stimuli. On the other hand, organismic theories take the human as active and volitional. Innately competent of taking initiatives, human is considered active and responsible, partially or totally detached from external factors.

Motivation research within *psychoanalytic psychology* was pioneered by Freud's *Drive Theory (or Instinct Theory)* (1917), in which he asserted that humans run on two basic physiological needs: *sex* and *aggression*, and is after homeostasis or biological balance. For example, when you have a desire to achieve something, this creates a kind of aggression in you causing a strong instinct for striving to satisfy your desire, and control your aggression so that you can find your homeostasis or biological balance. In empirical psychology, Hull (1943) came up with his own definition of the drive theory, *the drive-reduction theory*, which includes four basic drives, *hunger, thirst, sex, and avoidance of pain*, instead of two. This theory is based on the same idea of the Freudian instinct theory, however, differing from it with its emphasis on the behavior itself and habit formation. In *the Hullian theory*, drive is considered to be unpleasant and something to be satisfied immediately to reach an equilibrium. During the process of satisfaction, same behavior is repeated to maintain the balance, which results in habit formation. Having conducted a series of experiments on rats, Skinner (1938) established a theory in which he asserted that behavior could be strengthened or weakened according to its consequences, and he called it *operant conditioning*. In a nutshell, he proposed that behavior could be shaped by creating motivation through reinforcements like rewards and punishments. In 1954, Rotter came up with the idea that behavior can actually be chosen by the individual, and is not necessarily controlled by the environment or stimuli. In his theory of *social learning*, he built the concept of *locus of control*, in which he said that there are two different interpretations of the consequences: internal and external. According to this theory, people with a strong internal locus of control believe that they are responsible for their own success and failure, whereas those with a strong external locus of control consider the consequences of their behavior being largely affected by external factors such as luck,

fate or other people. In his *achievement motivation theory*, Atkinson (1964) claimed that the human has a natural tendency to be successful both in the eyes of his own, and in the eyes of others. This desire for achievement and avoidance from failure was asserted to be the key factor in human motivation. Similar to Rotter's concept of locus of control (1954), Heider's *attribution theory* (1958) emphasized that human beings by and large make sense of the world they live in by assigning the causes to internal and external factors, and personal causality stems from intentionality. On the basis of Heider's work, Weiner (1986) explained this notion of causality in three dimensions: *locus (internal/external)*, *stability (stable/unstable)*, and *controllability (controllable/uncontrollable)*. These dimensions of causality have a substantial impact on motivation in that external, unstable and controllable attributions to a failure could highly motivate a person for the subsequent steps of achievement. In his theory of *effectance motivation*, White (1959) argued that human beings are naturally motivated to be effective in the world. In other words, people engage with the environment so that they feel competent of accomplishing something and making an impact. In 1978, Susan Harter developed her own theory based on White's work, and added *enjoyment* to competence as a reason for motivation. Alternatively, Hunt (1965) comes to the stage with an interesting insight regarding human motivation. He says that the prime moving power for human action is his own reaction to incongruity. According to the theory of *optimal incongruity*, people take action because they set a goal for the resolution of an incongruity, and they feel bored when there are no manageable challenges around. DeCharms (1968) argues the roles of autonomy and competence in motivation in his theory of *personal causation*. This theory simply suggests that people need to know that they are the primary cause of their behavior rather than an external factor such as a reward or punishment, and personal causation grows out of the awareness of being a cause and its development through anticipation, choice, experience and interpretation, which eventually results in self-efficacy and sense of capacity. In an attempt to explain the human motivation from a truly organismic perspective, *the self-determination theory* was developed by Deci & Ryan (1985), based on three psychological needs which are *competence*, *relatedness* and *autonomy*. This theory analyzes motivation in terms of its types rather than its amounts. In this regard, Deci & Ryan defines two essential motivation types: *extrinsic* and *intrinsic*. Extrinsic motivation is developed via external factors such as rewards, grades, or fear, while intrinsic motivation occurs should the individual be afforded with the senses of



competence, relatedness and autonomy, engendering higher quality of performance and creativity. Lastly, Csikszentmihalyi (1975, 2000) investigated the intrinsic type of motivation at its highest level, and named this peak motivation state as “flow” where one gets lost in an activity forgetting about the time. In a few words, *the flow theory* of Csikszentmihalyi suggests that the flow experience is gained if provided the conditions of *optimum challenge*, *clear goals* and *immediate feedback*. Nevertheless, Csikszentmihalyi points out the role of individual differences, and states that this kind of motivation could be best experienced by an *autotelic* personality, who naturally enjoys life or “generally does things for their own sake rather than for achieving some later external goal” (Csikszentmihalyi, 1997, p. 117).

### **2.2.2. Contemporary Motivation Constructs**

Considering the desires to gain power, be successful, or help others, it is now clear that homeostatic explanations for complex human motivation are not sufficient. The popularity of hedonistic approaches which interpret motivation as an action to either gain pleasure or avoid pain has also waned. Each of the motivational theories mentioned previously has contributed to the understanding and explanation of motivation in their own ways; however, they failed to offer a fully comprehensive analysis. For example, Hullian theory attempts to explain motivation based on natural needs ignoring the existence of secondary reinforcements such as rewards and punishments, and fails to explain human actions that are not triggered by drives, such as risk taking actions or adventures. Similarly, the theory of operant conditioning entirely denies the will power of humans, and attributes the reasons for motivation only to external factors such as reinforcements. Even though the previous theories of motivation have left valuable legacies to the field, contemporary motivation research tends to investigate the structure and orientations of motivation relating them to achievement strivings (Graham & Weiner, 1996). In this regard, six contemporary theories will be scrutinized to shed light on the analysis of motivational constructs.

#### **2.2.2.1. Self-worth**

Proposed by Covington (1984- 1992), the self-worth theory suggests that the primary determinant of self-worth is the perception of competence. Simply put, one needs to be able so as to be worthy. With his colleagues, he has conducted research on students’ strategies to maintain positive self-image. Covington (1984) said that “as a

group these strategies seek to shift the personal causes of failure from the internal attribution of ability and toward external factors beyond the individual's control or responsibility" (p. 83). The strategies used by the students in order to avoid the perception of lack of ability include setting extremely high goals, using techniques that limit themselves such as procrastinating or simply not making any endeavors, and giving excuses attributing the failure to external and uncontrollable factors such as illness or lack of opportunities. Thus, self-worth theory highlights the significance of self-worth and maintaining self-worth as the primary determinants of motivation. According to this analysis, a reluctant learner is also motivated by the constructs that protect his or her self-worth.

Self-worth theory has the same theoretical roots with the attribution theory in that they both conceive ability attributions as the antecedents of motivation. Nonetheless, the fundamental difference between the two theories lies in the fact that attribution theory accepts the need for mastery or achievement as the primary determinant of motivation no matter the consequence yields positive or negative self-esteem. In this sense, mastery attributions appear to be for realistic self-assessment, and adaptive skills are given a place in attribution theory. On the other hand, self-worth theory's strong emphasis on self-esteem and self-worth makes it go in line with hedonistic approaches whereas its attributional side is compatible with attribution theory.

On the basis of the self-esteem theories and their educational practices, it is clearly observed that any increment in self-esteem results in higher motivation. McCroskey and Richmond (1987) provided evidence for the significant relationship between self-esteem and the widely researched variable *willingness to communicate* (WTC), and McCroskey and Richmond (1990) stated that a person with low self-esteem would be expected to be less willing to communicate due to the fear of being criticized (p. 26). More recent research studies have found strong or mild correlations between self-esteem and various language skills (e.g., Hayati & Ostadian, 2008; Soureshjani & Naseri, 2011; Fahim & Rad, 2012).

#### **2.2.2.2. Self-efficacy**

Self-efficacy was defined as individuals' beliefs about their abilities by Bandura (1977, 1986, 1989). Bandura's famous *social cognitive theory* (1997)

incorporates the idea of proactive and dynamic nature of human functioning influenced by personal, environmental and behavioral factors (Schunk & Pajares, 2009). Bandura (1989) highlighted the role of self-efficacy beliefs in motivation when he stated that “people’s self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles. The stronger the belief in their capabilities, the greater and more persistent are their effort” (p. 1176). The study of self-efficacy has been highly popular in contemporary motivation research because empirical data supported the remarkable influences of self-efficacy beliefs not only upon motivation but also upon stress, anxiety, pain tolerance and phobias (Bandura, 1986). According to social cognitive theory, there are four sources that gauge self-efficacy. A *mastery experience* or an actual performance of a person was postulated as the first and foremost source of self-efficacy. Simply put, when a person observes himself or herself as being successful at a particular task, his or her self-efficacy beliefs about that task are expected to escalate. The second most influential source was described as *vicarious experience* which is the experience learned through the observation of others. Accordingly, an individual can have stronger beliefs about his or her capabilities if afforded with good examples and role models of the individual’s target task. Verbal persuasion was claimed to be another source to increase self-efficacy. When influential people persuade individuals by talking to them about their potentials, it is likely that this could have a positive impact on the people’s beliefs concerning their capabilities. Lastly, emotional and physiological states were asserted to have a power to affect self-efficacy. Psychological problems such as depression, anxiety, stress and tension, and physiological problems such as handicaps and illnesses would obviously dampen our confidence in our potential in some cases. To sum up, Bandura’s social cognitive theory suggests that motivation could be positively influenced by high levels of self-efficacy which could be attained through the four abovementioned sources.

Even though Anaydubalu (2010) could not find any relationship between self-efficacy and performance, recent research studies in the field of language learning give similar implications to those of Bandura’s theory. A recent research provides evidence to the significant relationship between self-efficacy and strategy use in language learning (Magogwe & Oliver, 2007). Further, the findings of many other studies demonstrate that the relationship between self-efficacy and performance is significant

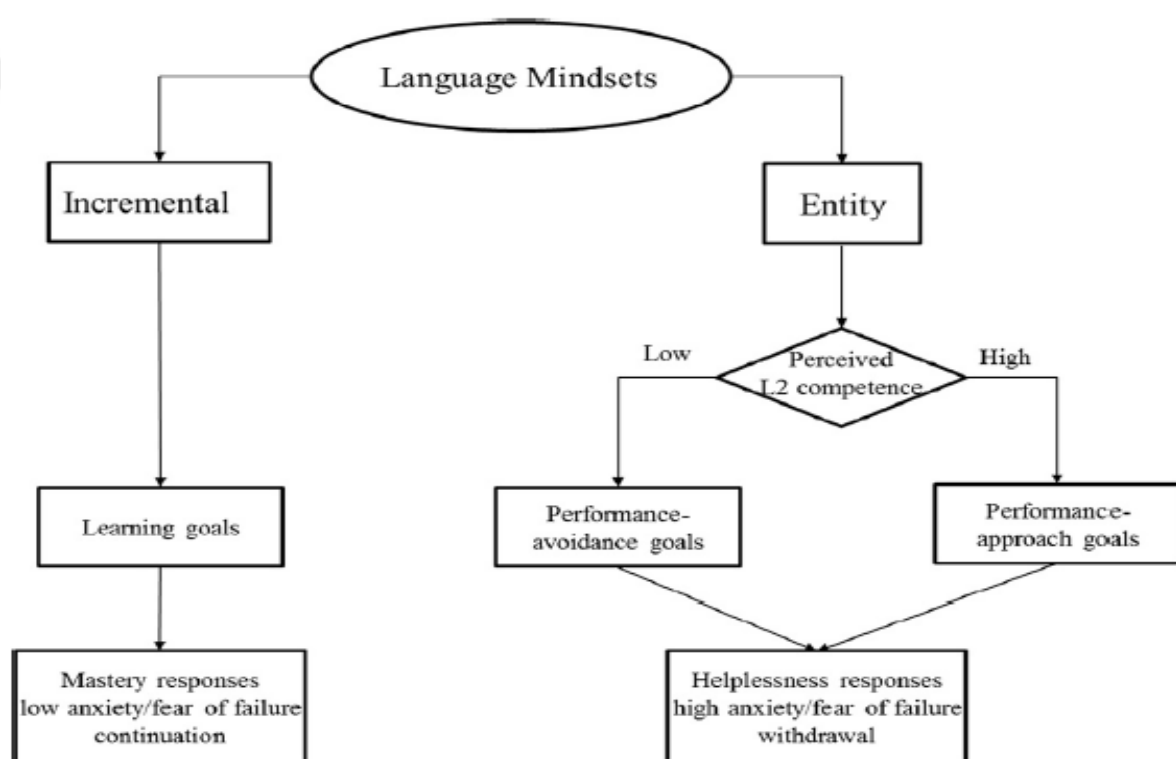
(e.g., Mahyuddin, et al., 2006; Hsieh & Schallert 2008, Mills, Pajares & Herron 2006, 2007; Abedini & Rahimi 2009; Tilfarlioglu & Ciftci 2011; Tilfarlioglu & Cinkara, 2009).

### **2.2.2.3. Learned helplessness and mindset**

First articulated by Martin Seligman in 1975, learned helplessness is an opposite concept to self-efficacy in a way that it focuses on the repercussions of a failure rather than a capability. Helplessness is a learned fact resulting from the overgeneralization of a failure which also leads to a lack of self-efficacy and motivation. For example, the experience of an individual who fails to drive after several attempts and eventually develops a belief about his or her inability in driving could be called learned helplessness. Helplessness theory is also concomitant with attribution theory in that the likelihood of a failure to turn into a learned helplessness is at its maximum when the failure is attributed to internal, stable and uncontrollable factors. In this regard, it has been claimed that the explanatory style of an individual regarding his or her failure is largely influential upon his or her motivation. Peterson (1990) showed a variety of empirical evidence about the negative effects of pessimistic explanatory styles upon school grades, aspiration levels, achievement goals, and use of learning strategies. In other words, optimistic explanatory style is supposed to yield better school grades, better-defined achievement goals, higher levels of aspiration and a better use of learning strategies. At this point, Dweck & Legget (1988) have demonstrated that children with the same abilities showed different actual performances on a task depending on the way they approach challenges. The *helpless* children, who focused on their inabilities and expressed negative feelings, showed significantly poorer performances than the *mastery-oriented* children, who focused on the task itself rather than their abilities and expressed positive feelings. Accordingly, a more recent research defines two types of mindsets: *growth mindset* and *fixed mindset* (Dweck, 2012). This theory claims that individuals with growth mindsets believe that their qualities and traits could be changed and improved through adequate amounts of effort whereas individuals with fixed mindsets conceive their qualities as set in stone and cannot be practiced or developed. This theory is important to better understand why some people aspire to learn and improve while others hesitate and give up.

Learned helplessness has been investigated under the terms of agency and positive affect in the language learning research. Mercer (2015) firmly stated that the sense of helplessness results in lower motivation and lower achievement in language learning. Based on the model of social cognitive theory of achievement motivation (Dweck & Legget, 1988), the *mindsets-goals-responses model* was suggested by Lou and Noels (2016) so as to understand the effects of language mindsets upon failure of different language learners. This is shown in Figure 1.

**Figure 1. The theoretical model of “mindsets-goals-responses” in failure situation of language learning (Lou & Noels, 2016).**



According to this model, there are two main mindsets of language learning. One is called incremental, which refers to considering language learning aptitude as something that can be enhanced. It therefore engenders related learning goals which generates mastery responses. The other type of mindset is called entity mindset, which conceives language intelligence as fixed. Thus, an individual is expected to easily approach language performances on the condition that he or she has a perception of high L2 competence. Otherwise, people with the perception of low L2 competence tend to avoid performing in language practices.

#### **2.2.2.4. Task vs. ego involvement**

Nicholls (1984, 1989) proposed the *achievement goal theory* which asserts that there are two types of learning environments: *task-involving* and *ego-involving*. Task-involving states that one should focus on the goal of the task itself and offer the accomplishment of the task as the reward in the end. On the other hand, ego-involving contexts emphasize the high ability compared to others, and hide the low ability. A variety of empirical manipulations demonstrated that subjects in task-involving settings work harder, express more positive affect, and eventually perform better (e.g., Graham & Golan, 1991; Jagacinski & Nicholls, 1984, 1987; Butler, 1987, Stipek & Kowalaski, 1989). Nicholls' achievement goal theory is apparently in alignment with Csikszentmihalyi' flow theory in the sense that both claim positive motivational and achievement-oriented outcomes of task involvement and ego exclusion.

With the emergence of communicative language learning approach, task-based language learning has been one of the main foci in the field of language learning. Although there are some critiques of task-based instruction (e.g., Sheen, 1994), several researchers claimed positive influences of tasks on language learning (e.g., Prabhu, 1987; Nunan, 1989; Long & Crookes, 1991; Gass & Crookes, 1993a, b).

#### **2.2.2.5. Intrinsic vs. extrinsic motivation**

The difference between intrinsic and extrinsic motivation lies in the extent of freedom that the targeted task gives the subject, and in the joy the subject gets out of the task. In other words, if a person feels controlled and bored while doing a task, it will be difficult to observe intrinsic motivation. Extrinsic motivation, on the other hand, is attained through external reinforcements such as rewards. In 1973, Lepper and his colleagues conducted a research that reported interesting findings related to children's behaviors and interests subsequent to getting a reward. It was found that young children who were offered a "good player certificate" in a drawing activity showed less interest in that activity for the next sessions than those who were not offered any rewards. Among hundreds of similar studies conducted in the aftermath, the *cognitive evaluation theory* by Deci & Ryan (1985) was the one most congruent with a goal framework. According to this theory, intrinsic motivation occurs when an individual feels self-determined and competent. Self-determination refers to the experience of choice, autonomy, or an internal locus of causality, and competence is

the joy derived from one's capabilities. Considering the higher amounts of interest, aspiration, and diligence of intrinsically motivated individuals, it is clear that the quality of future education and future life could be increased via training intrinsically motivated people by offering them proper learning and working opportunities. Intrinsic motivation and its implications in language learning and teaching will be further elaborated in the following sections.

#### **2.2.2.6. Individual differences**

Earlier researchers such as Atkinson (1964) and Rotter (1966) placed a huge emphasis on individual differences while explaining motivation. According to Atkinson's achievement motivation theory, individuals with high risk-taking behavior are attributed to higher levels of motivation, whereas Rotter's social learning theory made a distinction between the loci of control –external or internal- depending on the person's general expectancies for success, putting individual differences in the central position. Yet, the decay of these theories was soon due to the lack of cross-situational generality. For example, some people exert internal locus of control in some settings, namely they attribute the consequences of their behavior to their own effort or abilities, while they do not behave so in other contexts; or it is beyond argument that some people show high risk-taking behaviors under only particular circumstances. Thus, Rotter's and Atkinson's theory were not able to fully explain these possibilities, and therefore waned. From the perspective of academic motivation, Alexander and Murphy (1999) stated in their overview of learner profiles that "Research on individual differences that is multidimensional and acknowledges the influence of motivational factors, as well as cognitive forces, seems more in keeping with the complexity of formal learning" (p. 428).

Although individual differences have been studied relatively less than other variables in language learning research, there have been intriguing themes in recent literature. For example, many scholars have come to an agreement that ID factors are in interaction with *context*, that is, individual differences affect the situations such as tasks and environments, and also are affected by them. Ellis (2004) expressed this very clearly: "The theory will need to acknowledge the *situated* nature of L2 learning. That is, it must reflect the fact that the role of individual learner factors is influenced by the specific setting in which learning takes place and the kinds of tasks learners are asked to perform in the L2." (p. 546–547). Thus, the notion that ID factors should not be

investigated in isolation, but they should rather be interrelated to other variables such as context, aptitude complexes, and the mental mechanisms underlying the language learning processes has been popularized (Dörnyei, 2005).

#### **2.2.2.7. Concluding comments**

Based on the theories of the contemporary motivation constructs, a vast amount of empirical support has been provided about the negative consequences of low success expectations, excessive concern for showing high ability and hiding low ability, internal attribution of failure, and perception of outcomes as uncontrollable and stable. On the other hand, the self-worth theory has shown the importance of self-worth and self-esteem while creating motivational contexts, whereas the self-efficacy theory has highlighted the role of self-efficacy beliefs in motivation and achievement, and has proposed sources of these beliefs. The theories of learned helplessness have drawn attention to important sources of demotivation, while the theory of task vs. ego involvement has provided empirical data regarding the significant superiority of task-involving learning environments, giving valuable hints for the establishment of effective learning environments. Lastly, the cognitive evaluation theory has contributed to the field of motivation research with the concepts of intrinsic and extrinsic motivation enunciating the basic psychological needs of human beings. Although all of the abovementioned theories have made unique contributions to understand motivation, the subsequent sections are devoted to the concept of intrinsic motivation under the umbrella of the self-determination theory because the present study's primal focus is to deeply understand the role of psychological needs and well-being in motivation.

### **2.3. Intrinsic Motivation**

In this section, intrinsic motivation will be first elaborated using the lenses of the self-determination theory. After that, the repercussions of this theory within the contexts of both education in general and English language teaching will be discussed extensively.

#### **2.3.1. Self-Determination Theory (SDT)**

“All men by nature desire to know.” says Aristotle (980), paving the way for the contemporary research of intrinsic motivation. Intrinsic motivation, oftentimes defined as the desire to do an activity not for the sake of a reward but for the sake of



the enjoyment derived from the activity itself, has been one of the main foci in the field of psychology due to the higher levels of achievement and efficiency yielded through it. Historically, Koch (1956), who asserted that the notion of intrinsic motivation should be given much importance, was one of the pioneers of the intrinsic motivation research. Later, Deci (1975) published a book called *Intrinsic Motivation* in which he scrutinized the conceptualizations, development, and implications of intrinsic motivation. Refusing the drive theories based on the notion of psychological needs, Deci and Ryan proposed their *self-determination theory* as an organismic theory of human motivation for the first time in 1985.

Self-determination theory has an organismic viewpoint as a metatheory, that is, it is concomitant with the assumption that human beings are volitional organisms who proactively engage with the environment, and innately possess a unified structure of self. From this perspective, self-determination theory rightfully attributes a will power to humans in an attempt to rebuff the previously assumed direness of the influences of environmental factors and stimuli.

#### **2.3.1.1. Facilitating Intrinsic Motivation**

According to this theory, human beings innately need to feel agentic, competent, and connected. When these basic needs are fulfilled, self-driven behaviors are expected to emerge. In support of this, White (1959) discovered in his experiments on animal behavior that many organisms demonstrate playful and inquisitive behaviors even when they were not given any tangible rewards, or praise. It can be clearly observed that humans, too, show endless curiosity and interest in the world around them, and they are truly active learners from their birth onward, especially in the childhood. Hence, we can say that every individual has intrinsic motivation within themselves. However, that not everybody finds every activity interesting, at least at the same level, is an obvious fact. At this point, SDT defines intrinsic motivation not in terms of the interestingness of a task, but the satisfaction derived from the task engagement. In other words, SDT says that intrinsic motivation is measured during the task engagement not before.

SDT primarily focuses on the satisfaction of the basic psychological needs: *competence*, *autonomy*, and *relatedness*. *Cognitive Evaluation Theory (CET)*, a sub-theory of SDT, proffers that social contexts, e.g. manageable challenges and constructive feedback, could enhance or diminish intrinsic motivation (Ryan & Deci,

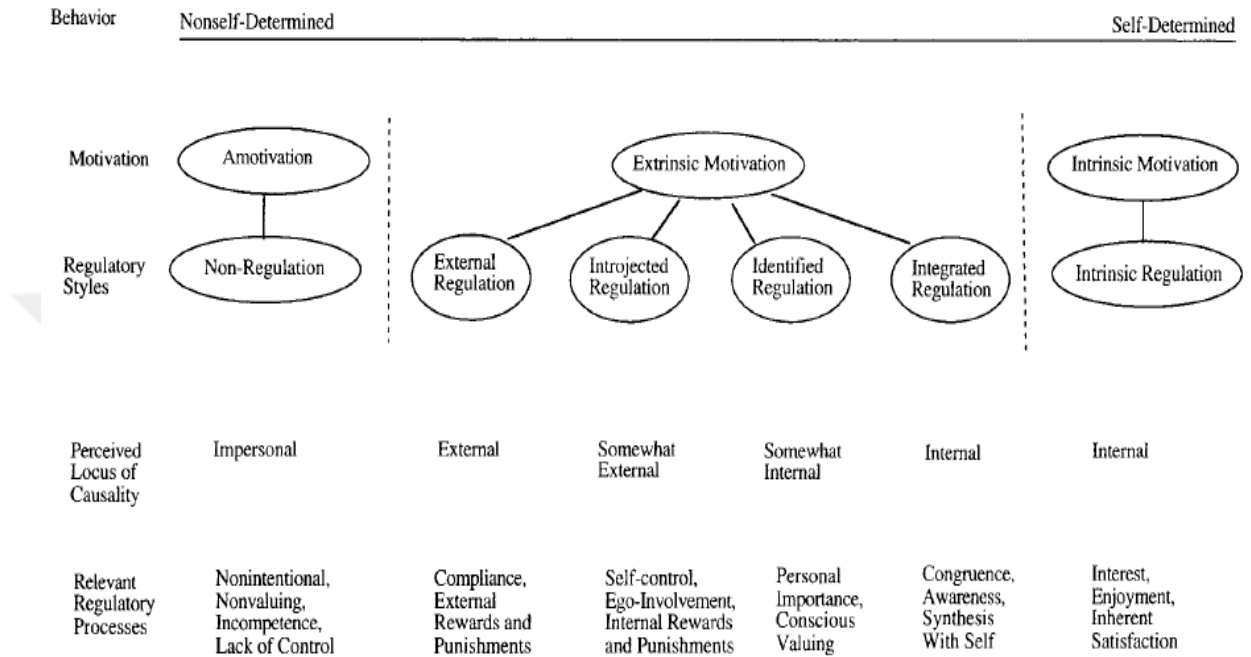
2000). Further, CET emphasizes that intrinsic motivation will not increase through the feeling of competence per se unless supplemented with *a sense of autonomy*, or with *an internal perceived locus of causality* (deCharms, 1968). Put differently, the experience of self-efficacy should be bolstered with the experience of self-determination for the enhancement and maintenance of intrinsic motivation. Previous research has demonstrated that positive performance feedback, not only positive feedback, facilitates intrinsic motivation (e.g., Deci, 1971; Harackiewicz, 1979); while negative performance feedback decreases it (e.g., Deci & Cascio, 1972). In support of CET, it was found that perceived competence is in correlation with intrinsic motivation (e.g., Vallerand & Reid, 1984), whereas Ryan (1982) said that any increase in perceived competence leads to greater intrinsic motivation only if accompanied by a sense of autonomy. Earlier studies have shown that many of controlling interventions such as tangible rewards, threats, deadlines, directives, and competition pressures undermine intrinsic motivation (Deci & Cascio, 1972; Amabile et al, 1976; Koestner et al., 1984; Reeve & Deci, 1996), while giving a choice remarkably facilitates intrinsic motivation as it creates a sense of autonomy (e.g., Zuckerman et al., 1978). In sum, CET asserts that intrinsic motivation can be supported or thwarted through the satisfaction of the needs for competence and autonomy. The critical point regarding intrinsic motivation, however, is that the principles of CET only apply to the activities which are inherently interesting for the individuals. For the people who do not find a particular activity interesting, the complex dynamics of extrinsic motivation go on the stage.

### **2.3.1.2. Extrinsic Motivation**

Especially after childhood, people start to lose their interests in the surroundings, and give their focus on some particular tasks and activities because of the social demands and roles. Hence, people need to build some cognitive constructs that allow them to get activated for the activities and tasks in which they are supposed to get engaged. SDT expounds this complex system of extrinsic motivation within a taxonomy of human motivation which is a continuum of *amotivation* all through intrinsic motivation (Ryan & Deci, 2000). They simply suggest that the concept of internalization is a continuum of motivation that ranges from amotivation or unwillingness to active personal commitment. In order to explain the details of extrinsic motivation, another sub-theory within SDT, Organismic Integration Theory

(OIT), was proposed (Deci & Ryan, 1985). OIT describes a taxonomy of human motivation as illustrated in Figure 2.

**Figure 2. The Self-Determination Continuum Showing Types of Motivation with their Regulatory Styles, Loci of Causality, and Corresponding Processes (Ryan & Deci, 2000; p. 72)**



The continuum starts with *amotivation*, a state of unwillingness. People experience amotivation because they do not see any value in an activity (Ryan, 1995), they do not feel that they can do it (Deci, 1975), or they do not believe that they will like the consequences (Seligman, 1975). When a person performs a task just because of an external force, this person passes from the state of amotivation to *external regulation*. Feeling controlled and alienated, the individual is not willing to do the task, but he or she is forced to comply in this state. When a person performs a task not out of interest but out of forms of ego-involvement such as guilt, anxiety or pride, he or she has *introjected regulation*. This is not fully internal to the person, but mainly controlled by external factors. Another form of extrinsic motivation is *identification*. In this state, the individual does not show an interest in an activity at the beginning, however, attributes value in importance considering its place in his or her life. A student who learns English not because he or she enjoys it but because he or she is convinced that English will be helpful in the future could be an example of

identification. Finally, *integrated regulation* refers to forming new regulations in alignment with one's values or life goals. The example of a student who is not forced but intentionally chooses to learn English because he or she thinks that it will be an important tool in his or her future activities and life goals is a good one for integrated regulation. At the end of the continuum, intrinsic motivation, which is the type of motivation that entails inherent interest, can be seen. The process of internalization is not necessarily developmental, however. While one's motivation may go through all the stages from amotivation to intrinsic motivation, it can start at any stage and may go forward or backward depending on the supportive or controlling contexts and previous experiences (Ryan, 1995). Furthermore, SDT suggests that when supported with a sense of relatedness or belongingness to people, groups, or a culture, the internalization process of motivation gets easier, as proved by the study by Ryan et al. (1994), whereas controlling contexts yield less internalization (Deci et al., 1994). Interestingly, they also showed that even if internalization occurs in controlling contexts, it cannot go any further than the stage of introjection.

### **2.3.2. Intrinsic Motivation in Education**

People spend around 15.000 hours of their lives in school. Hence, schools should be considered as social institutes which have enormous influences on individuals, in turn, on the society as a whole. At this point, providing a good education seems to be a crucial step for a healthy and powerful society. For a good education, indeed, willing and motivated students and educationists are needed. Therefore, motivation in the realm of education has been one of the mostly studied areas.

Unlike the previous theories such as *personal vs. impersonal causality* (Heider, 1958), *internal vs. external locus of control* (Rotter, 1966), or *voluntary responding vs. helplessness* (Seligman, 1975) which emphasizes the differences between getting motivated or not, namely motivation vs. amotivation; SDT makes a distinction among motivation types. According to this theory, there are two main types of behaviors: controlled and self-determined. Furthermore, it suggests that these behaviors are situated in a continuum that is not necessarily developmental. In this continuum, motivated behaviors range from amotivated behavior all through the four types of extrinsically motivated ones (external regulation, introjected regulation, identified regulation and integrated regulation) towards intrinsically motivated (Ryan & Deci, 2000).

Regarding the association of motivation types with education, Connell and Ryan (1985) showed that students with extrinsic reasons for studying scored lower on the Stanford Achievement Test. On the other hand, research revealed that teenagers rarely gained intrinsic rewards from doing schoolwork (Csikszentmihalyi & Larson, 1984). Deci and Vansteenkiste (2004) stated that intrinsic motivation is a *sine qua non* for learning and development. Accordingly, Deci & Ryan (2008) proffered that only by providing the environments that fulfill the basic psychological needs is the enhancement and maintenance of intrinsic motivation possible. In support of this, Pintrich & De Groot (1990) found that intrinsic motivation and more autonomous forms of extrinsic motivation (identified regulation and integrated regulation) are positively related to academic performance. Similarly, Grolnick and Ryan (1987) reported that elementary school students with high autonomous motivation for school generally learn concepts better and have better memories than those with low autonomous motivation. A similar experiment conducted with college students by Benware and Deci (1984) revealed that students who were asked to learn the text material so that they could use it somewhere else reported more intrinsic motivation than the students who were asked to learn the material in order to pass a test. Grolnick and Ryan (1987) also found that the elementary school students who were asked to learn the material so that they could pass the test showed lower levels of intrinsic motivation than the students who were not told about any tests. Likewise, intrinsic motivation and academic performance were found to be complementary by many other studies (e.g., Gottfried, 1985, 1990; Lloyd & Barenblatt, 1984; Haywood & Burke, 1977).

The essence of SDT lies in the fact that individuals show greater intrinsic motivation if afforded with opportunities to fulfil their basic psychological needs for competence, autonomy, and relatedness. The theory emphasizes the role of autonomy in forestalling and/or maintaining intrinsic motivation. In support of this, Ryan (1982) found that competence (e.g., positive feedback) can enhance intrinsic motivation, but only when supported with autonomy. It has also been found that relatedness will foster intrinsic motivation only if the individuals involved are autonomy-supportive (Grolnick & Ryan, 1989). Recent studies such as Guay et al. (2010) and Niemic and Ryan (2009) also support this, arguing that autonomous motivation is positively correlated with academic performance.

Regarding the effects of external motivational tools, it has been demonstrated that the use of rewards and threats could only have a temporary effect, only until the termination of the reward or the threat, on the behavior (Deci, 1971; Lepper et al., 1973; Harackiewicz, 1979; Deci & Cascio, 1972). Also, it has been found that when performance evaluation at schools in the forms of grades and written or oral feedback, which are commonplace at schools all around the world, is emphasized, it decreases intrinsic motivation (Smith, 1974), conceptual learning (Benware & Deci, 1984), and creativity (Amabile, 1979). Other than performance evaluations, deadlines (Amabile et al., 1976), imposed goals (Mossholder, 1980), and competition (Deci et al., 1981; Vallerand et al., 1986; Vallerand et al., 1991) have also negative effects on intrinsic motivation. The conclusion drawn from all of these results is that intrinsic motivation tends to diminish in the face of control. Put differently, the more autonomy and choice people are given, the more sincere willingness they show in doing a particular task or activity. On the other hand, Deci et al. (1991) raise concern about the role of teachers highlighting that pressures from school and society on teachers could lead the teachers to be more controlling, and eventually for the students to be less intrinsically motivated. Lastly, Taylor et al. (2014) have stated that “intrinsic motivation is consistently the most beneficial form of motivation for students’ achievement. Our findings highlight the importance of encouraging students to pursue subjects that they are passionate about.” (p. 16).

### **2.3.3. Intrinsic Motivation in ELT**

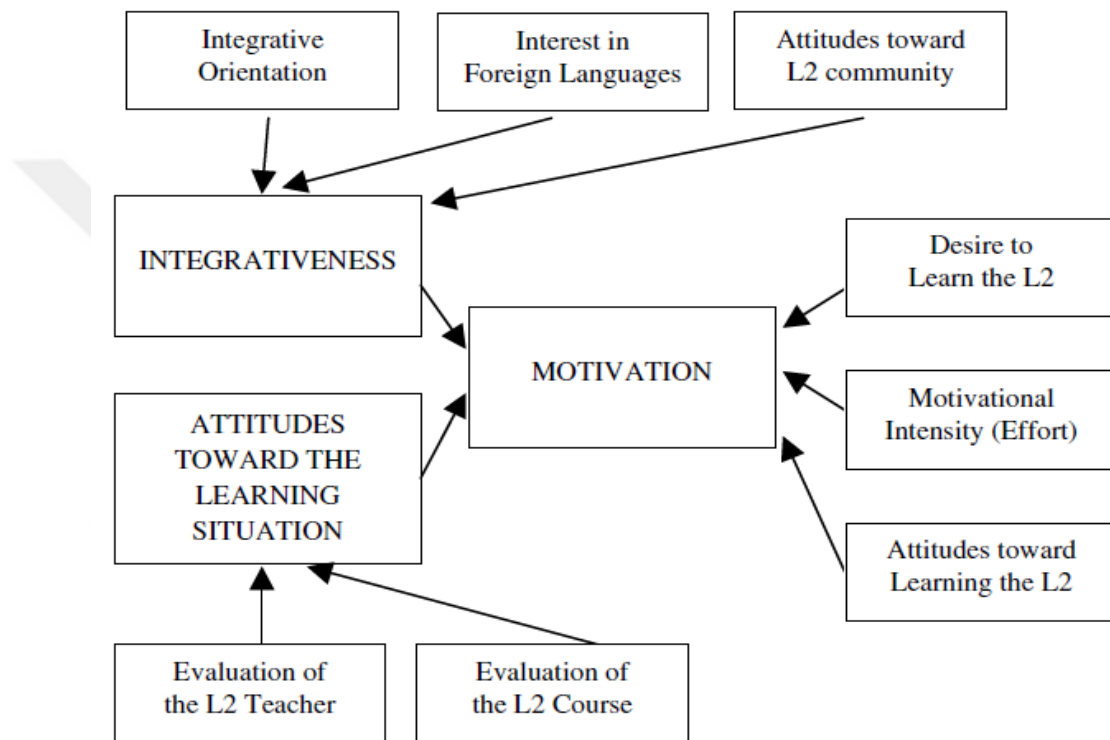
Learning a foreign language is beyond learning a school subject, and it is in mutual relationship with psychological and social conditions. Emphasizing the broadness of learning another language in scope, Marion Williams (1994, p. 77) stated that:

*Language, after all, belongs to a person’s whole social being: it is part of one’s identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner.*

Previously, Gardner and Lambert (1972) drew attention to the distinction between foreign languages and other subjects taught at schools in that foreign language learning cannot be socio-culturally neutral. As one of the pioneers of the L2 motivation

research, Gardner (1985) proposed a socio-educational model under his theory of second language acquisition. This model propounds that L2 motivation is constituted of *integrativeness*, *attitudes toward the learning situation*, and some other constructs including *desire to learn the L2 specifically*, *effort*, and *attitudes toward learning the L2* (see Figure 3).

**Figure 3. Schematic Representation of Gardner’s (1985) Conceptualization of the Integrative Motive (Dörnyei, 2005, p. 69).**



The sub-components of integrativeness are defined as integrative orientation, interest in foreign languages, and attitudes toward the L2 community, whereas attitudes toward the learning situation are related to the L2 teacher and the L2 course. It has also been highlighted that the desire to learn the L2 specifically, effort, and attitudes toward learning the L2 also have an impact on L2 motivation. When analyzed within the framework of SDT, the components of this model can easily be attributed to those of SDT in that integrative orientation is associated with identified regulation and intrinsic motivation while instrumental orientation is highly correlated with external regulation (Noels et al., 2000).

Furthermore, the analysis of unsuccessful Hungarian language learners by Nikolov (2001) revealed that the reason for the lack of motivation of those learners is not due to their negative attitudes towards learning the language or the language itself but due to their perceptions of the classroom practices. In other words, those unsuccessful students did not like the way they were taught although they liked the language. In line with Nikolov's findings, Donitsa-Schmidt et al. (2004), who studied Israeli students learning modern Arabic, found that the main motivation provider in their context was strongly associated with the teaching program itself. Thus, it is clearly seen that the motivation of language learners is highly correlated with the learning context.

Highlighting the importance of intrinsic motivation in language learning, Douglas Brown (1990, 1994) argued that traditional schools generally focus on cultivating extrinsic motivation, which "focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration" (Brown, 1994, p. 40). Following Brown's earlier works on intrinsic motivation in language learning, there have been many other studies on this issue (e.g., McIntosh & Noels, 2004; Noels, 2001a, 2001b; Noels, Clément & Pelletier, 1999, 2001, Noels, Pelletier, Clément & Vallerand, 2000). Wu (2003) conducted a quasi-experimental study in order to examine the effects of environmental factors upon L2 intrinsic motivation of young learners. She demonstrated that the students provided with optimal challenge and supportive feedback and evaluation developed high levels of perceived competence, and when the students were given freedom in choosing the content, methods, and the outcomes of learning, along with integrative strategy training, they showed higher perceived autonomy. In return, higher perceived competence and autonomy yielded significantly higher levels of L2 intrinsic motivation.

#### **2.4. Positive Psychology**

Affecting approximately 121 million people all around the world, depression has been reported to be more prevalent than any other mental disorder (Mental Health, WHO, 2011). In addition to traditional treatment methods, positive psychology offers a promotion strategy that increases positive emotions, positive behaviors, and positive cognitions. In this sense, positive psychology focuses on the positive rather than treating negative emotions and thoughts. Seligman and Csikszentmihalyi (2000)



express their conviction as: "...our message is to remind our field that psychology is not just the study of pathology, weakness, and damage; it is also the study of strength and virtue." (p. 7). Rejecting the previous mechanistic motivation theories, Bandura (1986) and Peterson et al. (1993) stated that human beings are not passive objects that can be manipulated by stimuli, but they are active decision makers, and they can either be deft and efficacious when provided with opportunities, or helpless or hopeless under destructive circumstances. Seligman and Csikszentmihalyi (2000) declared the missions of positive psychology as "making normal people stronger and more productive, and making high human potential actual" (p. 8). Furthermore, they claimed that building positive traits can buffer against psychological problems. For example, building optimism prevents depression (Seligman et al., 1999).

Seligman (2002a) asserted the basic assumptions of positive psychology: that there is a human "nature", that action results from character, and that character comes in two forms, both equally fundamental—bad character and good virtuous (*angelic*) character (p. 125). Seligman (2002a) also explained the perspective of positive psychology stating that "Any science that does not use character as a basic idea (or at least explain character and choice away successfully) will never be accepted as a useful account of human behavior" (p. 128). Sheldon et al. (1999) stated in their manifesto for positive psychology at the Akumal 1 meeting that "Positive psychology is the scientific study of optimal functioning. It aims to discover and promote the factors that allow individuals and communities to thrive" (p. 1). A more comprehensive definition of positive psychology is given by Seligman (2002b):

*We have discovered that there are human strengths that act as buffers against mental illness: courage, future-mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, perseverance, the capacity for flow and insight, to name several. Much of the task of prevention in this new century will be to create a science of human strength whose mission will be to understand and learn how to foster these virtues in young people. (p. 5)*

Described as the science of positive subjective experience, positive individual traits, and positive institutions (Seligman & Csikszentmihalyi, 2000), positive psychology claims that all human beings strive to have a healthy, happy and good life.

The International Positive Psychology Association has delineated the field's nature, goals, and applications as follows<sup>1</sup>:

*Positive psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play. Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. Understanding positive emotions entails the study of contentment with the past, happiness in the present, and hope for the future. Understanding positive individual traits consists of the study of the strengths and virtues, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, and wisdom. Understanding positive institutions entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, work ethic, leadership, teamwork, purpose, and tolerance.*

Pioneered by Seligman et al. (2005), the three central concerns of positive psychology, which are positive emotions, positive individual traits, and positive institutions, have been studied by many researchers so far. Wellbeing, for example, has been found to be positively correlated with gratitude and positive reflection (Watkins et al., 2003). Fredrickson et al. (2008) demonstrated that long-term increases in positive emotions can be achieved through *loving-kindness meditation*, while it was found by Jislin-Goldberg et al. (2012) that negative emotions can be decreased via *mindfulness*. Higher levels of *hope* was related to *life satisfaction* across lifespan (Bronk et al., 2009). Lastly, *spirituality* has been found to have a great impact on wellbeing. Ai et al. (2005) demonstrated that faith-related practices diminish emotional distress, whereas Ciarrocchi and Breisford (2009) claimed that negative religious coping strategies deteriorate affective domains.

In concern with performance, Avey et al. (2010) showed that hope, optimism, resilience, and self-efficacy are highly influential over work performance. Suldo et al. (2011) revealed that subjective wellbeing is positively related to grade point average (GPA), and standardized test scores on reading and math. Moreover, breaking the grounds of intelligence research, it has been reported that self-discipline predicts GPA and academic performance for twice as much as intelligence (Duckworth & Seligman, 2005). Additionally, Maddi et al. (2009) found that hardiness positively influences GPA. Lastly, many studies have demonstrated that sportive performances are largely

---

<sup>1</sup> ([http:// www.ippanetwork.org](http://www.ippanetwork.org))

affected by positive psychology constructs. Hope interventions, for example, have been found to increase athletic performance (Rolo & Gould, 2007), emotional intelligence and regulation have positive influences on sports performance (Wagstaff et al., 2012).

All in all, myriad of studies support that positive psychology constructs are largely correlated with life satisfaction, well-being, and performance. In this regard, character strengths, accepted as the backbone of positive psychology, will be elaborated under a separate title in order shed more light on the goals and repercussions of positive psychology.

#### **2.4.1. Character Strengths**

“Can we hold hope that positive psychology will be able to help people evolve toward their highest potential?” Galvanized by this question, which was addressed to Martin Seligman by Neal Mayerson in 1999, Seligman and Peterson launched a huge project with the help of an array of scholars and practitioners so as to develop a classification of ubiquitously valued character strengths and virtues, the Values-in-Action (VIA) classification, and their measurement. Taking the focus out of weakness to strengths, Peterson and Seligman (2004) define character strengths as “the psychological ingredients- processes or mechanisms- that define the virtues” (p. 13). The virtues are accepted as “the core characteristics valued by moral philosophers and religious thinkers”, which are wisdom, courage, humanity, justice, temperance, and transcendence. They explain the nature of the character strengths as follows:

*We argue that these are universal, perhaps grounded in biology through an evolutionary process that selected for these aspects of excellence as means of solving the important tasks necessary for survival of the species. We speculate that all these virtues must be present at above-threshold values for an individual to be deemed of good character. (p. 13)*

Peterson & Seligman (2004) expound the twenty four character strengths under six core virtues, which are creativity, curiosity, judgment, love of learning, and perspective under the virtue of *wisdom*; bravery, perseverance, honesty, and zest under the virtue of *courage*; love, kindness, and social intelligence under the virtue of *humanity*; teamwork, fairness, and leadership under the virtue of *justice*; forgiveness, humility, prudence, and self-regulation under the virtue of *temperance*; and finally, appreciation of beauty and excellence, gratitude, hope, humor, and spirituality under the virtue of *transcendence*. This is illustrated in Table 1.

**Table 1. A summary of the VIA classification of virtues and strengths. Adapted from Park, Peterson, and Seligman (2004)**

<b>Wisdom</b>	<b>Courage</b>	<b>Humanity</b>
<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Curiosity</li> <li>• Love of learning</li> <li>• Judgment</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Bravery</li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Zest</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Kindness</li> <li>• Social intelligence</li> </ul>
<b>Temperance</b>	<b>Justice</b>	<b>Transcendence</b>
<ul style="list-style-type: none"> <li>• Forgiveness</li> <li>• Humility</li> <li>• Prudence</li> <li>• Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Fairness</li> <li>• Leadership</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of beauty and excellence</li> <li>• Gratitude</li> <li>• Humor</li> <li>• Spirituality</li> <li>• Hope</li> </ul>

In concern with strength-based interventions, it has been found that strengths awareness and personal growth are strongly linked to each other (Passarelli et al., 2010). Generally speaking, strength-based interventions have been largely effective in increasing life satisfactions (Proctor et al., 2011), growth (Louis, 2011), and self-awareness (Stebleton et al., 2012). Further, Gillham et al. (2011) found that the well-being of the high school students who participated in a character strengths-based intervention increased one year later. Another study with intriguing findings was conducted by Witvliet et al. (2010) revealing that educating people on emotions and emotion regulation helped them with empathy and forgiveness while decreasing their negative emotions. The findings on gratitude interventions, typically in the forms of writing gratitude letters and diaries, demonstrated remarkable increases in wellbeing (Sergeant & Mongrain, 2011), and decreases in depression and increases in happiness (Seligman et al., 2005).

All things considered, increases in strengths awareness and use result in more personal growth, greater life satisfactions, wellbeing, emotion regulation, and less negative emotions and cognitions. Because the use of character strengths helps people with knowing themselves better, improving themselves better, and having more

control over their lives, it can be assumed that it will also help increase intrinsic motivation which is facilitated through autonomy, competence, and relatedness. In other words, practicing the universal character strengths will foster the autonomous regulation of inner states which are necessary for intrinsic motivation.

#### **2.4.2. Positive Psychology and Intrinsic Motivation**

Many researchers unanimously agree on the idea that students cannot learn the material not because they cannot learn it, but because they do not want to learn it; and motivational and emotional obstacles, therefore, appear to be the main reasons for the educational deficits of students (Csikszentmihalyi 1988, 1990a; Deci and Ryan, 1985a; Dweck and Elliott, 1983; Harter and Connell, 1984; Lepper and Hodell, 1989).

As mentioned previously, intrinsic motivation is facilitated through competence, relatedness, and autonomy according to Self-Determination Theory. Concerning this, it would be a good idea to explain the relationship between positive psychology (specifically character strengths) and intrinsic motivation by breaking each into their sub-constructs. Character strengths are classified as six core virtues which are *wisdom*, *courage*, *justice*, *temperance*, *humanity*, and *transcendence*; whereas intrinsic motivation is attained through the fulfilment of three basic psychological needs which are *competence*, *autonomy*, and *relatedness*.

In the VIA classification, the virtue of *wisdom* covers *creativity*, *curiosity*, *judgment*, *love of learning*, and *perspective*. There has been a plethora of research which supports the correlation between wisdom and its sub-constructs and motivation. Roe (1952) and MacKinnon (1965), for example, found that creative people had a high level of commitment, enthusiasm, and determination. It has also been found that intrinsic motivation facilitates creativity by fostering positive affect, mental flexibility, risk-taking, and persistence (Lepper, 1988; Shalley, Zhou, & Oldham, 2004). On the other hand, Silvia (2012) explains three strands of thought on curiosity: curiosity as a feeling of filling gaps in knowledge like scratching a mental itch, curiosity as an intrinsic motivation, and individual differences in curiosity. Likewise, Litman (2005) proposed a model of curiosity (I-D Model) that comprises two facets: I-curiosity standing for the curiosity motivated by an *interest* to search for new things for their own sakes, and D-curiosity which is the desire to seek new things to satisfy a *deprivation*, or reduce uncertainty. Considering these two models, curiosity, which

innately emerges in individuals at varying levels, is apparently correlated with intrinsic and extrinsic motivation. Garcia and Pintrich (1992) provided evidence that there is a positive relationship between critical thinking and intrinsic goal orientation. As an indicator of the close relationship between love of learning and motivation, Lumsden (1999) used the phrase “love of learning” for student motivation in her book. Generally speaking, wisdom tends to be akin to motivation maybe because it addresses the psychological need “competence”.

In addition to competence, another basic psychological need of human beings is autonomy. It is unanimously accepted that people feel happy and function well so long as they feel independent in their own choices. Even though there is a lack of research about the relationship between courage and motivation, courage is an important component of reaching and maintaining the desired independence so as to be autonomous in taking action. Another factor that affects the feeling of autonomy, hereby intrinsic motivation, is justice. In line with this, Chory-Assad (2002) demonstrated that student perceptions of justice are positively correlated with student motivation and affective learning. Hence, it is clear that justice is an important element of motivation. Yet, it is important to keep in mind that some strategies should be developed and used to maintain motivation in case of injustice. “Life is not fair. Get used to it.” says Bill Gates. Lastly, Oaten and Cheng (2006) demonstrated the beneficial effects of self-regulation as a new habit of self-control in other areas of life. As Baumeister and Vohs (2007) argued, self-regulating one’s behavior is like exercising a muscle—the stronger the muscle, the more it can be applied to different uses.

The virtues of humanity and transcendence can be attributed to the psychological need “relatedness” which is to be fulfilled for attaining intrinsic motivation. Saying “[Gratitude] may ignite in youth a motivation for “upstream generativity” whereby its experience contributes to a desire to give back to their neighborhood, community, and world.” (p. 144), Froh et al. (2010) provided evidence for the alignment between gratitude and social integration along with emotional and social well-being. Similarly, Emmons (2009) stated that spirituality enables people to solve problems and achieve goals. Finally, Hutcherson et al. (2008) revealed that loving-kindness meditation helped strangers create social connection. All these findings, therefore, make it clear that the virtues of humanity and

transcendence in the VIA classification are aligned with relatedness and intrinsic motivation in one way or another.

### **2.4.3. Positive Psychology in Education**

Recent studies suggest that childhood and adolescent depression is rapidly increasing in Western countries and all around the world (Green et al., 2005; Lewinsohn et al., 1993; Noble & McGrath, 2005). As a sensible response to this fact, Seligman et al. (2009) emphasized that instructors at schools should incorporate positive psychology into their classes as much as they can. In doing so, it is reminded that schools do not exist for training students for a successful life only, but also for teaching and providing wellbeing and fulfillment.

Demonstrating a strong relationship between school success and character traits, Poffenberger and Carpenter (1924) found that character traits, such as perseverance and care, contributed to school achievement. Similarly, Smith (1967) identified strength of character as positively related to academic success. In the 21<sup>st</sup> century, Peterson and Seligman (2004) developed the Values in Action (VIA) classification, which facilitated the study of character. They defined the twenty four character strengths under six core values as ubiquitous, satisfying, morally valued, trait-like, distinct and measurable individual differences. Weber and Ruch (2012) postulated that the good character leads to good behavior (e.g., behaving positively, putting more effort when necessary), and the good behavior led to school success in return. In support of their findings, previous research revealed positive relationships between positive behavior in the classroom (e.g., cooperating, showing interest, sharing, volunteering) and academic success (e.g., De Bruyn et al. 2003; Hoge and Luce, 1979; Leffert et al. 1998; Scales et al. 2000; Wentzel 1993). Interestingly, all of these studies reported that all the positive classroom behaviors have one common characteristic: *a positive, morally valued tone* (e.g., engagement in learning, helpfulness) (Weber & Ruch, 2012). Furthermore, Terman and Oden (1959) previously showed that more successful gifted people differ from less successful ones in certain personality and motivational characteristics, but not necessarily in intelligence. Likewise, Lounsbury and his colleagues (2009) found a positive association between character strengths (e.g., perseverance, love of learning, self-regulation, and prudence) and GPA.

On the other side of the coin, Csikszentmihalyi and Robinson (1986) demonstrated that several young people gave up their training which required a lot of effort, and chose an easier lifestyle instead, even though they were talented and capable of mastering in a field. Despite knowing the importance of character development, most public colleges and universities usually hope to accomplish this goal only through extracurricular activities and service engagement, not in the classroom (Brandenberger, 2005; Ray & Montgomery, 2006).

As expected, research has shown that positive interventions enhance learning (Seligman et al., 2009). In addition, it has been found that school satisfaction in children via greater frequency of positive affect was positively associated with GPA, sense of agency, and student engagement (Huebner et al., 2009). Apparently, teaching positive psychology and providing a positive school environment may increase school satisfaction and the learning capacity of the students. Positive psychology has been applied in some schools all around the world, being most popular in Australia. In 2008, Seligman and his team implemented positive psychology at Geelong Grammar School in Melbourne. Similarly, Scotch College Adelaide started to use a positive education program in 2010. Based on Seligman's PERMA model of wellbeing (*Positive emotions, Engagement, Resilience, Meaning, and Accomplishment*) (2011), the school explicitly incorporated the use of character strengths all across the school subjects to promote life satisfaction, positive emotions, positive relationships, and academic motivation along with learning (Bono et al., 2014).

#### **2.4.4. Positive Psychology in ELT**

“You, the language learner, are the most important factor in the language learning process. Everything depends on you.” said Rubin and Thompson (1982, p. 3). They further suggested that good language learners are creative, enjoy and experiment with language, and monitor their own learning. In support of this, good language learner studies found connections between character strengths, which are individual characteristics and values, and foreign/second language learning and teaching (MacIntyre & Mercer, 2014). Previously, Krashen's famous Affective Filter Hypothesis addressed learners' affectivity suggesting a positive association between positive emotions and language acquisition (1985). Similarly, the socio-educational model of motivation and second language acquisition (Gardner, 2010) proffered that positive attitudes towards the learning context facilitated language learning.



In the field of SLA, positive psychology was remodeled by Oxford (2016a) with the name of EMPATHICS, an SLA expansion on the PERMA model<sup>2</sup>. EMPATHICS is a language learner wellbeing model composed of nine dimensions:

1. *E: emotion and empathy.*
2. *M: meaning and motivation.*
3. *P: perseverance, including resilience, hope, and optimism.*
4. *A: agency and autonomy.*
5. *T: time.*
6. *H: hardiness and habits of mind.*
7. *I: intelligences*
8. *C: character strengths*
9. *S: self factors (self-efficacy, self-concept, self-esteem, and self-verification)* (Oxford, 2016b, p. 9).

Research has suggested that PP interventions in the second/foreign language classroom make positive impact on language learners and language learning. Gregersen (2016), for example, showed that the use of gratitude and altruism exercises, music, pets, laughter, and physical exercise increase language learners' wellbeing and learning. Another research study indicated that teacher's positive mindset and attitudes cultivate similar positive attitudes in language learners. Furthermore, they claimed that more learner engagement could be generated in the language classroom through providing familiar contexts, opportunities for personalization, a feelings of mastery and competence through activities at the Zone of Proximal Development, and carefully planned scaffolding (Guz & Tetiurka, 2016). With a focus on teacher as the facilitator, Gabrys-Barker (2016) adapted character strengths in the EFL classroom as follows:

---

<sup>2</sup> The PERMA model is a theoretical framework of psychological wellbeing and happiness with five core elements: positive emotions, engagement, resilience, meaning, and accomplishment (Seligman, 2011).

**Table 2. The use of character strengths in the EFL classroom. Adapted from Gabrys-Barker (2016, p. 171)**

<b>Wisdom and Knowledge</b>	developing creativity, curiosity, a desire to learn
<b>Courage</b>	encouraging persistence, authenticity, enthusiasm
<b>Humanity</b>	expressing feelings of kindness, generosity and compassion, emotional intelligence
<b>Justice</b>	creating conditions for fairness, autonomy
<b>Temperance</b>	promoting learners' self-regulation, modesty
<b>Transcendence</b>	introducing humor, appreciation of aesthetics, optimistic attitudes, spiritual values.

Last but not least, Wagner and Ruch (2015) found evidence for the significant contribution of character strengths to positive classroom behavior, and in return, to school achievement. Their data showed that achievement was correlated with love of learning, perseverance, zest, gratitude, hope, and perspective. The correlations perseverance, self-regulation, prudence, social intelligence, and hope with positive classroom behavior were found to be the strongest. They also supported the notion that teacher attitudes have direct or indirect effects on positive classroom behavior, and hereby, school achievement.

## **2.5. Conclusion**

The aim of this chapter was to introduce and elaborate on the issues of motivation and motivation constructs, intrinsic motivation, and positive psychology with a focus on character strengths, highlighting their roles in the field of education, and more specifically SLA and ELT.

Having evolved from mechanistic approaches through humanistic ones, the concept of motivation has been associated with three basic constructs so far: *mastery*, *agency*, and *social relations*. *The self-worth theory*, for example, emphasizes the worth of the self in relation to others as the primary determinant of motivation, just like *the attribution theory*. On the other hand, *the social cognitive theory* underlines the crucial roles of mastery and agency in motivation and achievement when discussing the self-confidence, namely self-efficacy, in a particular area. Likewise, *the theories of learned*

*helplessness* and *mindset* draw attention to the sense of agency suggesting that motivation is lost when the control or the control belief is lost. Similar to *the flow theory*, which argues for the balance of skills and challenges, *the achievement goal theory* is mastery-oriented in the sense that it emphasizes the enjoyment of task achievement without external rewards. Lastly, *the self-determination theory*, and *the cognitive evaluation theory* as its sub-theory, aggregates all the motivation theories, and suggests that motivation, unless imposed by external forces, is preceded by the fulfilment of three basic psychological needs which are *mastery*, *agency*, and *relatedness*.

The self-determination theory defines motivation as something in a continuum ranging from *amotivation*, all through the four types of *extrinsic motivation*, finally to *intrinsic motivation*, instead of conceiving it as something existent or nonexistent. Intrinsic motivation is the type of motivation which yields the most self-determined behavior incorporating an intrinsic regulatory style, internal perceived locus of causality, and interest, enjoyment, and inherent satisfaction as its regulatory processes. The self-determination theory suggests that the type of motivation, wherever it begins in the continuum, could change its position depending on the extent of the fulfilment or deprivation of the psychological needs. The process of the motivation change from amotivation towards intrinsic motivation is called internalization. Internalization is enormously valued and considered as a worthy alternative for intrinsic motivation as intrinsic motivation could not be largely achieved in life. When achieved, however, it has been found that better learning and development is cultivated along with psychological wellbeing in all contexts of education including language learning.

Described as the science of positive subjective experience, positive individual traits, and positive institutions (Seligman & Csikszentmihalyi, 2000), positive psychology claims that all human beings strive to have a healthy, happy and good life. In this regard, the focus of positive psychology is strongly linked to the focus of the self-determination theory. Both claim that all human beings will feel better and function better if afforded with the satisfaction of their psychological needs, and supported with their strengths. Character strengths, recognized as the backbone of positive psychology, seem to be paving the way for this aim of flourishing. Empowering people with greater levels of character strengths yields favorable results in motivation and wellbeing as research shows. Taking this into consideration, it could

be a good idea to put the implementations of the data and implications extracted from the positive psychology studies into good use in teaching and learning. It could be a good idea to use character strengths in the classroom in an effort to provide the students with better learning environments in which they will be able to search and find opportunities to satisfy their psychological needs, and eventually actualize themselves. In this respect, the next chapter aims to introduce the research methodology of the present study conducted in the classroom setting using the tools and implications of the positive psychology research.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter covers the research design, the setting and the participants, the data collection instruments, and the data analysis procedure with concluding comments in the end.

The inspiration for this research has sprung from the researchers' personal classroom experiences. In search for some cure for the students' academic failure that mainly results from lack of motivation, this study was designed to find out some possible ways of increasing student motivation and engagement. The main reason for academic failure is strongly related to motivational factors because the learning process begins only with an adequate amount of motivation.

Benefitting from the latest research in the fields of both education and psychology, this study aims to shed light on the individualization of education, specifically language education by suggesting some strategies to be used in the classroom setting. Based on the findings in the literature, this research was designed to understand the EFL learners' intrinsic motivation in relation to their character strengths.

#### **3.2. Research Design**

The present study has been designed as an experimental research study with a control and a treatment group. Both of the groups were randomly chosen among several classes. The duration of the experiment was determined as *six weeks* in total due to the time restrictions of the setting in which the experiments took place. One week before the treatment, the experimental group was informed about the study by being introduced to the treatment materials, and was encouraged to take part in the study in the most efficient way, while the control group, which had similar characteristics to the experimental group in terms of age, English level, and academic achievement level, directly started to be instructed according to the school curriculum without any intentional interventions. For the encouragement, the students in the

treatment group were familiarized with the mindset theory by Dweck (2012) so that they could be more open to new experiences. Also, they were asked to take the VIA (Virtues in Action) survey in their own languages in order to learn about their top strengths, and their survey results were later discussed for raising an awareness about the students' strengths before the treatment sessions began<sup>3</sup>.

After the experimental and control groups took the pre-test questionnaire, which was an adapted version of the Intrinsic Motivation Inventory (IMI) (Ryan & Deci, 2000) (see Appendices) presented in two languages, English and Turkish, in the first week of the experiment, the treatment, character strengths exercises, continued to be given around *forty minutes* almost *every day* for *six weeks*. Every day, the treatment group was introduced to a new character strength under the core virtue of that week. Every week was assigned to a core virtue: six virtues in six weeks. Furthermore, the students were asked to watch a movie about the following week's core virtue, and fill in a worksheet about it. Afterwards, the movies were discussed in the class. The worksheets are provided in Appendices.

The exercises were developed by the researcher utilizing the website of VIA Institute on Character<sup>4</sup>. In the pilot study, the exercises were performed only through the researcher's oral instructions, whereas the worksheet forms which include exercises about each of the character strengths (for the twenty one worksheets, see Appendices) were prepared and distributed to the students every day in the real study. Two of the character strengths (social intelligence, and honesty) had to be skipped due to the researcher's health issues and time restrictions.

In the final week of the experiment, once all the character strengths, except for three, had been studied, the students in the experimental and control groups were given another adapted version of the IMI as a post-test (see Appendices). The outcomes of the pre-test and post-test were analyzed afterwards.

### **3.3. Setting and Participants**

This study was conducted as an experimental research at a private foundation university preparatory school. Located in Istanbul, this university is an international research university which welcomes thousands of domestic and international students

---

<sup>3</sup> <https://www.viacharacter.org/survey/account/register>

<sup>4</sup> <http://www.viacharacter.org/www/Character-Strengths>

and scholars every year. As the medium of instruction in many programs within the university's body is English, The School of Foreign Languages offers an extensive English preparatory program along with Arabic, and Turkish as a Foreign Language.

At the beginning of each academic year, the English Preparatory Program employs an online placement test to determine the students' English level according to the Common European Framework of Reference (CEFR) (Council of Europe, 2001). The students who score over sixty points on the placement test take a proficiency test, which assesses four language skills via a written and an oral exam. Once they have got seventy points or higher in total in the proficiency test, they are allowed to start their departmental programs. Other students are assigned to the classes at different levels according to the scores they have obtained on the placement test. Basically, there are five levels: A1, A2, B1, B1+, and B2. Each level of English education lasts *seven weeks*, which is called a "module". Once they have finished the last module, B2, they can start their departmental programs in the following academic semester.

All the classrooms in the school are equipped with technological gadgets such as desktop computers with the internet access, overhead projectors, alongside all the other necessary class wares. Various instructional materials and software programs are uploaded in all of the desktop computers in the classroom.

The present study was conducted in the second module of the 2017-2018 academic year after the pilot study, which took place in the first module of the same academic year. The participants of the research were B1 students whose ages range from 18 to 24. The control and treatment groups were randomly chosen among the five B1 classes. However, the classes were classified according to the students' scores in the previous module. In this regard, the experimental group was the second last class that ranked in the previous module's test, while the control group included the students who ranked the last. The experimental group consisted of *nineteen* students, all of whom attended *eighty five per cent* of the classes regularly, while the control group was formed of *seventeen* students. Both of the groups were having the same extensive English education, twenty-eight hours a week, during the experimentation process. The treatment was given to the experimental group in their main English course usually in the first hour of the classes in the morning.

### 3.4. Data Collection Instruments

In alignment with the focus of the present study, the Intrinsic Motivation Inventory (IMI) (Ryan, 1982) was adapted and employed in both of the participating groups. The IMI is “a multidimensional measurement device intended to assess participants’ subjective experience related to a target activity in laboratory experiments” (Intrinsic Motivation Inventory (IMI)). Concerning the validity of the IMI, strong support was found by McAuley, Duncan, and Tammen (1987).

This instrument assesses participants’ *interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, perceived choice, and relatedness* for the targeted activity through a *seven point* Likert scale (1: not true at all, 4: somewhat true, and 7: very true). *Forty five* items are listed in the original inventory. Yet, only *twenty five* of them under *five* categories was used in the present investigation because some of them can be selected and used depending on which are needed. The original forms of the used items to assess the self-reported intrinsic motivation levels of the EFL learners for learning English are illustrated in Table 3.



**Table 3. The IMI items used for the present study.**

<b>Interest/Enjoyment</b>	<p>I enjoyed doing this activity.  This activity was fun to do.  I thought this was a boring activity.  This activity did not hold my attention at all.  I thought this activity was quite enjoyable.  While I was doing this activity, I was thinking about how much I enjoyed it.</p>
<b>Perceived Competence</b>	<p>I think I am pretty good at this activity.  I think I did pretty well at this activity, compared to other students.  After working at this activity for a while, I felt pretty competent.  I am satisfied with my performance at this task.  This was an activity that I couldn't do very well.</p>
<b>Effort/Importance</b>	<p>I put a lot of effort into this.  I didn't try very hard to do well at this activity.  I tried very hard on this activity.  It was important to me to do well at this task.  I didn't put much energy into this.</p>
<b>Pressure/Tension</b>	<p>I did not feel nervous at all while doing this.  I felt very tense while doing this activity.  I was very relaxed in doing these.  I felt pressured while doing these.</p>
<b>Perceived Choice</b>	<p>I believe I had some choice about doing this activity.  I felt like it was not my own choice to do this task.  I felt like I had to do this.  I did this activity because I wanted to.  I did this activity because I had to.</p>

In the adapted questionnaire, the phrase “doing this activity” in the original inventory was replaced with “learning English”. Further, all of the used items were written both in their original forms, and their Turkish equivalents. The items were translated into Turkish by the researcher. Before the IMI items, the questionnaire introduced a set of demographic questions to the students. The demographic questions included name, age, gender, native land, native language, the level of learning English, and years of learning English. Lastly, the participants are asked to write their contact details in case some further investigation could be required later. The full form of the adapted questionnaire could be found in Appendices.

### **3.5. Pilot Study**

As the pilot study was conducted at the very beginning of the 2017-2018 academic year, the pre-test questionnaire was employed in the third week of September, while the post- test was conducted in early November. Meanwhile, the experiment was conducted as explained in Section 3.2. However, the participants practiced the targeted exercises without given any worksheets. In other words, the character strengths worksheets were prepared, and given to the students in the real study after the pilot investigation. The participants were A2 level students whose ages range from 18 to 24. The control and treatment groups were randomly chosen among the five randomly formed A2 classes. The experimental group consisted of *twenty* students, all of whom attended *eighty five per cent* of the classes regularly, while the control group was formed of *twenty three* students. Both of the groups were having the same extensive English education, twenty-eight hours a week, during the experimentation process. Similar to the real study, the treatment was given to the experimental group in their main English course usually in the first hour of the classes in the morning.

### **3.6. Data Analysis Procedure**

After the permission was granted from the coordinator of the university's English preparatory program, the questionnaire was employed with the students in their classrooms both before the experiment, as the pre-test, and after the experiment, as the post-test. As the study was conducted in the second module of the 2017-2018 academic year, the pre-test questionnaire was employed in the middle of November, while the post- test was conducted in late December.

Once the experiment had been completed, the obtained data was analyzed using SPSS (Statistical Package for Social Sciences 25.0.) for Windows. For group statistics, number, mean, standard deviation, and the standard error mean were calculated for the evaluation of the data. When comparing the quantitative data, the *independent samples t-test* was conducted to find out whether or not there are any significant differences between the two groups concerning the mean scores of the Likert-scale items. The data were calculated at the 95% confidence interval and 5% significance level.

### **3.7. Conclusion**

This section aimed to introduce the methodology of the present research in detail. After the research design was fleshed out, extensive information was given about the

research setting and participants. Next, the questionnaire used in the investigation was introduced with its specific items. Finally, the data analysis procedure was presented after the methodology of the pilot study was demonstrated. In the following chapter, the data obtained from the employed questionnaires will be analyzed, and the results will be interpreted.



## **CHAPTER IV**

### **DATA ANALYSIS AND RESULTS**

#### **4.1. Introduction**

In this chapter, the analysis of the data obtained from the questionnaires is illustrated via tables and graphs. The results are displayed in detail, considering the research questions of the study. Firstly, the results of the pilot study are presented. Then, the group statistics, including the number, mean, standard deviation, and the standard error mean, are demonstrated. After that, the results of the independent samples t-test for each set of items are reported. Lastly, a summary of the results is provided at the end of the chapter.

#### **4.2. Results of the Pilot Study**

This section provides the data obtained from the independent samples t-test analysis of the mean differences for all of the items in the pilot study. All of the items are studied under five categories: interest/enjoyment, perceived competence, effort/importance, pressure/tension, and perceived choice. A2-4 is the class which is the experimental group, while A2-1 is the class which is the control group.

The mean differences between the pre-test and post-test results for each item were calculated on MS Office Excel using the IF function. After that, the data were copied, and pasted on SPSS for the analysis.

The analysis was done by comparing the mean differences of the groups for each item in the questionnaire. In order to avoid negative numbers, number 7 was considered to be the reference point of 0. According to this, each number gathered as a mean difference was added to 7. The list of the conversion is seen in Table 4.

**Table 4. Conversion of the mean differences.**

-6 = 1	1 = 8
-5 = 2	2 = 9
-4 = 3	3 = 10
-3 = 4	4 = 11
-2 = 5	5 = 12
-1 = 6	6 = 13
0 = 7	

According to this table, if the mean difference (post-test – pre-test) is -6, it is written as 1. If the difference is 0, it is written as 7, and so forth.

#### 4.2.1. Interest/enjoyment items

The results of the group statistics for the mean differences of the interest/enjoyment items are demonstrated in Table 5.

**Table 5. Pilot study results of the independent samples t-test for the interest/enjoyment items**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I enjoyed learning English.	Equal variances assumed	.124	.727	-1.281	42	.207	-.704	.550	-1.813	.405
	Equal variances not assumed			-1.263	36.371	.215	-.704	.557	-1.834	.426

Learning English was fun.	Equal variances assumed	.034	.855	-1.398	42	.170	-.799	.572	-1.953	.355
	Equal variances not assumed			-1.381	37.515	.175	-.799	.579	-1.971	.373
Learning English was boring.	Equal variances assumed	.021	.885	-1.124	42	.267	-.623	.554	-1.742	.495
	Equal variances not assumed			-1.131	41.956	.264	-.623	.551	-1.735	.489
English learning activities did not hold my attention at all.	Equal variances assumed	.061	.806	.133	42	.894	.083	.621	-1.170	1.335
	Equal variances not assumed			.133	41.402	.895	.083	.621	-1.172	1.337
I thought learning English was quite enjoyable.	Equal variances assumed	.272	.605	-1.364	42	.180	-.961	.704	-2.382	.461
	Equal variances not assumed			-1.359	40.915	.181	-.961	.707	-2.388	.467
While learning English, I was thinking about how much I enjoyed it.	Equal variances assumed	.524	.473	-.744	42	.461	-.435	.585	-1.615	.745
	Equal variances not assumed			-.744	41.736	.461	-.435	.584	-1.614	.745

First, the findings suggest that there is no significant difference between the two groups for the item “I enjoyed learning English.” in conditions  $t(42) = -1.398, p = .207$ . Specifically, the pilot study results show that the character strengths exercises did not have a significant effect on the students’ enjoyment of learning English.

Second, the data demonstrate that there is no significant difference between the two groups for the item “Learning English was fun.” in conditions  $t(42) = -1.398$ ,  $p = .170$ . In other words, the pilot study results suggest that the character strengths exercises did not have a significant effect on the students’ opinion about learning English.

Next, the results indicate that there is no significant difference between the two groups for the item “Learning English was boring.” in conditions  $t(42) = -1.124$ ,  $p = .267$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ feeling of boredom regarding learning English.

Also, it was found that there is no significant difference between the two groups for the item “English learning activities did not hold my attention at all.” in conditions  $t(42) = .133$ ,  $p = .894$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ attraction toward English learning activities.

Similarly, the results demonstrate that there is no significant difference between the two groups for the item “I thought learning English was quite enjoyable.” in conditions  $t(42) = -.1364$ ,  $p = .180$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students’ positive opinions about learning English.

Lastly, the findings indicate that there is no significant difference between the two groups for the item “While learning English. I was thinking about how much I enjoyed it.” in conditions  $t(42) = -.744$ ,  $p = .461$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ positive opinions about learning English.

All in all, we can conclude that the character strengths exercises did not have any significant effects on the students’ positive opinions regarding learning English in the pilot study.

#### **4.2.2. Perceived competence items**

The results of the group statistics for the mean differences of the perceived competence items are demonstrated in Table 6.

**Table 6. Pilot study results of the independent samples t-test for the perceived competence items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I think I am pretty good at learning English.	Equal variances assumed	1.568	.217	-.756	42	.454	-.391	.518	-1.436	.653
	Equal variances not assumed			-.739	31.525	.465	-.391	.530	-1.471	.688
I think I did pretty well while learning English, compared to other students.	Equal variances assumed	2.460	.124	-.470	42	.641	-.232	.494	-1.228	.764
	Equal variances not assumed			-.460	32.948	.648	-.232	.504	-1.257	.793
After learning English for a while, I felt pretty competent.	Equal variances assumed	1.172	.285	-.099	42	.922	-.056	.567	-1.201	1.089
	Equal variances not assumed			-.097	36.679	.923	-.056	.575	-1.222	1.110
I am satisfied with my	Equal variances assumed	3.283	.077	-1.168	42	.249	-.714	.611	-1.948	.519



performance at English.	Equal variances not assumed			-1.139	30.171	.264	-.714	.627	-1.995	.566
Learning English was something that I could not do well.	Equal variances assumed	.489	.488	.015	42	.988	.008	.566	-1.134	1.150
	Equal variances not assumed			.014	34.161	.989	.008	.576	-1.163	1.179

First, the findings of the pilot study suggest that there is no significant difference between the two groups for the item “I think I am pretty good at learning English.” in conditions  $t(42) = -.756, p = .454$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ perception of achievement in learning English.

Similarly, the data demonstrate that there is no significant difference between the two groups for the item “I think I did pretty well while learning English, compared to other students.” in conditions  $t(42) = -.470, p = .641$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ perception of achievement in learning English compared to others.

Next, the results indicate that there is no significant difference between the two groups for the item “After learning English for a while, I felt pretty competent.” in conditions  $t(42) = -.099, p = .922$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ feeling of competence in learning English.

Then, it was found that there is no significant difference between the two groups for the item “I am satisfied with my performance at English.” in conditions  $t(42) = -1.168, p = .249$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ satisfaction about their performance at English.

Lastly, the results demonstrate that there is no significant difference between the two groups for the item “Learning English was something that I could not do well.” in

conditions  $t(42) = .015, p = .988$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students' self-efficacy about learning English.

All things considered, we can say that the character strengths exercises did not have any significant effects on the students' perceptions of achievement in learning English in the pilot study.

#### 4.2.3. Effort/importance items

The results of the group statistics for the mean differences of the effort/importance items are demonstrated in Table 7.

**Table 7. Pilot study results of the independent samples t-test for the effort/importance items**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I put a lot of effort into learning English.	Equal variances assumed	.099	.755	1.352	42	.184	.594	.440	-.293	1.481
	Equal variances not assumed			1.337	38.133	.189	.594	.444	-.305	1.494
I didn't try very hard to do well in English classes.	Equal variances assumed	.112	.739	.021	42	.983	.014	.684	-1.366	1.395
	Equal variances not assumed			.021	39.742	.983	.014	.689	-1.378	1.407

I tried very hard on learning English.	Equal variances assumed	.635	.430	.122	42	.904	.072	.595	-1.128	1.273
	Equal variances not assumed			.123	41.920	.903	.072	.591	-1.120	1.265
It was very important for me to learn English well.	Equal variances assumed	2.569	.116	.870	42	.389	.652	.750	-.861	2.165
	Equal variances not assumed			.849	30.937	.402	.652	.768	-.915	2.219
I didn't put much energy into learning English.	Equal variances assumed	.057	.812	1.391	42	.172	.861	.619	-.388	2.111
	Equal variances not assumed			1.388	41.257	.172	.861	.620	-.391	2.114

First, the findings suggest that there is no significant difference between the two groups for the item “I put a lot of effort into learning English.” in conditions  $t(42) = 1.352, p = .184$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ effort in learning English in a negative way.

Second, the data demonstrate that there is no significant difference between the two groups for the item “I didn’t try very hard to do well in English classes.” in conditions  $t(42) = .021, p = .983$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ effort in English classes.

Next, the results indicate that there is no significant difference between the two groups for the item “I tried very hard on learning English.” in conditions  $t(42) = .122, p = .904$ . Specifically, the results show that the character strengths exercises had no effect on the students’ effort in learning English.

Then, it was found that there is no significant difference between the two groups for the item “It was very important for me to learn English well.” in conditions  $t(42) = .870, p = .389$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ opinions about the importance of learning English.

Lastly, the results demonstrate that there is no significant difference between the two groups for the item “I didn’t put much energy into learning English.” in conditions  $t(42) = 1.391, p = .172$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students’ effort in learning English.

All things considered, we can say that the character strengths exercises did not have any significant effects on the students’ effort in learning English in the pilot study.

#### 4.2.4. Pressure/tension items

The results of the group statistics for the mean differences of the pressure/tension items are demonstrated in Table 8.

**Table 8. Pilot study results of the independent samples t-test for the pressure/tension items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I did not feel nervous at all while learning English.	Equal variances assumed	.008	.930	-.149	42	.882	-.101	.682	-1.477	1.274
	Equal variances not assumed			-.148	39.600	.883	-.101	.687	-1.490	1.287

I felt very tense while learning English.	Equal variances assumed	.276	.602	- .564	42	.576	-.240	.426	-1.099	.619
	Equal variances not assumed			- .564	41.634	.576	-.240	.426	-1.099	.619
I was very relaxed in learning English.	Equal variances assumed	.012	.913	.338	42	.737	.182	.538	-.904	1.269
	Equal variances not assumed			.337	41.010	.738	.182	.540	-.908	1.273
I felt pressured while learning English.	Equal variances assumed	.150	.701	- .739	42	.464	-.472	.639	-1.761	.817
	Equal variances not assumed			- .736	40.777	.466	-.472	.641	-1.767	.823

First, the findings suggest that there is no significant difference between the two groups for the item “I did not feel nervous at all while learning English.” in conditions  $t(42) = -.149, p = .882$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ anxiety in learning English in the pilot study.

Second, the data demonstrate that there is no significant difference between the two groups for the item “I felt very tense while learning English.” in conditions  $t(42) = -.564, p = .576$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ effort in English classes.

Next, the results indicate that there is no significant difference, but a moderate difference, between the two groups for the item “I was very relaxed in learning English.” in conditions  $t(42) = .338, p = .737$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ relaxation while learning English.

Lastly, the results demonstrate that there is no significant difference between the two groups for the item “I felt pressured while learning English.” in conditions  $t(42) = -.739, p=.464$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students’ feelings of pressure while learning English.

All things considered, we can say that the character strengths exercises did not have any significant effects on the students’ anxiety and tension while learning English in the pilot study.

#### 4.4.5. Perceived choice items

The results of the group statistics for the mean differences of the perceived choice items are demonstrated in Table 9.

**Table 9. Pilot study results of the independent samples t-test for the perceived choice items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I believe I had some choice about learning English.	Equal variances assumed	.722	.400	-.504	42	.617	-.331	.657	-1.657	.995
	Equal variances not assumed			-.506	41.988	.615	-.331	.655	-1.652	.990
I felt like it was not my own choice to learn English.	Equal variances assumed	1.309	.259	.100	42	.921	.060	.600	-1.150	1.270
	Equal variances not assumed			.102	39.944	.920	.060	.591	-1.135	1.255

I felt like I had to learn English.	Equal variances assumed	4.684	.036	-.272	42	.787	-.124	.456	-1.045	.797
	Equal variances not assumed			-.265	29.898	.793	-.124	.468	-1.081	.832
I learned English because I wanted to.	Equal variances assumed	.616	.437	1.943	42	.059	1.373	.706	-.053	2.798
	Equal variances not assumed			1.941	41.436	.059	1.373	.707	-.055	2.801
I learned English because I had to.	Equal variances assumed	.663	.420	-.056	42	.956	-.039	.701	-1.455	1.376
	Equal variances not assumed			-.056	39.044	.956	-.039	.707	-1.470	1.391

First, the findings of the pilot study suggest that there is no significant difference between the two groups for the item “I believe I had some choice about learning English.” in conditions  $t(42) = -.504, p = .617$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ perception of choice in learning English.

Second, the data demonstrate that there is no significant difference between the two groups for the item “I felt like it was not my own choice to learn English.” in conditions  $t(42) = .100, p = .921$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ perceived choice in learning English.

Next, the results indicate that there is no significant difference, but a moderate difference, between the two groups for the item “I felt like I had to learn English.” in conditions  $t(42) = -.272, p = .787$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ perception of choice in learning English.

On the other hand, it was found that there is no significant difference, but a moderate difference, between the two groups for the item “I learned English because I wanted to.” in conditions  $t(42) = 1.943$ ,  $p = .059$ . Put differently, the findings suggest that the character strengths exercises had an almost significant effect on the students’ perceived choice in learning English in the pilot study.

Lastly, the results demonstrate that there is no significant difference between the two groups for the item “I learned English because I had to.” in conditions  $t(42) = -.056$ ,  $p = .956$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students’ perceptions of obligation in learning English.

All in all, we can conclude that the character strengths exercises did not have any significant effects on the students’ perceived choice in learning English. Yet, it seems that the treatment moderately increased the students’ feelings of choice in learning English in the pilot study.

### **4.3. Pre-test Descriptive Statistics**

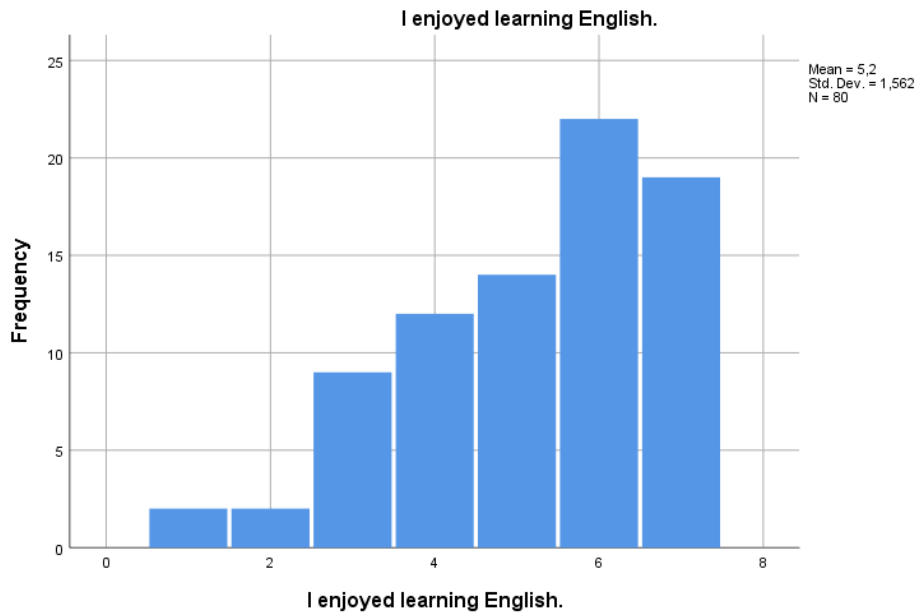
In this section, the pre-test data of all of the students who participated in the pilot study, and the actual study were analyzed in five categories: interest/enjoyment, perceived competence, effort/importance, pressure/tension, and perceived choice. In doing so, it was aimed to depict the participants’ motivational profile. Thus, the first research question of the present study was addressed. All the items in the questionnaire were about their previous English learning experiences. In the seven-point Likert scale, 1 means *not true at all*, 4 means *somewhat true*, and 7 means *very true*.

#### **4.3.1. Pre-test descriptive statistics for the *interest/enjoyment* items**

The frequencies of the participants’ responses to the item “I enjoyed learning English” before the experimentation are presented in Figure 4:



**Figure 4. The pre-test frequency results for the item “I enjoyed learning English.”**



The results of the descriptive statistics show that the majority of the participants (N= 22) rated 6 for the item “I enjoyed learning English.” Several students (N= 19) rated 7, and some others (N=14) rated 5. Further, some of the students (N=12) rated 4. Also, a few of them (N=9) rated 3, while very few (N=2) rated 1, and the same number of participants rated 2. Thus, it is clear that the EFL students who participated in this research liked learning English before joining the experiment (N= 80, M= 5.2, SD= 1.562).

The frequencies of the participants’ responses to the item “Learning English was fun” before the experimentation are presented in Figure 5:

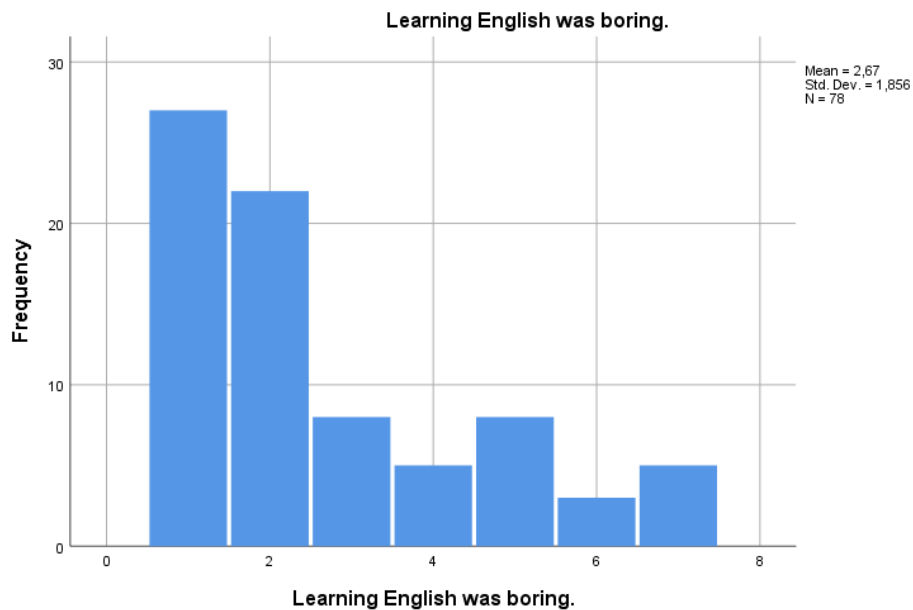
**Figure 5. The pre-test frequency results for the item “Learning English was fun.”**



Similarly, the results of the descriptive statistics suggest that the majority of the participants (N= 23) rated 6 for the item “Learning English was fun.” Several students (N= 20) rated 7, and some others (N=16) rated 5. Also, some participants (N=10) rated 3, and a few of them (N=6) rated 4. Further, some (N=3) rated 2, while very few (N=2) rated 1. Hence, it is clear that the EFL students who participated in this research considered learning English as something fun before the experiment (N= 80, M= 5.25, SD= 1.603).

The frequencies of the participants’ responses to the item “Learning English was boring” before the experimentation are presented in Figure 6:

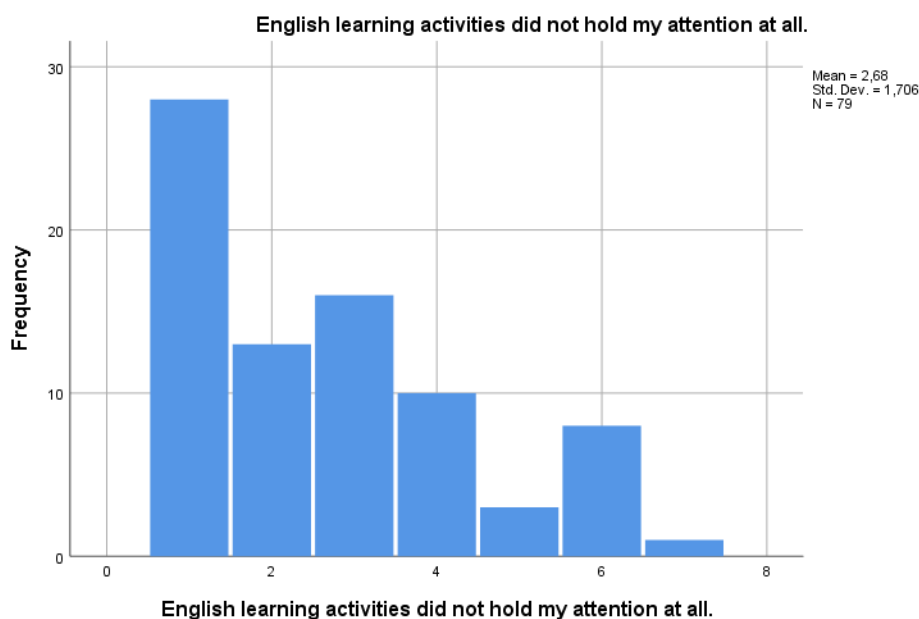
**Figure 6. The pre-test frequency results for the item “Learning English was boring.”**



Not surprisingly, the results of the descriptive statistics illustrate that the majority of the participants (N= 27) rated 1 for the item “Learning English was boring.” Several students (N= 22) rated 2. Many others (N=16) equally rated 3 and 5, while some (N=10) equally rated 4 and 7. Lastly, very few students (N=3) rated 6. Thus, it is clear that the EFL students who participated in this research did not consider learning English as something boring before the experiment (N= 78, M= 2.67, SD= 1.856). The results for this item is important because this item is scored reversely, supporting the validity of the previous items.

The frequencies of the participants’ responses to the item “English learning activities did not hold my attention at all.” before the experimentation are presented in Figure 7:

**Figure 7. The pre-test frequency results for the item “English learning activities did not hold my attention at all.”**



The results of the descriptive statistics suggest that the majority of the participants (N= 28) rated 1 for the item “English learning activities did not hold my attention at all.” Several students (N= 16) rated 3, and some others (N=13) rated 2. Further, many participants (N=10) rated 4, while some others (N=8) rated 6. Lastly, few students (N=3) rated 5, and only 1 student rated 7. Thus, it is clear that the EFL students who participated in this research used to be attracted by English learning activities before joining the experiment (N= 79, M= 2.68, SD= 1.706).

The frequencies of the participants’ responses to the item “I thought learning English was quite enjoyable.” before the experimentation are presented in Figure 8:

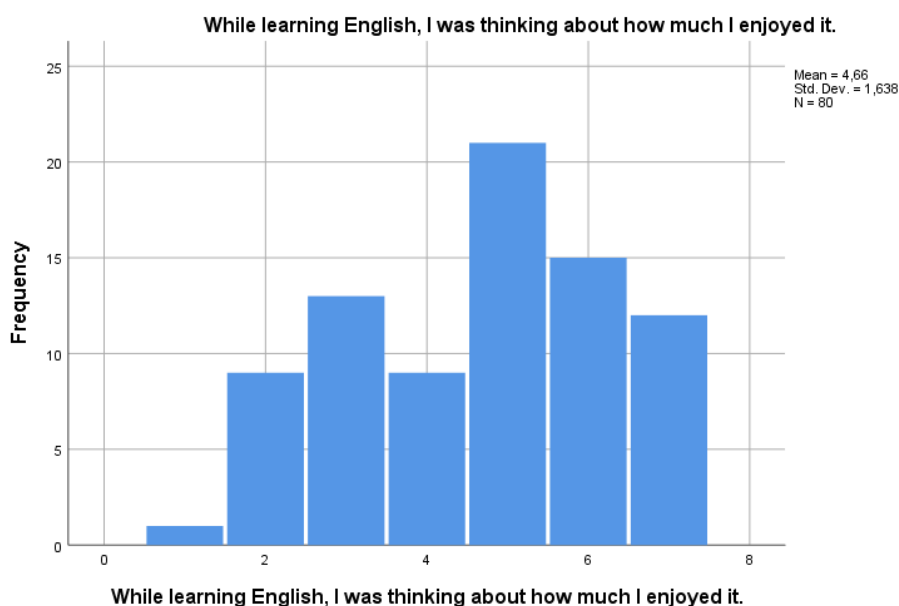
**Figure 8. The pre-test frequency results for the item “I thought learning English was quite enjoyable.”**



The results of the descriptive statistics demonstrate that the majority of the participants (N= 21) rated 6 for the item “English learning activities did not hold my attention at all.” Several students (N= 14) rated 7, and some others (N=16) rated 4. Further, some participants (N=11) rated 3, whereas others (N=9) rated 5. Finally, only a few students (N=5) rated 2, and very few (N=4) rated 1. Thus, it seems that the EFL students who participated in this research used to think that learning English was quite enjoyable before the experiment (N= 80, M= 4.75, SD= 1.747). However, the number of the undecided students for this item is bigger (N=16).

The pre-test frequencies of the participants’ responses to the item “While learning English, I was thinking how much I enjoyed it.” are presented in Figure 9:

**Figure 9. The pre-test frequency results for the item “While learning English, I was thinking how much I enjoyed it.”**



The results of the descriptive statistics suggest that most of the participants (N= 21) rated 5 for the item “While learning English, I was thinking how much I enjoyed it.” Several students (N= 15) rated 6, and some others (N=13) rated 3. Moreover, some participants (N=12) rated 7, while others (N=18) equally rated 2 and 4. Lastly, only one student rated 1. Thus, it can be said that the EFL students who participated in this research used to think that they enjoyed it while they were learning English previously (N= 80, M= 4.66, SD= 1.638).

To sum up, the data show that the majority of the participants used to have a pleasing English learning experience previously.

#### **4.3.2. Pre-test descriptive statistics for the *perceived competence* items**

The pre-test frequencies of the participants’ responses to the item “I think I am pretty good at learning English.” are presented in Figure 10:

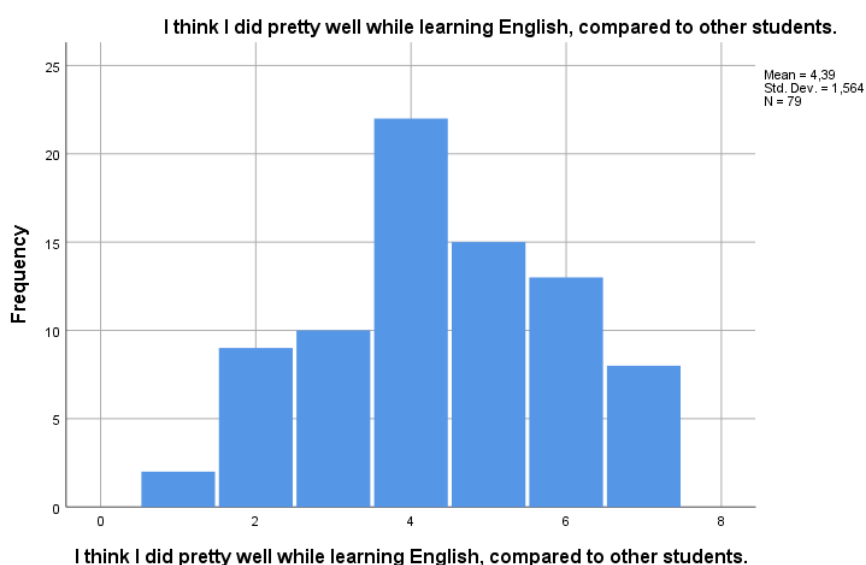
**Figure 10. The pre-test frequency results for the item “I think I am pretty good at learning English.”**



According to the results of the descriptive statistics, most of the participants (N= 48) equally rated 4 and 5 for the item “I think I am pretty good at learning English.” Several students (N= 16) rated 6. Besides, some students (N=7) rated 7. Further, some (N=4) rated 4. Lastly, just a few (N=3) rated 2, while only one student rated 1. Thus, it can be said that the majority of the EFL students who participated in this research were not very sure about whether they were good at learning English before joining the experiment (N= 79, M= 4.81, SD= 1.262).

The pre-test frequencies of the participants’ responses to the item “I think I did pretty well while learning English, compared to other students.” are presented in Figure 11:

**Figure 11. The pre-test frequency results for the item “I think I did pretty well while learning English, compared to other students.”**

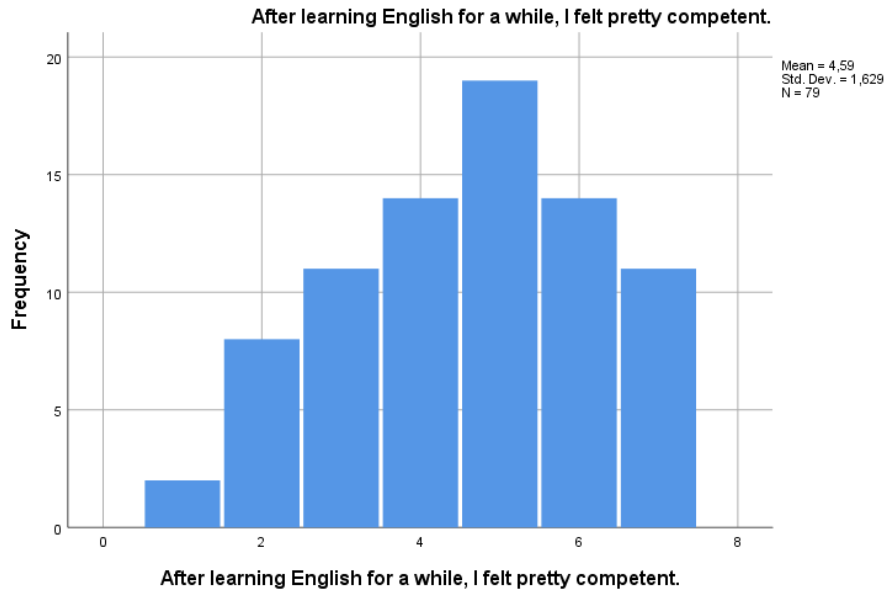


The results of the descriptive statistics show that most of the participants (N= 22) equally rated 4 for the item “I think I did pretty well while learning English, compared to other students.” Several students (N= 15) rated 5. Moreover, some participants (N=13) rated 6, while some others (N=10) rated 3. Also, a few students (N=9) rated 2, whereas some (N=8) rated 7. Lastly, only a few students (N=2) rated 1. In this regard, it can be said that the majority of the EFL students who participated in this research were not very sure about whether they had done well while learning English before joining the experiment (N= 79, M= 4.39, SD= 1.564).

The pre-test frequencies of the participants’ responses to the item “After learning English for a while, I felt pretty competent.” are presented in Figure 12:



**Figure 12. The pre-test frequency results for the item “After learning English for a while, I felt pretty competent.”**



The results of the descriptive statistics illustrate that most of the participants (N=19) equally rated 5 for the item “I think I did pretty well while learning English, compared to other students.” A few students (N= 14) rated 4, and the same number of students rated 6. Further, some (N=11) rated 7, while the same number of participants rated 3. Lastly, a few students (N=8) rated 2, whereas only two students rated 1. Thus, it appears that the majority of the EFL students who participated in this research could not firmly state that they had felt competent after learning English for a while before joining the experiment (N= 79, M= 4.59, SD= 1.629).

The pre-test frequencies of the participants’ responses to the item “I am satisfied with my performance at English.” are presented in Figure 13:

**Figure 13. The pre-test frequency results for the item “I am satisfied with my performance at English.”**



The results of the descriptive statistics suggest that some of the participants (N=16) rated 3, and the same number of participants rated 4 for the item “I am satisfied with my performance at English.” Several students (N= 17) rated 2. Further, many students (N=13) rated 5, while some others (N=10) rated 6. Lastly, only a few participants (N=4) rated 7, whereas only one student rated 1. Thus, it can be said that the majority of the EFL students who participated in this research had not been satisfied with their performance at English before joining the experiment (N= 77, M= 3.9, SD= 1.544).

The pre-test frequencies of the participants’ responses to the item “Learning English was something that I could not do well.” are presented in Figure 14:

**Figure 14. The pre-test frequency results for the item “Learning English was something that I could not do well.”**



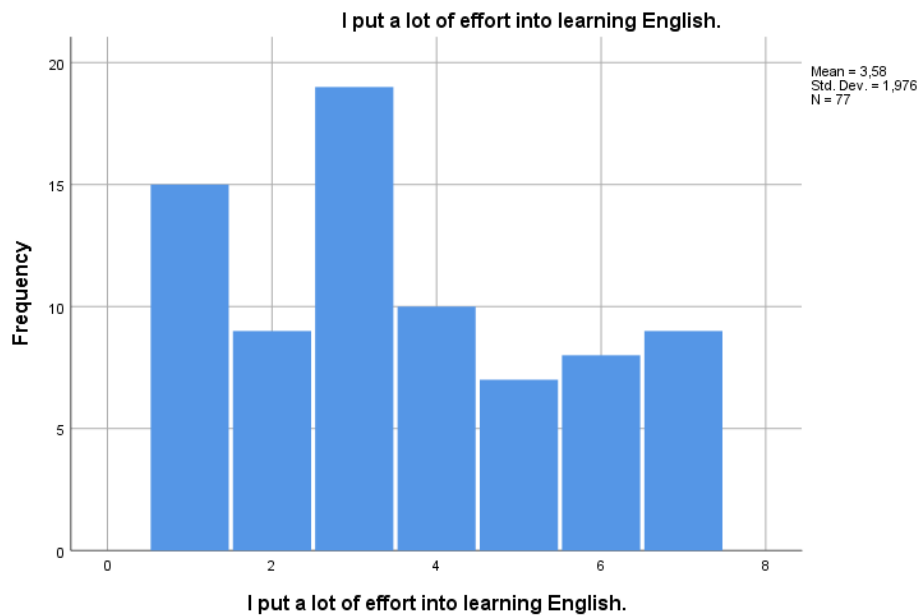
The results of the descriptive statistics illustrate that most of the participants (N=25) rated 1 for the item “Learning English was something that I could not do well.” Several students (N= 19) rated 2. Moreover, some participants (N=11) rated 3, and the same number of participants rated 4. Also, a few students (N=6) rated 5, while only a few (N=3) rated 7. Finally, only two students rated 6. Hence, it seems that the majority of the EFL students who participated in this research did not think that learning English was something that they could not do even though many of them had not been satisfied with their performance at English before joining the experiment (N= 77, M= 2.64, SD= 1.662).

According to the data, the majority of the participants thought that they were not satisfied with their English performances previously. However, they also implied that learning English was not something they could not do well. In other words, they said that they could do well in English even though they had not been successful previously.

### 4.3.3. Pre-test descriptive statistics for the *effort/importance* items

The pre-test frequencies of the participants' responses to the item "I put a lot of effort into learning." are presented in Figure 15:

**Figure 15.** The pre-test frequency results for the item "I put a lot of effort into learning."



The results of the descriptive statistics suggest that most of the participants (N=19) rated 3 for the item "I put a lot of effort into learning." Several students (N= 15) rated 1. Further, some students (N=10) rated 4. Some others (N=9) rated 2, and the same number of students rated 7. Lastly, a few participants (N=8) rated 6, while others (N=7) rated 5. Thus, it can be said that the majority of the EFL students who participated in this research did not put a lot of effort into learning English (N= 77, M= 3.58, SD= 1.976).

The pre-test frequencies of the participants' responses to the item "I didn't try very hard to do well in English classes." are presented in Figure 16:

**Figure 16. The pre-test frequency results for the item “I didn’t try very hard to do well in English classes.”**



The results of the descriptive statistics show that most of the participants (N=16) rated 6 for the item “I didn’t try very hard to do well in English classes.” Several students (N= 15) rated 2. Further, many students (N=14) rated 5. A few students (N=9) rated 3, and the same number of students rated 4. Lastly, only a few (N=5) participants rated 7. Thus, it appears that the majority of the EFL students who participated in this research did not try very hard to do well in English classes (N= 78, M= 3.9, SD= 1.911).

The pre-test frequencies of the participants’ responses to the item “I tried very hard on learning English.” are presented in Figure 17:

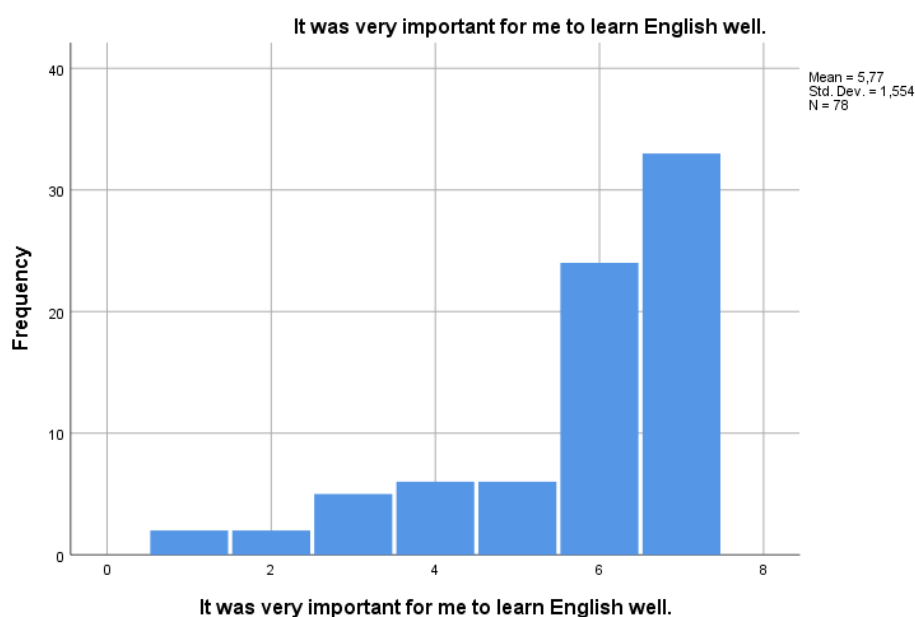
**Figure 17. The pre-test frequency results for the item “I tried very hard on learning English.”**



The results of the descriptive statistics demonstrate that most of the participants (N=16) rated 3 for the item “I tried very hard on learning English.” Several students (N= 14) rated 5, while the same number of students rated 2. Moreover, many students (N=11) rated 11, whereas some others (N=10) rated 4. Lastly, a few students (N=7) rated 6, and others (N=5) rated 7. Thus, it seems that the majority of the EFL students who participated in this research did not try very hard to do on learning English even though some of them did (N= 77, M= 3.56, SD= 1.788).

The pre-test frequencies of the participants’ responses to the item “It was very important for me to learn English well.” are presented in Figure 18:

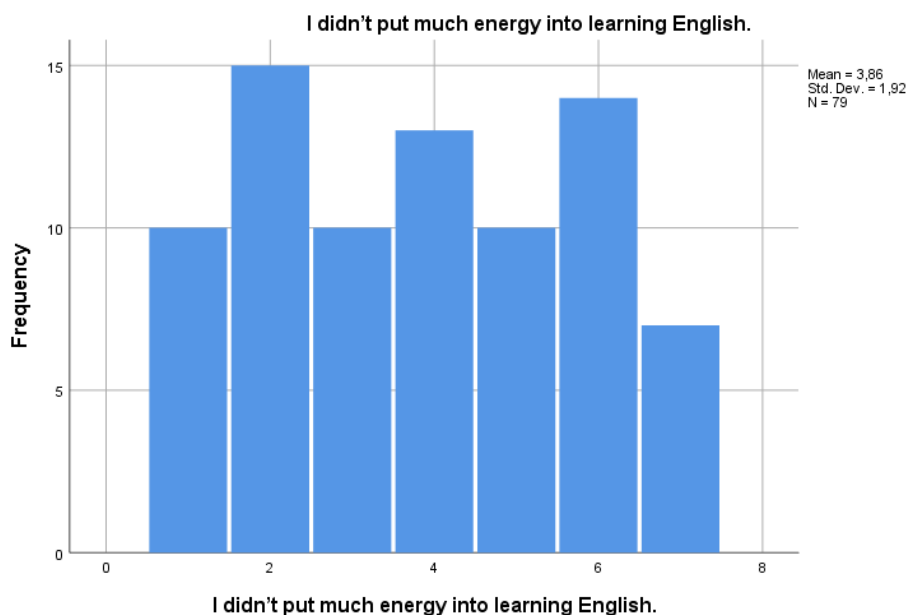
**Figure 18. The pre-test frequency results for the item “It was very important for me to learn English well.”**



The results of the descriptive statistics suggest that most of the participants (N=33) rated 7 for the item “It was very important for me to learn English well.” Several students (N= 24) rated 6. Further, some participants (N=6) rated 4, and the same number of participants rated 5. Also, some other students (N=5) rated 3. Lastly, only two students rated 1, and two students rated 2. In this regard, it seems that the majority of the EFL students who participated in this research considered learning English as something very important (N= 78, M= 5.77, SD= 1.554).

The pre-test frequencies of the participants’ responses to the item “I didn’t put much energy into learning English.” are presented in Figure 19:

**Figure 19. The pre-test frequency results for the item “I didn’t put much energy into learning English.”**



The results of the descriptive statistics illustrate that many of the participants (N=15) rated 2 for the item “I didn’t put much energy into learning English.” On the other hand, several students (N= 14) rated 6. Furthermore, several students (N=13) rated 4. Also, a few students (N=10) rated 1, and the same number of students rated 3 and 5. Lastly, some students (N=7) rated 7. Thus, it seems that the frequency distribution for this item is varied (N= 79, M= 3.86, SD= 1.92).

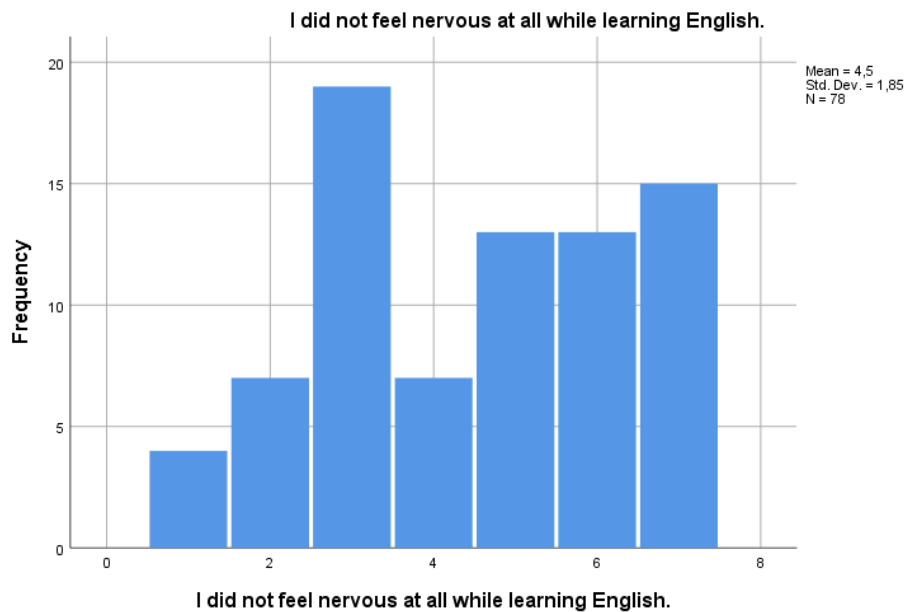
All the data considered so far, it can be concluded that the majority of the participants in this research did not study hard for succeeding in English even though most of them believed in the importance of learning English.

#### **4.3.4. Pre-test descriptive statistics for *pressure/tension* items**

The pre-test frequencies of the participants’ responses to the item “I did not feel nervous at all while learning English.” are presented in Figure 20:



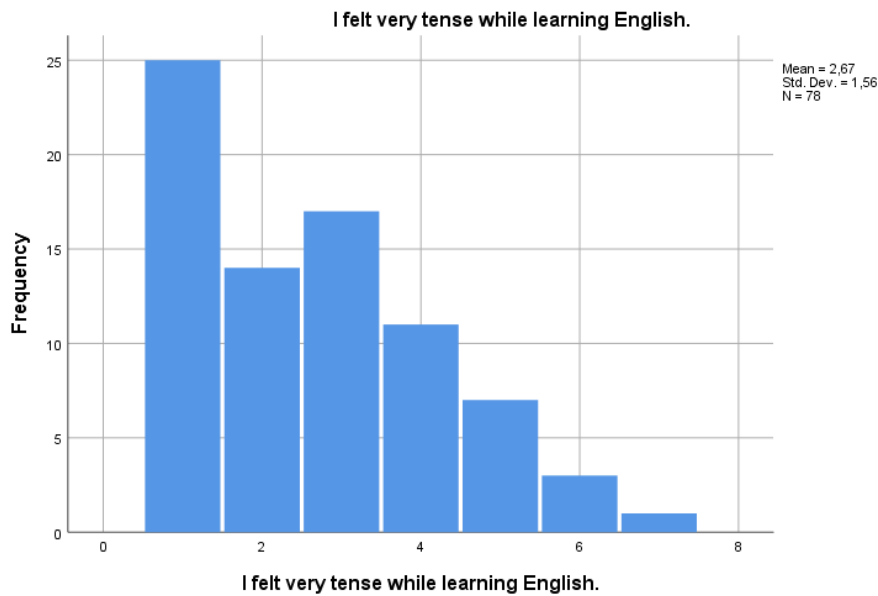
**Figure 20. The pre-test frequency results for the item “I did not feel nervous at all while learning English.”**



The results of the descriptive statistics suggest that many of the participants (N=19) rated 3 for the item “I did not feel nervous at all while learning English.” On the other hand, several students (N=13) rated 5, and the same number of students rated 6. Moreover, some students (N=15) rated 7. Some participants (N=7) rated 2, and the same number of participants rated 4. Finally, very few people (N=4) rated 1. Hence, it appears that many of the participants did not feel nervous while some of them did (N=78, M=4.5, SD=1.85).

The pre-test frequencies of the participants’ responses to the item “I felt very tense while learning English.” are presented in Figure 21:

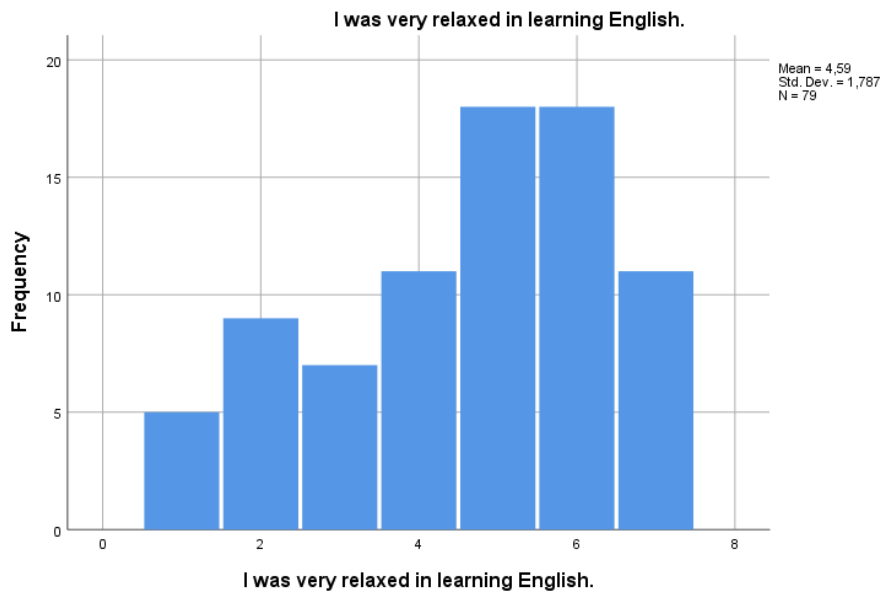
**Figure 21. The pre-test frequency results for the item “I felt very tense while learning English.”**



The results of the descriptive statistics show that many of the participants (N=25) rated 1 for the item “I felt very tense while learning English.” Several students (N=17) rated 3, while some (N=14) rated 2. Furthermore, many students (N=11) rated 4, and some others (N=7) rated 5. Lastly, only a few participants (N=3) rated 6, and only one student rated 7. Thus, it seems that the majority of the participants had not felt nervous while learning English before the experiment. (N=78, M=2.67, SD=1.56).

The pre-test frequencies of the participants’ responses to the item “I was very relaxed in learning English.” are presented in Figure 22:

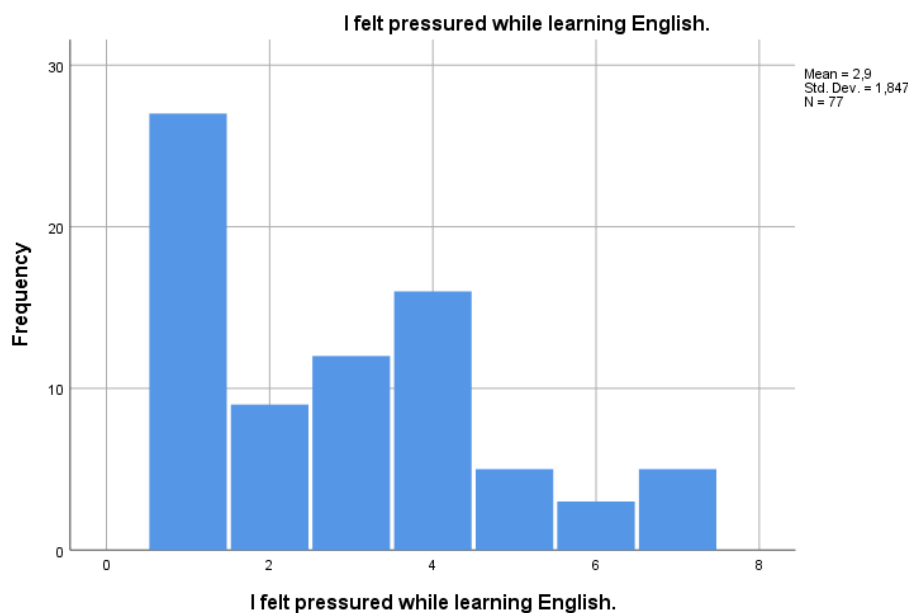
**Figure 22. The pre-test frequency results for the item “I was very relaxed in learning English.”**



According to the results of the descriptive statistics, many of the participants (N=18) rated 5, and the same number of participants rated 6 for the item “I felt very tense while learning English.” Several students (N=11) rated 4, and the same number of students rated 7. Further, a few students (N=9) rated 2. Lastly, some students (N=7) rated 3, while very few students (N=5) rated 1. Thus, it appears that the majority of the participants had felt relaxed while learning English before the experiment, whereas some of them did not. (N=79, M=4.59, SD=1.787).

The pre-test frequencies of the participants’ responses to the item “I felt pressured while learning English.” are illustrated in Figure 23:

**Figure 23. The pre-test frequency results for the item “I felt pressured while learning English.”**



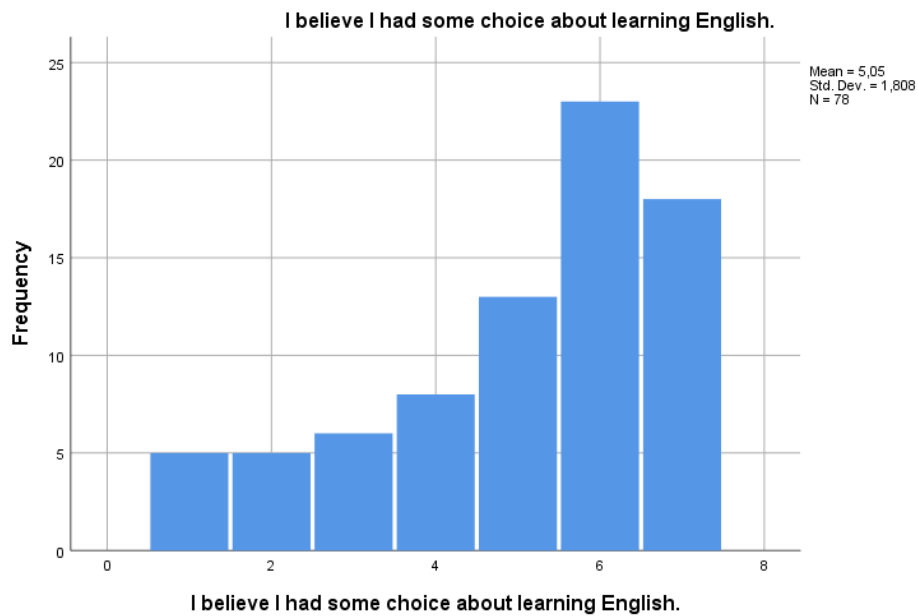
The results of the descriptive statistics suggest that many of the participants (N=27) rated 1 for the item “I felt pressured while learning English.” Several students (N=16) rated 4, while some (N=12) rated 3. Further, many students (N=9) rated 2, while very few students (N=3) rated 6. Finally, a few students (N=5) rated 5, and the same number of students rated 7. Thus, it appears that the majority of the participants had not felt pressured while learning English before the experiment. (N=77, M=2.9, SD=1.847).

The data demonstrate that the majority of the participants had not feel under pressure while learning English before they joined the present research.

#### **4.3.5. Pre-test descriptive statistics for the *perceived choice* items**

The pre-test frequencies of the participants’ responses to the item “I believed I had some choice about learning English.” are illustrated in Figure 24:

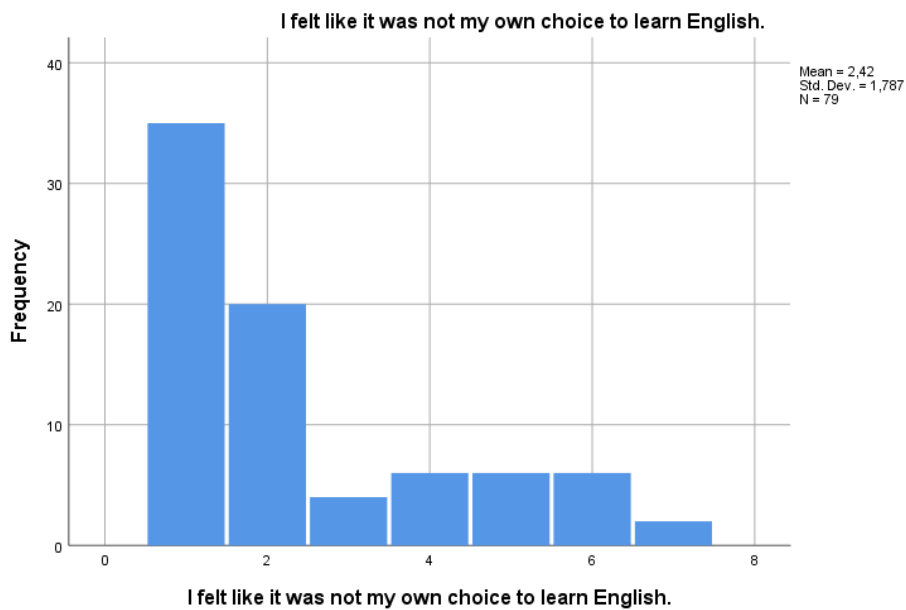
**Figure 24. The pre-test frequency results for the item “I believed I had some choice about learning English.”**



The results of the descriptive statistics show that many of the participants (N=23) rated 6 for the item “I believed I had some choice about learning English.” Several students (N=18) rated 7, while some (N=13) rated 5. Some students (N=8) rated 4, and some others (N=6) rated 3, while some students (N=10) equally rated 1 and 2. Thus, it seems that the majority of the participants believed that they had some choice about learning English before the experiment. (N=78, M=5.05, SD=1.808).

The pre-test frequencies of the participants’ responses to the item “I felt like it was not my choice to learn English.” are illustrated in Figure 25:

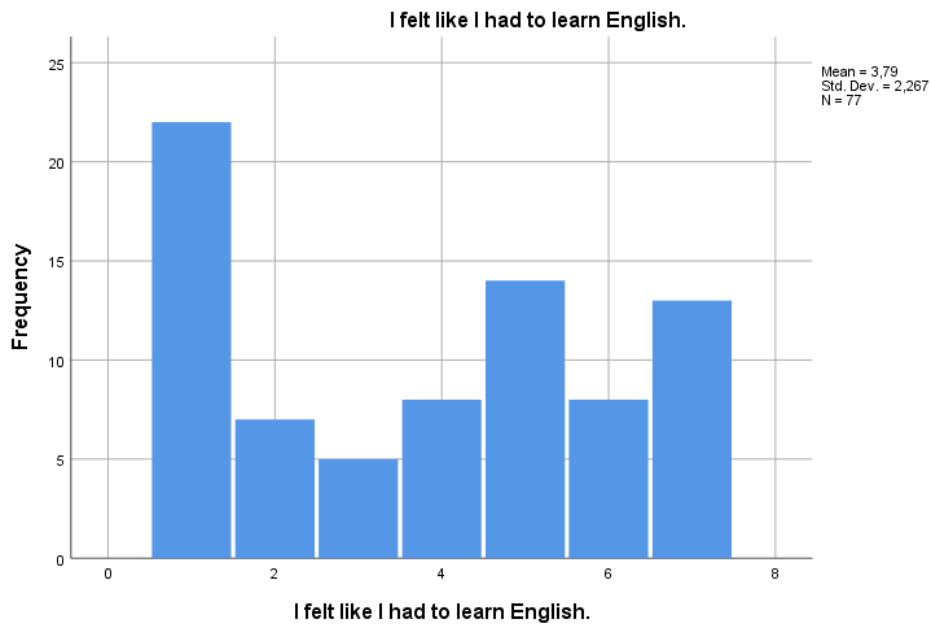
**Figure 25.**The pre-test frequency results for the item “I felt like it was not my choice to learn English.”



The results of the descriptive statistics demonstrate that many of the participants (N=35) rated 1 for the item “I felt like it was not my choice to learn English.” Several students (N=20) rated 2, while some (N=18) equally rated 4, 5, and 6. Some students (N=4) rated 3, while some others (N=2) rated 7. Thus, it appears that the majority of the participants had felt like it was their choice to learn English before the experiment. (N=79, M=2.42, SD=1.787).

The pre-test frequencies of the participants’ responses to the item “I felt like I had to learn English.” are illustrated in Figure 26:

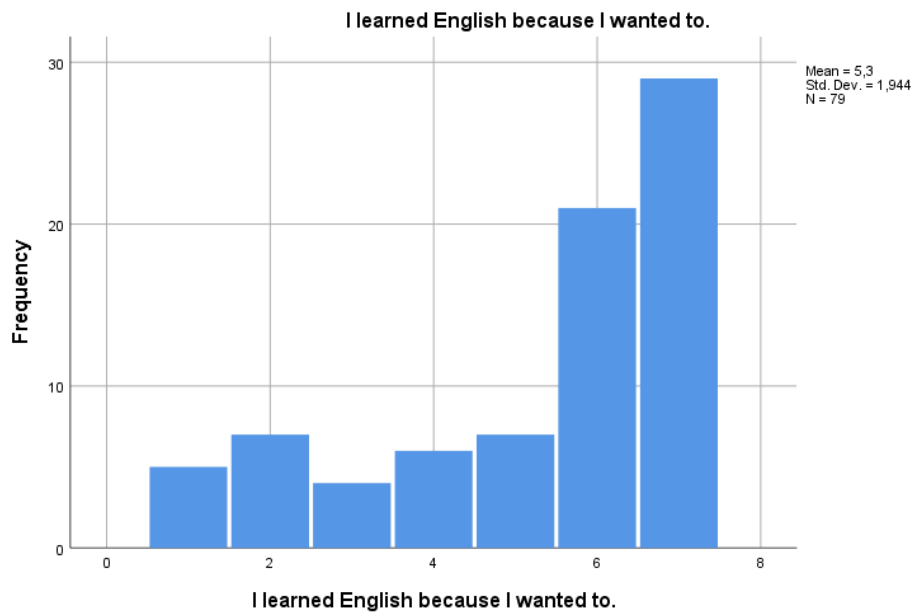
**Figure 26. The pre-test frequency results for the item “I felt like I had to learn English.”**



According to the results of the descriptive statistics, many of the participants (N=22) rated 1 for the item “I felt like I had to learn English.” Several students (N=14) rated 5, while some (N=13) rated 7. Also, several students (N=16) equally rated 4 and 6. Further, some of them (N=7) rated 2, while others (N=5) rated 3. Hence, it appears that the majority of the participants had not felt like they had to learn English, before the experiment, while many others did. (N=77, M=3.79, SD=2.267).

The pre-test frequencies of the participants’ responses to the item “I learned English because I wanted to.” are illustrated in Figure 27:

**Figure 27. The pre-test frequency results for the item “I learned English because I wanted to.”**

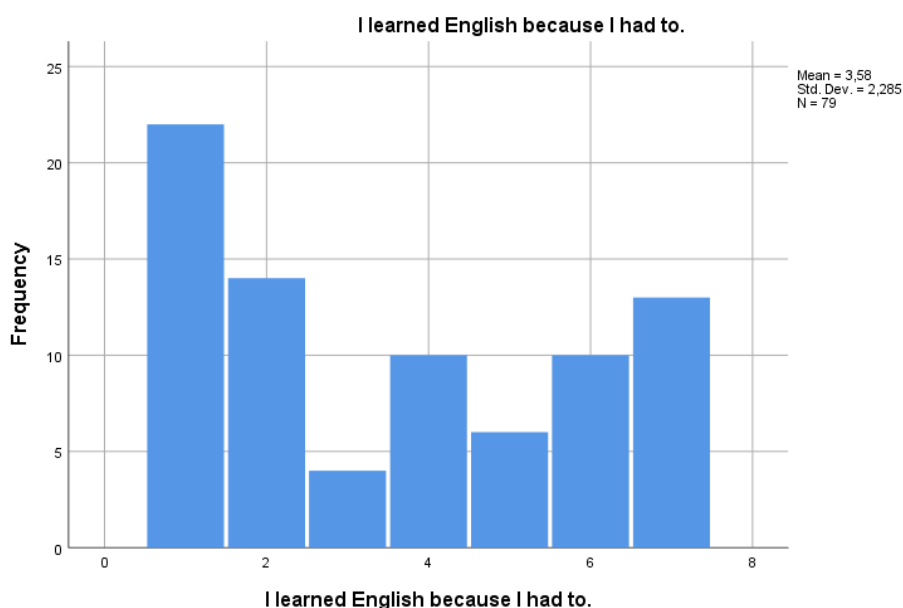


The results of the descriptive statistics suggest that many of the participants (N=29) rated 7 for the item “I learned English because I wanted to.” Several students (N=21) rated 6, while some (N=14) equally rated 2 and 5. Further, some of them (N=6) rated 4, whereas some others (N=5) rated 1. Lastly, few students (N=4) rated 3. Thus, it appears that the majority of the participants had learned English because they wanted to before the experiment. However, there were some participants who had not wanted to learn English. (N=79, M=5.3, SD=1.944).

The pre-test frequencies of the participants’ responses to the item “I learned English because I had to.” are illustrated in Figure 28:



**Figure 28. The pre-test frequency results for the item “I learned English because I had to.”**



The results of the descriptive statistics show that most of the participants (N=22) rated 1 for the item “I learned English because I had to.” Several students (N=20) equally rated 4 and 6. While some (N=14) rated 2, others (N=13) rated 7. Further, some of them rated 5, while few (N=4) rated 3. Thus, it seems that only a few participants had learned English because they had to before the experiment. (N=79, M=3.58, SD=2.285).

All in all, it seems that the majority of the participants had had their own reasons in learning English before the experiment.

To sum up all the findings in the pre-test results, we can say that the majority of the participants had had an enjoyable English learning experience. On the other hand, the results implied that the participants had had an unsuccessful experience even though they believed that they could do well in English. Furthermore, the data indicate that they had not put a lot of effort into learning English previously. Also, it was found that they had not felt much anxiety while learning English. Lastly, it appeared that most of them thought that it had been their own choice to learn English.

In the following section, the findings gathered through the independent samples t-test will be demonstrated. The t-test analyzes the motivational differences between the experimental and control group means after the experimentation process.

#### **4.4. Results of the Independent Samples T-Test**

This section provides the data obtained from the independent samples t-test analysis of the mean differences for all of the items under five categories: interest/enjoyment, perceived competence, effort/importance, pressure/tension, and perceived choice. B1-4 is the class which is the experimental group, while B1-5 is the class which is the control group.

Similar to the pilot study, the analysis was done by comparing the mean differences of the groups for each item in the questionnaire. In order to avoid negative numbers, number 7 was considered to be the reference point of 0. According to this, each number gathered as a mean difference was added to 7. The list of the conversion can be seen in Table 4.

The mean differences between the pre-test and post-test results for each item were calculated on MS Office Excel using the IF function. After that, the data were copied, and pasted on SPSS for the analysis.

##### **4.4.1. Interest/enjoyment items**

The results of the group statistics for the mean differences of the interest/enjoyment items are demonstrated in Table 10.

**Table 10. Group statistics for the mean differences of the interest/enjoyment items**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I enjoyed learning English.	B1-4	19	6.26	2.130	.489
	B1-5	16	6.75	1.770	.443
Learning English was fun.	B1-4	19	8.05	2.934	.673
	B1-5	16	7.75	2.517	.629
Learning English was boring.	B1-4	19	3.58	2.341	.537
	B1-5	16	2.19	2.316	.579
English learning activities did not hold my attention at all.	B1-4	19	2.68	2.358	.541
	B1-5	16	3.06	3.065	.766
I thought learning English was quite enjoyable.	B1-4	19	5.37	2.087	.479
	B1-5	16	5.19	3.430	.857
While learning English, I was thinking about how much I enjoyed it.	B1-4	19	7.47	3.133	.719
	B1-5	16	6.75	3.276	.819

According to the descriptive statistics above, the mean difference of the treatment group (N=19) was calculated as 6.26 for the item “I enjoyed learning English”, in conditions SD=2.130, and SE=.489. On the other hand, it was found that the mean difference of the control group (N=16) is 6.75, in conditions SD=1.770, and SE=.443.

On the other hand, the mean difference of the treatment group (N=19) was calculated as 8.05 for the item “Learning English was fun.” in conditions SD=2.934, and SE=.673. On the other hand, it was found that the mean difference of the control group (N=16) is 7.75, in conditions SD=2.517, and SE=.629. For this item, a slight increase is observed in the means of both groups, a little higher in the experimental group.

The descriptive statistics show that the mean difference of the treatment group (N=19) is 3.58 for the item “English was boring”, in conditions SD=2.341, and SE=.537. Also, it was found that the mean difference of the control group (N=16) is

2.19, in conditions  $SD=2.316$ , and  $SE=.579$ . A decrease in the mean differences for both of the groups is clearly seen for this item.

Likewise, the descriptive statistics suggest that the mean difference of the treatment group ( $N=19$ ) is 2.68 for the item “English learning activities did not hold my attention at all.” in conditions  $SD=2.358$ , and  $SE=.541$ . Also, it was found that the mean difference of the control group ( $N=16$ ) is 3.06, in conditions  $SD=3.065$ , and  $SE=.766$ . Hence, we can observe a decrease in the mean differences in both groups for this item, as well.

According to the calculated descriptive statistics, the mean difference of the treatment group ( $N=19$ ) is 5.37 for the item “I thought learning English was quite enjoyable.” in conditions  $SD=2.087$ , and  $SE=.479$ . On the other hand, it was found that the mean difference of the control group ( $N=16$ ) is 5.19, in conditions  $SD=3.430$ , and  $SE=.857$ . Both groups show a similar decrease for this item.

Finally, the mean difference of the treatment group ( $N=19$ ) was found to be 7.47 for the item “While learning English, I was thinking about how much I enjoyed it.”, in conditions  $SD=3.133$ , and  $SE=.719$ . On the other hand, it was found that the mean difference of the control group ( $N=16$ ) is 6.75, in conditions  $SD=3.276$ , and  $SE=.819$ . Interestingly, a slight increase is seen in the experimental group, whereas a slight decrease is observed in the control group for this item.

All in all, the data suggest that both groups interest levels increased. Yet, the treatment group demonstrated slightly higher increases for positive items, and lower decreases for the reversely scored items.

The independent samples t-test analysis for the interest/enjoyment items can be seen in Table 11.

**Table 11. Results of the independent samples t-test for the interest/enjoyment items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I enjoyed learning English.	Equal variances assumed	.017	.896	-.727	33	.473	-.487	.670	-1.850	.876
	Equal variances not assumed			-.738	32.998	.465	-.487	.659	-1.828	.855
Learning English was fun.	Equal variances assumed	.010	.920	.324	33	.748	.303	.934	-1.597	2.203
	Equal variances not assumed			.328	32.982	.745	.303	.921	-1.572	2.177
Learning English was boring.	Equal variances assumed	.050	.824	1.760	33	.088	1.391	.790	-.217	3.000
	Equal variances not assumed			1.762	32.109	.088	1.391	.790	-.217	3.000
English learning activities did not hold my attention at all.	Equal variances assumed	2.982	.094	-.413	33	.683	-.378	.917	-2.244	1.487
	Equal variances not assumed			-.403	27.903	.690	-.378	.938	-2.300	1.544

I thought learning English was quite enjoyable.	Equal variances assumed	2.578	.118	.192	33	.849	.181	.943	-1.738	2.099
	Equal variances not assumed			.184	23.881	.855	.181	.982	-1.847	2.208
While learning English. I was thinking about how much I enjoyed it.	Equal variances assumed	.053	.820	.667	33	.510	.724	1.085	-1.485	2.932
	Equal variances not assumed			.664	31.456	.511	.724	1.090	-1.498	2.945

First, the findings suggest that there is no significant difference between the two groups for the item “I enjoyed learning English.” in conditions  $t(33) = -.727, p = .473$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ enjoyment of learning English.

Second, the data demonstrate that there is no significant difference between the two groups for the item “Learning English was fun.” in conditions  $t(33) = .324, p = .748$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ opinion about learning English.

Next, the results indicate that there is no significant difference, but a moderate difference, between the two groups for the item “Learning English was boring.” in conditions  $t(33) = 1.760, p = .088$ . Specifically, the results show that the character strengths exercises had a moderate effect on the students’ feeling of boredom regarding learning English.

On the other hand, it was found that there is no significant difference between the two groups for the item “English learning activities did not hold my attention at all.” in conditions  $t(33) = -.413, p = .683$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ attraction toward English learning activities.

Similarly, the results demonstrate that there is no significant difference between the two groups for the item “I thought learning English was quite enjoyable.” in

conditions  $t(33) = .192, p = .849$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students' positive opinions about learning English.

Lastly, the findings indicate that there is no significant difference between the two groups for the item "While learning English. I was thinking about how much I enjoyed it." in conditions  $t(33) = .667, p = .510$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students' positive opinions about learning English.

All in all, we can conclude that the character strengths exercises did not have any significant effects on the students' positive opinions regarding learning English. However, a moderate difference was obtained about the students' negative feelings about learning English. Put simply, the character strengths exercises moderately helped students avoid negative feelings (e.g. boredom) about learning English.

#### 4.4.2. Perceived competence items

The results of the group statistics for the mean differences of the perceived competence items are illustrated in Table 12.

**Table 12. Group statistics for the mean differences of the perceived competence items**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I think I am pretty good at learning English.	B1-4	19	5.26	2.725	.625
	B1-5	16	5.06	3.065	.766
I think I did pretty well while learning English, compared to other students.	B1-4	19	4.79	1.932	.443
	B1-5	16	5.06	2.081	.520
After learning English for a while, I felt pretty competent.	B1-4	19	5.26	2.104	.483
	B1-5	16	5.88	2.062	.515
I am satisfied with my performance at English.	B1-4	19	5.26	2.806	.644
	B1-5	16	6.25	2.236	.559
Learning English was something that I could not do well.	B1-4	19	3.16	2.853	.655
	B1-5	16	3.38	2.553	.638

According to the descriptive statistics above, the mean difference of the treatment group (N=19) was calculated as 5.26 for the item “I think I am pretty good at learning English”, in conditions SD=2.725, and SE=.625. On the other hand, it was found that the mean difference of the control group (N=16) is 5.06, in conditions SD=1.770, and SE=.443. A decrease is observed in both groups.

On the other hand, the mean difference of the treatment group (N=19) was calculated as 4.79 for the item “I think I did pretty well while learning English, compared to other students.” in conditions SD=1.932, and SE=.443. Likewise, it was found that the mean difference of the control group (N=16) is 5.06, in conditions SD=2.081, and SE=.520. For this item, too, we can see a decrease in both groups.

Likewise, the descriptive statistics show that the mean difference of the treatment group (N=19) is 5.26 for the item “After learning English for a while, I felt pretty competent.”, in conditions SD=2.104, and SE=.483. Also, it was found that the mean difference of the control group (N=16) is 5.88, in conditions SD=2.062, and SE=.515. A decrease in the mean differences for both of the groups is clearly seen for this item.

According to the descriptive statistics, the mean difference of the treatment group (N=19) is 5.26 for the item “I am satisfied with my performance at English.” in conditions SD=2.806, and SE=.644. Also, it was found that the mean difference of the control group (N=16) is 6.25, in conditions SD=2.236, and SE=.559. Hence, we can observe a decrease in the mean differences in both groups for this item, as well. Yet, the decrease is slightly lower in the experimental group.

Finally, the mean difference of the treatment group (N=19) was found to be 3.16 for the item “Learning English was something that I could not do well.” in conditions SD=2.853, and SE=.655. Similarly, it was found that the mean difference of the control group (N=16) is 3.38, in conditions SD=2.553, and SE=.638.

To sum up, the findings suggest that there is a decrease in the perceived competence levels in both groups.

The independent samples t-test analysis for the perceived competence items can be seen in Table 13.



**Table 13. Results of the independent samples t-test for the perceived competence items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I think I am pretty good at learning English.	Equal variances assumed	.000	.996	.205	33	.839	.201	.979	-1.791	2.192
	Equal variances not assumed			.203	30.393	.841	.201	.989	-1.818	2.219
I think I did pretty well while learning English, compared to other students.	Equal variances assumed	.096	.759	-.402	33	.690	-.273	.679	-1.654	1.108
	Equal variances not assumed			-.400	31.046	.692	-.273	.683	-1.667	1.121
After learning English for a while, I felt pretty competent.	Equal variances assumed	.044	.835	-.865	33	.393	-.612	.707	-2.051	.827
	Equal variances not assumed			-.866	32.206	.393	-.612	.706	-2.050	.826
I am satisfied with my	Equal variances assumed	1.260	.270	-1.135	33	.265	-.987	.869	-2.756	.782

performance at English.	Equal variances not assumed			-1.158	32.920	.255	-.987	.853	-2.721	.748
Learning English was something that I could not do well.	Equal variances assumed	.107	.746	-.235	33	.816	-.217	.923	-2.095	1.661
	Equal variances not assumed			-.237	32.857	.814	-.217	.914	-2.077	1.643

First, the findings suggest that there is no significant difference between the two groups for the item “I think I am pretty good at learning English.” in conditions  $t(33) = .205, p = .839$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ perception of achievement in learning English.

Similarly, the data demonstrate that there is no significant difference between the two groups for the item “I think I did pretty well while learning English, compared to other students.” in conditions  $t(33) = -.402, p = .692$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ perception of achievement in learning English compared to others.

Next, the results indicate that there is no significant difference between the two groups for the item “After learning English for a while, I felt pretty competent.” in conditions  $t(32.206) = -.866, p = .393$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ feeling of competence in learning English.

Then, it was found that there is no significant difference between the two groups for the item “I am satisfied with my performance at English.” in conditions  $t(32.920) = -1.158, p = .255$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ satisfaction about their performance at English.

Lastly, the results demonstrate that there is no significant difference between the two groups for the item “Learning English was something that I could not do well.” in

conditions  $t(32.857) = -.237$ ,  $p = .814$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students' self-efficacy about learning English.

All things considered, we can say that the character strengths exercises did not have any significant effects on the students' perceptions of achievement in learning English.

#### 4.4.3. Effort/importance items

The results of the group statistics for the mean differences of the effort/importance items are demonstrated in Table 14.

**Table 14. Group statistics for the mean differences of the effort/importance items**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I put a lot of effort into learning English.	B1-4	19	3.42	2.036	.467
	B1-5	16	5.06	3.255	.814
I didn't try very hard to do well in English classes.	B1-4	19	6.68	3.146	.722
	B1-5	16	6.00	3.425	.856
I tried very hard on learning English.	B1-4	19	3.00	3.528	.809
	B1-5	16	4.75	2.569	.642
It was very important for me to learn English well.	B1-4	19	5.74	2.023	.464
	B1-5	16	6.25	1.528	.382
I didn't put much energy into learning English.	B1-4	19	6.89	3.143	.721
	B1-5	16	5.88	2.849	.712

According to the descriptive statistics above, the mean difference of the treatment group (N=19) is 3.42 for the item "I put a lot of effort into learning English." in conditions SD=2.036, and SE=.467. On the other hand, it was found that the mean difference of the control group (N=16) is 5.06, in conditions SD=3.255, and SE=.814. A decrease is observed in both groups. However, the decrease in the experimental group is lower.

On the other hand, the mean difference of the treatment group (N=19) was calculated as 6.68 for the item "I didn't try very hard to do well in English classes." in conditions SD=3.146, and SE=.722. Likewise, it was found that the mean difference

of the control group (N=16) is 6.00, in conditions SD=3.425, and SE=.856. For this item, too, we can see a decrease in both groups.

Likewise, the descriptive statistics show that the mean difference of the treatment group (N=19) is 3.00 for the item “I tried very hard on learning English.” in conditions SD=3.528, and SE=.809. Also, it was found that the mean difference of the control group (N=16) is 4.75, in conditions SD=2.569, and SE=.642. A decrease in the mean differences for both of the groups is clearly seen for this item.

According to the descriptive statistics, the mean difference of the treatment group (N=19) is 5.74 for the item “It was very important for me to learn English well.” in conditions SD=2.023, and SE=.464. Also, it was found that the mean difference of the control group (N=16) is 6.25, in conditions SD=1.528, and SE=.382. Hence, we can observe a decrease in the mean differences in both groups for this item, as well. Yet, the decrease is slightly lower in the experimental group.

Finally, the mean difference of the treatment group (N=19) was found to be 6.89 for the item “I didn’t put much energy into learning English.in conditions SD=3.143, and SE=.721. Similarly, it was found that the mean difference of the control group (N=16) is 5.88, in conditions SD=2.849, and SE=.712.

To sum up, the findings suggest that there is a decrease in the students’ effort in both groups after the experimentation.

The independent samples t-test analysis for the effort/importance items can be seen in Table 15.

**Table 15. Results of the independent samples t-test for the effort/importance items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I put a lot of effort into learning English.	Equal variances assumed	5.093	.031	-1.818	33	.078	-1.641	.903	-3.478	.195
	Equal variances not assumed			-1.749	24.314	.093	-1.641	.938	-3.577	.294
I didn't try very hard to do well in English classes.	Equal variances assumed	.191	.665	.616	33	.542	.684	1.111	-1.577	2.946
	Equal variances not assumed			.611	30.888	.546	.684	1.120	-1.600	2.969
I tried very hard on learning English.	Equal variances assumed	1.425	.241	-1.649	33	.109	-1.750	1.062	-3.910	.410
	Equal variances not assumed			-1.694	32.394	.100	-1.750	1.033	-3.854	.354
It was very important for me to learn English well.	Equal variances assumed	.359	.553	-.833	33	.411	-.513	.616	-1.766	.740
	Equal variances not assumed			-.854	32.659	.399	-.513	.601	-1.737	.710

I didn't put much energy into learning English.	Equal variances assumed	.182	.672	.998	33	.326	1.020	1.022	-1.060	3.100
	Equal variances not assumed			1.006	32.795	.322	1.020	1.013	-1.043	3.082

First, the findings suggest that there is no significant difference between the two groups for the item “I put a lot of effort into learning English.” in conditions  $t(24.314) = -1.749, p = .093$ . Specifically, the results show that the character strengths exercises did not have a significant effect, but a moderate effect, on the students’ effort in learning English in a negative way.

Second, the data demonstrate that there is no significant difference between the two groups for the item “I didn’t try very hard to do well in English classes.” in conditions  $t(33) = .616, p = .542$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ effort in English classes.

Next, the results indicate that there is no significant difference, but a moderate difference, between the two groups for the item “I tried very hard on learning English.” in conditions  $t(33) = -1.649, p = .109$ . Specifically, the results show that the character strengths exercises had a moderate effect on the students’ effort in learning English in a negative way.

Then, it was found that there is no significant difference between the two groups for the item “It was very important for me to learn English well.” in conditions  $t(33) = -.833, p = .411$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ opinions about the importance of learning English.

Lastly, the results demonstrate that there is no significant difference between the two groups for the item “I didn’t put much energy into learning English.” in conditions  $t(33) = .998, p = .326$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect on the students’ effort in learning English.

All things considered, we can say that the character strengths exercises did not have any significant effects on the students' effort in learning English. Interestingly, however, the treatment moderately decreased the students' effort in learning English.

#### 4.4.4. Pressure/tension items

The results of the group statistics for the mean differences of the pressure/tension items are demonstrated in Table 16.

**Table 16. Group statistics for the mean differences of the pressure/tension items**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I did not feel nervous at all while learning English.	B1-4	19	4.68	2.540	.583
	B1-5	16	3.31	2.024	.506
I felt very tense while learning English.	B1-4	19	5.95	1.840	.422
	B1-5	16	5.38	2.825	.706
I was very relaxed in learning English.	B1-4	19	4.68	2.237	.513
	B1-5	16	5.38	3.862	.966
I felt pressured while learning English.	B1-4	19	2.47	2.342	.537
	B1-5	16	4.25	3.550	.887

According to the descriptive statistics above, the mean difference of the treatment group (N=19) is 4.68 for the item "I did not feel nervous at all while learning English." in conditions SD=2.540, and SE=.583. On the other hand, it was found that the mean difference of the control group (N=16) is 3.31, in conditions SD=2.024, and SE=.506. A decrease is observed in both groups. However, the decrease in the experimental group is lower.

On the other hand, the mean difference of the treatment group (N=19) was calculated as 5.95 for the item "I felt very tense while learning English." in conditions SD=1.840, and SE=.422. Likewise, it was found that the mean difference of the control group (N=16) is 5.38, in conditions SD=2.825, and SE=.706. For this item, too, we can see a decrease in both groups.

Likewise, the descriptive statistics show that the mean difference of the treatment group (N=19) is 4.68 for the item "I was very relaxed in learning English."

in conditions  $SD=2.237$ , and  $SE=.513$ . Also, it was found that the mean difference of the control group ( $N=16$ ) is 5.38, in conditions  $SD=3.862$ , and  $SE=.966$ . A decrease in the mean differences for both of the groups is clearly seen for this item, too.

Finally, the mean difference of the treatment group ( $N=19$ ) was found to be 2.47 for the item “I felt pressured while learning English.” in conditions  $SD=2.342$ , and  $SE=.537$ . On the other hand, it was found that the mean difference of the control group ( $N=16$ ) is 4.25, in conditions  $SD=3.550$ , and  $SE=.887$ . Specifically, we can see that the decrease in the experimental group is much lower.

To sum up, the findings suggest that there is a decrease in the students’ anxiety and tension in both groups after the experimentation. Yet, the decreases in the treatment group appear to be lower.

The independent samples t-test analysis for the effort/importance items can be seen in Table 17.

**Table 17. Results of the independent samples t-test for the pressure/tension items**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I did not feel nervous at all while learning English.	Equal variances assumed	.677	.417	1.743	33	.091	1.372	.787	-.230	2.973
	Equal variances not assumed			1.778	32.919	.085	1.372	.772	-.198	2.942
I felt very tense while	Equal variances assumed	7.412	.010	.721	33	.476	.572	.794	-1.043	2.188



learning English.	Equal variances not assumed			.696	24.974	.493	.572	.823	-1.123	2.267
I was very relaxed in learning English.	Equal variances assumed	4.521	.041	-.660	33	.514	-.691	1.046	-2.820	1.438
I was very relaxed in learning English.	Equal variances not assumed			-.632	23.136	.534	-.691	1.094	-2.952	1.571
I felt pressured while learning English.	Equal variances assumed	1.191	.283	-1.773	33	.085	-1.776	1.002	-3.815	.262
I felt pressured while learning English.	Equal variances not assumed			-1.712	25.193	.099	-1.776	1.037	-3.912	.359

First, the findings suggest that there is no significant difference, but a moderate difference, between the two groups for the item “I did not feel nervous at all while learning English.” in conditions  $t(33) = 1.743, p = .091$ . Specifically, the results show that the character strengths exercises did not have a significant effect, but a moderate effect, on the students’ anxiety in learning English in a positive way.

Second, the data demonstrate that there is no significant difference between the two groups for the item “I felt very tense while learning English.” in conditions  $t(33) = .616, p = .542$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ effort in English classes.

Next, the results indicate that there is no significant difference, but a moderate difference, between the two groups for the item “I was very relaxed in learning English.” in conditions  $t(23.136) = -.632, p = .534$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ relaxation while learning English.

Lastly, the results demonstrate that there is no significant difference, but a moderate difference, between the two groups for the item “I felt pressured while learning English.” in conditions  $t(33) = -1.773, p = .085$ . Particularly, the findings

suggest that the character strengths exercises did not have a significant effect, but had a moderate effect, on the mollification of the students' feelings of pressure while learning English.

All things considered, we can say that the character strengths exercises did not have any significant effects on the students' anxiety and tension while learning English. However, the treatment moderately mollified the students' feelings of anxiety and pressure while learning English.

#### 4.4.5. Perceived choice items

The results of the group statistics for the mean differences of the perceived choice items are demonstrated in Table 18.

**Table 18. Group statistics for the mean differences of the perceived choice items**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I believe I had some choice about learning English.	B1-4	19	5.00	2.749	.631
	B1-5	16	4.63	2.778	.694
I felt like it was not my own choice to learn English.	B1-4	19	3.84	2.522	.579
	B1-5	16	3.63	2.680	.670
I felt like I had to learn English.	B1-4	19	4.53	2.547	.584
	B1-5	16	3.94	2.977	.744
I learned English because I wanted to.	B1-4	19	5.84	2.651	.608
	B1-5	16	6.06	2.323	.581
I learned English because I had to.	B1-4	19	3.79	2.637	.605
	B1-5	16	5.63	3.739	.935

According to the descriptive statistics above, the mean difference of the treatment group (N=19) is 5.00 for the item "I believe I had some choice about learning English.in conditions SD=2.749, and SE=.631. On the other hand, it was found that the mean difference of the control group (N=16) is 4.63, in conditions SD=2.778, and SE=.694. A decrease is observed in both groups. However, the decrease in the control group is lower.

On the other hand, the mean difference of the treatment group (N=19) was calculated as 3.84 for the item “I felt like it was not my own choice to learn English.” in conditions SD=2.522, and SE=.579. Likewise, it was found that the mean difference of the control group (N=16) is 3.63, in conditions SD=2.680, and SE=.670. For this item, too, we can see a decrease in both groups.

Likewise, the descriptive statistics show that the mean difference of the treatment group (N=19) is 4.53 for the item “I felt like I had to learn English.” in conditions SD=2.547, and SE=.584. Also, it was found that the mean difference of the control group (N=16) is 3.94, in conditions SD=2.977, and SE=.744. A decrease in the mean differences for both of the groups is clearly seen for this item.

According to the descriptive statistics, the mean difference of the treatment group (N=19) is 5.84 for the item “I learned English because I wanted to.” in conditions SD=2.651, and SE=.608. Also, it was found that the mean difference of the control group (N=16) is 6.06, in conditions SD=2.323, and SE=.581. Hence, we can observe a decrease in the mean differences in both groups for this item, as well.

Finally, the mean difference of the treatment group (N=19) was found to be 3.79 for the item “I learned English because I had to.” in conditions SD=2.637, and SE=.605. Similarly, it was found that the mean difference of the control group (N=16) is 5.63, in conditions SD=3.739, and SE=.935. It seems that there is a lower decrease in the treatment group for this item.

To sum up, the findings suggest that there is a decrease in the students’ feelings of obligation regarding learning English in both groups after the experimentation. However, the decreases appear to be lower in the experimental group.

The independent samples t-test analysis for the perceived choice items can be seen in Table 19.

**Table 19. Results of the independent samples t-test for the perceived choice items**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I believe I had some choice about learning English.	Equal variances assumed	.057	.813	.400	33	.692	.375	.937	-1.532	2.282
	Equal variances not assumed			.400	31.875	.692	.375	.938	-1.536	2.286
I felt like it was not my own choice to learn English.	Equal variances assumed	.181	.674	.247	33	.807	.217	.881	-1.575	2.009
	Equal variances not assumed			.245	31.239	.808	.217	.885	-1.588	2.022
I felt like I had to learn English.	Equal variances assumed	.094	.761	.631	33	.532	.589	.933	-1.310	2.488
	Equal variances not assumed			.622	29.764	.538	.589	.946	-1.344	2.522
I learned English because I wanted to.	Equal variances assumed	.072	.791	-.259	33	.797	-.220	.851	-1.951	1.511
	Equal variances not assumed			-.262	32.934	.795	-.220	.841	-1.931	1.491

I learned English because I had to.	Equal variances assumed	1.605	.214	-1.698	33	.099	-1.836	1.081	-4.035	.364
	Equal variances not assumed			-1.648	26.343	.111	-1.836	1.114	-4.123	.452

First, the findings suggest that there is no significant difference between the two groups for the item “I believe I had some choice about learning English.” in conditions  $t(33) = .400, p = .692$ . Specifically, the results show that the character strengths exercises did not have a significant effect on the students’ perception of choice in learning English.

Second, the data demonstrate that there is no significant difference between the two groups for the item “I felt like it was not my own choice to learn English.” in conditions  $t(33) = .247, p = .807$ . In other words, the results suggest that the character strengths exercises did not have a significant effect on the students’ perceived choice in learning English.

Next, the results indicate that there is no significant difference, but a moderate difference, between the two groups for the item “I felt like I had to learn English.” in conditions  $t(33) = .631, p = .532$ . Specifically, the results show that the character strengths exercises had no significant effect on the students’ perception of choice in learning English.

Then, it was found that there is no significant difference between the two groups for the item “I learned English because I wanted to.” in conditions  $t(33) = -.259, p = .797$ . Put differently, the findings suggest that the character strengths exercises did not have a significant effect on the students’ perceived choice in learning English.

Lastly, the results demonstrate that there is no significant difference, but a moderate difference, between the two groups for the item “I learned English because I had to.” in conditions  $t(33) = -1.698, p = .099$ . Particularly, the findings suggest that the character strengths exercises did not have a significant effect, but had a moderate effect, on the students’ perceptions of obligation in learning English. It appears that the exercises helped the students avoid the feeling of obligation to some extent.

All in all, we can conclude that the character strengths exercises did not have any significant effects on the students' perceived choice in learning English. Yet, it seems that the treatment alleviated the students' feelings of obligation in learning English to some extent.

#### **4.5. Summary of Findings**

First of all, the results of the pre-test displayed the motivational profile of the participants in both real and pilot studies. The results suggest that the majority of the participants used to have a pleasant English learning experience. On the other hand, the data showed that the participants had not had a successful experience even though they believed that they could do well in English. Furthermore, the findings indicated that the students had not put a lot of effort into learning English previously. Also, it was found that they had not felt much anxiety while learning English. Lastly, it appeared that most of the participants thought that it had been their own choice to learn English in their previous English learning experiences.

The results of the independent samples t-test demonstrated that the character strengths exercises did not have any significant effects on the students' positive opinions regarding learning English. However, a moderate difference was obtained about the students' negative feelings about learning English. In other words, the character strengths exercises moderately helped the students avoid negative feelings (e.g. boredom) about learning English. However, we can say that the character strengths exercises did not have any significant effects on the students' perceptions of achievement in learning English. On the other hand, the findings indicated that even though the character strengths exercises did not have any significant effects on the students' effort in learning English, the treatment moderately decreased the students' effort in learning English. Specifically, the exercises negatively affected the students' effort. Finally, it was found that the treatment moderately mollified the students' feelings of anxiety and pressure while learning English even though the character strengths exercises did not have any significant effects on the students' anxiety and tension.

In the pilot study, the findings showed that the character strengths exercises did not have any significant effects on either the students' positive opinions regarding learning English, or the students' perceptions of achievement in learning English.

Further, no significant effects were found on the students' effort in learning English. Also the character strengths exercises did not have any significant effects on the students' anxiety and tension while learning English, either. On the other hand, the results suggest that the treatment moderately increased the students' feelings of choice in learning English even though the character strengths exercises did not have any significant effects on the students' perceived choice in learning English.

In the next chapter, the results of the investigations will be discussed and associated with the previous literature in detail. Finally, a conclusion will be drawn from all the findings based on the literature.



## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

#### **5.1. Introduction**

In this chapter, the findings obtained through the SPSS analyses will be discussed in the light of the relevant literature. The chapter will also present the pedagogical implications, limitations, and suggestions for further studies.

#### **5.2. Discussion of the Findings**

Previously, it was reported that intrinsic motivation is an essential element of learning (Deci & Vansteenkiste, 2004). Furthermore, it was found that intrinsic motivation and more autonomous forms of extrinsic motivation (identified regulation and integrated regulation) are positively related to academic performance (Pintrich & De Groot, 1990; Grolnick and Ryan, 1987). Considering the importance of intrinsic motivation in education, the recent research has shown that the explicit use of character strengths at the school setting promotes life satisfaction, positive emotions, positive relationships, and academic motivation along with learning (Bono et al., 2014).

Inspired by these findings, this study aimed to implement character strengths exercises in ELT to see their effects on EFL learners' intrinsic motivation. In this regard, the first step of this study was to analyze the motivational profile of the sample groups using the descriptive statistics of the pre-tests. Then, character strengths exercises were prepared, and implemented in the experimental groups. Next, the post-test questionnaires were employed. Finally, the results were analyzed on SPSS via independent samples t-test to find out the mean differences between the treatment and control groups.

The findings of the pilot study indicated that the character strengths exercises did not have any significant effects on the students' interest, perceptions of achievement, study effort, anxiety, or perceived choice. However, it was found that the treatment group's feelings about perceived choice regarding learning English moderately changed. This finding can be associated with the findings of Wu (2003),



who reported that the students reported higher perceived autonomy when given freedom to choose the content, methods, and the outcomes of learning. In the present investigation, the character strengths exercises aimed to lead the students to think about the reasons why they were learning English, and how it could affect their lives. Further, the exercises were designed to let the students realize that they are active agents of their own behavior. In this sense, the character strengths exercises of the core virtues humanity and transcendence could have had an effect on the students' perceptions of choice and autonomy. Within the scope of these two core virtues, the character strengths of love, kindness, social intelligence, appreciation of beauty and excellence, gratitude, hope, humor, and spirituality were studied (The worksheets of these exercises could be found in Appendices.). These character strengths are the ones which let people realize their own selves in the whole universe, and help them relate their selves with others in a positive way. Previously, it was found that there is an association between gratitude and social integration along with emotional and social well-being (Froh et al., 2010), and that spirituality enables people to solve problems and achieve goals (Emmons, 2009). Furthermore, it was revealed that loving-kindness meditation helped strangers create social connection (Hutcherson et al., (2008). In this regard, research has demonstrated that relatedness is a key source of behavior (Edmunds et al., 2008), and it is considered essential for autonomous forms of external motivation and wellbeing (Rahman et al., 2011). Therefore, we can say that an increase in the senses of self and relatedness might have caused a difference in the students' perceptions of choice.

After the experimentation process, the pre-test data of the pilot study groups and the actual study groups were analyzed to see the motivational profile of the students. The findings showed that the majority of the students believed that they could succeed in learning English even though they were not successful English learners in the past. Moreover, the results suggested that the students did not put a lot of effort, although they had a pleasant English learning experience with low levels of anxiety. Also, they reported that they thought it was their own choice to learn English. These results are in line with the idea that students cannot learn the material not because they cannot learn it, but because they do not want to learn it (Csikszentmihalyi 1988, 1990a; Deci and Ryan, 1985a; Dweck and Elliott, 1983; Harter and Connell, 1984; Lepper and Hodell, 1989; Nikolov, 2001, Donitsa-Schmidt et al., 2004). Considering the high

levels of the students' perceptions of autonomy and competence, we can conclude that a lack of relatedness might have played a role in determining the students' motivation to learn English.

According to the actual study's results of the independent samples t-tests, the character strengths exercises did not have any significant effects on the students' positive opinions regarding learning English, perceptions of achievement in learning English, and anxiety and tension. This could be because the students had already had positive opinions about learning English, and already had high levels of achievement perceptions, but low levels of anxiety and tension. In other words, this could be because all of these domains were already in their ideal stage. However, a moderate difference concerning the students' negative feelings about learning English might indicate that the character strengths exercises moderately helped the students avoid negative feelings (e.g. boredom and anxiety) while learning English. These findings support the notion that the character strengths contribute to positive classroom behavior. Previously, it was found that there is a strong correlation between the character strengths perseverance, *self-regulation*, *prudence*, *social intelligence*, and *hope*, and positive classroom behavior (Wagner & Ruch, 2015). Similarly, Gregersen (2016) also showed that the use of gratitude and altruism exercises, music, pets, laughter, and physical exercise boost language learners' wellbeing and learning.

Lastly, the findings suggested that the character strengths exercises moderately decreased the students' effort in learning English. This outcome could be due to some other factors. Nonetheless, it can be inferred from this finding that changes in habits could not be as easy and fast as changes in psychological domains. In this regard, Lally et al. (2010) suggested that habit formation takes an average *sixty-six* days. Considering this finding, it is expected that students cannot change their study habits and start to put more effort within an average of *thirty* days of the experimental process. Yet, the decrease in their effort is a topic for further research even though we can infer that the students' effort might have decreased in the process of quitting their old study habits and starting to form new ones. If this is proved to be so, however, it will be a good indicator for the positive effects of the character strengths.

### **5.3. Suggestions for Further Research**

The main focus of this study was to find out the effects of the character strengths exercises on the EFL students' intrinsic motivation. However, to keep the scope of the investigation limited, only two psychological needs for intrinsic motivation were studied: autonomy and competence. Items of relatedness was not included in the assessment tool. Yet, the findings of the research suggested that relatedness could be a predictor of the decrease in the students' negative feelings along with their perceived choice. Therefore, further inquiry is required to see the relationship between relatedness and decrease in negative feelings as well as perceived choice.

Additionally, to have a better insight about the association between effort and character strengths, another study with longer experimental duration is needed.

Moreover, each of the character strengths must be studied and analyzed separately. As this study employed all of the character strengths as the treatment, it was difficult to see which strengths affected which psychological need.

Last but not least, an investigation of intrinsic motivation through implicit character strengths education in ELT is a valuable area for further research. Because of the limitations of the study, it was not possible for the researcher to implicitly incorporate the character strengths into the school curriculum as in the Geelong Grammar School (Seligman et al., 2008).

### **5.4. Conclusion**

Positive psychology is a novel, but rapidly flourishing area of study. This research aimed to utilize the findings and the tools of this fresh study area for contributing to the field of ELT. First, the motivational profile of the EFL students who participated in the investigation was analyzed using the descriptive analyses of the pre-test. Then, the experiment was conducted by means of positive psychology exercises. Lastly, the mean differences of the pre-tests and the post-tests were analyzed through the independent samples t-test on SPSS for the experimental and the control groups.

The results of the pilot study indicated that the experimental group's feelings about perceived choice regarding learning English moderately changed. This finding was interpreted as a result of an increase in the feeling of relatedness. As the character strengths might have helped the students to realize their own selves, and to relate

themselves with others in a positive way, their feelings of autonomy in the learning environment could have increased.

Besides, the outcomes of the descriptive analyses revealed that most of the participants had not put a lot effort into learning English previously even though they reported that they had enjoyed learning English. Moreover, the findings suggested that the students believed that they could succeed in learning English, however, they had not been successful learners before. Thus, within the scope of self-determination theory, we can say that the reason for the students' lack of effort, despite high levels of interest, perceived choice, and self-efficacy, might have been connected to social relations.

Finally, the independent samples t-test results of the actual study demonstrated that the character strengths exercises moderately helped the students avoid negative feelings (e.g. boredom and anxiety) while learning English. This finding signaled that the students could have been freed of negative feelings to some extent because their wellbeing might have improved thanks to the positive psychology exercises. Also, the moderate decrease in the effort of the experimental groups could have been because of the complex and lengthy process of habit formation. If this assumption is proved by further investigation, the positive effects of the character strengths education on effort and habit formation will be figured out. However, it should also be considered that the reason for the decrease in effort could have been due to some unknown factors.

All in all, the results of this study have illustrated that the effects of character strengths exercises on EFL learners' intrinsic motivation are existent. Further research has the potential to reveal better insight about the possible associations between the character strengths and intrinsic motivation in the ELT setting.

## BIBLIOGRAPHY

- Ai, A., Tice, T., Peterson, C., Huang, B. (2005). Prayers, spiritual support, and positive attitudes in coping with the 9-11 national crisis. *Journal of Personality*, 73, 763–792.
- Alexander, P. A., & Murphy, P. K. (1999). Learner profiles: Valuing individual differences within classroom communities. In P. L. Ackerman, P. C. Kyllonen & R. D. Roberts (Eds.), *Learning and individual differences: Process, trait, and content determinants* (pp. 413–431). Washington, DC: American Psychological Association.
- Amabile, T. M., DeJong, W., & Lepper, M. R. (1976). Effects of externally imposed deadlines on subsequent intrinsic motivation. *Journal of Personality and Social Psychology*, 34, 92–98.
- Amabile, T. M. (1979). Effects of external evaluations on artistic creativity. *Journal of Personality and Social Psychology*, 37, 221–233.
- Anaydubalu, C. C. (2010). Self-Efficacy, Anxiety, and Performance in the English Language among Middle School Students in English Language Program in Satri Si Suriyothai School, Bangkok. *International Journal of Human and Social Sciences*, 5(3), 193-198.
- Aristotle. *Metaphysics*, 980. Translated by W. D. Ross as *The works of Aristotle*. (Vol. 8). Oxford: Clarendon Press, 1924.
- Atkinson, J. W. (1964). *An introduction to motivation*. Princeton, N.J. Van Nostrand.
- Avey, J. B., Luthans, F., & Youssef, C. M. (2010). The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management*, 36, 430–452.
- Bandura, A. (1986). From thought to action: Mechanisms of personal agency. *New*

*Zealand Journal of Psychology*, 15, 1-17.

Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego-depletion, and motivation. *Social and Personality Psychology Compass*, 1(1), 115–128.

Benware, C., & Rieci, E. L. (1984). Quality of learning with an active versus passive motivational set. *American Educational Research Journal*, 21, 755-765.

Bolte, A., Goschke, T. & Kuhl, J. (2003) Emotion and intuition: effects of positive and negative mood on implicit judgments of semantic coherence, *Psychological Science*, 14, 416–421.

Bono, G., Froh, J. J., & Forrett, R. (2014). Gratitude in school: Benefits to students and schools. In M. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in schools* (2nd ed., pp. 67–81). New York, NY: Routledge.

Brandenberger, J. W. (2005). College, character, and social responsibility: Moral learning through experience. In D. K. Lapsley and F. C. Power (Eds.), *Character psychology and character education* (pp. 305-334). Notre Dame, IN: University of Notre Dame Press.

Bronk, K.C., Hill, P.L., Lapsley, D.K., Talib, T.L., Finch, H. (2009). Purpose, hope, and life satisfaction in three age groups. *The Journal of Positive Psychology*, 4(6), 500–510.

Brown, H. D. (1990). M&Ms for language classrooms? Another look at motivation. In J. E. Alatis (Ed.), *Georgetown University round table on language and linguistics* (pp. 383–393). Washington, DC: Georgetown University Press.

Brown, H. D. (1994). *Teaching by principles*. Englewood Cliffs, NJ: Prentice Hall.

Butler, R. (1987). Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest, and performance. *Journal of Educational Psychology*, 79, 474-482.

- Chory-Assad, R. M. (2002). Classroom justice: Perceptions of fairness as a predictor of student motivation, learning, and Aggression. *Communication Quarterly*, 50, 58-77.
- Ciarrocchi, J. W., & Brelsford, G. M. (2009). Spirituality, religion, and substance coping as regulators of emotions and meaning making: Different effects on pain and joy. *Journal of Addictions & Offender Counseling*, 30(1), 24-36.
- Connell, J. P., & Ryan, R. M. (1985). *A theory and assessment of children's self-regulation within the academic domain*. Unpublished manuscript, University of Rochester.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.
- Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco: Jossey-Bass.
- Csikszentmihalyi, M. (1988). Motivation and creativity: Toward a synthesis of structural and energistic approaches to cognition. *New Ideas in Psychology*, 6, 159–176.
- Csikszentmihalyi, M. (1990a). Literacy and intrinsic motivation. *Daedalus*, 119, 115–140.
- Csikszentmihalyi, M. (1990b). *Flow: The psychology of optimal experience*. New York: Harper & Row.
- Csikszentmihalyi, M. (1997). *Finding flow*. New York: Basic.
- Csikszentmihalyi, M. (2000). *Beyond boredom and anxiety*. San Francisco: Jossey-Bass. (Original work published 1975)
- Csikszentmihalyi, M. and Larson, R. (1984). *Being Adolescent Conflict and Growth in the Teenage Years*. Basic Books, New York.
- Csikszentmihalyi, M. C. & Robinson, R. E. (1986). Culture, time, and the development

- of talent. In Sternberg, R. J., Davidson, J. E. (Eds.), *Conceptions of Giftedness* (pp. 264–284). Cambridge: Cambridge University Press.
- De Bruyn, E. H., Dekovic, M., & Meijnen, G. W. (2003). Parenting, goal orientations, classroom behavior, and school success in early adolescence. *Journal of Applied Developmental Psychology*. doi:10.1016/S0193-3973(03)00074-1.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105-115.
- Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum.
- Deci, E. L., & Cascio, W. F. (1972). *Changes in intrinsic motivation as a function of negative feedback and threats*. Presented at the meeting of the Eastern Psychological Association, Boston.
- Deci, E. L., Betley, G., Kahle, J., Abrams, L., & Porac, J. (1981). When trying to win: Competition and intrinsic motivation. *Personality and Social Psychology Bulletin*, 7, 79-83.
- Deci, E. L., & Ryan, R. M. (1985a). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19, 109–134.
- Deci, E. L., & Ryan, R. M. (1985b). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1991). *Facilitating internalization: The self-determination theory perspective*. Unpublished manuscript, University of Rochester, Rochester, NY.
- Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62, 119–142.
- Deci, E. L., & Vansteenkiste, M. (2004). Self-determination theory and basic need satisfaction: Understanding human development in positive psychology. *Ricerche di Psicologia*, 27, 17-34.
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological



- well-being across life's domains. *Canadian Psychology*, 49, 14-23.
- DeCharms, R. (1968). *Personal causation: The internal affective determinants of behavior*. New York: Academic Press.
- Diekstra, R. (2008). Effectiveness of school-based social and emotional education programmes worldwide (Part One and Part Two). In *Social and emotional education: An international analysis* (pp. 285–312) . Santander: Fundacion Marcellino Botin.
- Donitsa-Schmidt, S., Inbar, O., & Shohamy, E. (2004). The effect of teaching spoken Arabic on students' attitudes and motivation in Israel. *Modern Language Journal*, 88(2), 217–228.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, N.J: L. Erlbaum.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939 –944. doi:10.1111/j.1467-9280.2005.01641.x
- Dweck, C. S., & Elliott, E. S. (1983). Achievement motivation. In E. M. Hetherington (Ed.), *Handbook of child development: Socialization, Personality and Social Development* (Vol. 4, pp. 643–691). New York: Wiley.
- Dweck, C. & Legget, E. (1988). A social cognitive approach to motivation and personality, *Psychological Review*, 95, 256-273.
- Dweck, C.S. (2012). *Mindset: How You Can Fulfil Your Potential*. Constable & Robinson, London.
- Easterbrook, G. (2003). *The Progress Paradox: How Life Gets Better While People Feel Worse*. New York: Random House.
- Edmunds, J., Ntoumanis, N., Duda, J. L. (2008). Testing a self-determination theory-based teaching style intervention in the exercise domain, *European Journal of Social Psychology*, 388, 375-388.
- Ellis, R. (2004). Individual differences in second language learning. In A. Davies &

- C. Elder (Eds.), *The Handbook of Applied Linguistics* (pp. 525– 551). Oxford: Blackwell.
- Emmons, R.A. (2009). Religion, psychology of. In D. Matsumoto (Ed.). *Cambridge Dictionary of Psychology* (p. 438). New York: Cambridge University Press.
- Estrada, C.A., Isen, A.M. & Young, M.J. (1994). Positive affect improves creative problem solving and influences reported source of practice satisfaction in physicians, *Motivation and Emotion*, 18, 285–299.
- Fahim, M. & Rad, S. (2012). The Relationship between Self-Esteem and Paragraph Writing of Iranian EFL Learners. *Psychology*, 3, 24-29.
- Fredrickson, B.L. (1998). What good are positive emotions? *Review of General Psychiatry*, 2, 300–319.
- Fredrickson, B.L. & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires, *Cognition & Emotion*, 19, 313–332.
- Fredrickson, B.L., Cohn, M.A., Coffey, K.A., Pek, J., Finkel, S.M. (2008). Open hearts build lives: positive emotions, induced through loving-kindness meditation, build consequential personal resources. *J. Pers. Soc. Psychol.* 95 (5), 1045–1062.
- Freud, S. (1949). *A general introduction to psycho-analysis*. New York: Penna Giants, (Originally published, 1917.)
- Froh, J. J., Kashdan, T. B., Yurkewicz, C., Fan, J., Allen, J., & Glowacki, J. (2010). *The benefits of passion and absorption in activities: Engaged living in adolescents and its role in psychological well-being*. Manuscript submitted for publication.
- Gabryś-Barker, D. (2016). Caring and sharing in the foreign language class: On a positive classroom climate. In D. Gabryś-Barker, & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching*. New York: Springer.
- Garcia, T. & Pintrich, P. R. (1992). *Critical Thinking and Its Relationship to*

*Motivation, Learning Strategies, and Classroom Experience*. Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41, 10–24.

Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang.

Gass, S and G. Crookes (eds). (1993a). *Tasks in a Pedagogical Context Integrating Theory and Practice* Clevedon, Avon Multilingual Matters

Gass, S and G. Crookes (eds). (1993b). *Tasks and Language Learning Integrating Theory and Practice* Clevedon, Avon Multilingual Matters.

Gillham, J., Adams-Deutsch, Z., Werner, J., Reivich, K., Coulter-Heindl, V., Linkins, M., Seligman, M. E. P. (2011). Character strengths predict subjective well-being during adolescence. *Journal of Positive Psychology*, 6(1), 31-44.

Gottfried, A. E. (1985). Academic intrinsic motivation in elementary and junior high school students. *Journal of Educational Psychology*, 20, 205-215.

Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology*, 82, 525-538.

Graham, S. & Golan, S. (1991). Motivational influences on cognition: Task involvement, ego involvement, depth of information processing. *Journal of Educational Psychology*, 83, 198-194.

Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C.

- Berliner & R. C. Calfee (Eds.). *Handbook of Educational Psychology* (pp. 63-84). New York: Simon & Schuster Macmillan.
- Green, H., McGinnity, A., Meltzer, H., Ford, T., & Goodman, R. (2005). *Mental health of children and young people in Great Britain 2004*. New York, NY: Palgrave Macmillan.
- Gregersen, T. (2016). The positive broadening power of a focus on well-being in the language classroom. In D. Gabryś-Barker, & D. Gałajda (Eds.), *Positive Psychology Perspectives on Foreign Language Learning and Teaching*. New York: Springer.
- Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual difference investigation. *Journal of Personality and Social Psychology*, 52, 890-898.
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, 81, 143-154.
- Guay, F., Ratelle, C. F., Roy, A., & Litalien, D. (2010). Academic self-concept, autonomous academic motivation, and academic achievement: Mediating and additive effects. *Learning and Individual Differences*, 20(6), 644–653. doi:10.1016/j.lindif.2010.08.001.
- Guz, E. & Tetiurka, M. (2016). Positive emotions and learner engagement: Insights from an early FL classroom. In D. Gabryś-Barker, & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching*. New York: Springer.
- Harackiewicz, J. (1979). The effects of reward contingency and performance feedback on intrinsic motivation. *Journal of Personality and Social Psychology*, 37, 1352–1363.
- Harackiewicz, J. Ed., & Larson, J. R. (1986). Managing motivation: The impact of supervisor feedback on subordinate task interest. *Journal of Personality and Social Psychology*, 51, 547-556.

- Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development, 1*, 34-64.
- Harter, S., & Connell, J. P. (1984). A model of children's achievement and related Self perceptions of competence, control, and motivational orientation. In J. G. Nicholls (Ed.), *Advances in Motivation and Achievement: Vol. 3. The development of achievement motivation* (pp. 219–250). Greenwich, CT: JAI Press.
- Hayati, A. M., & Ostadian, M. (2008). *The relationship between self- esteem and listening comprehension of EFL students*. Published Research, Faculty of Letters and Humanities, Shahid Chamran University of Ahvaz, Iran.
- Haywood, H. C., & Burke, W. P. (1977). Development of individual differences in intrinsic motivation. In I. C. Uzgiris & F. Weizmann (Eds.), *The structuring of experience* (pp. 235-263). New York: Plenum.
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley.
- Hoge, R. D., & Luce, S. (1979). Predicting academic achievement from classroom behavior. *Review of Educational Research*. doi:10.2307/1170141.
- Hsieh, P. H. P., & Schallert, D. L. (2008). Implications from self-efficacy and attribution theories for an understanding of undergraduates motivation in a foreign language course. *Contemporary Educational Psychology, 33*, 513–532.
- Huebner, B., Dwyer, S., & Hauser, M. (2009). The role of emotion in moral psychology. *Trends in Cognitive Science, 13,1*, 1-6.
- Hull, C. L. (1943). *Principles of behavior: An introduction to behavior theory*. New York: Appleton Century-Crofts.
- Hutcherson C. A., Seppala E. M., Gross J. J. (2008). Loving-kindness meditation increases social connectedness. *Emotion, 8*, 720–724.
- Intrinsic Motivation Inventory (IMI).  
(undated). <http://selfdeterminationtheory.org/intrinsic-motivation-inventory/>
- Isen, A.M., Daubman, K.A. & Nowicki, G.P. (1987). Positive affect facilitates creative

- problem solving, *Journal of Personality and Social Psychology*, 52, 1122–1131.
- Isen, A.M., Rosenzweig, A.S. & Young, M.J. (1991). The influence of positive affect on clinical problem solving, *Medical Decision Making*, 11, 221–227.
- Jagacinski, C. & Nicholls, J. (1984). Conceptions of ability and related affects in task involvement and ego involvement, *Journal of Educational Psychology*, 76, 909-919.
- Jagacinski, C. & Nicholls, J. (1987). Competence and affect in task involvement and ego involvement: The impact of social comparison information, *Journal of Educational Psychology*, 79, 107-114.
- Jislin-Goldberg T., Tanay, G., Bernstein, A. (2012). Mindfulness and positive affect: cross-sectional, prospective intervention, and real-time relations. *The Journal of Positive Psychology*, 7, 349–361.
- Kuhl, J. (1983). Emotion, cognition, and motivation: II. The functional significance of emotions in perception, memory, problem-solving, and overt action, *Sprache & Kognition*, 2, 228–253.
- Kuhl, J. (2000). A functional-design approach to motivation and self-regulation: the dynamics of personality systems interactions, in: M. Boekaerts, P.R. Pintrich & M. Zeidner (Eds), *Handbook of Self-regulation* (San Diego, Academic Press), 111–169.
- Koch, S. (1956). Behavior as "intrinsically" regulated: Work notes toward a pre-theory of phenomena called "motivational." In M. R. Jones (Ed.). *Nebraska symposium on motivation* (Vol. 4). Lincoln: University of Nebraska Press.
- Koestner, R., Ryan, R. M., Bernieri, F., & Holt, K. (1984). Setting limits on children's behavior: The differential effects of controlling versus informational styles on intrinsic motivation and creativity. *Journal of Personality*, 52, 233–248.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.

- Lally, P., Van Jaarsveld, C.H.M., Potts, H.W.W., Wardle, J. (2010). How are habits formed: modelling habit formation in the real world. *Eur. J. Soc. Psychol.*, 40, 998–1009.
- Leffert, N., Benson, P. L., Scales, P. C., Sharma, A. R., Drake, D. R., & Blyth, D. A. (1998). Developmental assets: measuring and prediction of risk behaviors among adolescents. *Applied Developmental Science*. doi:10.1207/s1532480xads0204\_4.
- Lepper, M. R. (1988). Motivational considerations in the study of instruction. *Cognition and Instruction*, 5, 289–309.
- Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic rewards: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.
- Lepper, M., & Hodell, M. (1989). Intrinsic motivation in the classroom. In C. Ames & R. Ames (Eds.), *Research on motivation in education: Vol. 3. Goals and Cognitions* (pp. 73–105). San Diego: Academic Press.
- Lewinsohn, P. M., Hops, H., Roberts, R., & Seeley, J. (1993). Adolescent psychopathology: I. Prevalence and incidence of depression and other DSM-III-R disorders in high school students. *Journal of Abnormal Psychology*, 102, 10–120.
- Litman, J. A. (2005). Curiosity and the pleasures of learning: Wanting and liking new information. *Cognition and Emotion*, 19(6), 793-814.
- Lloyd, J. & Baxenblatt, L. (1984). Intrinsic intellectuality: Its relation to social class, intelligence, and achievement. *Journal of Personality and Social Psychology*, 46, 646-654.
- Long, M. and G. Crookes. (1991). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26/1, 27-55
- Lou, M. & Noels, K. (2016). Changing language mindsets: Implications for goal

- orientations and responses to failure. *Contemporary Educational Psychology*, 46, 22–33.
- Louis, M. C. (2011). Strengths interventions in higher education: The effect of identification versus development approaches on implicit self-theory. *The Journal of Positive Psychology*, 6(3), 204-215.
- Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P. (2009). An investigation of character strengths in relation to the academic success of college students. *Individual Differences Research*. doi:10.1016/j.lindif.2009.03.001.
- Lumsden, L. S. (1999). *Student motivation: Cultivating a love of learning*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED443135).
- Mackinnon, D. W. (1965). Personality and the realization of creative potential. *American Psychologist*, 20(4), 273-281.
- MacIntyre, P. D., & Mercer, S. (2014). Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*, 4, 153–172. (Special issue: Positive Psychology).
- Maddi, S. R., Harvey, R. H., Khoshaba, D. M., Fazel, M. & Resurreccion, N. (2009). Hardiness training facilitates performance in college. *The Journal of Positive Psychology*, 4(6), 566-577.
- Magogwe, J. M., & Oliver, R. (2007). The relationship between language learning strategies, proficiency, age and self-efficacy beliefs: A study of language learners in Botswana. *System*, 35, 338–352.
- Mahyuddin, R., Elias, H., Cheong, L., Muhamad, M., Noordin, N., & Abdullah, M. (2006). The Relationship between Students' Self-efficacy and Their Achievement. *Jurnal Pendidikan Pendidikan, Jil*, 21, 61–71.
- McAuley, E., Duncan, T., & Tammen, V. V. (1987). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sport setting: A confirmatory factor analysis, *Research Quarterly for Exercise and Sport*, 60, 48-58.



- McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey, & J. A. Daly (Eds.), *Personality and interpersonal communication* (pp. 129-156). Newbury Park, CA: SAGE Publications.
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. In M. Booth-Butterfield (Ed.), *Communication, Cognition, and Anxiety* (pp. 19-37). Newbury Park, CA: Sage.
- McIntosh, C. N., & Noels, K. (2004). Self-determined motivation for language learning: The role of need for cognition and language learning strategies. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* [Online], 9(2), 19.
- Mental Health. Geneva, Switzerland: World Health Organization; 2011. Depression  
URL:[http://www.who.int/mental\\_health/management/depression/definition/en/](http://www.who.int/mental_health/management/depression/definition/en/) [accessed 2011-05-13] [WebCite Cache ID 5yeamj3CT]
- Mercer, S. (2015). Learner agency and engagement: Believing you can, wanting to and knowing how to. *Humanising Language Teaching*, 17(4), 1-19.
- Mills, N., Pajares, F., & Herron, C. (2006). A Reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency. *Foreign Language Annals*, 39(2), 276-294.  
<http://dx.doi.org/10.1111/j.1944-9720.2006.tb02266.x>
- Mills, N., Pajares, F., & Herron, C. (2007). Self-efficacy of College Intermediate French Students: Relation to Achievement and Motivation. *Language Learning*, 57(3), 417-442. <http://dx.doi.org/10.1111/j.1467-9922.2007.00421.x>
- Mossholder, K. W. (1980). Effects of externally mediated goal setting on intrinsic motivation: A laboratory experiment. *Journal of Applied Psychology*, 65, 202-210.
- Nicholls, J. (1984). Achievement motivation: Concepts of ability subjective experience, task choice, and performance. *Psychological Review*, 91, 328-346.
- Nicholls, J. (1989). *The competitive ethos and democratic society*. Cambridge, MA:

Harvard University Press.

- Nicholls, J. (1992). Students as educational theorists. In D. Schunk & J. Meece (Eds.), *Student Perceptions in the Classroom* (p. 267-286). Hillsdale, NJ: Erlbaum.
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7, 133–144.
- Nikolov, M. (2001). A study of unsuccessful language learners. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 147– 172). Honolulu: University of Hawaii Press.
- Noble, T., & McGrath, H. (2005). Emotional growth: Helping children and families “bounce back.” *Australian Family Physician*, 34, 749–752.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57–85.
- Noels, K. A. (2001a). Learning Spanish as a second language: Learners’ orientations and perceptions of their teachers’ communication style. *Language Learning*, 51, 107–144.
- Noels, K. A. (2001b). New orientations in language learning motivation: Toward a contextual model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 43–68). Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.
- Noels, K. A. (2003). Learning Spanish as a second language: Learners’ orientations and perceptions of their teachers’ communication style. In Z. Dörnyei (Ed.), *Attitudes, orientations, and motivations in language learning* (pp. 97–136). Oxford: Blackwell.
- Noels, K. A., Clément, R., & Pelletier, L. G. (1999). Perceptions of teachers’

- communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal*, 83, 23–34.
- Noels, K. A., Clément, R., & Pelletier, L. G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *Canadian Modern Language Review*, 57, 424–444.
- Nunan, D. (1989). *Design Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Oaten, M., & Cheng, K. (2006). Improved self-control: The benefits of a regular program of academic study. *Basic and Applied Social Psychology*, 28, 1-16.
- Oxford, R. L. (2016a). Toward a psychology of well-being for language learners: the “EMPATHICS” vision. In T. Gregersen, P. MacIntyre, & S. Mercer (Eds.), *Positive psychology and language learning*. Bristol: Multilingual Matters.
- Oxford, R. L. (2016b). Powerfully positive: Searching for a model of language learner wellbeing. In D. Gabryś-Barker, & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching*. New York: Springer.
- Park, N., Peterson, C., & Seligman, M. E. P. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology*, 23(5), 603–619.
- Passarelli, A., Hall, E., Anderson, M. (2010). A strengths-based approach to outdoor and adventure education: Possibilities for personal growth. *Journal of Experiential Education*, 33(3), 120-135.
- Peterson, C. (1990). Explanatory style in the classroom and on the playing field. In S. Graham & V. Folkes (Eds.), *Attribution Theory: Applications to Achievement, Mental Health, and Interpersonal Conflict* (p. 53-75). Hillsdale, NJ: Erlbaum.
- Peterson, C., Maier, S., & Seligman, M.E.P. (1993). *Learned Helplessness: A Theory for the Age of Personal Control*. New York: Oxford.
- Peterson, C., & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A*

*Classification and Handbook*. New York: Oxford University Press/Washington, DC: American Psychological Association.

Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning.

*Journal of Educational Psychology*, 82, 33-40.

Poffenberger, A. T., & Carpenter, F. L. (1924). Character traits in school success.

*Journal of Experimental Psychology*. doi:10.1037/h0071997.

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford Oxford University Press.

Proctor, C., Tsukayama, E., Wood, A. M., Maltby, J., Fox Eades, J. M., & Linley, P.

A. (2011). Strengths gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents. *Journal of Positive Psychology*, 6(5), 377–388.

Rahimi, A., & Abedini, A. (2009). The interface between EFL learners' self- efficacy concerning listening comprehension and listening proficiency. *Novitas Royal*, 3(1), 14- 28.

Rahman, R.J., Thogersen-Ntoumani, C., Thatcher, J., Doust, J. (2011). Changes in need satisfaction and motivation orientation as predictors of psychological and behavioural outcomes in exercise referral. *Psychology & Health*, 26, 11, 1521-1539.

Ray, C. M., & Montgomery, D.M. (2006). Views in higher education toward methods and approaches for character development of college students. *Journal of College and Character*, 7 (5), 1-15.

Reeve, J., & Deci, E. L. (1996). Elements of the competitive situation that affect intrinsic motivation. *Personality and Social Psychology Bulletin*, 22, 24–33.

Roe, A. (1952). A psychologist examines 64 eminent scientists. *Scientific American*, 187,5, 21-25.

Rolo, C., & Gould, D. (2007). An intervention for fostering hope, athletic and academic performance in university student athletes. *International Coaching Psychology Review*, 2, 44–61.

- Rowe, G., Hirsh, J.B., Anderson, A.K. & Smith, E.E. (2007). Positive affect increases the breadth of attentional selection, *PNAS Proceedings of the National Academy of Sciences of the United States of America*, *104*, 383–388.
- Rotter, J.B. (1954). *Social Learning and Clinical Psychology*. Englewood Cliffs, NJ: Prentice-Hall.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, *80*(1, Whole No. 609).
- Rubin, J., & Thompson, I. (1982). *How to be a more successful language learner*. Boston, Mass.: Heinle & Heinle Publishers Inc.
- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, *43*, 450–461.
- Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, *63*, 397–427.
- Ryan, R. M., Stiller, J., & Lynch, J. H. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, *14*, 226–249.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68-78.
- Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*. doi:10.1207/S1532480XADS0401\_3.
- Schuman, H., Steeh, C., Bobo, L. & Krysan, M. (1997). *Racial attitudes in America: trends and interpretations* (Cambridge, MA, Harvard University Press).
- Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In K. R. Wenzel & A.

- Wigfield (Eds.), *Educational psychology handbook series. Handbook of motivation at school* (pp. 35-53). New York, NY, US: Routledge/Taylor & Francis Group.
- Seligman, M. (1975). *Helplessness: On depression, development, and death*. San Francisco: Freeman.
- Seligman, M. E. P. (2002a). *Authentic happiness*. New York, NY: The Free Press.
- Seligman, M. E. P. (2002b). Positive psychology, positive prevention, and positive therapy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 3–9). New York, NY: Oxford University Press.
- Seligman, M. (2011). *Flourish*. New York: Simon & Schuster.
- Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, *60*, 410–421.
- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, *35* (3), 293–311.
- Sergeant, S., & Mongrain, M. (2011). Are positive psychology exercises helpful for people with depressive personality styles? *Journal of Positive Psychology*, *4*, 260–272.
- Shalley, C. E., Zhou, J. and Oldham, G.R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here? *Journal of Management*, *30*, 933-958.
- Sheen, R. (1994). A critical analysis of the advocacy of a task-based syllabus. *TESOL Quarterly*, *28/1*, 127-51
- Sheldon, K., Fredrickson, B., Rathumnde, K., Csikszentmihalyi, M., & Haidt, J. (1999). *Akumal Manifesto*. Retrieved from <http://www.ppc.sas.upenn.edu/akumalmanifesto.htm>
- Silvia, P. J. (2012). Curiosity and motivation. In R. M. Ryan (Ed.), *Oxford Handbook*

- of Motivation* (pp. 157-166). New York: Oxford University Press.
- Smith, G. M. (1967). Usefulness of peer ratings of personality in educational research. *Educational and Psychological Measurement*, 27, 967–984.
- Smith, W. E. (1974). *The effects of social and monetary rewards on intrinsic motivation*. Unpublished doctoral dissertation, Cornell University, Ithaca, NY.
- Stebbleton, M. J., Soria, K. M., & Albecker, A. (2012). Integrating strengths-based education into a first-year experience curriculum. *Journal of College and Character*, 13(2), 1-8.
- Stipek, D. & Kowalaski, P. (1989). Learned helplessness in task-orienting versus performance-orienting testing conditions. *Journal of Educational Psychology*, 81, 384-391.
- Soureshjani, K. and Naseri, N. (2011). An investigation into the relationship between self-esteem, proficiency level, and the reading ability of Iranian EFL language learners. *Journal of Language Teaching and Research*, 2, 6, 1312-1319.
- Suldo, S. M., Thalji, A., Ferron, J. (2011). Longitudinal academic outcomes predicted by early adolescents' subjective well-being, psychopathology, and mental health status yielded from a dual-factor model. *The Journal of Positive Psychology*, 6, 17–30.
- Taylor, G., Jungert, T., Mageau, G., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). A self-determination theory approach to predicting school achievement over time: The unique role of intrinsic motivation. *Contemporary Educational Psychology*, 39(4), 342-358.
- Terman, L.M. & Oden, M.H. (1959). *The Gifted Group at Mid-Life: 35 Years' Follow-Up of the Superior Child*. Stanford, CA; Stanford University Press.
- Tilfarlioglu, F. T., & Ciftci, F. S. (2011). Supporting Self-efficacy and Learner Autonomy in Relation to Academic Success in EFL Classrooms (A Case Study). *Theory and Practice in Language Studies*, 1(10), 1284-1294.
- Tilfarlioglu & Cinkara (2009). Self-efficacy in EFL: Differences among proficiency

- groups and relationship with success. *Novitas-Royal*, 3(2), 129-142
- Vallerand, R. J., & Reid, G. (1984). On the causal effects of perceived competence on intrinsic motivation: A test of cognitive evaluation theory. *Journal of Sport Psychology*, 6, 94–102.
- Vallerand, R. J., Gauvin, L. I., & Halliwell, W. R. (1986). Negative effects of competition on children's intrinsic motivation. *Journal of Social Psychology*, 126, 649-657.
- Vallerand, R. J., Hamel, M., & Daoust, H. (1991). *Cooperation and competition: A test of their relative effects on intrinsic motivation*. Unpublished manuscript, University of Quebec at Montreal, Montreal, Canada.
- Wagner, L., & Ruch, W. (2015). Good character at school: positive classroom behavior mediates the link between character strengths and school achievement. *Frontiers in Psychology*, 6:610.
- Wagstaff, C., Fletcher, D., and Hanton, S. (2012). Positive organisational psychology in sport. *International review of sport and exercise psychology*, 5 (2), 87–103.
- Watkins, P. C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude and relationships with subjective well-being. *Social Behavior and Personality*, 31(5), 431–452.
- Weber, M., & Ruch, W. (2012). The role of a good character in 12-year-old school children: Do character strengths matter in the classroom? *Child Indicators Research*, 5, 317-334.
- Wentzel, K. R. (1993). Does being good make the grade? Social behavior and academic competence in middle school. *Journal of Educational Psychology*. doi:10.1037/0022-0663.85.2.357.
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 297-333.
- Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology*, 11, 77–84.



Witvliet, C. V. O., Knoll, R. W., Hinman, N. G., and DeYoung, P. A. (2010).

Compassionfocused reappraisal, benefit-focused reappraisal, and rumination after an interpersonal offense: Emotion regulation implications for subjective emotion, linguistic responses, and physiology. *The Journal of Positive Psychology*, 5, 226-242.

Wu, X. (2003). Intrinsic motivation and young language learners: The impact of the classroom environment. *System*, 31, 501-517.

Zuckerman, M., Porac, J., Lathin, D., Smith, R., & Deci, E. L. (1978). On the importance of self-determination for intrinsically motivated behavior. *Personality and Social Psychology Bulletin*, 4, 443-446.

## APPENDICES

### Appendix A: The pre-test questionnaire

Bu anket yüksek lisans tezinde kullanılmak üzere sizin İngilizce öğrenme motivasyonunuzu ölçmek için hazırlanmıştır. Bu çalışmada vereceğiniz tüm bilgiler çok değerlidir ve tümüyle gizli kalacaktır.

*This questionnaire has been prepared to assess your motivation in English learning so that it will be used for my master's thesis. All the information you will give is of great value and will be completely confidential.*

Katılımınız için teşekkürler.

*Thank you for your participation.*

Gülay GÜLER

İsim & Soyisim / *First Name & Last Name*: \_\_\_\_\_

Yaş / *Age*: \_\_\_\_\_

Cinsiyet / *Gender*:  Kadın / *Female*  Erkek / *Male*

Memleket / *Native land*: \_\_\_\_\_

Ana dil / *Native language*: \_\_\_\_\_

İngilizce öğrenme seviyesi / *The level of learning English*:  A1  A2  B1  B2

İngilizce öğrenilen süre (yıl olarak) / *Years of learning English*: \_\_\_\_\_

E-mail or telephone: \_\_\_\_\_

Lütfen aşağıdaki ifadeleri geçmiş tecrübelerinizi düşünerek 1'den 7'ye kadar olan ölçek üzerinde, 1 hiç doğru değil ve 7 çok doğru olacak şekilde, kendinize göre işaretleyiniz. Doğru ya da yanlış cevap yoktur.

*Please think about your previous experiences and rate yourself on the scale of 1 to 7, 1 being not at all true and 7 being very true, for each item below. There is no right or wrong answer.*

	Hiç doğru değil <i>Not true at all</i>	Biraz doğru <i>Somewhat true</i>	Çok doğru <i>Very true</i>				
1. I enjoyed learning English. <i>İngilizce öğrenirken keyif alırdım.</i>	1	2	3	4	5	6	7
2. Learning English was fun. <i>İngilizce öğrenmek eğlenceliydi.</i>	1	2	3	4	5	6	7
3. Learning English was boring. <i>İngilizce öğrenmek sıkıcıydı.</i>	1	2	3	4	5	6	7
4. English learning activities did not hold my attention at all. <i>İngilizce öğrenme aktiviteleri hiç dikkatimi çekmezdi.</i>	1	2	3	4	5	6	7
5. I thought learning English was quite enjoyable. <i>İngilizce öğrenmenin oldukça keyifli olduğunu düşünürdüm.</i>	1	2	3	4	5	6	7
6. While learning English, I was thinking about how much I enjoyed it. <i>İngilizce öğrenirken ne kadar da keyif aldığımı düşünürdüm.</i>	1	2	3	4	5	6	7
	Hiç doğru değil	Biraz doğru <i>Somewhat true</i>	Çok doğru <i>Very true</i>				

	<i>Not true at all</i>						
7. <i>I think I am pretty good at learning English. İngilizce öğrenmede oldukça iyi olduğumu düşünüyorum.</i>	1	2	3	4	5	6	7
8. <i>I think I did pretty well while learning English, compared to other students. Diğer öğrencilerle karşılaştırınca, İngilizce öğrenme işini oldukça iyi yaptığımı düşünüyorum.</i>	1	2	3	4	5	6	7
9. <i>After learning English for a while, I felt pretty competent. Bir süre İngilizce öğrendikten sonra kendimi oldukça yetkin hissedirdim.</i>	1	2	3	4	5	6	7
10. <i>I am satisfied with my performance at English. İngilizce'deki performansımdan memnunum.</i>	1	2	3	4	5	6	7
11. <i>Learning English was something that I could not do well. İngilizce öğrenmek çok iyi yapamayacağım bir şeydi.</i>	1	2	3	4	5	6	7
12. <i>I put a lot of effort into learning English. İngilizce öğrenmek için çok çaba harcardım.</i>	1	2	3	4	5	6	7
13. <i>I didn't try very hard to do well in English classes. İngilizce derslerinde iyi yapmak için çok sıkı çalışmazdım.</i>	1	2	3	4	5	6	7
14. <i>I tried very hard on learning English. İngilizce öğrenmek için çok sıkı çalışırdım.</i>	1	2	3	4	5	6	7
15. <i>It was very important for me to learn English well. İngilizce'yi iyi bir şekilde öğrenmek benim için çok önemliydi.</i>	1	2	3	4	5	6	7
16. <i>I didn't put much energy into learning English. İngilizce öğrenmek için çok enerji harcamazdım.</i>	1	2	3	4	5	6	7
17. <i>I did not feel nervous at all while learning English. İngilizce öğrenirken hiç kaygılı hissetmezdim.</i>	1	2	3	4	5	6	7
18. <i>I felt very tense while learning English. İngilizce öğrenirken çok gergin hissedirdim.</i>	1	2	3	4	5	6	7
19. <i>I was very relaxed in learning English. İngilizce öğrenirken çok rahattım.</i>	1	2	3	4	5	6	7
20. <i>I felt pressured while learning English. İngilizce öğrenirken baskı altında hissedirdim.</i>	1	2	3	4	5	6	7
21. <i>I believe I had some choice about learning English. İngilizce öğrenip öğrenmemenin benim seçimim olduğuna inanıyorum.</i>	1	2	3	4	5	6	7
22. <i>I felt like it was not my own choice to learn English. İngilizce öğrenmek benim seçimim değilmiş gibi hissedirdim.</i>	1	2	3	4	5	6	7
23. <i>I felt like I had to learn English. İngilizce öğrenmek zorundaymışım gibi hissedirdim.</i>	1	2	3	4	5	6	7
24. <i>I learned English because I wanted to. İngilizce'yi istediğim için öğreniyordum.</i>	1	2	3	4	5	6	7
25. <i>I learned English because I had to. İngilizce'yi zorunda olduğum için öğreniyordum.</i>	1	2	3	4	5	6	7

## Appendix B: The post-test questionnaire

Bu anket yüksek lisans tezinde kullanılmak üzere sizin İngilizce öğrenme motivasyonunuzu ölçmek için hazırlanmıştır. Bu çalışmada vereceğiniz tüm bilgiler çok değerlidir ve tümüyle gizli kalacaktır.

*This questionnaire has been prepared to assess your motivation in English learning so that it will be used for my master's thesis. All the information you will give is of great value and will be completely confidential.*

Katılımınız için teşekkürler.

*Thank you for your participation.*

Gülay GÜLER

İsim & Soyisim / *First Name & Last Name*: \_\_\_\_\_

Yaş / *Age*: \_\_\_\_\_

Cinsiyet / *Gender*:  Kadın / *Female*  Erkek / *Male*

Memleket / *Native land*: \_\_\_\_\_

Ana dil / *Native language*: \_\_\_\_\_

İngilizce öğrenme seviyesi / *The level of learning English*:  A1  A2  B1  B2

İngilizce öğrenilen süre (yıl olarak) / *Years of learning English*: \_\_\_\_\_

E-mail or telephone: \_\_\_\_\_

Lütfen aşağıdaki ifadeleri **ikinci modüldeki** tecrübelerinizi düşünerek 1'den 7'ye kadar olan ölçek üzerinde, *1 hiç doğru değil* ve *7 çok doğru* olacak şekilde, kendinize göre işaretleyiniz. Doğru ya da yanlış cevap yoktur.

*Please think about your experiences in the second module and rate yourself on the scale of 1 to 7, 1 being not at all true and 7 being very true, for each item below. There is no right or wrong answer.*

	Hiç doğru değil <i>Not true at all</i>	Biraz doğru <i>Somewhat true</i>	Çok doğru <i>Very true</i>				
1. I enjoyed learning English. <i>İngilizce öğrenirken keyif aldım.</i>	1	2	3	4	5	6	7
2. Learning English was fun. <i>İngilizce öğrenmek eğlenceliydi.</i>	1	2	3	4	5	6	7
3. Learning English was boring. <i>İngilizce öğrenmek sıkıcıydı.</i>	1	2	3	4	5	6	7
4. English learning activities did not hold my attention at all. <i>İngilizce öğrenme aktiviteleri hiç dikkatimi çekmedi.</i>	1	2	3	4	5	6	7
5. I thought learning English was quite enjoyable. <i>İngilizce öğrenmenin oldukça keyifli olduğunu düşündüm.</i>	1	2	3	4	5	6	7
6. While learning English, I was thinking about how much I enjoyed it. <i>İngilizce öğrenirken ne kadar da keyif aldığımı düşündüm.</i>	1	2	3	4	5	6	7

	Hiç doğru değil <i>Not true at all</i>		Biraz doğru <i>Somewhat true</i>			Çok doğru <i>Very true</i>	
7. <i>I think I am pretty good at learning English. İngilizce öğrenmede oldukça iyi olduğumu düşünüyorum.</i>	1	2	3	4	5	6	7
8. <i>I think I did pretty well while learning English, compared to other students. Diğer öğrencilerle karşılaştırınca, İngilizce öğrenme işini oldukça iyi yaptığımı düşünüyorum.</i>	1	2	3	4	5	6	7
9. <i>After learning English for a while, I felt pretty competent. Bir süre İngilizce öğrendikten sonra kendimi oldukça yetkin hissettim.</i>	1	2	3	4	5	6	7
10. <i>I am satisfied with my performance at English. İngilizce'deki performansımdan memnunum.</i>	1	2	3	4	5	6	7
11. <i>Learning English was something that I could not do well. İngilizce öğrenmek çok iyi yapamayacağım bir şeydi.</i>	1	2	3	4	5	6	7
12. <i>I put a lot of effort into learning English. İngilizce öğrenmek için çok çaba harcadım.</i>	1	2	3	4	5	6	7
13. <i>I didn't try very hard to do well in English classes. İngilizce derslerinde iyi yapmak için çok sıkı çalışmadım.</i>	1	2	3	4	5	6	7
14. <i>I tried very hard on learning English. İngilizce öğrenmek için çok sıkı çalıştım.</i>	1	2	3	4	5	6	7
15. <i>It was very important for me to learn English well. İngilizce'yi iyi bir şekilde öğrenmek benim için çok önemliydi.</i>	1	2	3	4	5	6	7
16. <i>I didn't put much energy into learning English. İngilizce öğrenmek için çok enerji harcamadım.</i>	1	2	3	4	5	6	7
17. <i>I did not feel nervous at all while learning English. İngilizce öğrenirken hiç kaygılı hissetmedim.</i>	1	2	3	4	5	6	7
18. <i>I felt very tense while learning English. İngilizce öğrenirken çok gergin hissettim.</i>	1	2	3	4	5	6	7
19. <i>I was very relaxed in learning English. İngilizce öğrenirken çok rahattım.</i>	1	2	3	4	5	6	7
20. <i>I felt pressured while learning English. İngilizce öğrenirken baskı altında hissettim.</i>	1	2	3	4	5	6	7
21. <i>I believe I had some choice about learning English. İngilizce öğrenip öğrenmemenin benim seçimim olduğuna inanıyorum.</i>	1	2	3	4	5	6	7
22. <i>I felt like it was not my own choice to learn English. İngilizce öğrenmek benim seçimim değilmiş gibi hissettim.</i>	1	2	3	4	5	6	7
23. <i>I felt like I had to learn English. İngilizce öğrenmek zorundaymışım gibi hissettim.</i>	1	2	3	4	5	6	7
24. <i>I learned English because I wanted to. İngilizce'yi istediğim için öğreniyordum.</i>	1	2	3	4	5	6	7
25. <i>I learned English because I had to. İngilizce'yi zorunda olduğum için öğreniyordum.</i>	1	2	3	4	5	6	7

## Appendix C: Character strengths worksheets

### 1. Worksheet for Bravery

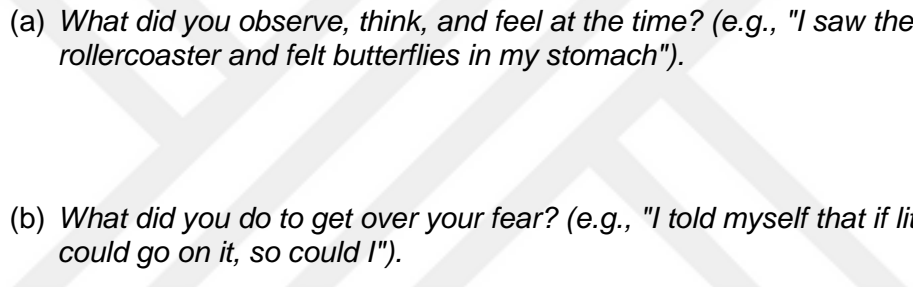
#### Motto: Face what you are afraid of!

There are three types of bravery: *Physical bravery* (e.g. firefighters, police officers, and soldiers), *Psychological bravery* (e.g. facing painful aspects of oneself), and *Moral bravery* (speaking up for what's right).

Choose a person who is positive but different from you, and take a dare to talk to him or her and be friends.

*"Feeling Afraid but Choosing to Act"*

*Think of a situation as an adult when you felt afraid, but chose to face your fear?*

- 
- (a) *What did you observe, think, and feel at the time? (e.g., "I saw the rollercoaster and felt butterflies in my stomach").*
- (b) *What did you do to get over your fear? (e.g., "I told myself that if little kids could go on it, so could I").*
- (c) *How did your fear start to go down? How did you feel afterwards?*

*Now think back on a situation in childhood in which you faced your fear. How was it the same or different from the first situation?*

*Finally, think of a situation you are currently facing that creates fear or anxiety. What are you most afraid of? (e.g., being fired if I ask my boss for a raise).*

*Now, is there a way to apply the same skills you used in the two earlier situations to be more courageous in this situation? Remind yourself that you have these skills and have used them successfully in the past. What mental or environmental barriers stand in the way of using these skills? How can you cope with or get rid of these barriers? <https://www.psychologytoday.com/blog/the-mindful-self-express/201208/the-six-attributes-courage>*

## 2. Worksheet for Perseverance

**Motto:** Don't give up!

*Perseverance* is to work hard to finish what you start. You do not get distracted when you work, and you take satisfaction in completing tasks.

Write down something you started but couldn't finish in the past because you felt hopeless.

What was the problem or the obstacle?

What was the thing you needed but didn't have?

Do you think that you could have solved the problem and finished what you had started if you had worked hard and believed in yourself?

Write down something you have just started to do, but you feel like you will soon give up on.

What's the problem or the obstacle?

What do you need?

What do you have?

Watch the inspirational video of *Nick Vujicic*, and get courage!

<https://www.youtube.com/watch?v=gNnVdlvodTQ>

Do you still feel hopeless?

### 3. Worksheet for Kindness

**Motto: Be helpful!**

Kind individuals believe that others are worthy of attention just because they are humans. There are three traits of kind people: 1) *Empathy*, 2) *Moral reasoning*, 3) *Social responsibility*.

Learn to say "thank you" in three different languages and write them down.

1).....

2).....

3).....

Write down an act of kindness you received in the past.

How did you feel when you received it? Why was it important to you?

Write down some acts of kindness that you can do in your life.





Write the name of a  
classmate here:

\_\_\_\_\_

One idea that I have learned from you is

.....

I really like your personality because

.....

I know I can trust you because

.....

I really appreciate when you

.....

Some adjectives that describe you are

.....

I am impressed by the way you

.....

I look forward to seeing you because

.....

#### 4. Worksheet for Love

**Motto:** Be a warm and strong listener!

Love is *sharing* and *caring*. There are four types of love: 1) Attachment love (parent for child), 2) Compassionate love (kindness), 3) Companionate love (friendship), 4) Romantic love.

Think of a person you love. Do you love him or her unconditionally? Why do you love him or her?

Think of a person you do not like. Write down three good things about him or her, and three challenges he or she might be having in his or her life.

Do you love yourself? Unconditionally? Write down three good things about yourself, and three challenges you are having in your life.

Who and what do you think are worth of being loved in your life?

Do you think that you are worth of being loved? Consider your good sides and the challenges you are having in your life and give yourself a chance <3

Write down some *sharing* and *caring* activities that you can do with your beloved ones to increase your love:

- ❖ .....
- ❖ .....
- ❖ .....
- ❖ .....

## 5. Worksheet for Fairness

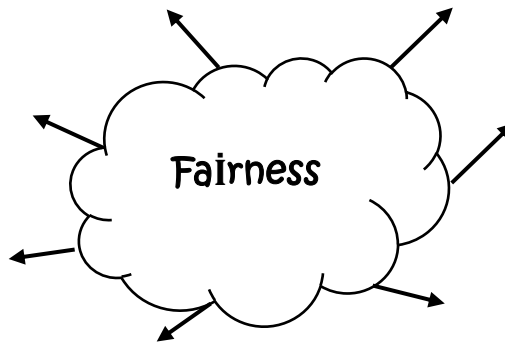
**Motto:** Treat people the way you want to be treated.

*How to be fair:* Play by the rules. Be open-minded when listening to others. Tell the truth. Don't take advantage of others. Let everyone have a chance. Take responsibility for your mistakes.

### PART 1

**Watch the video:** *Two Monkeys Were Paid Unequally: Excerpt from Frans de Waal's TED Talk*, <https://www.youtube.com/watch?v=meiU6TxysCg>

1. Write down what fairness means to you.



1. You are playing a game and there is a disagreement about the rules. Someone said you are out, but you disagree. What should you do?
2. Your classmate is on the computer and has been there for a long time. You ask for a turn but he/she says that he/she isn't done. What should you do?
3. Your teacher doesn't allow you to eat in the classroom while he/she allows other students. You feel that it is not fair. What should you do?

PART 2

Write F (Fair) or U (Unfair) in the brackets considering the actions below. Write the consequences next to the statements you choose.

- ( ) Take turns. ....
- ( ) Blame others for your mistakes. ....
- ( ) Play by the rules. ....
- ( ) Take advantage of other people. ....
- ( ) Treat people the way you want to be treated. ....
- ( ) Tell the truth. ....
- ( ) Listen to people with an open mind. ....
- ( ) Don't think about how your actions will affect others. ....

Have you ever said "that's unfair"? How do you know when something is unfair?

Has anybody tricked you or cheated you? How did you feel about it?

How should you treat people who are not fair with you? Put a tick in the brackets for the statements you choose, and write the consequences for each next to them.

- ( ) Shout. ....
- ( ) Try to talk. ....
- ( ) Just let it go. ....
- ( ) Let it go after trying to talk. ....
- ( ) Think about it day and night. ....
- ( ) Take a revenge. ....
- ( ) Swear and beat. ....

## 6. Worksheet for Leadership

### Motto: Organize activities for others.

If *Leadership* is your top strength, you are good at encouraging a group of people to get things done and preserving *harmony* within the group *by making everyone included*. You do a good job organizing activities and seeing that they happen.

Take the Marshmallow Tower Challenge!

You need *a team of four, twenty sticks of spaghetti, one meter tape, one meter string and one marshmallow*. Build a tower using these materials making sure to put the marshmallow on the top in 18 minutes. Best of luck!

1. What did you do during the 18 minutes? Write it down in steps.

Step 1: .....

Step 2: .....

Step 3: .....

Step 4: .....

.....

.....

2. Were you successful?

*If yes, how? Put a tick in the brackets for the true statements for you.*

( ) We made simple plans.

( ) We tried different plans and achieved at last.

( ) We made an organization and included everyone in the group.

( ) We did what only one person in our group told us to do.

( ) We frequently gave feedback about our work.

( ) We were in a harmony.

( ) Everyone in our group contributed with their ideas.

( ).....

( ).....

*If no, why? Put a tick in the brackets for the true statements for you.*

( ) We argued a lot.

( ) We tried only one plan.

( ) Only one person did the whole job.

( ) We blamed each other.

( ) Everyone tried to do what they want.

( ) We didn't give any feedback about our work.

( ) We made a complicated plan.

( ).....

( ).....

Write an essay about *how to be successful in English with a team*. What can increase your success, and what can decrease your success when you try to learn English in a group. Give examples.

## 7. Worksheet for Teamwork

**Motto:** Work side-by-side with others.

*Teamwork* is closely related to 3 other concepts: *Citizenship*: responsibility toward one's community, *Loyalty*: unwavering trust for a group, *Patriotism*: loyalty toward one's homeland/nation without hostility toward other nations.

Part 1: Play *the Duct Tape Game*!

In this game, you will try to hold up and carry a duct tape with one of your index fingers in a group of six or seven.

Part 2: Write down how you planned your game in three steps:

- 1) .....
- 2) .....
- 3) .....

Part 3: Write down three feelings you had during the game.

- 1) .....
- 2) .....
- 3) .....

Part 4: Write down three activities in which you can learn English as a team.

- 1) .....
- 2) .....
- 3) .....

Part 5: Write down how you can plan one of those activities in three steps.

- 1) .....
- 2) .....
- 3) .....

Part 6: Write down three feelings you will possibly have during that activity.

- 1) .....
- 2) .....
- 3) .....

## 8. Worksheet for Forgiveness

**Motto:** Let it go.

*Forgiveness* is a strength that we employ to protect ourselves from the feeling of hatred. It is a specialized form of mercy; a general concept of *feeling kindness and compassion towards others*.

How do you feel when you don't forgive someone who has hurt you?

How would you feel if other people didn't forgive you for your mistakes?

The biggest mistake that I have ever made in my life

.....

I forgive myself because

.....

The person who has hurt me most is

.....

He or she hurt me because

.....

I forgive him or her because

.....

The biggest mistake I have made while learning English

is.....

I forgive myself because

.....

The person who has hurt me most in my school life is .....

He or she hurt me because .....

I forgive him or her because .....

## 9. Worksheet for Humility

### Motto: Place attention on others.

*Humility* does not mean low self-esteem, a sense of unworthiness, and/or a lack of self-focus. True humility involves an accurate self-assessment, recognition of limitations, keeping accomplishments in perspective, and forgetting of the self.

Write down...

Three things that you know very well:

Three things at which you are better than anyone else:

Three things that you are proud to have:

Three most beautiful aspects of your appearance:

Your perceived level of intelligence out of 100:

Your perceived level of success out of 100:

Your perceived level of richness out of 100:

Your perceived level of happiness out of 100:

You perceived level of English:

Three things you do not know anything about:

Three friends who are better than you in a field:

Three friends whose knowledge is greater than yours:

Three friends who have more things than you:

Three friends who are more good-looking than you:

Three friends who are more intelligent than you:

Three friends who are more successful than you:

Three friends who are richer than you:

Three people who are happier than you:

Three people who are better at English than you:



## 10. Worksheet for Prudence

**Motto:** Think before you act. Think twice.

*Prudence* is about *smart living*. It's about being smart in life, and just like all the other virtues, this takes *practice*.

### 1. Anger

Think about a time when you were very angry, and write about it in detail.

Imagine that you had to finish your essay for your English class in an hour at that time of anger. What would you do? Would you just not care, or would you manage your anger and get to work? How could you do that?

### 2. Lust

Think about a time when you couldn't stop yourself from doing something because you passionately love doing it, and write about it in detail.

Imagine that you are doing that thing you passionately love, and it is very difficult for you to stop. However, you need to prepare for the English test the next day. What would you do? Would you just not care, or would you manage your lust and get to work? How could you do that?

### 3. Discouragement

Think about a time when you felt overly pessimistic because you suffered a failure, fell in a sin, or made a stupid move, and write about it in detail.

Imagine that you suffered from that thing. Next week, you have a quiz in English, but you feel so bad that you give up on yourself. What would you do? Would you just not care, or would you manage your feelings and get to work? How could you do that?

## 11. Worksheet for Self-regulation

**Motto:** Manage your feelings and actions.

Self-regulated learners are *more engaged* and *more confident*. They also volunteer answers and *perform better on tests*.

[Video: The Marshmallow Test](#)

### 1) Set Your Goal!

What is your biggest goal in your life? Write about it in detail.

### 2) Make a Plan!

How can you achieve your goal? Write it in steps.

Step 1:

Step 2:

Step 3:

### 3) Motivate Yourself!

Write down some motivational sentences for yourself.

### 4) Focus!

Write down what you should pay attention to most.

### 5) Create Alternative Strategies!

Write down different ways of achieving your goal.

- ✓ .....
- ✓ .....

### 6) Make Small Plans Every Moment!

Write down some examples of small plans for one day.

### 7) Seek Help!

Write down the names of the people who can help you when you need it:

### 8) Always Give Feedback to Yourself!

Write about your performance in the past, now, and in the future.

Past:

Now:

Future:

Think about your English learning experience and use the steps below to regulate yourself. Remember that self-regulated learners are *more engaged* and *more confident*. They also volunteer answers and *perform better on tests*.

**1) Set Your Goal!**

What is your biggest purpose for learning English? Write about it in detail.

**2) Make a Plan!**

How can you achieve your goal? Write it in steps.

Step 1:

Step 2:

Step 3:

**3) Motivate Yourself!**

Write down some motivational sentences for yourself.

**4) Focus!**

Write down what you should pay attention to most.

**5) Create Alternative Strategies!**

Write down different ways of achieving your goal.

- ✓ .....
- ✓ .....

**6) Make Small Plans Every Moment!**

Write down some examples of small plans for one day.

**7) Seek Help!**

Write down the names of the people who can help you when you need it:

**8) Always Give Feedback to Yourself!**

Write about your performance in the past, now, and in the future.

Past:

Now:

Future:

## 12. Worksheet for Appreciation of Beauty and Excellence

*Motto: Find beauty in nature, art, ideas, and people.*

There are three types of goodness: \*Physical beauty\*, \*Skill or talent (excellence)\*, \*Virtue or moral goodness (moral beauty)\*.

Write down...

Three beautiful or excellent things *at the moment*:

---

Three beautiful or excellent things *about yourself*:

---

Three beautiful or excellent things *about life in general*:

---

Three beautiful or excellent things *about your own life*:

---

Three beautiful or excellent things *about school*:

---

Three beautiful or excellent things *about English*:

### 13. Worksheet for Gratitude

**Motto:** Tell people “thank you,” often.

There are two stages of gratitude: 1) Acknowledging the goodness in your life.

2) Recognizing the source of this goodness is outside yourself.

I am grateful for these three things I hear:

I am grateful for these three things I see:

I am grateful for these three things smell:

I am grateful for these three things I touch/feel:

I am grateful for these three things I taste:

I am grateful for these three animals:

I am grateful for these three friends:

I am grateful for these three teachers:

I am grateful for these three family members:

I am grateful for these three things in my home:

I am grateful for these three things in my school:

I am grateful for these three things that help me learn English:

I am grateful for these three people who help me learn English:

I am grateful for these three things about my English learning experience:

Think about a person who has recently done something good for you, to whom you have not yet expressed your gratitude. This person may be a *friend, family member, coworker, or teacher*. Try to pick someone who you can visit or call within the next week. Describe what this person has done that makes you grateful, and how they have impacted your life. Be as concrete as possible here. Try to keep your letter to about 300 words or so.

## 14. Worksheet for Hope

**Motto:** Be positive, especially when others are not.

Optimism is closely linked with having a particular explanatory style (how we explain the causes of bad events). People using an *optimistic* explanatory style interpret events as *external, unstable* and *specific*. Those using a *pessimistic* explanatory style interpret events as *internal, stable* and *global*.

### PART 1

Choose an aspect of yourself that you dislike and criticize. It may be appearance, career, school, relationships, health, etc.

Write in detail how this perceived inadequacy makes you feel. What thoughts, images, emotions, or stories come up when you think about it?

### PART 2: A letter of self-compassion

Imagine someone who is unconditionally loving, accepting, and supportive. This friend sees your strengths and opportunities for growth, including the negative aspects about you. The friend accepts and forgives, embracing you kindly just as you are.

Now write a letter to yourself from the perspective of this kind friend. What does he or she say to you? How does this friend encourage and support you? Let the words flow and don't stress about grammar or phrasing.

**Think about your best possible future self and draw a picture of it writing notes down on the paper.**

Imagine your life the way you always imagined it would be like, your best possible self. Picture that you have performed to the best of your abilities and you had achieved the things you wanted to in life, including your experience of learning English.

While writing don't worry about grammar or punctuation just focus on writing all your thoughts and emotions in an expressive way.

## 15. Worksheet for Humor

**Motto:** Laugh a lot, with others.

*Humor* involves the ability to make other people smile or laugh. It also means having a composed and cheerful view on adversity that allows an individual to see its light side and thereby sustain a good mood.

Write down...

Three funny people:

Three funny movies:

Three funny songs:

Three funny TV shows:

Three funny objects:

Three funny situations:

Think about a stressful experience from your life, and write it down:

Write down how you can solve it in a funny or humorous way:

You are supposed to learn "Wish Clauses" in English. How can you teach it to yourself using fun and humor? Explain and give examples below.

## 16. Worksheet for Spirituality

**Motto:** Look for what is sacred in this moment.

*Spirituality* is believed to describe both *the private, intimate relationship between humans and the divine*, and the range of virtues that result from the relationships. Spirituality is universal. According to the latest studies, those that report some sort of spiritual practice are more likely to:

- Live longer
- Report higher levels of happiness
- Be more committed to their romantic partners
- Promote the healthy development of their children
- Cope better with the death of a loved one
- Have lower risk of depression and suicide

What is special/sacred in your life?

What is the meaning of life?

What is the meaning of death?

Which of the following spiritual tools are best for you?

- Prayer
- Meditation
- Exploring nature
- Giving charity
- Showing compassion to less fortunate individuals
- Other:

Why do you want to learn English? Can you connect it to a bigger purpose? Write a paragraph about it.



## 17. Worksheet for Creativity

**Motto:** Do things in a different way!

There are two essential components to Creativity- *originality* and *adaptiveness*.

Take a usual object and imagine that it's something else. Try to convince your friends by telling about it in an interesting and smart way.

Write down a funny story using 100 words.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Write the same story using 50 words.

.....  
.....  
.....  
.....  
.....

Write the same story using 20 words.

.....  
.....  
.....

Write the same story using 10 words.

.....  
.....

Write the same story using 5 words.

.....

Write the same story using 3 words.

.....

Tell the story by drawing a picture of it. Use no words. 😊

## 18. Worksheet for Curiosity

**Motto:** Ask questions. Lots of them!

There are two key components to curious individuals: They are interested in *exploring new ideas, activities and experiences*, and they also have *a strong desire to increase their own personal knowledge*.

Talk to one of your friends and tell him or her about what you think about his or her personality. Check if you are right or not!

**Be a mad scientist with your life!** For the talk, visit <https://www.youtube.com/watch?v=UunaTEpWrME>

1. Write down something you would like to do very much but you can't because of fear or anxiety.

What would happen if you took your pain and anxiety with you and just did it?  
How could it help you to grow?

What would happen if you died before doing it?

**Be a mad scientist with English!**

2. Think about three new things that you want to learn in English. It could be a new word, a new grammar subject, pronunciation, etc.

1. ....
2. ....
3. ....

What are you waiting for? Just learn them and write them down! Experiment with everything remembering you've got one life to live! ☺

1. ....
2. ....
3. ....

## 19. Worksheet for Judgment

### Motto: Examine the details!

In Judgment, *examining things from all sides, not jumping into conclusions, relying only on solid evidence to make decisions and being able to change your mind* are important.

Take the criminals quiz: [http://reverent.org/criminal\\_or\\_not/](http://reverent.org/criminal_or_not/)

1. There was a robbery in which a lot of goods were stolen. The robber(s) left in a truck. It is known that: (1) Nobody else could have been involved other than Adam, Brad and Conan. (2) Conan never commits a crime without Adam's participation. (3) Brad does not know how to drive. So, is Adam innocent or guilty?
2. Stephen was looking at a photo. Someone asked him, "Whose picture are you looking at?" He replied: "I don't have any brother or sister, but this man's father is my father's son." So, whose picture was Stephen looking at?
3. Sherlock breaks into a crime scene. The victim is the owner who is slumped dead on a chair and have a bullet hole in his head. A gun lies on the floor and a cassette recorder is found on the table. On pressing the play button, Sherlock hears the message 'I have committed sins in my life and now I offer my soul to the great Lord' and followed a gunshot Sherlock smiles and informed the police that's it's a murder.  
Why did he think so?
4. We were the only guests at the hotel. \_\_\_\_\_ .  
A. Nobody else had stayed there.  
B. Nobody else was staying there.  
C. Nobody else even stayed there.  
D. Nobody else stayed there.
5. Put the words in order.

aren't / half / of / workers / have / about / in / the / United / the / happy / jobs / States / they / with

1. guilty
2. Stephens son
3. How can a dead person rewind back the tape himself?
4. Nobody else was staying there.
5. About half of the workers in the United States have jobs they aren't happy with.

## 20. Worksheet for Love of Learning

**Motto: Learn something from every situation!**

*Love of learning* describes the way in which a person engages *new information* and *skills*. It has important motivational consequences because it helps people persist through *challenges*, *setbacks* and *negative feedback*.

1. What would you like to learn if you had a chance?
  
2. How many hours do you think you would need to be very good at it?
  
3. How many hours do you think you need to be considerably good at it?
  
4. How can you learn it very quickly? Write down the steps:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
5. What stops you from learning something new?
  
  
6. Do you think that the biggest barrier to your learning is *intellectual* or *emotional*?
  
  
7. Watch the video on the link below, and rethink about your answers!

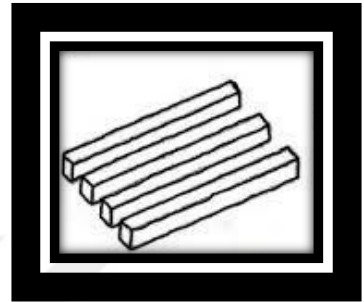
[https://www.youtube.com/watch?time\\_continue=603&v=5MgBikgcWnY](https://www.youtube.com/watch?time_continue=603&v=5MgBikgcWnY)

## 21. Worksheet for Perspective

**Motto:** Offer good advice!

*Perspective* is distinct from intelligence but represents a high level of knowledge, the capacity to give advice and to recognize and weight multiple sides before making decisions.

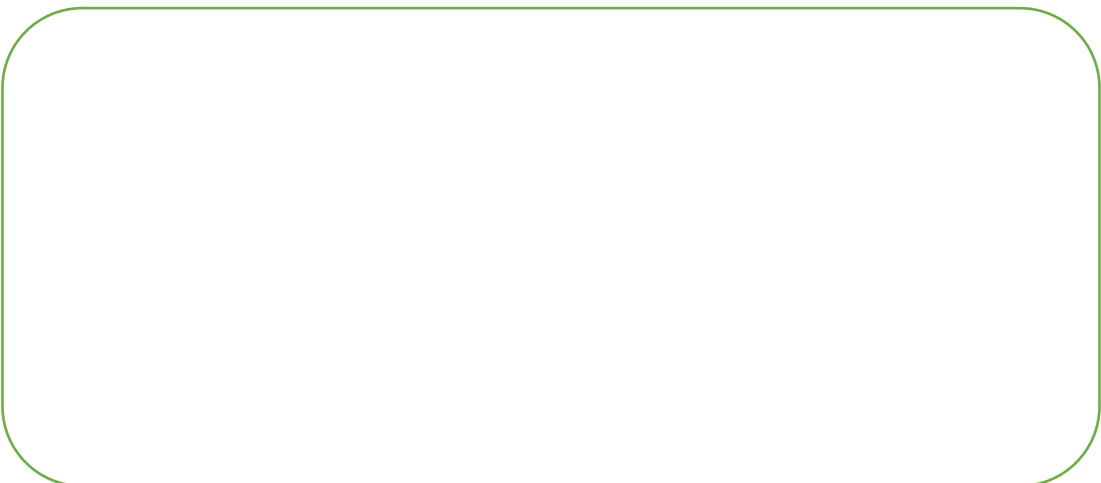
**How many blocks are there in the picture?**



### **Pictionary**

You have each been given a card with a word on it. Put the paper on a table between you two. First, one of you will draw in order to get your partner to say the word on your card. Then, your partner will draw for you. It makes no difference who goes first and who goes second. You are to draw anything you wish to draw in order to get your partner to say the word on your card. There are several rules:

- 1) While drawing, you may not speak to your partner or use hand gestures to communicate with your partner.
- 2) You may not use numbers, letters, or the number sign (#) in your drawings.
- 3) You may not write any part of the word, even if your partner has said a part of the word.
- 4) Your partner must say the word EXACTLY as it appears on the card.
- 5) You will have one minute in which to draw and for your partner to guess.



Now sit at your partner's desk, and look at the picture from his or her perspective. Does it look the same?

### Perspective Taking Scale

The following statements inquire about your thoughts and feelings in a variety of situations. In the space before each item, indicate how well it describes you by choosing the appropriate number on the scale at the top of the page. READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can.

1	2	3	4	5
Does NOT Describe me well				Describes me well
_____				
1.				
_____				
2.				
_____				
3.				
_____				
4.				
_____				
5.				
_____				
6.				
_____				
7.				
_____				
TOTAL SCORE				

males 17+ , females 18+ above average

Retrieved from <https://www.siop.org/Instruct/LMXTheory/LMXtext.doc>

## Appendix D: Movie worksheets

### 1. Worksheet for Courage

---

**Movie:** *Batman Begins* (2005)      **Theme:** *Courage*

---

*Courage* describes strengths that deal with overcoming fear. These strengths can manifest themselves inwardly or outwardly as they are composed of cognitions, emotions, motivations and decisions.

#### **Bravery**

*Scenes:*

*Lines:*

---

#### **Perseverance**

*Scenes:*

*Lines:*

---

#### **Honesty**

*Scenes:*

*Lines:*

---

#### **Zest**

*Scenes:*

*Lines:*

### 2. Worksheet for Justice

---

*Movie: The Chorus (2004)    Theme: Justice*

---

*Justice describes strengths that make life fair. They are broadly interpersonal and describe the best interaction between the individual and a group or community.*

**Teamwork**

Scenes:

Lines:

**Fairness**

Scenes:

Lines:

**Leadership**

Scenes:

Lines:

**3. Worksheet for Temperance**



---

*Movie: The Count of Monte Cristo (2002) Theme: Temperance*

---

*Temperance deals with strengths that protect us from excess. It is the practiced ability to monitor and manage one's emotions, motivation and behavior in the absence of outside help.*

**Forgiveness**

Scenes:

Lines:

**Humility**

Scenes:

Lines:

**Prudence**

Scenes:

Lines:

**Self-regulation**

Scenes:

Lines:

**4. Worksheet for Transcendence**

---

*Movie: Patch Adams (1998) Theme:  
Transcendence*

---

*Transcendence describes strengths that provide a broad sense of connection to something higher in meaning and purpose than ourselves.*

**Appreciation of  
beauty and  
excellence**

*Scenes:*

*Lines:*

**Gratitude**

*Scenes:*

*Lines:*

**Hope**

*Scenes:*

*Lines:*

**Humor**

*Scenes:*

*Lines:*

**Spirituality**

*Scenes:*

*Lines:*

**5. Worksheet for Wisdom**

---

*Movie: Life is Beautiful (1997) Theme: Wisdom*

---

*Wisdom deals with strengths that involve the way we acquire and use knowledge.*

**Creativity**

*Scenes:*

*Lines:*

**Curiosity**

*Scenes:*

*Lines:*

**Judgment**

*Scenes:*

*Lines:*

**Love of Learning**

*Scenes:*

*Lines:*

**Perspective**

*Scenes:*

*Line*

## Appendix E: Group statistics for the pilot study

### Group statistics for the mean differences of the interest/enjoyment items

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I enjoyed learning English.	A2-4	21	6.90	2.095	.457
	A2-1	23	7.61	1.530	.319
Learning English was fun.	A2-4	21	6.81	2.136	.466
	A2-1	23	7.61	1.644	.343
Learning English was boring.	A2-4	21	6.33	1.713	.374
	A2-1	23	6.96	1.942	.405
English learning activities did not hold my attention at all.	A2-4	21	6.95	2.085	.455
	A2-1	23	6.87	2.029	.423
I thought learning English was quite enjoyable.	A2-4	21	6.95	2.418	.528
	A2-1	23	7.91	2.255	.470
While learning English, I was thinking about how much I enjoyed it.	A2-4	21	7.00	1.924	.420
	A2-1	23	7.43	1.950	.407

### Group statistics for the mean differences of the perceived competence items

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I think I am pretty good at learning English.	A2-4	21	7.00	2.121	.463
	A2-1	23	7.39	1.234	.257
I think I did pretty well while learning English, compared to other students.	A2-4	21	7.33	1.983	.433
	A2-1	23	7.57	1.237	.258
After learning English for a while, I felt pretty competent.	A2-4	21	6.86	2.151	.469
	A2-1	23	6.91	1.593	.332
I am satisfied with my performance at English.	A2-4	21	7.29	2.552	.557
	A2-1	23	8.00	1.382	.288
Learning English was something that I could not do well.	A2-4	21	7.10	2.234	.487
	A2-1	23	7.09	1.474	.307

**Group statistics for the mean differences of the effort/importance items**

<b>Group Statistics</b>					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I put a lot of effort into learning English.	A2-4	21	7.33	1.623	.354
	A2-1	23	6.74	1.287	.268
I didn't try very hard to do well in English classes.	A2-4	21	7.67	2.436	.532
	A2-1	23	7.65	2.102	.438
I tried very hard on learning English.	A2-4	21	7.33	1.826	.398
	A2-1	23	7.26	2.094	.437
It was very important for me to learn English well.	A2-4	21	8.00	3.098	.676
	A2-1	23	7.35	1.748	.364
I didn't put much energy into learning English.	A2-4	21	7.90	2.095	.457
	A2-1	23	7.04	2.011	.419

**Group statistics for the mean differences of the pressure/tension items**

<b>Group Statistics</b>					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I did not feel nervous at all while learning English.	A2-4	21	6.33	2.436	.532
	A2-1	23	6.43	2.085	.435
I felt very tense while learning English.	A2-4	21	7.24	1.411	.308
	A2-1	23	7.48	1.410	.294
I was very relaxed in learning English.	A2-4	21	7.10	1.841	.402
	A2-1	23	6.91	1.730	.361
I felt pressured while learning English.	A2-4	21	6.57	2.204	.481
	A2-1	23	7.04	2.033	.424

**Group statistics for the mean differences of the perceived choice items**

<b>Group Statistics</b>					
	Class	N	Mean	Std. Deviation	Std. Error Mean
I believe I had some choice about learning English.	A2-4	21	7.19	2.089	.456
	A2-1	23	7.52	2.254	.470
I felt like it was not my own choice to learn English.	A2-4	21	7.19	1.632	.356
	A2-1	23	7.13	2.262	.472
I felt like I had to learn English.	A2-4	21	7.57	1.912	.417
	A2-1	23	7.70	1.020	.213
I learned English because I wanted to.	A2-4	21	8.29	2.369	.517
	A2-1	23	6.91	2.314	.483
I learned English because I had to.	A2-4	21	7.05	2.539	.554
	A2-1	23	7.09	2.109	.440