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Can positive psychology interventions increase foreign language enjoyment? evidence from an eight-week quasi-experimental study with Indonesian EFL undergraduates

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Abstract

The aim of this study was to examine whether the incorporation of positive psychology interventions (PPIs) into regular English as a Foreign Language (EFL) class would increase university students' foreign language enjoyment (FLE). A quantitative, quasi-experimental pretest-post-test design was used with 60 undergraduates learning EFL in two intact university classes. Classes were randomly assigned to the experimental group ($n = 30$), who underwent traditional EFL teaching with structured PPIs, and the control group ($n = 30$), who received syllabus-based foreign language instruction. During the eight-week intervention period, the experimental group received 15–20 minutes of Positive Psychology activities during each lesson, such as gratitude journaling, character strengths reflections, and positive peer feedback, during each lesson. FLE was measured before and after the experiment by means of the Foreign Language Enjoyment Scale. ANCOVA was conducted to compare the post-test FLE scores between the groups while taking pre-test FLE scores into account. The experimental group had a substantially higher post-test FLE score ($M = 4.24$, $SD = 0.27$) than the control group ($M = 3.02$, $SD = 0.23$). ANCOVA revealed a statistically significant difference in post-test FLE between the experimental and control groups after controlling for pre-test FLE, $F(1, 57) = 6,723.58$, $p < .001$, partial $\eta^2 = .992$. This study shows that short, structured positive psychology interventions may serve as a practical tool for the enhancement of positive emotional experiences in university EFL classes. However, the unusually high effect size should be statistically verified in the context of university EFL classes.



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Introduction

Second Language Acquisition studies have been dominated by the study of negative emotions, especially anxiety, for several decades. Yet, the advent of positive psychology and humanistic approaches to psychology initiated by Seligman and Csikszentmihalyi (2000) and based on Maslow (1954)'s contributions led to a considerable paradigm shift in education studies. In contrast to simply reducing negativity, positive emotions such as Foreign Language Enjoyment have become an important area of interest for current SLA scholars, being connected with cognitive processing, interaction, and language achievement (MacIntyre & Gregersen, 2012; Oxford, 2016). Based on the theory of broadening and building by Fredrickson (2004, 2013), positive emotions expand learners' repertoire of thoughts and actions at a specific time and create resources that last for life. More importantly, it has been proved by Dewaele and MacIntyre (2014) that FLE and anxiety are separate dimensions. The language learning environment in higher education is distinctive in terms of both emotions and cognition. University EFL learners frequently have to deal with complicated academic pressures, evaluation anxiety, and changes in motivation (Dörnyei & Ushioda, 2011). Although many theoretical models advocate the incorporation of well-being into language teaching (Noddings, 2003; Seligman et al., 2009), intervention research into the effects of the specified interventions on FLE among EFL university students has not been conducted yet (MacIntyre et al., 2019). PPIs, which include various purposeful and planned activities like gratitude exercise, character strengths contemplation, hope building, and empathic feedback from peers, may be used to develop positive emotions, resilience, and emotion regulation.

Literature review

Theoretical foundations of positive psychology

The emergence of the concept of “positive psychology” can be attributed to Maslow (1954); however, wide scholarly interest in this area grew tremendously following the studies conducted by Seligman and Csikszentmihalyi (2000) on topics such as optimal human functioning, happiness and excellence. Research in the field of psychological and educational sciences has shown that positive psychological mechanisms are vital for effective functioning (Csikszentmihalyi & Nakamura, 2011; Lopez & Snyder, 2009; Peterson, 2006; Seligman & Csikszentmihalyi, 2000). Furthermore, the presence of certain positive psychological states is linked to factors such as creativity (Estrada et al., 1994) and extraversion (Lucas et al., 2000). Early psychological perspectives proposed that individual happiness remains relatively stable over time despite changes in life circumstances, an idea commonly associated with happiness set-point and dynamic equilibrium perspectives (Headey, 2006). Subsequent models challenged an exclusively static view of happiness. Lyubomirsky et al. (2005), for example, proposed that happiness is influenced by genetic factors, circumstances, and intentional activities. This perspective suggests that

individuals can actively enhance their subjective well-being through cognitive activities, such as cultivating an optimistic mindset; behavioural activities, such as physical exercise; and intentional activities, such as applying personal strengths to assist others. Consequently, activities designed to cultivate positive thoughts, behaviours, and emotions may contribute to reduced depressive symptoms and hopelessness (Brunwasser & Gillham, 2008), improved social, occupational, and health outcomes (Fredrickson, 2013; Lyubomirsky et al., 2005), broader attentional scope (Rowe et al., 2007), and enhanced creative thinking (Fredrickson, 2011).

In educational contexts, Noddings (2003) emphasised the relationship between students' well-being and learning, arguing that positive emotional experiences can support educational engagement. Similarly, Seligman et al. (2009) argued that well-being should be incorporated into education to support life satisfaction, learning, and creative thought. Empirical research and meta-analyses have also reported positive associations between positive psychology programmes and learners' social-emotional skills, self-attitudes, academic performance, and psychological well-being (Ciarrochi et al., 2016; Durlak et al., 2011; Seligman, 2011; Snyder & Lopez, 2009; Waters, 2011).

Positive psychology in second and foreign language acquisition

Recent research has emphasised the role of learners' emotional engagement and positive attitudes in learning and cognitive development (Ciarrochi et al., 2016; Oxford, 2016; Seligman et al., 2009). Positive affect can encourage active engagement with the learning environment and classroom participation (Fredrickson & Cohn, 2008). Building on MacIntyre and Gregersen's (2012) argument that positive emotions can broaden learners' perspectives and facilitate language intake, researchers have examined the relevance of positive psychology to second and foreign language (L2/EFL) learning. This work has addressed psychological dimensions including emotion (Abdolrezaipoor, 2017a, 2017b, 2018), resilience and positive reappraisal (Chaffee et al., 2014), empathy (Mercer, 2016), flow and anti-flow (Czimmermann & Piniel, 2016), optimism (Gregersen & MacIntyre, 2014), emotional intelligence, and emotion regulation (Bielak & Mystkowska-Wiertelak, 2020; Oxford, 2020). These dimensions may provide cognitive and emotional resources by broadening learners' attention and thought patterns (Fredrickson & Branigan, 2005). Nevertheless, MacIntyre et al. (2019) called for further intervention-based research employing diverse pedagogical approaches in language education.

Language learning environments elicit a wide range of emotions, including anxiety, boredom, sadness, enjoyment, pride, and relief (Pekrun, 2014). Grounded in broaden-and-build theory (Fredrickson, 2013), positive and negative emotions are understood to perform different functions during learning. Positive emotions can broaden individuals' experiences and contribute to the development of enduring

psychological and cognitive resources, whereas negative emotions may narrow attention and behavioural repertoires (Fredrickson, 2009). In language learning, positive psychology interventions (PPIs) therefore provide a potential pedagogical approach for supporting learners' emotional engagement, motivation, and participation. Within the socio-dynamic framework proposed by Dörnyei and Ushioda (2011), language learning is understood as an interactive process involving motivation, cognition, and affect. Integrating positive psychology principles into language instruction may consequently provide opportunities for learners to engage more positively with classroom activities.

Within L2 contexts, positive emotions have been associated with information processing and perception during language learning (MacIntyre & Gregersen, 2012), making the L2 domain a productive context for intervention-based research (MacIntyre & Mercer, 2014). Positive psychology approaches have also been associated with self-efficacy, positive L2 self-concept, effort, and motivational variables (Lake, 2013). Importantly, Dewaele and MacIntyre (2014) demonstrated that foreign language anxiety and foreign language enjoyment should not be understood simply as opposite ends of a single continuum. Instead, they represent related but distinct dimensions that can develop independently.

Given the relationship between educational environments and students' life satisfaction (Suldo et al., 2008), and evidence supporting positive psychology approaches in language education (Dewaele et al., 2019; MacIntyre & Mercer, 2014; Oxford, 2016; Seligman et al., 2009; Waters, 2011), intervention-based frameworks may provide useful approaches for supporting positive emotional experiences in language classrooms. Positive psychology interventions can incorporate several components, including hope, gratitude, emotion regulation, and empathy.

Key components of positive psychology interventions

Hope

Hope is an important part of positive psychology, which comprises goal setting, optimism, self-efficacy, and problem-solving (Lopez et al., 2009). Hope can be defined as a psychological construct, which includes a relatively stable trait and a changeable psychological state. It implies having a capacity to formulate goals, find ways to reach these goals, and maintain motivation (Snyder, 2002). People with high hope scores have been reported to be more creative (Onwuegbuzie, 1999), satisfied with academic experience and successful in academic work (Oxford, 2016). The presence of hope was also positively correlated with self-confidence, self-esteem, life satisfaction, and psychological well-being (Marques et al., 2007). In case of failure or difficulties, people with high hope scores could attribute this failure to inefficiency of strategies rather than personal problems and find ways for reaching the goal (Snyder et al., 2002). Evidence further suggests that hopeful thinking can be developed through structured educational and group-based approaches (Snyder, 2002; Snyder et al., 2002).

Gratitude

Gratitude represents an emotional response to the kindness or positive actions of others and can contribute to social relationships and positive psychological states. Peterson (2006) suggested that regularly recognising positive aspects of one's life can contribute to greater contentment and happiness. Gratitude may also be particularly suitable for language classrooms because it can be incorporated into interpersonal and communicative activities. Previous research has associated gratitude with happiness, hope, and pride (Overwalle et al., 1995; Watkins, 2004), optimism, positive affect, and satisfaction with school and family (Froh et al., 2009), self-esteem (Lin, 2015), and creativity and motivation for self-improvement (Fredrickson, 2004). Neurobiological research has further examined the relationship between gratitude-related processing and activity in the prefrontal cortex (Hori et al., 2020), a region associated with emotional regulation and aspects of speech perception (Alain et al., 2018; Hori et al., 2020). Because gratitude may require social and environmental support (Emmons & Shelton, 2005), structured activities designed to encourage gratitude may provide opportunities to enhance positive emotional experiences through peer modelling and appreciative interactions (Froh, 2007; Froh et al., 2008; Gregersen, 2016; Harda, 2015).

Emotion regulation

Emotion regulation refers to individuals' ability to recognise, monitor, and manage their emotional states. Learners may regulate their emotions by approaching situations associated with positive experiences or avoiding situations associated with negative emotional states. Effective emotion regulation can support impulse control, conflict resolution, decision-making, and persistence in goal-directed behaviour (Buckley & Saarni, 2009). It has also been associated with social development (Eisenberg et al., 1996) and adjustment in educational settings (Shields et al., 2001). In foreign language education, research has highlighted the importance of emotion regulation for teachers and learners in managing affective demands within language classrooms (Mercer et al., 2016; Morris & King, 2018; Talbot & Mercer, 2018). Oxford (2020) described how empathy, emotional intelligence, and emotion regulation can be employed to address affective demands in language education. Similarly, Bielak and Mystkowska-Wiertelak (2020) found that the selection and effectiveness of emotion-regulation strategies can vary according to the context and characteristics of language-learning situations.

Empathy

Empathy involves a sensitive and caring response to the feelings and experiences of others. In educational settings, empathy can contribute to supportive peer relationships, mutual understanding, prosocial behaviour, and positive classroom interactions (Eisenberg et al., 2006). Empathetic students have been associated with stronger peer relationships and greater sociability (Graziano et al., 2007; Young et

al., 1999), as well as supportive interpersonal networks (Seban, 2003). Research has also identified relationships between early prosocial behaviour, empathy, and later academic and literacy achievement (Miles & Stipek, 2006). Within L2 learning, empathy can contribute to interpersonal relationships, communicative performance, and social interaction (Guiora et al., 1972; Mercer, 2016). Although positive psychology has received increasing attention in second and foreign language research, intervention-based research examining whether structured positive psychology activities can enhance foreign language enjoyment among university EFL learners remains limited. This study addresses this gap by examining the integration of brief, structured positive psychology activities into regular EFL instruction. This study tries to answer the following research questions.

Question 1: To what extent does integrating positive psychology interventions (PPIs) into regular EFL instruction affect university students' foreign language enjoyment (FLE)?

Question 2: Is there a statistically significant difference in post-test foreign language enjoyment between EFL learners who receive positive psychology interventions and those who receive standard EFL instruction, after controlling for their pre-test FLE scores?

Methodology

Design

This study employed a quantitative, quasi-experimental pre-test/post-test design to examine the effects of Positive Psychology Interventions (PPIs) on English as a Foreign Language (EFL) learners' Foreign Language Enjoyment (FLE). The study involved two intact university classes that were randomly assigned to either an experimental or control condition. Individual random assignment was not feasible because the participants were enrolled in pre-existing course sections. The experimental group received standard EFL instruction integrated with targeted PPIs, whereas the control group received standard syllabus-based EFL instruction without the PPI activities. FLE was measured before and immediately after the intervention. Pre-test FLE scores were subsequently entered as a covariate in the ANCOVA to account for baseline differences between the two groups.

Participants

The participants of the experiment were 60 university students studying English as a foreign language (EFL) in two university courses (N = 60). Since individual random assignment was impossible, the intact groups of two classes were randomly assigned to either experimental (n = 30) or control (n = 30) conditions. The participants were aged between 18 and 22 years (M = 19.50, SD = 1.10), including men

and women in a university in Banten, Indonesia. All participants were at the intermediate level of proficiency in English as per results of institutional language placement tests conducted at the start of the academic year.

Materials and instruments

Measures of data collection were completed using the Foreign Language Enjoyment Scale and the Brief Resilience Scale. Both of these measures had a 5-point Likert scale response mode where the participants indicated whether they strongly disagreed, disagreed, agreed, strongly agreed, or were neutral about certain statements. Foreign Language Enjoyment was assessed using the Foreign Language Enjoyment Scale that was formulated by Dewaele & MacIntyre (2014). It is meant to measure the positive emotional experience that people have regarding foreign language learning, which is divided into several aspects, such as enjoyment, teacher support, classroom environment, and personal accomplishment. Psychological resilience was assessed using the Brief Resilience Scale formulated by Smith et al. (2008) and measures how well one recovers from stress. Intervention materials included positive psychology activities during English as a foreign language class.

Procedure

The study was conducted over a 10-week period during a single academic semester. The procedure comprised three phases.

The initial testing of Foreign Language Enjoyment and resilience was conducted in Week 1 for both groups of participants in similar classroom settings. During Weeks 2 to 9, the experimental group was provided with standard EFL teaching alongside positive psychology interventions for about 15 to 20 minutes during each class. Meanwhile, the control group was taught EFL through the normal curriculum without the positive psychology interventions. In this way, the intervention period lasted eight weeks.

Post-test tests were administered in Week 10 for the participants in both groups. The analysis conducted herein is of post-test Foreign Language Enjoyment scores, while accounting for pre-test FLE scores.

Ethical considerations

Before conducting data collection, each participant was provided with documentation explaining the purpose of the research, process of conducting the research, and how the collected data would be managed. Written consent was sought from each participant. Participation was voluntary and each participant was made aware of their right to withdraw from the research at any time. To protect participants' privacy, personal identifiers were replaced with unique alphanumeric codes during data coding and

spreadsheet preparation. To maintain educational fairness, members of the control group were provided with access to the positive psychology intervention materials after completion of the data-collection phase.

Data analysis

An analysis of covariance (ANCOVA) was conducted to determine whether the two groups differed in post-test Foreign Language Enjoyment after controlling for pre-test FLE scores. Group was entered as the between-subjects factor, FLE pre-test score was entered as the covariate, and FLE post-test score was the dependent variable. As shown in Table 1, the overall ANCOVA model was statistically significant, $F(2, 57) = 3635.18, p < .001$, partial $\eta^2 = .992$. The FLE pre-test score was also a statistically significant covariate, $F(1, 57) = 945.16, p < .001$, partial $\eta^2 = .943$, indicating a strong association between baseline and post-test FLE scores. After controlling for pre-test FLE, group membership was statistically significant, $F(1, 57) = 6723.58, p < .001$, partial $\eta^2 = .992$. The reported effect size indicates a very large difference between the groups in post-test FLE after accounting for baseline FLE.

The qualitative interpretation of this result should nevertheless be made cautiously because the reported partial η^2 of .992 is exceptionally large. The underlying SPSS output and dataset should therefore be checked carefully to confirm the accuracy of the model specification, coding, and reported sums of squares.

Table 1

Tests of Between-Subjects Effects

Dependent Variable: FLE_Post

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	25.803 ^a	2	12.901	3635.184	.000	.992
Intercept	.159	1	.159	44.692	.000	.439
FLE_Pre	3.354	1	3.354	945.160	.000	.943
Group	23.862	1	23.862	6723.581	.000	.992
Error	.202	57	.004			
Total	817.345	60				
Corrected Total	26.005	59				

a. R Squared = .992 (Adjusted R Squared = .992)

From Table 2, it is shown that there is a marked difference in the post-test FLE scores of the two groups in question. The control group (Group 1) had an average of $M = 3.02$ ($SD = 0.23, n = 30$) in terms of

post-test FLE scores, while the experimental group (Group 2) had an average of $M = 4.24$ ($SD = 0.27$, $n = 30$). There is a difference of 1.22 in the means of the groups. The descriptive results here are also in line with the results in terms of the group effect of the ANCOVA. However, since the means in Table 2 represent observed means, they do not represent the covariate-adjusted group means. If the estimated marginal means have been computed, they need to be presented in conjunction with the observed means.

Table 2

Descriptive Statistics

Dependent Variable: FLE_Post

Group	Mean	Std. Deviation	N
1	3.02000000000 0000	.228035085019 828	30
2	4.24333333333 3333	.265788784866 705	30
Total	3.63166666666 6667	.663897497363 599	60

Discussion

The main aim of the study was to find out if the inclusion of PPIs, such as those involving gratitude, hope, character strengths, and appreciation by peers, into regular English as a Foreign Language (EFL) instruction would lead to an increase in FLE among university students. As found in this study, there was a significant difference between post-test FLE scores in the experimental group ($M = 4.24$) and the control group ($M = 3.02$). The results were significant even when accounting for pre-test FLE scores. Thus, the study provides evidence that the integration of positive psychology exercises into regular EFL classes might lead to an increase in FLE.

Positive emotions and foreign language enjoyment

The higher FLE observed in the experimental group is consistent with Fredrickson's (2004, 2013) Broaden-and-Build Theory of positive emotions. According to this framework, positive emotional experiences can broaden individuals' momentary thought-action repertoires and provide opportunities for the development of psychological resources. In foreign language learning, where learners may encounter anxiety, evaluation apprehension, and substantial cognitive demands, creating opportunities

for positive emotional experiences may be particularly valuable (Pekrun, 2014). The present intervention incorporated 15–20 minutes of structured positive psychology activities during the eight-week intervention period. Activities such as gratitude journaling, character-strength reflection, and positive peer appreciation provided learners with regular opportunities to focus on positive experiences associated with language learning. Although the present study did not directly measure cognitive flexibility, self-efficacy, or other psychological mechanisms proposed by Broaden-and-Build Theory, the increase in FLE is consistent with the possibility that repeated positive classroom experiences can contribute to more favourable emotional evaluations of language learning.

These findings are also broadly consistent with MacIntyre and Gregersen's (2012) application of positive psychology to second language acquisition. They argued that positive emotions can support learners' engagement with language input and create conditions that are conducive to participation and communication. In the present study, activities such as gratitude journaling and character-strength reflection may have encouraged learners to attend to positive aspects of their language-learning experiences rather than focusing exclusively on difficulties or performance outcomes. However, because these processes were not directly measured, they should be regarded as possible explanations rather than demonstrated mechanisms.

Foreign language enjoyment and classroom dynamics

The findings also support the importance of considering FLE as a distinct dimension of language-learning emotion. Dewaele and MacIntyre (2014) demonstrated that Foreign Language Anxiety (FLA) and FLE are related but distinct constructs rather than opposite ends of a single continuum. The present study did not directly measure FLA; therefore, it cannot determine whether the intervention reduced anxiety. Nevertheless, the increase in FLE suggests that positive emotional experiences can be deliberately incorporated into EFL classrooms without requiring anxiety reduction to be the primary objective. The interpersonal components of the intervention may have been particularly relevant to the development of FLE. Positive peer-feedback and appreciative classroom activities created opportunities for students to recognise one another's efforts and strengths. Such activities are consistent with research highlighting the importance of supportive interpersonal relationships in language-learning environments (Dewaele et al., 2019; Eisenberg et al., 2006; Mercer, 2016). A classroom environment characterised by recognition and supportive interaction may provide learners with more opportunities to experience positive social emotions associated with language learning. This interpretation is also consistent with the multidimensional nature of FLE identified by Dewaele and MacIntyre (2014), which includes positive emotional experiences associated with the learner, teacher, and classroom environment. The

present findings therefore suggest that interventions designed to introduce positive interpersonal experiences into regular EFL instruction may be a useful approach for supporting learners' enjoyment of language learning.

Hope, strengths, and positive learner experiences

Hope and character-strength activities formed part of the intervention and were intended to encourage learners to recognise personal resources and approach language-learning activities positively. Snyder's (2002) theory conceptualises hope in terms of goals, pathways, and agency, while Snyder et al. (2002) suggested that hopeful thinking can help individuals respond constructively to obstacles.

The present study did not directly measure hope, agency, or character strengths as separate outcomes. Consequently, it cannot establish that the intervention increased these psychological characteristics. Nevertheless, incorporating activities based on goal setting, pathway thinking, and personal strengths may have provided learners with opportunities to reflect on their abilities and progress. Such activities are compatible with positive psychology approaches that view positive psychological experiences as potentially malleable rather than entirely fixed characteristics (Lyubomirsky et al., 2005; Snyder, 2002). The higher FLE observed in the experimental group may therefore be interpreted as consistent with the broader positive psychology perspective that intentional activities can contribute to more positive emotional experiences. However, future research should directly measure hope, agency, and character strengths if these constructs are to be examined as potential mechanisms underlying changes in FLE.

Methodological considerations and statistical findings

Although the direction of the findings is consistent with the theoretical and empirical literature, the unusually large ANCOVA statistics require careful consideration. The ANCOVA produced a partial eta squared of .992 for group and .943 for the FLE pre-test covariate. These values indicate extremely large statistical effects and are substantially larger than those typically observed in educational and psychological research. The descriptive difference between the groups was also substantial, with the experimental group obtaining an observed post-test mean of 4.24 compared with 3.02 for the control group, representing a difference of 1.22 points on the five-point scale. However, the exceptionally small error sum of squares reported in the ANCOVA ($SS = 0.202$) resulted in very large F statistics and effect-size estimates. These results should therefore be interpreted cautiously. The magnitude of the statistical estimates warrants careful verification of the original dataset, variable coding, model specification, and assumptions of ANCOVA before the values are treated as definitive estimates of the intervention effect. In particular, the homogeneity of regression slopes should be examined by testing the interaction between group and pre-test FLE. Other relevant ANCOVA assumptions, including linearity, independence, and the distribution and variance of residuals, should also be assessed. If these checks support the

model and the SPSS output is verified, the reported statistics can be retained; otherwise, the analysis should be revised accordingly. Importantly, the present findings should not be interpreted as demonstrating that 99.2% of learners' FLE was caused by the intervention. Partial eta squared represents the proportion of variance associated with a particular effect within the specified statistical model, rather than a direct estimate of causal variance in the population. The quasi-experimental design and use of intact classes also require caution when making causal interpretations.

Pedagogical implications

The findings have several potential implications for university-level EFL instruction. First, the intervention suggests that positive psychology activities can be incorporated into regular language teaching without requiring a separate course or substantial restructuring of the curriculum. The activities were relatively brief, requiring approximately 15–20 minutes during weekly instruction, while the main language curriculum continued alongside the intervention. Teachers could incorporate activities such as gratitude reflection, recognition of positive language-learning experiences, character-strength reflection, positive peer feedback, and goal-oriented activities into existing speaking, writing, or classroom-opening routines. Such activities may provide additional opportunities for students to recognise progress and develop positive emotional associations with language learning.

Second, the findings highlight the value of giving greater consideration to the affective dimension of EFL instruction. Although language programmes necessarily address linguistic knowledge and skills, learners' emotional experiences may also shape how they perceive and engage with classroom learning. The present findings suggest that positive emotional experiences can be deliberately incorporated into language instruction rather than being treated solely as incidental outcomes of successful teaching. Nevertheless, the findings should not be interpreted as suggesting that positive psychology activities should replace conventional language instruction. Rather, the results support their potential use as complementary activities within existing EFL curricula. Further research is needed to determine whether changes in FLE are accompanied by improvements in language-learning engagement, motivation, or objective language proficiency.

Limitations and directions for future research

Several limitations should be considered when interpreting the findings. First, the study employed a quasi-experimental design involving two intact course sections with a total sample of 60 students. Although the classes were randomly assigned to the experimental and control conditions, individual students were not randomly assigned. Consequently, differences between the classes or their classroom environments may have contributed to the observed results. Future studies should employ larger samples across multiple classes and institutions and, where feasible, individual or cluster randomisation.

Second, the study relied on self-reported Likert-scale data to assess FLE. Although the Foreign Language Enjoyment Scale is an established measure (Dewaele & MacIntyre, 2014), self-report measures may be influenced by social desirability, response tendencies, and participants' perceptions of the intervention. Future research could combine FLE questionnaires with qualitative evidence, classroom observations, learner journals, or interviews to provide a more comprehensive account of students' emotional experiences. Third, the study assessed FLE immediately after the intervention. Consequently, it cannot establish whether the observed difference would persist after the intervention ended. Future longitudinal research should incorporate delayed post-tests, such as three- or six-month follow-ups, to examine whether changes in FLE are maintained over time. Fourth, although the intervention included activities related to gratitude, hope, character strengths, and peer appreciation, the present study did not examine the independent contribution of each component. It is therefore not possible to determine which specific activity was most closely associated with the higher FLE scores. Future research could employ factorial or component-based designs to compare individual PPI activities and determine whether particular activities are more effective than others.

Finally, the present study focused on FLE and did not directly assess whether the intervention produced corresponding changes in language proficiency, foreign language anxiety, motivation, or other psychological constructs. Future research should examine these outcomes alongside FLE to determine whether positive emotional changes are accompanied by changes in learners' engagement, psychological functioning, and language-learning performance. These results indicate that including positive psychology practices within a conventional EFL course might be a helpful way of enhancing the learners' perceived foreign language enjoyment. It is encouraging to see such a big gap between the experimental group and the control one, but, considering the extremely high statistical estimates, as well as the weaknesses of the quasi-experimental study design, the conclusions need to be treated with caution. It will be more effective to replicate the study using bigger samples, various classes and institutions, proper randomisation techniques, assumption checking, and longitudinal study design.

Conclusion

In this study, the researchers sought to test the effects of implementing Positive Psychology Interventions in the process of routine teaching of English as a Foreign Language on Foreign Language Enjoyment. Based on positive psychology views, the interventions used in the research included such practices as gratitude practice, hope, strengths and positive peer appreciation practice as part of routine teaching sessions. The study was conducted using a quasi-experimental design with pre-test and post-test with 60 undergraduate EFL students divided into the experimental group and the control group. The experimental group obtained a substantially higher observed post-test FLE mean ($M = 4.24$) than

the control group ($M = 3.02$). The ANCOVA further indicated a statistically significant difference between the groups after controlling for pre-test FLE scores. These findings suggest that positive psychology activities may provide a practical means of creating more positive emotional experiences within EFL classrooms. Rather than treating learners' emotional experiences as separate from language instruction, the findings support an integrated approach in which affective activities are incorporated into regular pedagogical practice.

The findings are consistent with positive psychology perspectives that emphasise the role of positive emotional experiences in broadening learners' perspectives and supporting the development of psychological resources (Fredrickson, 2004, 2013). They are also consistent with research highlighting the importance of positive interpersonal experiences, teacher support, and classroom relationships in foreign language enjoyment (Dewaele & MacIntyre, 2014; Dewaele et al., 2019). However, the present study did not directly measure the psychological mechanisms that may explain the observed increase in FLE. Therefore, claims concerning changes in anxiety, motivation, self-efficacy, resilience, or cognitive flexibility should be examined in future research rather than inferred directly from the present findings. The study also highlights the feasibility of incorporating relatively brief positive psychology activities into existing university EFL courses. Practices like gratitude practice, appreciation of one's own strengths, praise from peers, and goal-focused reflection can be incorporated within regular class schedules without taking away from traditional language teaching techniques. It offers another technique for teachers to employ when considering the emotional aspect of language learning. However, the results must take into account various limitations. The employment of two existing classes, small sample size, self-reporting measures used, lack of follow-up post-test measures, and the large ANCOVA effect size all limit the applicability of the results. In addition, the abnormally large effect sizes of ANCOVA call for verification of the original data used, model used, and assumptions underlying the model used.

The present research suggests that structured positive psychology activities may provide a practical supplement to regular EFL instruction and may support students' foreign language enjoyment. The replication of such results in future research with large and heterogeneous sample sizes, proper randomisation, multiple dependent variables, and follow-up is necessary to verify the stability and sustainability of these results. In addition, it would be possible to find out what kind of positive psychology interventions prove particularly advantageous and whether an increase in FLE implies higher motivation and objective competence in language learning.

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Conflict of interest

The author declares that there is no conflict of interest related to the research, authorship, or publication of this study.

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