POSITIVE LANGUAGE EDUCATION AND DEVELOPMENT OF

COLLEGE STUDENTS' ENGLISH LISTENING

AND SPEAKING IN CHINA

By

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A Dissertation Proposal Submitted in Partial Fulfillment of the Requirements for the

Degree of Doctor of Philosophy in Education Management Graduate School,

China-ASEAN International College

Dhurakij Pundit University

2022

Certificate of Acknowledgement of the Dissertation

China- ASEAN College, Dhurakij Pundit University

Doctor of Philosophy Program in Education Management

Tile of Dissertation	Positive Language Education and Development of College Students' English Listening and Speaking in China

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Date   02 Aug. 2022.

Thesis Title : Positive Language Education and Development of College Students'
English Listening and Speaking in China

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Program: Ph.D.(Education Management)

Academic Year: 2022

ABSTRACT

The study was aimed to improve the English listening and speaking proficiency of Chinese college students by developing the PERMA curriculum as an intervention; to investigate the influence of the PERMA intervention on the psychological well-being of Chinese college students; and to enrich a new validated framework of Positive Language Education implemented in China.

Based on a quasi-experimental design, the study was intervened by the PERMA framework to develop a well-being curriculum to improve students' English listening and speaking proficiency and their psychological well-being in the context of China. A total of 240 students from six classes of S University located in the west

region of China, participated in the teaching experiment. The experimental group (EG) had 130 students who were subjected to the PERMA intervention for 14 weeks, while the control group (CG) had 110 students who were taught by using traditional methods with a similar timetable. After that, both groups of students were given a pre- and post-test to see if their listening and oral competency had improved. After the intervention of PERMA teaching, the results of a one-way ANCOVA revealed that participants in the experimental group improved significantly in their English listening and speaking proficiency. The experimental group's dimensions of 'Engagement,' 'Relationship,' and 'Anxiety' were likewise shown to be much better than the control group's in terms of their well-being. The study enriched the empirical framework of PLE to develop students' English listening and speaking proficiency and their personal growth in the contextualization of China.

Keywords: Positive psychology, Positive Language Education, Well-being, English listening and speaking proficiency, English curriculum

ACKNOWLEDGEMENTS

Finally, I am incredibly grateful to my mother, husband and daughter for their consideration and complete support. With their trust and encouragement, I can commit myself to achieve the goals of my Ph.D. career. Taking this eternal glory to my father in heaven, I will remember his encouragement to me and love him forever.

Mofang Cheng

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CHAPTER 1

INTRUDUCTION

1.1 Research Background

Knowledge of a foreign language is extremely useful in this era of globalization to enable access to a wide range of job opportunities in an interconnected world, choose from a variety of media, and participate in discussions of public issues (Haidara, 2016). As a *lingua franca,* English has become an globally dominant language (Kachu & Smith, 2008). Regarded as an important international language for many reasons, it plays a role in world communication, with numerous books published in English and billions of dollars spent on learning English as a second or foreign language every year (Khan, 2015). Therefore, English is considered as a compulsory foreign language in the schools of many countries, from the lowest grades to university level.

English language learning has flourished in China since 1978, when the Chinese government implemented its "Reform and Opening Up" policy (Luo, 2013). Foreign language education, especially English, is deemed to be an essential skill for engaging in world trade as the "international medium of scientific and technology information" (Hu, 2005). While Chinese English learners' four basic language skills of listening, speaking, reading and writing, have greatly improved in the past three

decades, they have not improved at the same rate (Luo, 2013), because the teaching and learning of oral English is not deemed to be as important as that of reading, writing and listening since all the English tests in the Chinese language educational environment (Xing & Bolden, 2019) are based on students' competency to read and write English (Cheng, 2008).

However, in recent years, the need for talent to drive economic development has led to modern Chinese universities rethinking language education, and some teaching reforms have been implemented. Although the National College Entrance Examination is still reading-oriented and writing-directed (Cui &Wang, 2016), listening and speaking English have become increasingly important to both university teachers and students (Huang, 2019). Despite the fact that many colleges in mainland China provide oral English courses, the average level of spoken English among college students is lower than the global average (Wang, 2020). Statistics from the British Council revealed that Chinese mainland students' English speaking achievement of IELTS failed to achieved a good results in 2019, with average for male and female being lower than the global average of 0.8 and 0.7 respectively (Jan, 2019). According to the TOEFL Report (2019), Chinese mainland examinees' scores are 2.0 lower than the global average, and their performance graded on listening and speaking is still lower than global average of 0.9 and 0.6.

In this context, the teaching and learning of English speaking and listening in most Chinese colleges are insufficiently effective to meet communicative needs

(Bai, 2018). While most Chinese students perform well in the written examination, their spoken English is relatively poor. "Dump English" is the name that is commonly given to the phenomenon of students' process of learning English (Zhang, 2010) because, despite making a commitment to learn English, they often become passive and reticent in the language classroom (Liu & Jackson, 2008). The "Dump English" phenomenon is a hot topic in China because administrators have observed that many students are still unable to clearly introduce themselves after eight years of studying English (Luo, 2013). In his social theory, Vygotsky (1987) stresses the importance of the proficiency to communicate in a language in order to interact socially, and Gee (2001) suggests that reading and writing cannot be independent from speaking and listening because discourse is an integration of acting, talking and writing. The four language skills are not independent of each other, but the ability to use them depends on the context (Bachman & Palmer, 1996, pp. 75-76). According to Dunkel (1991), communicative competency and oral fluency are best achieved by prioritizing listening comprehension; in other words, the key to accomplishment proficiency in speaking is inseparable from the input of listening. Postovsky (1981) proposes that focusing on listening training at the beginning of learning a second language is more conducive to developing linguistic ability than focusing on oral training. Meanwhile, Power (1985) considers listening skills to be important, even for advanced English learners, and their development is useful for speaking, reading and writing English. However, Chinese college students' traditional way of learning of English has been

translation-orientated and text-based (Xu & He, 2020), being solely committed to reading and writing with the aim of passing exams.

As one of the five language skills, listening is not given the attention it deserves in China (Zhang et al., 2020); therefore, the results of teaching listening are not as good as expected (Liu, 2019). In a traditional English listening and speaking class, the teacher plays a material role and the students answer relevant questions. This teaching-centered strategy has caused students to be passive for a long time based on the conviction that the learning purpose of a listening and speaking was only to listen to the materials and practice speaking by answering the questions. Years of practice have demonstrate that this teaching mode is a failure and significantly frustrates students' inspiration to learn (Zhao, 2019). Hence, this study draws attention to improving Chinese college students' listening and speaking.

According to Burgoom (1976), a person with communication reticence has a proclivity for refusing to communicate. Jackson (2002) characterizes reticence as a complicated phenomenon in a target-language classroom, which is influenced by a set of complex factors in terms of culture, linguistics and psychology. Although EFL students have a decent command of vocabulary and grammar, according to Haidara (2016), What they are missing is a psychological component, which is crucial for success in English speaking.

Accordingly, a psychological factor plays a vital role. As a reflection of negative psychology, anxiety is described as one of the most emotional impediments

to language learning (Aida, 1994; Hewitt & Stefenson, 2012). Many researchers have found the anxiety could negatively predict the performance of language study (MacIntyre & Gardner, 1989). Anxiety is one of the most basic negative human emotions, being rooted in fear (Boudreau et al., 2018), and Wang (2014) observes that large numbers of students are nervous and fear they will be invited to deliver a public speak with no preparation. According to Liu (2006), Chinese students prefer to listen, look up words, and think what to say or how to say it, rather than respond actively to the teacher. Most of them feel nervous and their legs shake when they need to make a presentation, which makes them unwilling to speak in class. According to Wang (2014), many EFL learners in China are hesitant to give an English presentation in class because of the Chinese culture of shame.

Hence, since psychological is a factor that can't be avoided in the study of Chinese college learners' English listening and speaking, English educators should introduce new theories and approaches helpful to reduce or diminish the side -effects generated by psychological barriers to develop students' English communicative proficiency. So the introducing of Positive Psychology (PosPsy), a branch of psychology that is designed to explore what makes people flourish and prosper, could make sense in getting insights into how foreign language learners deal with stress (MacIntyre & Mercer, 2014; Rodriguez et al., 2018) and triumph over difficulties.

Psychology as a tool for SLA is critical to second language acquisition in aspects of teaching, leaning and culture interaction. It mainly involves the exploration

of negative factors, such as anxiety, depression and personality disorder (MacIntyre et al., 2019). The exploration of human strengths has attracted more attention from scholars and become a hot topic since the birth of positive psychology with its main focus on well-being, resilience, hope and happiness, etc. (Lopez & Snyder, 2009). This topic is a significant part of learning and instructing, particularly in the domain of language learning (MacIntyre et al., 2019).

Positive Education (PE) is a type of education that tries to combine academic objectives with an enhancement in the well-being of students, is termed after the use of positive psychology in schools because of its beneficial consequences in many domains (MacIntyre et al., 2019). The best- known project in this context is the Geelong Grammar School Community project, which puts the well-being of the whole school, both students and teachers, at its center (Norrish, 2015). The core of positive education is in with the traditional Chinese culture (Martin, 2016). In Analects (Legge, 1971), Confucius said, "The gentleman is not a vessel", when referring to the fact that educating the whole person is more important than accumulating knowledge. Positive Education seeks to improve students' academic progress as well as their overall well-being, which is consisting with the purpose of language education. Subsequently, based on combining positive education and language education, Mercer et al.(2018) proposed a new concept named Positive Language Education (PLE) and required an validated empirical study of it that could be applied in numerous cultural and linguistic communities. They suggested that the

use of PLE upheld the notion that language educators should engage in strengthening students' 21st century skills, together with the promotion of linguistics, and the key 21st century competencies that would have academic and non-academic achievement are those that promote well-being (Mercer et al., 2018).

1.2 Statement of Problems

The core of positive education is in line with Chinese culture, so more than 10,000 schools have practices positive education in different disciplines in China, according to the records of Globle Happiness Council (2018) (Zhao et al., 2019). In the field of foreign language learning, Jiang and Li (2017) proposed that Positive psychology has a lot of space for development in the field of SLA. According to Han and Xu (2020), positive mood improved EFL learners' well-being and learning achievement in their writing abilities. However, in the framework of positive psychology, the ability to develop listening and speaking must be investigated in the diverse discourse. Under the new framework of PLE, language teaching should be regarded as having a wider function, not only to promote students' linguistic skills, but also their personal growth; therefore, Chinese language educators should reflect and rethink their teaching process and pedagogy. As stated above, psychological factors should not be neglected in the study of Chinese learners' English listening and speaking. Positive language education, which puts well-being at its core, is beneficial for reducing the psychological barriers to language learning. MacIntyre et al.(2019) suggests that many language teachers already promote many competences that

enhance well-being in order to facilitate language learning. Therefore, in the current study, different from traditional language teaching and learning, Positive Language Education could advance students' English listening and speaking competency by putting English listening and speaking into a more macro context of education that is primarily focused on well-being or personal growth. Based on the double helix metaphor (Coyle et al., 2010), the promotion of language will, in turn, facilitate well-being competences.

Subsequently, this study targets to fill in this gap by adopting the quasi-experimental method to increase the well-being competence of Chinese college students for the purpose of promoting their English listening and speaking competence. This is likely to enrich the framework of PLE in different settings and contexts.

The PERMA model created by Seligman (2011) is one of the most important construct of positive psychology studies. Helgesen (2016) explored the likelihood of incorporating PERMA with the educating of English as a ESL/EFL by combining positive psychology with language teaching and learning goals, thereby introducing happiness into English learning lectures. Other scholars have moved beyond "happiness" to look at the bigger picture of well-being, which entails ESL/EFL teachers studying the psychology of well-being for language learners, besides grammar and other functions. Zuo (2020) studied the teaching of listening and speaking courses of college English based on students' strength of character from the

perspective of psychology to explore personalized teaching based on individuals'

strengths. Hence, the current study aims to explore the framework of PLE and the

development of EFL students' competency in aspects of English listening and

speaking in the setting of China based on PERMA intervention in an attempt to close

the research gaps, which are listed below.

1.3 Research Objectives

Since the main aim of the study is to implement a PERMA course to

develop Chinese college students' English listening and speaking proficiency, the

research objectives are as follows;

A. Constructing the framework of PERMA course of English listening and

speaking to Chinese college students.

B. Building curriculum based on PERMA of English listening and speaking

course in the setting of Chinese college.

C. Examining the effects of PERMA course implication to develop

Chinese college students' English listening and speaking competences.

D. Exploring whether or not Chinese college students' English listening

and speaking competences are enhanced by the PERMA intervention, compared

with those are in the regular college English course.

E. Investigating the influence of Chinese college students' well-being

after the PERMA intervention.

1.4 Research Questions

A.What is the framework of PERMA course of English listening and speaking to Chinese college students?

B. What is the PERMA curriculum of English listening and speaking course in a Chinese college?

C. How effectively can PERMA be applied to develop Chinese college students' English listening and speaking competences?

D.Are Chinese college students' English listening and speaking competences enhanced better by the PERMA intervention to compare those who do not attend the PERMA course?

E.What is the effect on Chinese college students' psychological well-being after the PLE intervention?

1.5 Research Contributions

1.5.1 Theoretical contributions

a. According to Mercer et al.(2018), language education is an idea context featured by developing well-being competencies, so based on the integration of positive education and language education, this study applies PLE to foreign language learning, thereby theoretically enriching the framework of PERMA intervention;

b. As Oxford (2016) points out that what positive psychology will be missing is lack of contextualization and avoidance of talking about cultures, hence,

the study considers diverse cultural and linguistic settings, so that the PLE framework will be further developed in China in a sustainable way.

1.5.2 Empirical contributions

a. Mercer (2016) explores that positive education regards the language as a tool to acquiring other competences, which makes it an idea subject to incorporate well-being aims with language aims. MacIntyre (2016) states that PP in SLA has can be explored further. The study not only promotes students' English listening and speaking proficiency, but also applies positive psychology to English learning, thereby extending the scope of the study of applied linguistics.

b. "Character plus academic" is " complementary and mutually supporting", according to IPEN, with "character strengths and well-being contributing favorably to school achievement" (MacIntyre et al., 2019). The study explores how to achieve linguistic competence with content focused on personal growth, which, in turn, promotes personal strength and well-being.

c. Oxford develops the EMPATHICS model, which, according to Seligman's (2011b) PERMA framework, is available for setting the direction for study in the future and introducing a variety of concepts that are severely understudied in the field of language learning. (Mercer, 2016). Therefore, the current study explores other contributors that facilitate language learning through the curricular design, which is PLE-orientated in the context of China.

1.6 Structure of the Thesis

After discussing the driving force of this research in Chapter 1, the remainder of the thesis will be constructed as follows;

Chapter 2 will contain the theoretical framework that drives the research by connecting English listening and speaking competences with positive language education based on a backdrop of the issues that affect Chinese learners' competency to listen and speak English in language context. It will begin with an overview of positive psychology in terms of foreign language learning before proceeding to address the relationship between positive education and positive language education based on the overview of positive psychology. This will be followed by a discussion of positive language education in EFL learning. The status of research about Chinese EFL students' competency in aspects of listening and speaking will be explored based on the above literature related to the psychological problems that obstruct Chinese students' English listening and speaking. Finally, the application of PLE to develop EFL learners' listening and speaking proficiency will be briefly reviewed before concluding the chapter with the research questions. The curriculum design, based on the framework of PERMA, will be outlined.

Chapter 3 will contain the main research agenda and the methodology. The course design of PERMA in English listening and speaking will be presented. This study will be based on a teaching experimental design. The CG (control group) will be guided by traditional language education, while the EG (experimental group) will be

given by the PERMA intervention. The experiment will be conducted for 14 weeks and the researcher will be the teacher. A descriptive statistical analysis will be produced before the experimental intervention based on a pre-test given to both the control group and the experimental group to examine their average level of proficiency. To decide if there is a difference between the pre-test and post-test outcomes of the participants in both the experimental and control groups, a paired sample t-test will be performed. This will assess how much the students in the two groups improved their English listening and speaking skills before and after the intervention.The post-test controlling the pre-test will be subjected to a one-way ANCOVA to see if there is a statistically significant difference between the experimental and control groups. Chapter 4 will contain the results of the teaching experiment and demonstrate the changes of EG with the intervention of PERMA in great depth.

Chapter 5 will contain a review of the results to ascertain if the research questions have been appropriately addressed. This will include the important factors that have emerged from the study. The results of the experiment will be compared with the previous research findings in this chapter.

Chapter 6 will summarize of the significant results and the implications the research has made to improving language learning and positive language education. It will also contain some recommendations for English listening and speaking education in the Chinese setting and some suggestions for further research in

this field.

CHAPTER   2

LITERATURE REVIEW

This chapter sorts out a brief history of positive psychology applied in foreign language learning in the three aspects of theory, empirical studies and intervention, and elaborates the definition of positive education and positive language education. The chapter reviews the literature of listening and speaking proficiency of EFL college students in China and explores the application of Positive Language Education incorporated well-being as the centre to develop EFL learners' listening and speaking proficiency. The teaching curriculum designed by PERMA intervention is adopted to address the challenges faced by Chinese college students in their English speaking.

2.1 Positive Psychology in Foreign Language Learning

Since humanism has had a huge impact on the domain of educational psychology and language education, it is common to discover that humanistic approaches have had a incredible affect on English educating (Williams & Burden, 1997). According to Funder (2010), positive psychology was first used as a form of "rebirth" of humanistic psychology by the American psychologist, whose work was centered on the positive inner qualities that make people fruitful, satisfied and

self-actualized. Seligman and Csikzentmihalyi (2000) propose that "positive psychology based on well-being is establishes on three principles (positive encounters, positive character qualities and positive institutions), and serves as an umbrella under which to collect a wide variety of topics" (MacIntyre, 2016, p. 4).

Compare that to the short research history of positive psychology, the research history of foreign language teaching is quite long (Piasecka, 2016). There's a association between a positive quality of character and the learning and instructing of a foreign language; the characteristics, behaviour and styles of a productive and prospering learners are valued (MacIntyre & Mercer, 2014). As the third supporting part of positive psychology theory, positive constructs are often referred as educational constructs for learning a foreign language in the climate of foreign language education to inspire learners' positive feelings, making them feel satisfied with what they are doing to develop their own abilities (Piasecka, 2016).

2.1.1 The Definition of Positive Psychology

Positive psychology is an investigation of the human nature, strengths, and virtues that make life great. As an applied science it attempts to learn how individuals and flourish and thrive (Seligman & Csikzentmihalyi, 2000; Peterson, 2006; Lopez & Synder, 2009). Seligman and Csikzentmihalyi (2000) published their paper named *Introduction to Positive Psychology,* published in January 2000, is a mark for the positive psychology becoming an area of study because they have explored that scientific principles and methods is available to study human's well-being. What they

advocates is that the positive direction of psychology is drawn to explore humans'

positive character and their health, flourishing and well-being development should not

be neglected (Seligman & Csikzentmihalyi, 2000). Different from negative

psychology, positive psychology concentrates on studying the positive sides in life

and the approaches utilized to advancing living well (Peterson, 2006). Rooted in

humanistic psychology with its origin in ancient philosophy, positive psychology

involves exploring the meaning of happiness to answer the question of how to live

well (Dahlsgaard et al., 2005).

Philosophers, educators and poets have all written about love, virtue, courage,

personal strength and related topics for centuries (MacIntyre et al., 2014). Maslow

(1969) explored human nature to determine how to live well in line with

Csíkszentmihályi & Csikszentmihalyi (2006), who exemplified that living well

involves adopting the features and style of those one respects and admires. The

influential description of self-actualizing people was also based on a case study of his

admired colleagues (Maslow, 1968). However, proponents of traditional humanistic

psychology do not rely on a strong empirical approach (MacIntyre & Mercer, 2014).

They tend to undervalue empirical research as a way to construct qualities of human

being compared to other sub-fields (Funder, 2010), as Seligman and Csikzentmihalyi

(2000) indicate in the following statement:

>   *Psychology is not just a branch of medicine concerned with illness or*
>
>   *health; it is much larger. It is about work, education, insight, love, growth*

and play, and in this quest for what is best, positive psychology does not

rely on wishful thinking, faith, self-esteem, fads, or hand-waving; it tries to

adapt what is best in scientific methods to the unique problems human

behaviour presents to those who wish to understand it in all its complexity.

(p.7)

2.1.2 Positive Psychology Facilitating Foreign Language Learning

The humanistic development in language teaching was at its best in the 1970s and 1980s, when it featured a humanistic approach, in which its proponents took a comprehensive and well-rounded sights of a learner by associating cognition with affection and giving them equal importance so that the learner was taught as a "whole person" (Stevik, 1990). Cognition had played a dominant role in applied linguistic research for many years (Dewaele et al., 2019) until educational psychologists and teacher trainers began to focus on the significance of a positive effect in foreign language environments (Arnold & Fonseca, 2007; Arnold et al., 2011) and emphasized the role played by the emotions in foreign language learning (Dewaele, 2005; MacIntyre et al., 2009; Bown & White, 2010; Dewaele, 2015). However, this research was undertaken in the shadow of an era dominated by a cognitive perspective; hence it had no connection to positive psychology (Dewaele, 2019).

2.1.2.1 Theoretical Studies

In spite of the fact that Positive Psychology is available to linguistic studies

(Egbert, 2003, 2004; Rubio, 2011), the paper composed by MacIntyre and Gregersen (2012) was the first to apply positive psychology to linguistics studies (Dewaele et al., 2019). They adopted the "Broaden and Build" theory of emotions proposed by Fredrickson (2003) and associated action tendencies. This theory advocates that positive emotions can be served as to widen people's way of thinking, reduce the arousal of side effects or negative effects, strengthen psychological resilience, build personal resources and facilitate well-being and personal growth (MacIntyre & Gregersen, 2012).

Based on the work of Fredrickson (2001), MacIntyre and Gregerson (2012) explored the ability of positive emotions to fuel the building of resources, since they tend to enlarge individuals' views, enabling them to take in the language. On the opposite, negative feelings have adverse impact on limiting the learner's potential of language input. They propose that teachers should use approaches and skills that inspire students motivation to reduce negative emotions and replace the negative emotional responses associated with language learning in a relaxed way.

Gregersen (2013) explains that positive psychology serves as a important role in making FL educators and learners to optimize the use of the positive effect of language learning to reduce the side-effects generated by negative emotions.

According to MacIntyre and Mercer (2014), "Positive Psychology is thought to have a brief history and a long past". Lake (2013) was "among the first to expressly adopt and relate the PP concept" (p.158) to explore the relationship between

positive constructs and motivational variables among the Japanese samples, according to MacIntyre and Mercer (2014), who recognize the early researchers who applied PP to applied linguistics They highlight the significance of social turn and contextualization in Second Language Acquisition in a complex dynamic system, which is beneficial for applied linguistic research inspired by PP, and the interaction and dynamic fluctuations of multiple variables.

Oxford (2015) elaborates the concept of emotion from the perspectives of positive psychology, social psychology, social constructivism, existential psychotherapy, and the effect of language learning and the management of emotions due to the emotional nature of the transition. Regardless of clashes of culture and language, in their temporary social role, feelings will fuel the development of positive emotions in a flexible way. She summarizes her research by explaining that language learners can manage their emotions more actively, and this form of self-regulation will enhance their ability to learn the language.

Mercer (2016) explores that empathy plays its strengths in facilitating the interpersonal relationships and social connections in environment of foreign language learning. Kusiak-Pisowacka (2016) believes that the application of the PP principle to foreign language testing is not a demanding for traditional skills like interviewing with students, would make an assessment a positive, productive and constructive learning and teaching experience for both students and educators.

Oxford (2016) used the well-being theory of Seligman (2011), the PERMA

model, to explore the model of EMPATHICS, which stand for "Emotion and Empathy, Meaning and Motivation, Perseverance, including resilience, hope and optimism, Agency and Autonomy, Time, Hardness and habits of minds, Intelligence, Character strength, Self-factors (Oxford, 2016, p.11). The new model further promotes the development of PP in second language learning, and its progressive significance is primarily embodied in the following: Considering the complexity of the emotions engaged in the process of foreign language leaning, the model points out that negative emotions may, in fact, play a positive role (e.g., keeping learners alert), and this positive effect is also one of the elements emphasized by PP (Oxford, 2016).

The EMPATHICS framework highlights that the contextualization matters, since language teaching and learning are embedded in a particular sociocultural community, which implies the "social turn" of acquiring a second language (Oxford, 2016). The empathy model further promotes the development of PP in second language learning, and its significance is mainly embodied in the following points: It takes account of the complex emotions involved in foreign language learning and suggests that negative emotions can serves as a positive effect (for example, giving learners a warning), which is also a positive effect that is emphasized by PP.

Jiang and Li (2017) analyze the model of EMPATHICS and imply that the interaction of different psychological and social factors incorporated into in learning a foreign language is conducive to a deeper and comprehensive understanding of the psychological process of foreign language learners. They also propose that three

elements should be involved in future second language learning from the perspective of PP in the context of China: 1) more diversified backgrounds and complex variables; 2) multivariate research methods and scientific research tools, and 3) more empirical studies and practice of the validity of PP intervention in second language studies (p. 32). Lu (2018) explores the concepts and strategies of the employing of positive psychology to cultivate innovative foreign language talents in China. These strategies include the creation of a psychologically-safe and active classroom climate, setting criteria to evaluate innovative foreign language talents and educating them with a sense of happiness.

MacIntyre et al. (2019) have developed plans for PP in applied linguistics studies with the aim of reducing the concern that PP is only focused on positive aspects. Firstly, they propose that, since language learners' emotional and psychological expectations are often complicated and contradictory, PP can contribute to field of linguistics study by admitting the interaction between positive and negative aspects without denying the negative aspects. Secondly, from the perspective of learners and teachers, they firmly oppose the deficit model. Traditional theories tend to focus on extra training, skill improvement, improved practice and increased motivation of both learners and teachers during language learning. In contrast, McIntyre et al. (2019) observe that the Positive psychology holds ground that the strengths and opportunities of language teachers and learners are rewarded to be assessed, rather than just acknowledging problems. Thirdly, they acknowledge that

foreign language learning is a difficult process that entails not only striking a balance between good and negative features, but also requires a learner to be treated as an individual in a sociocultural community. Language learning and teaching are naturally experienced in an intercultural way. Researchers in the field of epistemology favor the plurality of empirical research and theoretical studies that back up quantitative, qualitative and mixed methods of research, and demand planning through the impact of PP interventions on psycho-social and language development.

2.1.2.2 Empirical Studies

Based on the contributions made by MacIntyre and Mercer (2014), Oxford and Cuellar (2014) employ Seligman (2011) PERMA framework to analyze the narratives of students recruited in five universities in Mexico. The grounded-theory method identified four themes that did not align with PERMA: "(1) emotion, (2) unification of involvement and meaning, (3) interaction within and between cultures, and (4) accomplishment". Chaffee et al.(2014) applied a quantitative approach to explore that the resilience and positive evaluation is crucial for foreign language students enrolled in university of Canada to keep their motivations and joys of language studies under a strict control of language teacher.

Murphey (2014) applied singing as a PP intervention over a period of four years to give 155 Japanese students the confidence to sing in English to others based on the belief that, when they learned to share important information with others, they grew better as sharing involved singing in this case.

Although the frontier researchers involved in foreign language acquisition concentrate on the study of learner-centred variables (Dewaele & MacIntyre, 2014), researchers recently have noticed the external variables influencing the learners language learning to explore the predictors available to foreign language education. Besides, they have collected data from a single context in order to ensure that "the participants' linguistic and cultural profiles are homogenous". The latest studies particularly concerns the interactions of independent and dependent variables in a dynamic system (Dewaele et al., 2019). Besides the many studies that have been conducted in the western context, an increasing number of researchers are now exploring foreign language enjoyment in Asian countries. Li et al. (2018) developed the measurement of Foreign Language Anxiety based on collecting data from 2,078 Chinese students and subjecting it to a statistical Principal Component Analysis.

Using the same method of research, Li et al. (2019) carried out a survey about the relationship between FLE, FLCA, and 1,037 Chinese university students' English achievement. They finally explored that the relationship between foreign language leaning enjoyment can positively predict self-perceived EFL proficiency, which is in line with the earlier research (Piechurska-Kuciel, 2017; Dewaele & Alfawzan, 2018).

There has been a great number of studies based on the first two branches of PP (Seligman & Csikszentmihalyi, 2000), namely, positive emotions and positive

personality since 2016. According to Dewaele et al. (2019), variables such as love, passion, self and love have been comprehensively explored in this domain. The study of learners' FLE and FLCA in the first period has shifted to a need for findings that contribute to the educational practice, enabling teachers to perfect the emotional atmosphere in their language teaching classroom with the aims to facilitate the process of language teaching and being flourished. Lake (2016) investigated that positive self-concept is not a positive predictor to second language proficiency, but acts as an intermediate role between positive L2 self and L2 self-efficacy in the context of Japanese students enrolled in a private school.

Belnap et al. (2016) conduct a study on improving the level of perseverance of for American language students involved in Arabic studies in Jordan discourse when they were finding it difficult to interact by developing their proficiency of self-efficacy and self-regulating. By collecting materials from interviews, daily records and language proficiency test, they finally conclude that language proficiency is positively tied to the fulfillment of speaking Arabic.

After Pavilescu and Petric (2018) has conducted a qualitative study among Romanian EFL middle school students, two emotional variables have been prominent: love and enjoyment. Two of the students expressed a strong affection for English, while the other two enjoyed learning English, they did not have a strong feeling to attach to it,which implies that it is love that fuels the learning process, enabling learners to create effective coping mechanisms when certain classroom

situations lack fun, and it is love that motivates them to make more effort to learn the language. Therefore, these findings suggest that love widens students' horizons and keeps them engaged in language studies. This study also stresses the role presented by lasting positive emotions in adolescents language learning process (Dewaele et al., 2019).

Chen et al. (2019) conducts a quantitative empirical research targeting at passion among 260 L2 learners in a middle school of Taiwan. The results indicates that passion is a fuel to second language learning and psychological increasing.

Teachers' emotional resilience, according to King et al. (2020), can be enhanced by increasing their awareness of their own and their students' emotions, as well as supporting them in establishing ways to minimize pressure and lower the long-term risk of burnout. To tackle problems in the classroom and organization (c.f., Benesch, 2017), protect themselves if required, and stay patient and honest about their talents and successes, teachers must have great mental and physical control, as well as considerable physical and mental resilience.

As a result, King et al. (2020) argue that emotional regulation must be addressed in both pre-service and in-service teacher education. Most of the current studies that include constructs of PP are designed to understand variations at individual or group levels in order to perfect the well-being and strength of students or teachers and improve foreign language teaching and learning

2.2 Positive Education and Positive Language Education

The potential contribution of PP to language learning will be taken in to consideration in this part by focusing on the ways to promote the well-being of language learners and educators in terms of emotion, society and psychology. The concept of "Positive Education" will be employed by reflecting on possible lessons from the broader development of a specific approach to "Positive Language Education (PLE)". PP tends to advocate a new way to rethinking language learning process and provide an ideal approach that regards well-being as a facilitator and aims of language education (Mercer, 2017).

2.2.1 Positive Education

Positive Education (PE) is termed by MacIntyre et al. (2019) as the applying of positive psychology to school's learning aiming at associating learners' school achievement with the development of their well-being. It is a combination of positive psychology and teaching practice to facilitate the personal growth and school development (Norrish, 2015). Born out of humanism, PE places well-being and academic achievement at the heart of education with equal importance. Positive well-being is beneficial to the fields of psychology, society and academic progress (Gilman & Huebner, 2006; Quinn & Duckworth, 2007; Verkuyten & Thijs, 2002). Seligman et al. (2009, p. 295) claims that well-being should be instructed in school community as a facilitator to improve flourishing, support learning progress and increase creative thinking. Geelong Grammar School Community places the

well-being as centers for its students, educators and whole school community. (Norrish, 2015).

Seligman et al. (2009) produced a nine-day program in which they emphasized teachers' utilization of their professional skills and designed a curriculum in detail of how to instruct those skills to children. There was no systematic data in the early stage, but were impressed by the fact that the teaching program was a great success. The plan was constructed by three components: "Teaching Positive Education" (explicit courses developed), "Embedding Positive Education" and "Living Positive Education" (p. 304) with unique GGS syllables and courses for several grades, including the positive elements of PP: flow, meaning, strength, resilience, gratitude, positive relationships and positive emotions. The courses were centered on finding and using students' strengths. Hence, they were required to narrate the times they were considered to be at their best before participating in the Values in Action (VIA) and then reread the narrative with the results of the VIA to identify their strengths. Every student was able to find two strengths and the majority of them found three (p. 304).

The International Positive Education Network (IPEN) is an institution that was established to promote the equal importance of the development of academics' strength of character and well-being and the fulfillment of their intellectual potential (MacIntyre et al., 2019). The IPEN stresses that character and academic potential are complementary and mutually strengthening in that a combination of strength of character and well-being makes a positive contribution to academic performance and

vice versa. Accordingly, the goal, outcome, and contributor to the learning process is well-being (MacIntyre et al., 2019). The approach of the 'character plus academic' keeps complementary and strengthening each other. This old intelligence has been experimentally confirmed by modern science. Academic performance contributes to well-being by the way of engaging, and accomplishing. Inversely, programs and practices designed to increase well-being through the development of virtue and strength of character have make a positive contribution to academic achievement.

It can be drawn from the above two examples that the question explored by MacIntyre et al. (2019) is not whether PP can be applied language learning, but how it can be applied. The answer is that the form of PE most suitable for any given environment will depend on contextualization, and the available resources (Mercer et al., 2018).

2.2.2 Positive Language Education (PLE)

The goal of language education is not only to improve linguistic competence, but often involves many aspects of individual learners and their psychology. Indeed, learning a language can be regarded as a basic skill in the 21st century, as well as a way of boosting learners' well-being (Bak & Mehmedbegovic, 2017).

According to MacIntyre (2016), concentrating on the development of the learner as a whole is at the center of language education and this is consistent with the

principles and objectives of PP. Language education has a fundamental purpose, especially from the contemporary perspective, serving as a means of communicating and a device tool for acquiring knowledge, skills and abilities. Hence, learning another language is potentially an ideal subject to combine with happiness (Mercer, 2017).

The CLIL framework (Content and Language Integrated Learning) provides a valuable foundation for considering how to employ language effectively in well-being-focused forms (Mercer, 2017). The primary step for teachers and administers is to admit the benefits of improving learners' well-being in their instruction because well-being is not much reflected in the syllabus (Mercer, 2017; Strambi et al., 2017). Language educators typically utilize the language to reflect on and debate a variety of issues and themes, with learners' linguistic skills improving and developing as they progress.

Since the key skill in communication is the use of language, which signified that language is available to cultivate and develop the core competencies of positive education, such as growth, hope, kindness, empathy and optimism, etc. (Mercer et al., 2018). In order to learn a language learning, it is advisable to review the basic principles of education and reconsider two basic questions: what is the goal of language education in a broad sense? How best to acquire a language? CLIL means that language education contributes to the development of the whole person, and promoting students' happiness is an integral part of the learning process. Therefore, it is rational for us to hold a optimistic view for the prospect of development of Positive

Language Education. As the number of young people is depressed and and stressed

out, we may consider the potential of PP intervention in language education (Mercer,

2017). Based on the exploration of Positive Education, PLE is the combination of

Positive Education and Language Education (Mercer et al., 2018). Positive language

education is well-being centred and well-being is no less than important than

academic performance (Mercer et al., 2018). It perceives language as a vehicle that

facilitates the acquisition of other knowledge, skills and competences, which

potentially makes it a subject in which to integrate the aim of well-being with the

language aim (Mercer, 2017). Thus, well-being is both the goal and outcome of

learning and the facilitator of the learning process (MacIntyre et al., 2019). As

mentioned earlier, the first step would be educators and administers to admit the

significance to enhance learners' well-being in education due to its many benefits

(Mercer, 2017).

2.3 Positive Language Education of English as a Foreign Language

The expansion of the English language can be represented by three

Concentric Circles, according to Kachru (1985): an Inner Circle, an Outer Circle, and

an Expanding Circle. The Inner Circle is the region where English is spoken as a first

language, with a traditional and sociolinguistics foundation (such as UK and USA).

The Outer Circle denotes locations where English is the official language for

administrative, educational, and legal reasons in areas colonized by the United

Kingdom and the United States. (e.g. Singapore, and India). The Expanding Circle covers areas where English is mainly utilized for the purpose of international communication (including China, Japan, Korea, Europe and the Middle East).

In the places mentioned in the circle, the English serves as an important role in social interaction (Kachu & Smith, 2008) and it is also increasingly making sense in popular culture (Lee & Kachu, 2006). In the outer circle, it remains a language that plays strengths in educational, legal and administrative systems. In the Expanding Circle, it is the preferred language to access international trade, commerce, scientific, technological and academic discourse (Kachu & Smith, 2008). The importance of the English language to information storage, technological development and international markets determines the important position of English education in education systems (Huang, 1997). In acknowledgment of the international significance of English, many countries have designated a foreign language (especially English) as a prerequisite of becoming a qualified 21st-century citizen in the process of making their educational policy.

Many countries devote educational resources to teaching English as foreign language every year (Khan, 2015), and English has become a required language course in schools in many countries, from primary to higher education levels. However, the concept of English teaching is greatly different from English education in that foreign language teaching is a microscopic study of foreign language education (Cai, 2013). According to Qin and Tian (2008), the ultimate purpose of learning

English is to develop communicative competence (p. 47). However, a foreign language educational policy covers all aspects of foreign language education, including the choice of foreign language, the curriculum, teaching objectives, teaching objects, teaching content and methods, learning period, teacher construction, testing, textbook selection, etc. (Kaplan & Baldauf, 1997; Shohamy, 2006). The goal of language education is to develop the whole person while also incorporating students' well-being into the learning process (Mercer, 2017). Obara et al. (1993) asserts that the content of education must include the whole human culture since human beings are embodied by culture. Hence, there is consistency that positive language education and English language education must be 'whole-person education' (Mesoudi, 2011).

Helgesen (2016) suggests that, as positive psychology has matured, educational principle have moved from students' happiness to a wider scope of well-being, which has also influenced a broader range of domains, including language education. It is obvious that involved students of happiness learn more efficiently and the EFL teachers who are conversant with psychology and related problems tend to motivate learners' interest. Developments in positive psychology, such as PERMA model, provide tools for teachers to teach more than grammar, functions and the like, enabling them to truly engage in humanistic language teaching.

Very few programs exist that explicitly combine the learning of a language and well-being. One of the projects conducted by Strambi et al. (2017) at two universities in Australia is to develop a course syllables for the teaching of Italian

consisting of a combination of PP and Pedagogy to develop students' well-being during their transition to college.

Mercer et al. (2018) explored what needs to be done to empirically validate and further develop a practical PLE framework that can be used in diverse cultures and linguistic settings. The language learning community is placed to drive the learning of well-being in terms of the use of the language.

2.4 Listening and Speaking Competency of EFL College Students in China

Although English language education has penetrated Chinese society and is one of China's most important industries (Rai & Deng, 2016), the English language is widely regarded as one of the most hardest to learn. When introducing a foreign language in a specific field, the importance of the context must be carefully examined, as the language used in the originating context may not be appropriate for the target context owing to political, economic, and cultural differences. The phenomenon of Chinese college students' proficiency of English listening and speaking, the importance of Chinese college students' competencies of listening and speaking in English, and the current status of listening teaching from the perspective of college students in Chinese communities will be provided in the following sections.

2.4.1 The Importance English Listening Comprehension

Listening serves as a very important part in the human interaction because people spend four times as long on listening in daily life as they spend on reading and

writing (Rivers, 1981). Listening is vital to the second language acquisition since language learning is inseparable from the language environment and listening enables learners to put themselves into the second language environment (Wang, 2012). According to Long (1985), many theories such as the Information Processing Model (McLaughlin et al.1983), Intake Model (Chaudron, 1985), Interaction Model (Hatch, 1983) and Input Hypothesis (Krashen, 1982) emphasize that listening plays a key role. In the 1970s, the status of listening began to change from being marginalized to being of expanding significance. Instructional design widened their concentration on pragmatic skills to include listening and incorporated listening into the new educational instruction during the 1980s (Morley, 2006). Canale and Swain (1980) elaborate the communicative proficiency by explaining that it is composed by four sub-competencies: linguistic competence, social linguistic competence, discourse competence and strategic competence. This model of communicative competence has been revised many times (Faerch & Kasper, 1986; Bachman, 1987; 1990) and, in recent years, Martinez-Flor and Usó-Juan (2006) proposed that the communicative proficiency framework should include listening, thereby highlighting the significance of listening in developing communicative proficiency, as shown in Figure 2.1.

Figure 2.1 *Framework of Integrating Listening into Communicative Competence*

As can be seen from Figure 1, listening competence demonstrates students' ability to interpret spoken text and is a comprehensive response to the other abilities. Therefore, discourse competence is regarded as a vital part in the communicative competence structure, which reflects students' ability to process language information beyond the level of sentences (Ren, 2011). Despite the importance of listening comprehension, language learners find it difficult to enhance their listening skills (Wang, 2012). Nation et al. (2008) claims English listening comprehension is a process full of complexity, as it is a multifaceted process in which students' brains process oral information (phonetics, vocabulary and syntax). As a result, the hardest ability to learn in the process of mastering English fluency is listening comprehension.

Featured by internalization and individualization, listening comprehension is frequently overlooked in the classroom when compared to other abilities (speaking, reading and writing).

2.4.2 College Students' English Listening Proficiency in the Chinese Context

The listening process can be defined as the preparation for language learners to speak, since it provides them with information that lays the foundation for them to use the language in the future. As a important process of language input, listening lays the foundation for learners to acquire the other language skills (Nation et al., 2008).

The term, "Global English", is used in an international context due to the huge impact of globalization. With China's active participation in international affairs, the importance of learning English has made it a compulsory course from compulsory education to higher education (Rai & Deng, 2016). In the Chinese EFL context, the types of questions in the CET-4 (College Test Band 4) and CET-6 (College Test Band 6), which are used to measure college students' English level, were constantly adjusted from 2005 to 2018 and the difficulty of listening has continuously increased, occupying 35% of the total credits. Therefore, the teaching of listening should be paid more attention as an important part of college English teaching (Shao, 2017). However, college English education is influenced by the traditional educational concept that attaches more importance to students' test-taking ability than their practical application of the language (Cai, 2013; Shu, 2020). Wang (2020) observes that

listening classes in colleges and universities are still based on a very simple teaching model whereby the teacher plays a recording and then students answer questions. This outdated method to teach listening is likely to bore college students and deepen their listening anxiety. The effect of the listening teaching will be unsatisfactory and students' motivation to listen will be greatly reduced. According to Shu (2020), many college English teachers in China lack innovative thinking and their understanding of teaching English listening is inadequate. Many of them regard English listening competency merely as serving CET-4 and CET-6 and some of them even teach their students test-taking skills to deal with CET-4 and CET-6, which is contrary to China's English listening teaching objectives.

Wang (2020) summarizes the current status of listening teaching from the perspective of college students in the Chinese community:

a. Different English listening foundation for students before entering college. Due to the unbalanced allocations of educational resources to the east and west regions of China, the listening competency of students from different parts of China is not at the same level when they enter college. Students from big cities often have a better English listening foundation than those from towns due to this regional discrepancy.

b. Lack of affective competence in intercultural communication in the Chinese context. Students with a poor foundation of English will be nervous and timid in terms of listening comprehension. This will lead to lecturing having an

unsatisfactory effect, which will result in further reducing these students' confidence. They will lose interest or motivation to learn about English culture, including local conditions, customs and values, which is the source of most listening material. These problems are not conductive to fostering students' thinking in English, which will be an obstacle to better listening comprehension in a reasonable and logical way.

2.4.3 Definition of Oral Language Competence

The learner-generated language is characterized by productiveness, while learner-oriented language is receptive language (Savignon, 1991). The medium of language (whether aural/oral or written) is referred to as modality. As a result, speaking is regarded as a "useful, verbal ability" (Bailey, 2005). In the mid-1970s, the concept of language competence began to be regarded as an integral part of the broader concept of communicative competence. Language learners' communicative competence, as opposed to their capacity to test their grammar knowledge, relates to their ability to engage with other speakers and express connotations (Savignon,1991). Savignon (1991) points out that communicative competence is "language learners' competency to communicate with other speakers to develop meaning, as opposed to their ability to test their grammatical performance". Communicative competence necessitates a grasp of the sociocultural context of language usage, according to the authors (p. 264). Speaking a foreign language is frequently referred to be "the most difficult of the four abilities" (Bailey & Savage 1994, p.vii).

However, speaking is a complex process attributed by physical state,

psychological status, social rank and cultural communication (Bailey, 2005), making it difficult for language students to speak a foreign language in a non-foreign language situation (Bailey & Savage, 1994).

2.4.4 Oral Language Proficiency of Chinese College Students

As globalization accelerates, most learners in the world are studying English to acquire English proficiency, which is regarded as being the most demanding of the four main linguistic skills: reading, listening, writing and speaking (Dincer, 2017). Speaking English is a demanding task because knowing a language is equivalent to speaking it at a communication level (Pawlak, 2018). However, teaching the spoken language is a tough job for EFL teachers since some national exams neglect communicative competence, and learners have limited opportunities to practice the language outside class, despite technological progress (Dincer & Yesiyurt, 2013; Kawai, 2008; Pawlak, 2014). Although teachers know that oral English teaching and learning has its origins in western linguistics, there are many factors to be considered in the context of EFL. As the largest developing country in the world, English language learning has been emphasized and flourished in China since the Chinese government implemented an open-door policy in 1978 (Luo, 2013) and the teaching and learning of oral English have played a crucial part as Chinese society has developed. While many Chinese students are committed to learning English, they struggle with oral practice and suffer much, even if their lecturers are English nationals. According to Wang et al. (2019) college English learners spend more time

on the input of language knowledge than the output in language practice, which leads to the common phenomenon of "dumb English". Jackson (2009) identifies many reasons for the reticence in China's foreign language classes, which has been an obstacle for both teachers and students to overcome.

Chinese students' English-speaking scores are generally lower than the global average reflected by the IELTS (Wang, 2020). British Council reveals that Chinese mainland students' English speaking performance in 2018 failed to achieve a good grade in 2018 with an average score of 5.5 in the Academic module and 6.0 in the General Training module, both of which were lower than the average global scores (Academic: 6.0; General Training: 6.5).

2.5 Applying Positive Language Education to Develop EFL Learners' Listening and Speaking Proficiency

Well-being is not a new concept in education, health and other fields, but there is no clear consensus on the definition of well-being, how it can be attained by all and how its quality can be maintained (McCallum & Price, 2016). Over the past decade, numerous countries have adopted the term positive education to describe the scientific application of several valid theories and interventions from well-being science to an educational setting with the goal of enhancing the well-being of students and staff in schools (White, 2016). Positive education involves practicing the concept of positive psychology and implementing the intervention of subjective well-being,

proposing new teaching methods and encouraging cooperation among colleagues (Quinlan & Hone, 2020).

2.5.1 Review of Psychological Barriers that Affect Students' Listening and Speaking Proficiency in the Chinese EFL Context

According to Zhong (2018), firstly, Chinese students generally experience high levels of anxiety in listening tests. There was 74 percent of students who gave a negative response to the statement, "I am very relaxed when taking an English exam". Secondly, the anxiety value of students in a negative evaluation is generally high. About 73% of them, they lack confidence in their ability to learn English (listening) well, 62% of them think that other people's English listening proficiency is better than theirs, and 81% of them are worried that their teachers have a low opinion of their learning. Watson and Friend (1969) describe a "negative evolution" as individuals' fear of what others think of them. The frustration of negative feedback and the psychological expectation of others' negative evaluation can have an extremely harmful effect on their behaviour, threaten their self-esteem, reduce their self-confidence, and further increase their anxiety before the listening activities. Deng (2015) subjected 50 Chinese non-English majors to a Metacognitive Awareness Listening Questionnaire and the Foreign Language Listening Anxiety Scale and confirmed that listening anxiety has an extremely negative effect on listening proficiency and is also negatively correlated with listening Metacognitive Awareness. Horwitz et al. (1986) point out the uniqueness of foreign language anxiety in language

learning and define that it complicatedly combines with self-awareness, emotions and behaviors, which is produced in the process of learning a language in class.

As Morley (2006) points out, apart from being an important skill in its own right, listening comprehension is a prerequisite of oral proficiency (p. 67). As passive oral speech, listening is the basis of speaking, which is beneficial for speaking, writing, reading and other language skills (Rost, 2002). Mastering speaking in another language is a complex process because the speaker must learn various skills that include linguistic and non-linguistic elements and be able to engage in a free-flowing conversation (Dincer, 2017; Richards, 2008; Tarone, 2005; Shumin, 2002). A number of factors affect speakers' oral performance, including aural medium factors (i.e., listening skills), sociocultural factors (i.e., cultural elements), and affecting factors (i.e., anxiety, motivation, self-esteem and self-confidence) (Kawai, 2008; Shumin, 2002) and these have to be included along with linguistic, sociolinguistics and discourse competence.

As for the obstacles to oral English proficiency, many people neglect effective or psychological factors (Lu, 2016). According to He and Zhang (2010), English learners living in English-speaking countries can speak English with an American accent or a British accent, while most English learners in China find it impossible to realize it. Therefore, it is common for English learners to be reluctant to use English because they feel thwarted by a goal beyond realization. This is why Liu and Jackson (2008), based on MacIntyre and Gardner (1994), define "Foreign

Language Anxiety (FLA)" as "feelings of tension and fear that are particularly relevant to the context of the second Language (L2), including speaking, listening and learning". Liu and Jackson (2008) also cite Burgoon (1976), who stated that the phenomenon of individuals' tendency to be unwilling to communicate stems from various reasons, including "apprehension, low self-esteem, lack of communicative competence, anomie, alienation, and introversion" (p.71). As Horwitz et al. (1986) proposed that foreign language anxiety is composed of social phobia, fear of test and negative evaluation.

Many college students in China still have a poor command of oral English, despite learning English for several years. Lu (2016) exclaims that most Chinese students feel nervous; for example, some are so tense that their legs shake when making an oral presentation, which contributes to their unwillingness to make further oral presentations. Tok (2009) draws on Burgoon's (1976) statement that reluctance to participate in the English-speaking process is regarded as one of the greatest hindrances for EFL learners. Wang (2014) attributes this unwillingness to the face-saving culture that exists in China so that many learners are scared of speaking English in their lectures. Many of them choose to stay silent to avoid losing face in public. According to Tok (2009), qualitative researchers have discovered that the reluctance to express and worry influence each other in L2 acquisition,   and based on some statistical analyses, According to Liu and Jackson (2008), communication avoidance among students and language anxiousness are directly related. Since it

seems that psychological barriers have an enormous impact on Chinese college students' oral English performance, teachers could create a positive and caring environment in which students are more exposed to speaking English (Liu & Jackson, 2008). At the same time, educators should encourage learners and appreciate their achievement to substantially boost their self-confidence, eliminate their anxiety and help them to become more confident in speaking English in different settings (Lu, 2016).

2.5.2 Application of PLE to Develop EFL Learners' Listening & Speaking Proficiency

The anxiety produced in the language learning process in classroom settings is a common phenomenon among Asian students (Aida, 1994), especially Chinese students (Liu, 2006; Liu & Jackson, 2008). It is unfortunate that, faced with the obstacles to developing their English-speaking proficiency, Chinese university students finds that their English classes don't meet their needs and they are often reported as being reticent or unwilling to speak (Tsui,1996; Jackson, 2002; Liu & Jackson, 2008; Zhang & Head, 2009).

Language teachers have begun to respond to these complaints by contributing more to students' psychological health than their language skills, such as motivation, and enjoyment in an attempt to relieve negative aspects, such as anxiety (MacIntyre et al., 2019). In fact, the integration of non-linguistic aspects into teaching as part of the job is not new (MacIntyre et al.2019) because education does not merely

involve transmitting pieces of knowledge to students, but encompasses the whole person, including emotions and feelings (Williams & Burden, 1997).

Positive psychologists propose that language learning, combined with positive intervention, is a new way to develop students' ability to learn an FL (MacIntyre et al., 2019). The next crucial step is to develop a coherent competency and curriculum framework for learners and teachers that combine well-being competency and language education in different contexts (Mercer et al., 2018). Hence, a communicative approach based on language-in-use is crucial for developing students' linguistic skills and the application of PE is beneficial in this respect. Therefore, the construction of English speaking and listening courses is examined in the next section with the help of the PLE framework.

2.6 Seligman's PERMA Model and Teaching Curriculum for English Listening and Speaking in the EFL Context in China

Seligman's (2011) PERMA model is a significant addition to Positive Psychology. It consists of four separate conceptions (Positive emotions, Engagement, Relationship, Meaning, and Accomplishment), as shown in Figure 2, which Helgesen (2016) has applied to SLA (MacIntyre, 2016). The PERMA framework is available to create a teaching intervention out of several activities intervened in order to meet the language acquisition teaching objectives. Oxford and Cuellar (2014) applied PERMA to help students to comprehend their own narrative in a study of Chinese in Mexico,

generating an extensive learning experience for adults. The application of the PERMA model in the Chinese context to develop the English listening and speaking competency of college students will be explored in the next section.

Figure 2.2 PERMA Model
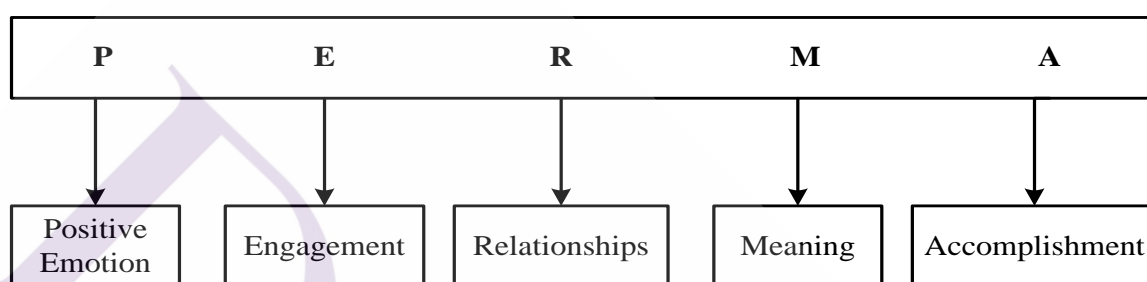
Note. The figure is to describe the 5 constructs composed for PERMA

2.6.1 Application of the PERMA Framework to Language Teaching and Learning

Learning a language has been defined as a 'profoundly unsettling psychological proposition' (Guiora, 1983, p. 8). Based on Pavlenko's (2006) research in the language learning field, the participants often endured from being guilty, insecure, sad confused and distressing. Many studies on emotions in language learning emphasize negative emotions, especially the side effects of learner anxiety (Dewaele & MacIntyre, 2014), which is related to the contractile effect of negative emotions (Frederickson, 2001). The side effects of anxiety or insecurity involve reduced levels of cognition, self-confidence, subjective initiative and control, courage to speak, and capacity to convey and identify feelings (Dewaele & MacIntyre, 2014;

Horwitz,2001).

As mentioned in the last chapter, negative emotion is a phenomenon that Chinese students have in common when required to practice English listening and speaking. The fear of being negatively judged by their peers or teacher is perceived to have a dominant effect on language participants in a classroom environment, particularly in the contextualization of Chinese (Liu & Jackson, 2008; Mak, 2011). Hence, there is a need to focus on well-being in education (Kern, Waters, Adlers & White, 2015), since positive education has been proved to be associated with higher academic progress, and improved psychological health in adulthood due to the development of positive psychological characteristics (Caprara et al., 2000). The concept of positive education incorporates the evaluation of teachers and students, school management, yearly plans, formal and informal curricular, teaching language, the school environment and school ecology (Quinlan & Hone, 2020).

The ways in which well-being is explicitly taught vary widely from school to school and large numbers of well-being programs, many of which are based on sound scientific theory and evidence, are available to Chinese educational institutions and communities (Quinlan & Hone, 2020).

Seligman (2011) developed the PERMA framework, which includes Positive emotions, Engagement, Relationship, Meaning, and Accomplishment, to promote the notion of well-being as the central consideration for the best learning situation. McCallum and Price (2006) state that the essence of the PERMA is

constructed by the positive elements that will enhance person's well-being. Since positive psychology interventions encourage the use of strategies that promote students, well-being, they are proposed to advance a more overall approach in educational programs rather than a narrow focus, such as one that only promotes individual students' happiness. It makes senses that PERMA model facilitates language educators to instruct well-being in language classroom (Kern et al., 2015). Danish-based Strengths Academy educators and researchers, Holmgren, Ledertough, Paarup and Tidmand, share the following tips for battling boredom in the classroom;

1. Employ Seligman's PERMA model to develop and design lesson plans, but also during the lesson.

2. Check the PERMA level of the class during the lesson and adjust it by asking yourself.

How can I bring more **positive emotion** into the lesson? (Include curiosity, amusement, awe/inspiration and pride, among others).

How can I support students' **engagement** ?

How does my teaching support **relationships** ?

How can I ensure that my content is **meaningful** and relevant to students ?

How can I help students to feel a sense of **accomplishment** ?

(Quinlan & Hone, 2020 p. 58)

Based on the hints given by the previous researchers in programs, the

design of English curriculum is implemented by the intervention of PERMA model.

2.6.2 PERMA Model Intervention

As mentioned earlier, Positive emotion is one of the construct of PERMA model. Joy, gratitude, serenity, interest, hope, pride amusement, inspiration amazement, and love, according to Fredrickson (2009), are ten good emotions that are extremely important for humans' well-being and thriving. Fredrickson (2009) has permeated classrooms and influenced pedagogy with a broaden-and-build theory whereby teachers may start the class with a short activity or media clip that creates a positive emotion and produces a platform for creative and open thinking. This theory offers significant implications waiting to be realized in the way of curriculum design. In one class, for example, the class was required to brainstorm as many positive emotions as possible (Norrish & Seligman, 2015).

As one of ten positive emotions, **hope** is a character strength which continues to be advanced through recent initiatives in futures thinking for young people. Teaching young people to be optimistic about the future, raise their aspirations and take the initiative for their well-being is a key focus of current well-being education initiatives (Wrench et al., 2013). As Snyder (1995) suggests, people with a higher sense of hope intends to have greater agency, reach their target with strong willpower and concentrate on success rather than failure. Therein lies the ability to generate a path to an ultimate goal and achieve it (Snyder, 1995). This positive approach of well-being education provides the foundation for a lifelong learning

attitude, sense of agency and empowerment due to incorporating self-regulation and self-control of possible pathways and futures (McCallum & Price, 2016). Various researchers have found that college students with a high level of hope are more energized, inspired, goal-directed and confident than their low-hope counterparts (Snyder et al. 1991) and they experience greater self-worth and less depression (Snyder et al., 1997).

Engagement attempts to foster total absorption in activities by understanding the nature of involvement and how it affects health and well-being. Living life with a keen interest, curiosity, and commitment, as well as pursuing goals with determination and enthusiasm, is what engagement is defined as (Norrish & Seligman, 2015). In addition to supporting well-being, participation also contributes to achievement and achievement (Froh et al., 2010). People who really engage in an activity find it fun, practice it regularly, and stick to it even when it's challenging. In turn, the investment of time, energy and attention builds skills and capabilities. It is found that student whose engagement cultivated in middle school will be more motivated, engaged and well performed in college (Shernoff & Hoogstra, 2001). Norrish and Seliman (2015) observe that strong staff-student relationships, teachers' passion, clear and structured goals and expectations for students, character strengths, students' curiosity, interest and motivation have been found to be an important route to engagement, as well as pleasure and meaning (Peterson et al., 2007).

Positive Relationships is exemplified by feeling socially engaged,

receiving cared and support from others, and being content with community ties (Kern et al., 2015).

Students' school commitment and educational success are tied to how well they connect with their parents, educators, and classmates (Furrer & Skinner, 2003; Wentzel, 1998). Professor John Hattie reviewed more than 800 meta-analyses and found that the teacher-student relationship played an essential role in predicating students' performance (Norrish & Seligman, 2015). Based on a project implemented in Geelong Grammar School, the purpose of positive relationships is to facilitate students develop social and emotional skills to foster the strong relationships with others. Students are provided with opportunities to practice good relationship skills based on collaborative learning and team activities with the aim of supporting these skills more widely by developing a school culture based on the values of kindness and forgiveness (Norrish & Seligman, 2015). The door to school communication is through constructive response (Gable et al., 2006) and mindful listening (Burgoon et al., 2000).

Meaning stands for to believing that one's life is worthwhile and it is termed as the orientation of life, the pursuit of higher goals, and the belief that one's actions in life have goals (Steger, 2012). The urge to persuade individuals that they live or work in order to accomplish a greater objective is known as meaning (Butler & Kern, 2016). Meaning emphasizes that human life is important. It has been explored to be linked with body fitness, life satisfaction, flourishing in life, and

self-actualization (Ryff et al., 2004; Boyle et al., 2009; Steger, 2012).

Accomplishment is a motivator for achieving one's objectives (Seligman, 2011). The effort to achieve tasks and goals depends on the ability and efficiency of each individual. The self-determination theory proposed by Ryan and Deci (2000) claims that competency is a basic human need, and there is evidence that the process of striving for success is associated to subjective well-being (Sheldon et al., 2010).

Goal-setting is often used as the starting point of mastering positive accomplishment, since it is beneficial for organizing and motivating effort and behavior. Students should be helped to set goals being in consistency with their interests, personal values and abilities, which should be adjusted to evoke meaning and accomplishment (Ryan & Deci, 2000; Sansone & Harackiewicz, 2000). According to Norrish and Seligman (2015), other important elements in cultivating students' positive accomplishment are agency and self-management. Agency concerns individuals' self-belief, which involves motivation, willpower and determination to implement strategies and follow set routes to achieve their goal (Snyder et al., 2002). Norrish and Seligman (2015) advise educators to focus on cultivating and nurturing important key attributes, such as willpower and "Waypower", which exemplify remarkable strength for students to carve a unique way to positively accomplish and succeed in different contexts and occasions during their daily routine in school.

2.7 Summary

In summary, positive psychology is an emerging science which employ

scientific methodology to explore well-being, encourage for the positive direction of psychology, and focuses on the flourishing and harmony of human beings by studying the positive psychological qualities of human beings. Based on positive psychology, positive education refers to a combination of traditional skills and happiness and explores the argumentation that skills for well-being should be taught in school. Positive education also guides educators through process that help create individualized, contextualized school well-being plan (Quinlan & Hone, 2020), therefore, positive language education is come into being as a reflection of embodiment of positive education put into practice of language education. Regarding well-being as the core, PLE is calling for validated evidence in different communities because context and complementation matter. For well-being, how to learn it, live it, teach it and embed it is a necessity for further exploration since well-being takes time, commitment, motivation and evidence-based practice to realize the benefit of creating regular, positive habits of thinking and behavior (Quinlan & Hone, 2020).

It is essential to build positive language education in the Chinese community due to the low proficiency of English listening and speaking in Chinese EFL community. The PERMA framework advocated by Seligman (2012) is a new intervention to explore with the aims to promote the performance of the English listening and speaking of Chinese college students. According to Seligman (2012), projects involving the application of PERMA to the agenda of China's national development should be greatly advocated, especially in terms of creating contextual

well-being in kindergartens. However, there seems to be a lack of empirical studies. Therefore, the PERMA model is used in this study to improve Chinese college students' English listening and speaking proficiency, and the practical approach is to be elaborated in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

As described in earlier chapters, this chapter was preceded by constructing a PERMA model teaching curriculum in English listening and speaking course using the ADDIE model, as well as performing a quasi-experiment to see if the PERMA model could operate effectively to increase the English hearing and speaking competency of Chinese college students.

3.1 Research Framework

Experimental methods are commonly used in linguistics and psycholinguistics (Gui, 2017). Since the experiment is characterized by a natural and controllable observation, the experimental methods is available to the study of second language teaching. To establish the design of the study task, notice the nature of the behavior, and raise specific research questions, the researcher sets up the experimental settings according to the requirements of the educational objectives (Paivio & Begg, 1981). Accordingly, this research was based on an experimental design. The qualitative and quantitative methods were employed including developing an English speaking and listening course framed by PERMA intervention. Afterward, the experiment was implemented to explore whether or not the curriculum of PERMA was effectively to enhance Chinese college students' English speaking and listening

by means of increasing well-being, and whether or not the psychological well-being

of students is enhanced by their academic development. The conceptual framework of

experimental design is shown as below.

Figure 3.1 *Conceptual Framework of This Research*

Stage 1 PERMA curriculum development for EFL listening and speaking
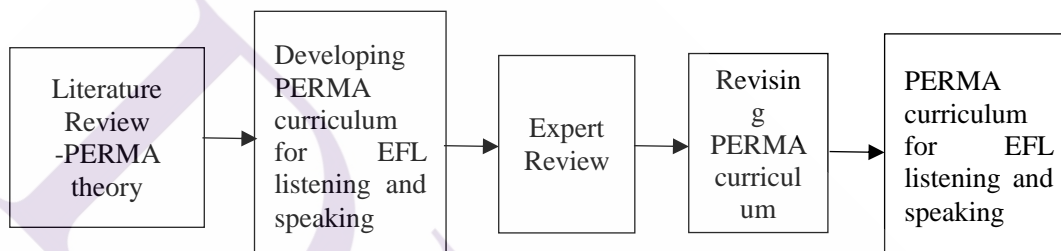
Stage 2 Research experiment of PERMA curriculum for EFL listening and speaking
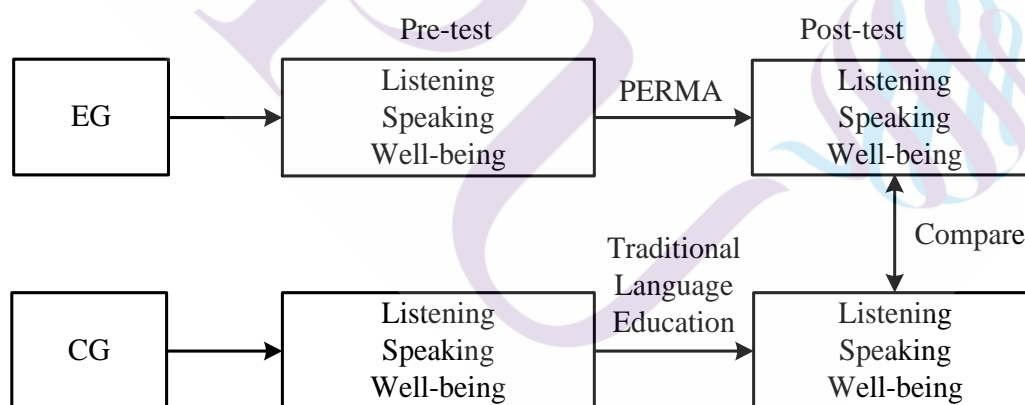
Note. The figure indicates two stages of experimental design: the PERMA curriculum development,

experimental process, the different teaching intervention for EG and CG, and the comparison

between EG and CG after teaching intervention.

Figure 3 refers to the two stages for the framework of the research. Firstly,

the PERMA curriculum building was developed based on the related theoretical foundations. And then the curriculum was reviewed by experts and revised based on the experts' suggestion. So the PERMA curriculum for EFL listening and speaking was built.

Secondly, experimental group (EG) and the control group (CG) was conducted by a pre-test to examine their baseline in the listening, speaking and subjective well-being before experiment intervention.Thirdly, the EG was intervened by PERMA, while the CG was subjected to the traditional language education. Finally, a post-test was used to analyze the covariance between the EG and CG in order to decide if there is a significantly improvement for the experimental group on the three variables.

3.2 Research Procedure

The experimental studies are divided into three parts, as illustrated in the figure, the first of which is the development of the PERMA curriculum.The second part comprises implementing the course experiment in accordance with the curriculum, and the course is eventually assessed in the final phase.The research procedure is explained in the flow chart below.

Figure 3.2 *Research Procedure*

| Building curriculum intervened by PERMA | → | Conducting course experiment | → | Evaluation |
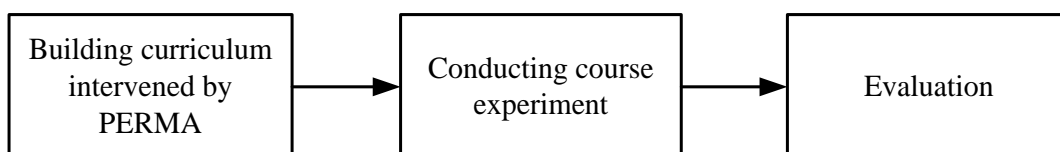
Note. The figure describes a general research procedures related to the research

3.2.1 Construction of an English Listening and Speaking Teaching Curriculum Based on a PERMA Intervention

The PERMA curriculum aims for developing Chinese college students' listening and speaking proficiency and improving students' psychological well-being level by PERMA intervention. It is an important principle of teaching design to combine language and non-language outcomes, because the combination reflects the unity of teaching process and teaching results (Wang, 2015).

A framework designed by Seligman (2011) has inspired scholars such as MacIntyre (2016) and Helgesen (2016) to design activities in an ELF classroom as an intervention. Therefore, the remainder of this section was focused on a demonstration of how every dimension of the PERMA framework had been designed as an intervention in an English listening and speaking teaching curriculum as a guideline to instruct the teaching of every English lesson. The evaluation of the English proficiency will be tested by Cambridge English Assessment while the level of students psychological well-being will be assessed by Questionnaire of PERMA-Factor model.

3.2.2 Significance of the PERMA Framework and Its Practical Implications for Foreign Language Teaching

The PERMA proposed by Seligman (2011) has practical contributions because PERMA provides teachers some specific hints about how to built a explicit and implicit education to foster the well-being, flourishing and active managements.

According to Quilan and Hone (2020), "there is no single best-practice way to teach well-being. Schools are free to find the approach that works best for them to address the topics and issues that are most pressing or relevant and the availability of a curricular that is appropriate for their community" (p. 40). It was necessary to explore the implications of every dimension of the PERMA framework for the foreign language education.

3.2.3 Building 'Hope' in the Course Design of Unit One

Based on the hope theory of Snyder et al.(1991), hope not only refers to wishful thinking about the way in which good intentions lead to adaptive action. It is defined as a human strength by (a) defining clear goals (goal thinking), (b) developing specific plans to reach those goals (pathway thinking), and (c) the drive to use these strategies (agency thinking). Hence, hope research can be categorized into three constructs when teaching students, namely, goals, pathways and agency (Marques, Lopez & Pais-Ribeiro, 2011). Pathway thinking refers to individuals' capacity to find routes to realize their goals (Synder et al., 2002). Agency thinking is the motivation that manifests individuals' cognition of their ability to begin to be goal-orientated and maintain that behavior (Synder et al., 2003).

Recent studies with different samples have reflected the significance of cultivating hope. For instance, a design to develop hopeful thinking and increase the goal-pursuit activities of adults who had previously completed some psychological treatment, not only increased their hope, but also clarify their orientation of life and

(Cheavens et al, 2006).Another related study have explored that a college course designed to teach students thinking of hope significantly increased students' hope, academic progress and their self-esteem (Marques, Pais-Ribeiro, & Lopez, 2009).

In order to conform to the teaching theme of unit 1*(Fresh Start)* in the textbook, the teaching program designed in a group format was lectured over approximately 2 weeks to foster students to (1) define their goals for college life; (2) produce pathways to achieve them; (3) inspire and motivate them to continue to pursue those goals, and (4) review and apply the pathways for future use.

The intervention was implemented in a group setting because hopeful thinking is manifest as an interactive process according to the relevant theory (Snyder et al., 1997). The first session "Goals for college life" was dedicated to the introduction of various hopes in college (expectations of academic achievement, interpersonal connections and personal growth). Then, in the second session entitled "Ways to realize it", the participants were supported to take the recognition of the goals, pathways, agency and obstacles they are likely to encounter on the way to achieving their goals. The third session, which was entitled "Creating motivation for goals", is dedicated to refining personal goals clearer, detailed, and "realization-orientated" and creating motivations and positive agency thinking to achieve each goal, as Synder (1995) suggests that "individuals who have increased levels of hope tend to have a greater sense of agency, approach goals with willpower in a positive emotional state and challenge obstacles with a focus on success as opposed to failure" (p. 355). In the

fourth session, which is entitled "Hoping for the future", students were nurtured to reframe obstacles and goals, review and share their personal stories to arrange their future steps. After all, educating young people to be optimistic about their future, advancing their aspirations and becoming agents in promoting their own well-being is a key aim emphasized by the current well-being education initiatives (Wrench et al., 2013).

3.2.4 Building 'Relationships' for Unit Two

Students' academic performance and engagement in school greatly depend upon their relationship with family, teachers and peers (Furrer & Skinner, 2003). Interpersonal relationships and interaction between instructors and learners are critical components of the teaching-learning activities, as well as the social emotional development of students (Norrish, 2015). Therefore, the establishment of good interpersonal relationships is an important component of happiness; hence, the staff-student relationship and interaction among students in the classroom is significant to the promotion of students' happiness (Diener & Seligman, 2002; Myers,2000). Due to its social nature, the classroom is a great environment where students can develop their social skills in terms of interpersonal communication and respect for others (Noble, McGrath, Wyatt, Carbines, &Robb, 2008).

The interpersonal training in this unit was divided into two sessions. In the first, the teacher, as an educator, shared his or her personal experience of the failure of work achievement due to discord in personal relationships in order to stimulate the

students' emotional experience. As Rogers (1970) observes, telling students how to do it is rarely effective. It is important for them to experience it emotionally to facilitate their learning.

In the second session, the students were grouped based on a problem-solving pattern. The teacher then encouraged them to be brave and speak out about their confusion related to personal connections (such as a failed relationship with family members or others), and their peers in the other groups, as well as the teacher, could actively provide solutions to their problems. This mutual collaboration between students in different groups not only exercised their critical thinking and English expression, but also enhanced their mutual understanding and consolidated their friendship with classmates. The teacher-students relationship was improved and the teacher's personality was a driving force in predicating each student's performance.

3.2.5 Building 'Engagement' for Unit Three

The teachers of Geelong Grammar School firmly hold that engagement and flow play an essential part in a successful classroom and students' curiosity, interest and inner motivation are highly valued in terms of fueling teaching and learning (Norrish, 2015). Curious students easily acquire knowledge and expect to learn more by exerting a psychological effort into their lessons and committing to discussion. They influence each other with their enthusiasm and collectively generate a classroom with an atmosphere that is grounded in questioning and exploring.

The theme of unit 3 is "Digital Campus", which was very close to students' everyday life and the topic entitled "Does the internet do more good than harm to college students?" had a practical significance to debate, since the activity of debating is a perfect combination of listening and speaking (Yu & Fan, 2016). Students collected the relevant materials based on their choice of the affirmative or negative group and arranged their tasks accordingly. The debate consisted of six affirmative debaters, 6 dissenting debaters, one timer, seven judges, one chair (teacher) and the audience (the remaining students). The debate centered on hot issues to exercise the students' critical thinking, verbal communication competency and positive engagement.

3.2.6 Building 'Accomplishment' for Unit Four

Positive accomplishment often begins with goal-setting, which is an critical cognitive skill for students to master in their pursuit of success (Saleh, 2008). The goals set must correspond with their interests, personal values and abilities; in other words, they must be freely chosen and have a personal meaning (Norrish, 2015). Self-determined or self-accepted goals that are rooted in intrinsic motivation, inner mindedness and active involvement and, hence, attract students' interest (Sheldon & Elliot, 1999), are associated with positive well-being and long-term success (Ryan & Deci, 2000; Sansone & Harackiewicz, 2000).

The theme of unit 4 is "Responsibility comes first"; hence, the students' participation in listening and speaking training in the form of role-dubbing was a good

idea, since they could choose their favorite movie clips from the dubbing software and dub them based on different roles. Groups of four to six students completed the dubbing of the film and each student was allocated a dubbing task. The teacher then selected the group with the best dubbing to give a demonstration to the class. This process of role-dubbing strengthened the students' active engagement and sense of accomplishment, promoting their positive emotion and language competency. They felt a sense of belonging to the larger campus through role-playing, and the basic speaking course may have helped them develop the community they need to flourish in the academic setting (Glaser & Bingham, 2009, p. 57).

3.2.7 Building 'Meaning' for Unit Five

Meaning is termed as believing that one's life is worthwhile (Kern et al., 2015). Based on positive psychology, meaning is the way to make sense of our experience, discover our self-worth and the worth of everything in life, and direct our energies appropriately (Steger, 2012). In the context of PERMA, which features prominently in modern pedagogical approaches? In the context of PERMA, it implies working in the service of some higher purpose in terms of politics, society, and religion,etc. (Seligman, 2011).

The topic of this unit was "Hoping for the better" and firstly, students could participate in a group discussion about the value and significance of one's major studied at university and a test to explore their character strengths based on the VIA scale developed by Seligman (2011).

After the students had made their presentation in English, they could be asked to create a plan based on their personal strengths that will enable them to do better in their professional field during the four years at college. Then, they could be interviewed in random pairs. By interacting with each other, they could be able to sense the different life plans and meanings of those in the same professional field.

The teacher facilitated the entire process to help students to present their ideas and beliefs in English and give them feedback when necessary, because the humanistic education innovated by Maslow (1969) regards teachers as fuel to enable individuals to achieve a meaningful educational experience.

3.3 Building the Course Design Framed by ADDIE Model

Curriculum design refers to the planning and implementation process of specifying or updating the curriculum. It mainly includes a requirement analysis, teaching environment analysis, teaching objective formulation, syllabus design, teaching material design, and an evaluation of the whole course (Richards, 2008). There are many types of course design models, including dynamic patterns and flowcharts (Wang, 2015). The course design in this study was instructed on the ADDIE model.

3.3.1 Needs Analysis for Course Design

The ADDIE model has five dimensions, namely, Analysis, Design, Development, Implementation and Evaluation, which directly correspond to teaching

objectives, syllabus design, classroom teaching organization, teaching implementation and teaching evaluation.

Nunan (1988) states that the purpose of a course design is to define the teaching objectives based on a Needs Analysis, which should involve fully considering learners' characteristics and needs, as well as the goals that require to be achieved from the learning. Since this analysis is the preparation for the teaching design, the teacher should comprehensively analyze the features, teaching resources and requirements of learners (Lu & Kang, 2008). This involves answering the question of what kind of problem the teaching can solve (Gagne et al., 2005). Jordan (1997) summarized the methods that can be used to collect the data for a Needs Analysis. These include preliminary research, documentation, language testing, self-assessment, monitoring, questionnaires, structured interviews, case studies, teaching assessment and feedback. In practice, researchers take different approaches based on specific requirements or use multiple approaches at the same time (Wang, 2015). The Needs Analysis in the present study is based on a questionnaire and a language test. Since the questions in the questionnaire are easy to understand, the required information can be obtained, especially in relation to students' subjective needs (Graves, 1996).

Needs analysis not only gets insights into students' language learning objectives, but also needs to master learners' social expectations and teaching resources in their community. Any English learner's choice or acceptance of English

courses is driven objectively. Generally speaking, any English learners have subjective or objective requirement, or both (Wang, 2015). according to Graves(1996), the main principle of questionnaire design is that the questions on the questionnaire are easy to understand and the desired information can be obtained, especially the data on subjective needs. The questionnaire survey is usually conducted anonymously, such as the investigation of students' learning motivation, learning attitude, self-confidence and some of their views on foreign language learning, etc.

   In October 2020, this study selected 240 freshmen to participate in a survey based on a questionnaire that achieved 98% effectiveness, which involved collecting students' views and opinions of the traditional college English listening and speaking curriculum, as well as their incentive to learn the English and their well-being needs. The questionnaire was divided into three dimensions: listening and speaking skills, curriculum setting, and the motivation and emotions involved in learning a language. An result analysis of the questionnaire survey is tabled below.

Table 3.1

Syllable Results of the Questionnaire Survey

Dimensions	Questions	Percentage of agreement
Listening and speaking skills	My English listening ability is weak, and I can't understand it most of the time.	56% of students agreed.
	My oral English is poor; I have no idea how to say it.	85% of students agreed.
	I don't care what the teacher says, so I only occasionally follow to learn, but most of the time I can't understand it.	8% of students agreed.
Curriculum setting	The traditional English classroom teaching is still mainly focused on grammar and vocabulary explanation, while oral communication is often neglected.	76% of students agreed.
	Listening is my weakness in English learning, so I hope teachers can strengthen the training and guidance of listening.	87% of students agreed.
	The traditional English classroom atmosphere is rather dull, so language learning needs a positive atmosphere and group cooperation.	85% of students agreed.
Motivation and emotions involved in English language learning.	I am prone to experiencing negative emotions, such as anxiety, in the process of English listening and speaking communication.	46% of students agree.
	I often lack the confidence to speak out in oral English expression classes, although I am motivated to do so.	85% of students agree
	A positive emotion is beneficial to English learning.	95% of students agree.
	A sense of accomplishment and happiness can be found from learning a language.	92% of students agree.
	My main purpose of learning English is to pass CET-4	28% of students agree.

Note. CET-4 is an abbreviation of the College English Test –Band 4, a national English test administered by the Higher Education Department of the Ministry of Education in China.

According to the above results, most of the students understood what the teacher said in English classes, but their confidence to speak is low. While most of them were motivated to speak in English, they had little self-confidence to do so 87%

of them hoped that the teacher could guide them to improve their English listening proficiency, 92% of them agreed that a sense of accomplishment and happiness could be found through language learning and 95% agree that a positive emotion was beneficial to English learning.

There were 240 freshmen subjected to a listening and speaking proficiency test in October, when the Cambridge English Assessment was applied as a measuring tool. This particular instrument is graded on the internationally-recognized CEFR scale, which is one of the most influential language proficiency standards in the world. It was originally intended to be a common reference for the compilation, testing, setting and evaluation of a language syllabus curriculum throughout Europe (Council of Europe, 2001). Language competency is divided into three levels based on user proficiency: level A is appropriate for basic users (A1 and A2), level B is appropriate for independent users (B1 and B2), and level C is appropriate for proficient users (C1 and C2).

In 2018, the IELTS was successfully associated with China's Standards of English Language Ability (CSE) so that the Senior Middle High School English level was equivalent to Level 4 of the SCE, equal to IELTS level 4.5, and B1 level of the CEFR. As a result, the students' listening ability was assessed using questions from levels B2 and A1 of the listening test system's six levels (A1, A2, B1, B2, C1, and C2), which were evaluated on a 100-point scale.

The speaking test was based on human-computer interaction, with each

student speaking performance is graded on CEFR scale. A score of 1, 2, 3, 4, or 5 was assigned to each level (A1=1, A2=2, B1=3, B2=4, C1=5, and C2=6). The results are tabled in below.

Table 3.2

Descriptive Analysis of Listening & Speaking Proficiency Test

	Number	Minimum	Maximum	*Mean*	*SD*
Listening	240	10	86	41.29	13.78
Speaking	240	1	4	2.45	0.57

As tabled above, the average listening score was 41.29. The major A2 section of the listening test was worth 35 points, accounting for 35 percent of the total score. As a result, the average listening score above the A2 Level but failed to reach the the B1 Level. The level of speaking proficiency was 2.45, which corresponds to the CEFR's A2 level.

The listening proficiency requirement of B1 Level framed by CEFR is "Subjects can grasp sentence and expressions used regularly relating to areas of most immediate importance" (e.g. very basic personal and family information, shopping, local geography, employment). (Council of Europe, 2001). In terms of listening proficiency, the freshmen failed in reaching Level of B1, which indicated their listening proficiency was not satisfactory (Yan & Gu, 2020). The speaking proficiency requirement of B1 level framed by CEFR is "Subject may narrate experiences and events, dreams, goals and ambitions, and quickly give reasons and explanations for

opinions and plans" (Council of Europe, 2001). The speaking competency of subjects did not meet the standard of B1. The outcome is in agreement with the conclusion acquired from the investigation of Yan and Gu (2020).

The preceding results indicate that students' listening and speaking skills need to be enhanced through further study.

3.3.2 Design of English Listening & Speaking Course Based on the PERMA Model

This course designed for Chinese college students wishing to improve their English proficiency is based on a Positive Education intervention centered on well-being. It involved the application of the five dimensions of the PERMA framework to design teaching activities that could improve the college students' well-being and, in turn, enabled their academic achievement to flourish. The course was aimed to make the participants play their strengths in the discourse of language learning and give them the faith to utilize English to achieve their goals. It also aimed to foster students' linguistic well-being in the course of positive language education.

The course content of experimental group was topic-based, which has often been a characteristic of ESL programs conducted in the context of primary, secondary community and university where the teaching of English is integrated across many subjects such as science, mathematics and social science (Richards, 2008). The topic-based content was organized around themes, topics or other units of content (Richards, 2008). The template for the course design based on the PERMA

intervention was shown in table 3.3 below. As Harmer (2000) points out, students find that many oral training activities, such as role play, problem discussion, problem solving are enjoyable training experiences in nature; Accordingly, the activities in the syllable's correspond to those recommended. In comparison to the experimental group, the control group took a standard textbook-based course.

Table 3.3

Course Syllabus of English Listening and Speaking Based on the PERMA Model Design

Sections	Descriptions				
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Class	Experimental group	Experimental group	Experimental group	Experimental group	Experimental group
Period	2 periods from week 1 to 3(3 classes with 1 hours each class)	2 periods from week 4 to 5 (3 classes of 1 hours each)	3 periods from 6 to 7 (3 classes of 1 hours each)	3 periods from 10 to 11 (3 classes of 1 hours each)	2 periods from week 8 to 9 (3 classes of 1 hours each)
Theme	Fresh start (Hope-based)	Loving children, loving your parents (Relationship-based)	Digital campus (Engagement-based)	Duty comes first (Accomplishment-based)	Hoping for better (Meaning-based)
Teaching objectives	Language outcomes: Developing students' listening and speaking proficiency guided by social/affective strategies; Non-language outcomes: Being aware of positive	Language outcomes: Developing students' communicative competency by group works guided by a communicative strategy; Non-language outcomes: Awareness of personal	Language outcomes: Training students' listening and speaking guided by a meta-cognitive strategy; Non-language outcomes: Enhancing	Language outcomes: Enhancing the pronunciation and intonation in English oral expression by dubbing practice; Non-language outcomes: Fostering students' sense	Language outcomes: Training students' listening and speaking proficiency guided by affective strategies; Non-language outcomes: Being

	emotions by raising students' hopes/expectations of their college life.	relationships by collaboration among different groups.	students' relationships and improving their critical thinking abilities by fully involving them in debate activities.	of accomplishment and commitment by role-playing in dubbing.	aware of the character strengths of each student. Finding values and meanings in one's professional orientation
Teaching contents	Strengthening the training of students' listening and speaking skills in daily communication based on the given topic; Improving students' English oral ability by setting expectations in college and clarifying the pathways to achieve them.	The aim of the main teaching content is to further strengthen students' listening and speaking skills in daily communication; The specific training content includes making a presentation about a movie review, and a discussion in the form of a problem-solution pattern among groups.	The aim of the main teaching content is to further strengthen students' listening and speaking skills in debating and enable them to practice their critical thinking ability by being fully involved in the activity.	Further standardizing the pronunciation and intonation of students by dubbing; Encouraging them to gain a sense of accomplishment due to active participation.	Helping students to understand one of their own character strengths and the meaning of their major studies; Improving students' English oral communicative ability by establishing the significance/meaning of their profession.
Teaching Methods	Audio-lingual approach; Task-based approach.	Audio-lingual approach; Integrated approach.	Communicative approach; student-centered approach	Situational teaching approach; Audio-lingual approach.	Task-based approach; Integrated approach

Teaching difficulties	How to apply affective strategies to the training of listening and speaking with the help of Hope-intervention.	How to apply communicative strategies to the training of listening and speaking with the help of Relationship-intervention	How to apply metacognitive strategies to the training of listening and speaking with the help of Engagement-intervention	How to improve students' English pronunciation and intonation during dubbing	How to apply affective strategies to the training of listening & speaking guided by Meaning-intervention
Activities	Pre-listening activities While-listening activities Post-listening activities Speaking activities (Group work)	Pre-listening activities While-listening activities Post-listening activities Speaking activities (Group work)	Warm-up activities Debate activities	Role-playing activities in dubbing	Pre-listening activities While-listening activities Post-listening activities Speaking activities (Interview)
Evaluation	Listening and speaking training can enable students to reach B1 level in listening and speaking.	Listening and speaking training can enable students to reach B1 level in listening and speaking.	Listening and speaking training can enable students to reach B1 level in listening and speaking.	Listening and speaking training can enable students to reach B2 level in listening and speaking.	Listening and speaking training can enable students to reach B2 level in listening and speaking.

*Note.*The table indicates the specific syllabus from unit1 to unit 5.

3.3.3   Experts' Validity of the Course Design

Ten scholars and experts accepted the invitation to evaluate the suitability of the questionnaire to address the research topic. Ye (2017) refer to this method of examination as expert validity. Five experts were invited to assess the course design and suggest some reasonable modifications. Two of them had majored in Education and the other three in English Teaching and they had more than 10 years of work experience. The experts' reliability was calculated using Kendall's harmony coefficient (Ye, 2017). The evaluators' opinions were converted into a three-point Likert scale. An appropriate score was 3 points, a modified appropriate score was 2 points, and an inappropriate score was 1 point. The Kendall coefficient test was processed using a statistical software, and the results showed that the evaluation scores of the 5 experts were relatively consistent *(W=0.80, p=.006),* and the overall CVI value was 0.9. As table 3.4 showed, the value of Intraclass Correlation was 0.987 (p<0.001). According to Mcgraw and Wong (1996), if the value of ICC was greater than 0.75 and less than 1, indicating good repeatability of the experiment. The design of the teaching plan was revised based on the opinions of the 5 experts, which are summarized in Table 3.5 below.

Table 3.4

Intraclass Correlation Coefficient of Experts' Opinions of the Course Design

	Intraclass correlation	Lower bound	Upper bound	Sig.
Single measure	.987	.970	.994	.000

Table 3.5

Summary of Experts' Opinions of the Course Design

Theme	Lesson Plan	Experts' Opinion			CVI	Suggestions for Revision
		Appropriate	Modified appropriately	Inappro-priately		
Unit 1 Fresh Start	Toward a Brighter Future for All	4	1		0.8	Oral practice about "hopes for college life/ future should be more specific.
Unit 2 Loving Your Parents, Loving Children	A Child's Clutter Awaits an Adult's Return	3	2		1	1. The listening activities should be designed in steps. 2. The time assigned to the warm-up should not be long.
Unit 3 Digital Campus	College Life in the Internet Age	5			1	1. Students should be given more time to get ready for topics. 2. Keep monitoring students' listening as audience
Unit 4 Duty comes first	To work or not to work—that is the question	4	1		1	1. Whether the dubbing film is the same one. 2. The task given the remaining students after grouping
Unit 5 Hoping for the better	Rays of hope in rising rudeness	3	1	1	0.8	1. Deleting the first 2 steps. 2. 4-5 students in each group. 3. Pay attention to time control.

3.4 Experiment

This study used a quasi-experimental approach with non-equivalent control

groups because applied linguistics is primarily explored through experimentation (Gui,

2017). Nevertheless, an active control group was used to examine the progress for the

purpose of equivalent variance expectations, motivations and the placebo effect (Chen et al., 2020; Chen et al., 2017). Furthermore, in a narrow sense, applied linguistics stands for the study of second language and foreign language teaching (Richards, 1985). The PERMA model was used as an intervention in English teaching, and a pre-test and a post-test were available to examine the effectiveness of EFL learners' English listening and speaking proficiency, together with their well-being.

3.4.1 Research Sites

The educational experiment is taking place at a university in ShaanXi Province in western China. As one of the cradles of the Chinese Nation and civilization, Shaanxi Province is of significance in its geographic location because it is an important hub of the Eurasian Land Bridge, the starting point of the Silk Road, and an important position of the western development strategy (Liu, 2019). In 2016, the establishment of Shaanxi Pilot Free Trade Zone facilitates the economic and cultural exchanges among Central Asian countries. In order to promote economic and cultural exchanges, foreign language talents are the key, and local colleges and universities shoulder the important task of cultivating talents, especially the training of listening and speaking skill for inter-disciplinary talents (Zhu, 2020).The educational level in West of China is backward in the terms of educational concept, resources, facilitates ans talent's cultivation compared to the East of China. Insufficient attention is paid to the cultivation of cross-cultural communication awareness and communicative competence (Zhang & Liu, 2019). As a result, it is vital to reconfigure

the cultivation of foreign language skills in Shaan Xi Province in order to increase the effectiveness of higher educating.

3.4.2 Participants

The study enrolled 263 students from a public institution in Western China who had majored in six different disciplines. In the process of course experiments, if any want to drop out of the study, the respondents have rights to withdraw their participation or refuse to answer any questions, so the researcher must respect their decisions. After discussion with respondents, 23 students have decided to drop out of the study, and finally a total of 240 participants have stayed for experiment. The experimental group (EG) received 130 of them, while the control group (CG) received the remaining 110 (As shown in table 3.6 below). By implementing a new teaching model intervention, the freshmen were able to recognize the contrasts between middle school English teaching and college English teaching, boosting their satisfaction and interest in English listening and speaking from a new perspective.

Table 3.6

Number of Participants Assigned in CG and EG

Group	Number
Experimental group (EG)	130
Control group (CG)	110

Total	240

3.4.3 Role of Researcher

The role of researcher in the study is the teacher-researcher. Mohr (1994) claims that researcher serving as a teacher makes researcher investigate both the students' and their own hypothesis about these roles. As a researcher, teacher designs syllables and supervise the teaching process of the control group and experimental group. The teacher administers the group work of experimental group intervened by PERMA and actively participate in it. Based on the results of phased tests, adjusting the teaching strategy at any time is a necessity for teacher.

3.4.4 Ethical Issues

The study fully takes participants' privacy and rights into account. According to Chen (2010), statisticians should take reasonable measures to prevent any participants' personal data from being disclosed or inferred in any way possible, so their names are all anonymous in their performance of listening and speaking test. If they feel reluctant during the process of the fieldwork, they have right to withdraw at any time. The personal information of participates must be protected. When students hesitate to cooperate or stay on the questionnaire, they should be briefly explained the purpose of the survey and the analysis procedure.

3.4.5 Research Intervention

A comparison of the course design of the experimental group and the control group can be seen in Table 3.7. The PERMA intervention was accessible

instruct the experimental group and the control group was intervened by text-based course. As the opposite of positive education implemented, the control group mainly was instructed by the Grammar-translation method and Lexical approach.The Grammar-translation method, once named as Classical Method in teaching of classical languages, is adopted by many language educators to foster their students to enjoy the foreign literacy. And it emphasizes the language accuracy and systematically introduces grammar and vocabulary on the basis of language and words (Huang, 1997). The teaching activities in control group include reading context word by word, analyzing grammar and explaining new words in context.

According to Chinese College English Teaching Guidelines (2020), College English vocabulary should be increased by 3000 new words, on the basis of high school vocabulary, therefore, vocabulary teaching of college English is a necessity. The lexical approach refers to the belief that the most basic construction of language learning and communication should be words and phrases in language teaching. Based on The Lexical Syllabus designed by Willis (1990), classroom teaching stimulates students' interest in vocabulary collocation through activities, and encourages students to apply them in communication. Each unit is followed by a training of collocation, through which students understand the use of core words and learn how to apply words correctly in different discourse. The study of vocabulary collocation is constructive to the development of students' pragmatic level.

The experimental group taught by PERMA employed Cooperative

Language Learning, Content-based approach to guide teaching. As part of an interdisciplinary approach to teaching, cooperative learning advocates the maximum use of group or pair activities to organize classroom activities (Olsen & Kagan, 1992). Community cooperative learning is conductive to the benign interaction between teachers and students, available to the development of students' psychological level and cognitive ability (Johnson et al., 1994). Many studies have discovered that social ties are necessary for fitness (Uchino et al. 1996), well-being enhancement (Diener & Segliman, 2002; Myers, 2000), and establishing meaning in life (Uchino et al.,1996; Hicks & King, 2009). Social connection is important to well-being, which is why Professor Christ Peterson responded that "Other people matter" when he was asked to summarize Positive Psychology (Peterson, 2013, p. 127). Therefore, cooperative learning was adopted for the experimental group to design courses based on the PERMA intervention.

As a method of organizing second language instruction, the content-based instruction stresses the content as the core rather than language items as the center (Krahnke, 1987). The principles of content teaching are applicable to students at all levels. The preferred mode of content teaching is theme-based teaching pattern, which entails teaching centred on a specific topic. As topic-based or theme-based courses is the foundation for students' comprehensive skills development and emphasize the use of English in a holistic environment rather than in isolated parts (Richards & Rogers, 2008). The text book is divided into eight units, each of which covers a different topic.

As a result, the teaching activities are organized around different themes.

Table 3.7

Comparison of Course Design for Experimental Group and Control Group

Items	Experimental Group (EG)	Control Group (CG)
Lengths	100 minutes	100 minutes
Course	College English listening & speaking lesson intervened by well-being	College English lesson
Instructor	The researcher	The researcher
Teaching method	Cooperative language learning; Content-based instruction	Grammar-translation method; Lexical approach
Teaching material	New Horizon College English 1 (Reading &Writing) (Third Edition) New Horizon College English 1 (Listening &Speaking)(Third Edition)	New Horizon College English 1(Reading & Writing)(3rd Ed.)
Course content	Listening & speaking activities based on a combination of each PERMA dimension and unit theme	Intensive reading of each unit
Place of study	Language laboratory and Traditional classroom	Traditional classroom

*Note.*The table shows the comparison of course design for experimental group and control group in terms of course, teaching method, teaching materials and content.

The teaching experiment was instructed to develop the English listening and speaking competency of the non-English major freshmen based on the intervention of PERMA, as well as to measure the students' subjective well-being before and after the PERMA intervention. The teaching for the experimental group

included 6 units, which ran over 12 lessons for 14 weeks based on one 60-min lesson. The control group followed the regular curriculum without the PERMA intervention with a class schedule equivalent to that of the EG.

The textbooks used for the English course are entitled New Horizon College English (Reading & Writing) and New Horizons College English (Listening & Speaking). The latter is revised from the textbook, Speakout, a classical textbook published by Pearson's Education Group in the UK (Zheng, 2017), which not only has the advantage of authentic audio-visual resources, but also meets the needs and characteristics of domestic higher education.

3.4.6 Internal Validity and External Validity

Experimental validity means the accuracy of experimental results, including internal validity and external validity (Ye, 2017). Internal validity stands for the control of the internal factors of the experiment to ensure that the experimental results are really produced by the variables we manipulate. And external validity deals with the generality and representatives of the results of a study, which indicates the results of an experiment, can be applied to other places and groups (Gui, 2017).

In order to improve the validity of the experiment, this study adopted two methods to control the interference variables including class time, English proficiency, teaching materials, class size, teachers, and English teaching environment. One is Match-Pair Technique and other is Covariance Analysis. According to Match-Pair Technique (Gui, 2017), the pre-test scores of the experiment were used to assign the

subjects to the control group and the experimental group, and the two subjects with the highest score were randomly assigned to the two groups.

Method of Constancy is applied to control the teaching experiment. In addition to the experience generated by the manipulation of independent variables, other experiences must be consistent between the experimental and control groups, including the experimental site, the experimenter, and the time and date (Jin &He, 2005). In this study, the experimental group was intervened by PERMA Curricular, but the variables including teaching materials, class size, teaching environment and instructors are kept in consistency between experimental group and control group. The EG and the CG are only different in intervention, the external variables are remain the same, so the differences in the two groups' performance can only be attributed to the results of independent variables. At the end of the experiment, the variation caused by the variable that affected the experimental result was excluded from the total variance of the experiment by means of covariance.

3.4.7 Data Collection

The data collection was preceded in two parts. First was the collection of pilot study, and the second was for the intervention stage. Sapsford and Jupp (1996) states that a pretest is a test conducted on a small sample before a formal survey to measure the availability of the questions in the measurement instrument. It is essential to pilot the data-collection tool, whether it is a questionnaire or interview (Chen, 2010). The pilot study aims to test the reliability and validity of the questionnaire of

the PERMA model for well-being.

Subsequently, the well-being questionnaire and Cambridge English Assessment were treated as a pre-test and a post-test of both the EG and the CG before and after the research intervention. The purpose of these tests was to assess both groups of students' positive emotion and listening and speaking English proficiency before and after the experiment.

3.4.8 Pre-test and post-test

A. Cambridge Assessment English

Cambridge Assessment English was employed in this study as a language tester. As one of the most universally acknowledged tester the world, CAE is recognized by the world's leading universities to recruit students. Its qualifications and tests are accepted by over 25,000 Universities, employees and governments' worldwide. Linguaskill is a network-available test system licensed by CAE agents. Linguaskill General and Linguaskill Business are the two types of Linguaskill. The former is used to decide whether English is appropriate for university admission and looking to recruit for non-specific professional jobs, while the latter is a quick and convenient web-based exam operated by Artificial Intelligence technology that allows businesses to assess the English level of candidates using modules that evaluate the four language skills of speaking, writing, reading, and listening (Cambridge Assessment 2019). The test can be taken at any time and in any location, including at home, and precise results are available within 48 hours. The test results is quickly acquired and

in line with the Common European Framework of Reference (CEFR), which is the international standard of linguistic competence, and include issues such as buying and selling items or services, the office, business travel, and human resources (Kim, 2020). It is a six-point scale that ranks language proficiency from A1 for novices to C2 for those who have grasped the language. Due to the CEFR proficiency scale's worldwide effect, current local English language standards and assessments in South Korea (Lee, 2017), Australia (Knoch & Frost, 2016), and China are (re)modeled after the CEFR scale and illustrative descriptions (Zou et al., 2017). This makes it simple for anyone who works with languages to teach and test themselves. According to the *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers (2013),* the CEFR has three broad bands consisting of Beginners (A), Intermediate (B) and Advanced (C). Different levels have different language proficiency requirements. It also covers language learning, teaching and assessment. Countries and regions outside the EU are also formulating their own common language reference framework with reference to CEFR, which shows the influence, scientific nature and application value of CEFR (Zou et al., 2015).

The Reading and Listening module is adaptive; hence, there are not a fixed number of questions.The computer can understand the candidate's level better with the answer to each question. The questions set for the Reading and Listening module are provided in Appendix -A.

The questions in the *Speaking* module are presented to the candidate

through the computer screen with a microphone and headphones, and their responses are recorded. This module consists of five parts and the questions are shown below in the Appendix-B.

Chinese foreign language academic circles have begun to pay attention to CEFR. However, it still remains at present theoretical and policy aspects of macro exploration. There are few studies on specific teaching, including curriculum setting and teaching methodology and teaching assessment (Zou et al., 2015). Based on the syllabus designed for this study, the listening and speaking competency of the experimental group should reach B2 level.The specific language proficiency requirements framed by CEFR is presented in Appendix-C.

B. Questionnaire of PERMA-Factor model

Kern et al. (2015) conducted cross-sectional data with other scales in a questionnaire, including subscales and the Positive and Negative Affect Scale for Children, to evaluate the well-being of 1,300 participants aged 3-18 using the PERMA model (PANAS-C, Laurent et al., 1999). Seven additional items were selected to evaluate Purpose, Accomplishment, Meaning, and Social support, six of which, namely, 'Positive emotion' (13 items, $\alpha=.92$), 'Engagement' (6 items, $\alpha=.70$), 'Relationships' (9 items, $\alpha=.82$), 'Accomplishment' (6 items, $\alpha=.84$) were derived from a series of data analyses. Negative emotion was divided into two factors labelled 'Depression' (8 items, $\alpha=.90$) and 'Anxiety' (7 items, $\alpha=.82$). Items that reflected meaning were loaded on the factor of 'relationship' and all the items were evaluated

on a five-point Likert scale (Kern et al., 2015).

3.4.9 Data Analysis Methods

The data collection for this study is analyzed using statistical software of SPSS 22.0. A descriptive statistical analysis was produced before the experimental intervention based on a pre-test given to both the experimental group and the control group in order to examine their average level of proficiency. A paired sample t-test was conducted to see if there was a significant difference between the pre-test and post-test of the individuals in both the EG and the CG. A one-way ANCOVA was available to evaluate if there was a significant difference in the skills of the EG and the CG in the post-test that controlled the pre-test. The previous experimental treatment will affect the subsequent experimental treatment (Such as the pre-test outcome affecting the post-test outcome), therefore, in the domain of statistics, in order to reduce the influence of interference variables, analysis of covariance (ANCOVA) is developed to deal with control variables based on mathematical principles (Qiu, 2013).

3.5 Pilot Study

Three hundred and sixty students from a public university in West China were recruited to participate in a pilot test utilizing the PERMA-Factor model questionnaire. According to the item analysis and the pilot-test, the whole scale has good reliability and validity. The reliability coefficient of the whole scale and each

dimension is shown in the tables below.

Table 3.8

Reliability and Coefficient of the Whole Scale and Factor Loading

Cronbach's Alpha	KMO	Number of items	Factor loading	CFV
.883	.929	49	>0.5	>0.2

Table 3.9

Reliability of Each Dimension in the Questionnaire of PERMA-Factor Model

Dimension	Cronbach's Alpha	Number of items
Positive emotion	.92	13
Engagement	.73	6
Relationships	.87	9
Accomplishment	.86	6
Depression	.92	8
Anxiety	.89	7

According to Chen and Wang (2011), if the factor loading is less than 0.5, the item should be deleted. Since the factor loading of the above items is greater than 0.5 and the common factor variance is greater than 0.25, all the items are retained. The reliability of the scale and each dimension is above 0.7. As Chen and Wang (2011) states, if the reliability coefficient is greater than 0.7, which indicates that the reliability of the scale is good and it can be used as a measurement tool. Accordingly, all the items in the questionnaire of PERMA-Factor model were remained for the subsequent main study.

CHAPTER 4

RESEARCH   RESULTS

The PERMA model proposed by Seligman (2011) was applied in current study to determine whether the speaking and listening competencies of Chinese college students had improved after a PERMA intervention. A total of 240 students involved in this teaching experiment (110 in the experimental group and 130 in control group). The experimental data was analyzed using statistical software, and the outcome of the descriptive analysis is presented in Table 4.1. According to the data, 91.7 percent of those who took the College Entrance Examination received a score of more than 90 out of 150.

Table 4.1

Descriptive Statistical Analysis of the Sample

Items	Distinction of items	Number	Percentage %
Gender	Male	46	19.2
	Female	194	80.8
English Score of NCEE	$\geqq 120$	11	4.6
	110-119	43	17.9
	100-109	103	42.9
	90-100	63	26.3
	80-89	11	4.6
	<80	9	3.8
Majors	Science	129	53.8
	Arts	111	46.2

4.1 Different Analyses of Background Variables

As can be seen in Table 4.1, there was no significant difference between males and females in the English scores of the NCEE (p >0.05) and, based on Table 4.3, there was no difference (p >0.05) of the English scores between liberal arts students and science students.

Table 4.2

Results of Independent T-test of the English Scores of Males and Females

Gender	Number	Mean	SD	df	t	p
Male	46	106	1.27	1.87	58.28	0.06
Female	194	101	0.98			

Table 4.3

Results of Independent T-test of Majors of Science and Arts

Majors	Number	Mean	SD	df	t	p
Science	129	112	0.85	83.81	-1.64	0.10
Arts	111	108	0.50			

4.2 Results of Listening and Speaking Competencies

There were 240 students participating in a pre-test and post-test of the teaching experiment. Based on a man-machine conversation, each student was accurately graded on their speaking performance based on CEFR scale, which ranged from A1 to C2 and was given a score of 1, 2, 3, 4 correspondingly (A1=1, A2=2, B1=3, B2=4, C1=5, C2=6). The students' listening proficiency was examined based on questions at level A1 to B2 difficulties of the 6 levels for the pre-test and A1 to C1 for

the post-test. Table 4.4 displays the effects of the descriptive statistical analysis of the EG and CG students' listening and speaking competency in the pre-test and post-test, revealing that the experimental group's pre-test scores (M=43.36, M=2.51) and the control group's pre-test scores (M=40.23,M=2.38) were not significantly different. However, there was a significant difference in the post-test, with the experimental group's findings (M=50.89, M=2.90) outperforming the control group's (M=42.60, M=2.52).

Table 4.4

Descriptive Analysis of the Results of Listening and Speaking in Pre- and Post-tests

Variables	Group	Number	Mean (Pre-test)	*SD*	Mean (Post-test)	*SD*
Listening	EG	130	43.36	13.73	50.89	14.40
	CG	110	40.23	13.75	42.60	13.24
Speaking	EG	130	2.51	0.57	2.90	0.76
	CG	110	2.38	0.57	2.52	0.65

4.3 Results of Well-being of EG and CG Students in the Pre-test and Post-test

The students participated in the questionnaire to measure their well-being. The PERMA-Factor model, which is a 5-point Likert scale, was applied to measure the level of students' well-being. This scale covered 6 dimensions with 49 items. As tabled in 4.5, the experimental group (M=3.22) and the control group (M=3.24) did not differ substantially in the results of pre-test, but the experimental group's well-being (M=3.35) was considerably better than the control group's (M=3.23) in the post-test following the 14-week teaching intervention. The results of the post-test indicated that

the average score of the experimental group for the two dimensions of Depression (M=2.22) and Anxiety (M=2.19) was lower than it was in the pre-test, thereby demonstrating that the well-being of the experimental group students had developed on the whole due to the intervention of the new teaching method.

Table 4.5

Descriptive Analysis of the Results of Well-being in the Pre- and Post-tests

Group	Dimension	Mean (Pre-test)	Mean (Post-test)	*SD*
EG（130）	Positive emotion	3.27	3.64	-0.37
	Engagement	3.62	3.90	-0.28
	Relationships	3.95	4.20	-0.25
	Accomplishment	3.53	3.79	-0.25
	Depression	2.47	2.22	0.24
	Anxiety	2.47	2.19	0.28
	Overall well-being	3.22	3.35	-0.13
CG（110）	Positive emotion	3.23	3.24	-0.01
	Engagement	3.54	3.63	-0.08
	Relationships	3.95	3.96	-0.01
	Accomplishment	3.53	3.54	-0.02
	Depression	2.63	2.55	0.08
	Anxiety	2.57	2.48	0.09
	Overall well-being	3.24	3.23	0.01

4.4 Independent Sample T-test of EG and CG Students as Pre-test

An independent sample T-test was used as a pre-test to evaluate the average level of competence of the students in both the control and experimental groups prior to the experimental intervention (Yan & Zheng, 2015). If there was no statistically significant difference between the pre-test scores of the different groups after the pre-test, the pre-test scores could be utilized as a baseline before introducing the independent variables to the teaching intervention (Jin & He, 2005). The t-test found no significant difference ($p>0.05$) in listening, speaking, or well-being between the experimental (M=43.36, M=2.51, M=3.22) and control groups (M=40.23, M=2.38, M=3.24), which was the requirement for conducting the teaching experiment. The specific results are tabled below.

Table 4.6

Results of Independent Sample T-test of EG and EG Students in the Pre-test

Variables	Group	Mean	*SD*	*df*	*F*	*Sig*	*T*	*Sig.(Double –tailed)*
Listening	EG	43.36	13.73	238	.066	.797	1.759	0.080
	CG	40.23	13.75	238				
Speaking	EG	2.51	0.57	238	273	.602	1.796	0.074
	CG	2.38	0.57	238				
Well-being	EG	3.22	0.27	211	.088	.768	.624	0.600
	CG	3.24	0.26	211				

4.5 Paired Sample T-test for the Pre-test and the Post-test

A paired-sample T-test was employed after the experimental intervention to evaluate if there was a significant difference between the experimental group and the control group before and after the intervention. As revealed in Tables 4.7 and 4.8, the control group's pre-post and post-test results were not significantly different $(p>0.05)$, but the experimental group's pre-test (M=43.36, M=2.51, M=3.22) and post-test (M=50.89, M=2.90 M=3.35) results were significantly different $(p<0.05)$, demonstrating that the students' performance in terms of listening, speaking, and overall well-being in the experimental intervention had greatly developed.

Table 4.7

Results of Paired- Sample T-test of Listening and Speaking of the Control Group and Experimental Group in the Pre and Post-tests

Group	Variables	Mean	SD	Mean	SD	df	t	p
EG	Listening	43.36	13.73	50.89	14.40	239	6.08	0.000
	Speaking	2.51	0.57	2.90	0.76	239	6.25	0.000
CG	Listening	40.23	13.75	40.60	13.24	111	-1.30	0.194
	Speaking	2.38	0.57	2.52	0.65	111	-0.12	0.898

Table 4.8

Results of Paired‑sample T-test of the Well-being of the Control Group and

Experimental Group in the Pre and Post-tests

Group	Dimension	Mean （Pre-test）	SD	Mean (Post-test)	SD	*df*	t	p
	Positive emotion	3.27	0.52	3.64	0.54	-0.37	-5.42	0.000
	Engagement	3.62	0.46	3.90	0.49	-0.28	-4.60	0.000
	Relationships	3.95	0.47	4.20	0.46	-0.24	-3.89	0.000
EG	Accomplishment	3.53	0.55	3.79	0.52	-0.254	-3.61	0.000
	Anxiety	2.47	0.57	2.22	0.58	0.248	3.33	0.001
	Depression	2.47	0.49	2.19	0.50	0.277	4.17	0.000
	Overall well-being	3.22	0.27	3.35	0.26	-0.129	-3.69	0.000
	Positive emotion	3.23	0.60	3.24	0.72	-0.018	-0.27	0.786
	Engagement	3.54	0.49	3.63	0.59	-0.08	-1.67	0.098
	Relationships	3.95	0.46	3.96	0.52	-0.01	-0.16	0.873
CG	Accomplishment	3.53	0.53	3.54	0.66	-0.02	-0.30	0.761
	Anxiety	2.63	0.65	2.55	0.71	0.08	1.17	0.244
	Depression	2.57	0.65	2.48	0.66	0.09	1.37	0.172
	Overall well-being	3.24	0.26	3.24	0.30	0.01	0.24	0.807

4.6 Analysis of Covariance (ANCOVA) of EG and CG Students in the Post-test.

After controlling the pre-test, a one-way ANCOVA was adopted to determine whether there was a significant difference in listening and speaking proficiency between the experimental and control groups in the post-test. The homogeneity of the regression coefficient suggested that there was no significant difference in listening and speaking abilities between the experimental and control groups in the initial test. Table 4.9 shows that after adjusting for the pre-test, there was no significant difference between the two groups in the post-test for both Listening

(F=0.17, p=0.897>0.05) and Speaking *(F=1.826, p=0.178>0.05)*. According to the covariance analysis displayed in tabled 4.10, PERMA intervention had a significant influence on both groups' Listening [*F* (1, 237) = 30.97, *p*<0.001] and Speaking [*F* (1, 237) =21.18, *p*<0.001] performance, but the experimental group's achievement was significantly improved than the control group's.

Table 4.9

Test of Homogeneity of Regression Coefficients Within Groups of a One-way ANCOVA

of the Listening and Speaking of EG and CG

	Source	SS	df	MS	F	p
	Group	4097.09	1	4097.09	30.97	.000
	Listening	14556.96	1	14556.96	109.59	.000
Listening	Group *Pre-test	2.227	1	2.227	0.17	.897
	Error	31345.705	236	132.27		
	Total	582232.00	240			
	Group	8.62	1	8.62	21.26	.000
	Speaking	25.86	1	25.86	63.77	.000
Speaking	Group *Pre-test	0.74	1	0.74	1.82	.178
	Error	95.70	236	0.40		
	Total	1924.00	240			

Table 4.10

Summary of the Results of a One-way ANCOVA of the Listening and Speaking of EG and CG

	Source	*SS*	*df*	*MS*	*F*	*p*
Listening	Group	4097.09	1	4097.09	30.97	.000
	Listening	14556.96	1	14556.96	110.05	.000
	Error	31347.93	237	132.27		
	Total	582232.00	240			
Speaking	Group	8.62	1	8.62	21.18	.000
	Speaking	25.86	1	25.86	63.55	.000
	Error	96.44	237	0.40		
	Total	1924.00	240			

The results of the one-way ANCOVA revealed a significant difference between both groups' well-being in the post-test after controlling the pre-test. The homogeneity of the regression coefficient of the groups' well-being in the initial test (See table 4.11) showed that the results of the overall well-being of the experimental group and the control group were significantly different (F=24.22, p<0.001). The 'Positive emotion' (F=2.05, p=0.006<0.05), 'Accomplishment' (F=2.56, p=0.003<0.05) and 'Depression' (F=2.28 p=0.006<0.05) were significantly different. This indicated that the data failed to conform to the assumption of regression slope homogeneity and had to be processed by converting the homogeneity (Yan & Zheng, 2015). Since it still failed to meet the homogeneity test requirements (p<0.05) after the homogeneity conversion, these dimensions were no longer included in the covariance analysis due to the violation of the homogeneity hypothesis (Qiu, 2013).

As shown in Table 4.11, the homogeneity of the regression coefficient of the groups of the other three dimensions in the initial test demonstrated that there was no significant difference between the two groups' in the three dimensions of 'Engagement' *(F=1.63 p=.099>0.05),* 'Relationships' *(F=1.70, p=.053>0.05)* and 'Anxiety' *(F=0.86, p=.603>0.05)* after controlling the pre-test. Consequently, the results of the covariance revealed that the experimental group had made significant progresses in the three aspects of 'Engagement' [*F* (1, 186) = 9.31, *p*=0.003<0.05], 'Relationships' [*F (*1, 174) = 4.21, *p*=0.042 <0.05] and 'Anxiety' [*F* (1, 173) = 6.83, *p*=0.01<0.05] after the PERMA intervention (See Table 4.12).

Table 4.11

Test of Homogeneity of Regression Coefficients within Groups of a One-way ANCOVA of the Well-being of EG and CG

Variables	Source	*SS*	*df*	*MS*	*F*	*P*
Positive emotion	Group	3.33	1	3.33	10.04	0.001
	Positive emotion	25.44	37	0.68	2.28	0.000
	Group *Pre-test	31.62	22	0.61	2.05	**0.006**
	Error	45.84	152	0.30		
	Total	2633.81	213			
Engagement	Group	2.26	1	2.261	9.32	0.003
	Engagement	11.18	15	0.74	3.07	0.000
	Group *Pre-test	3.96	10	0.39	1.63	0.099
	Error	45.14	186	0.24		
	Total	3098.60	213			
Relationships	Group	0.85	1	0.85	4.21	0.042
	Relationships	9.97	22	0.45	2.24	0.002
	Group *Pre-test	5.18	15	0.34	1.70	0.053
	Error	56.35	173	0.32		
	Total	1293.31	213			
Accomplish-ment	Group	1.72	1	1.72	6.57	0.011
	Accomplishment	13.00	18	0.72	2.74	0.000
	Group *Pre-test	8.77	13	0.67	2.56	**0.003**
	Error	47.32	180	0.26		
	Total	2498.86	212			
Depression	Group	2.20	1	2.20	9.05	0.003
	Depression	19.16	21	0.91	3.75	0.000
	Group *Pre-test	8.338	15	0.55	2.28	**0.006**
	Error	42.55	175	0.24		
	Total	1226.20	213			
Anxiety	Group	2.22	1	2.22	6.83	0.010
	Anxiety	24.96	24	1.04	3.19	0.000
	Group *Pre-test	3.92	14	0.28	0.86	0.603
	Error	56.35	173	0.32		
	Total	1293.31	213			
Total Well-being	Group	0.71	1	0.71	10.98	0.001
	Well-being	1.22	1	1.22	18.70	0.000
	Group *Pre-test	1.58	1	1.59	24.22	**0.000**
	Error	13.67	209	0.65		
	Total	2333.29	213			

Table 4.12

Summary of the One-way ANCOVA of Well-being of CG and EG Students

Variables	Source	SS	df	MS	F	P
Engagement	Group	2.26	1	2.26	9.31	**0.003**
	Engagement	11.18	15	0.74	3.06	0.000
	Error	45.13	186	0.24		
	Total	3098.60	213			
Relationship	Group	0.851	1	0.851	4.21	**0.042**
	Relationships	9.97	22	0.45	2.23	0.002
	Error	35.18	174	0.20		
	Total	3605.14	213			
Anxiety	Group	2.22	1	2.22	6.83	**0.010**
	Anxiety	24.96	24	1.04	3.19	0.000
	Error	56.35	173	0.32		
	Total	1293.31	213			

4.7 Correlation Analysis between Well-being and Listening and Speaking Competency

The results of the correlation between the three variables (well-being, listening and speaking) were shown in Table 4.13. The outcome of Pearson's correlation indicated that the correlation between overall well-being and listening was as high as 0.474 ($p<.01$) and the correlation between overall well-being and speaking was as high as 0.475 ($p<.01$), which met the requirements of a regression prediction in the next step. But there was no correlation between 'Depression' and Listening & Speaking ($p=.387>.05$, $p=.986>.05$). And there was no correlation between 'Anxiety 'and listening &speaking ($p=.507>.05$, $p=.555>.05$), *which failed to meet the requirement of regression prediction.*

Table 4.13

Results of the Correlation Matrix for Well-being and Listening &Speaking

	Variables	Mean	SD	1	2	3	4	5	6	7	8	9
1	Positive emotion	3.45	0.65	--								
2	Engagement	3.77	0.55	.616**	--							
3	Relationship	4.08	0.50	.567**	.522**	--						
4	Accomplishment	3.67	0.59	.599**	.611**	.619**	--					
5	Depression	2.37	0.66	-.485**	-.319**	-.436**	-.434**	--				
6	Anxiety	2.32	0.60	-.455**	-.332**	-.504**	-.425**	.727**	--			
7	Overall well-being	3.29	0.28	.774**	.720**	.636**	.679**	-.027**	-.050**	--		
8	Listening	46.76	14.96	.320**	.422**	.355**	.383**	-.060	-.046	.474**	--	
9	Speaking	2.71	0.73	.325**	.406**	.347**	.310**	-.001	-.041	.475**	.667**	--

*Note. **p<.01*

4.8 Regression Analysis between Well-being and Listening and Speaking Competency

From table 4.14 to table 4.15, it could be seen that the F values of the overall well-being reflected in test results of the equation were equal to 60.979 and 61.573 respectively, and the P values were both less than 0.05, indicating that the regression equation was valid and the overall well-being could positively predict listening and speaking. It could also be seen that the P values of the dimension of 'Engagement' is less than 0.05, representing that 'Engagement' could positively predict listening performance; P values of the dimensions of 'Engagement' and 'Relationship' is lower than 0.05, indicating that 'Engagement ' and 'Relationship' could positively predict speaking achievement.

Table 4.14

Regression Equation Results of Well-being in Predicting Listening Performance.

Model	B	*SE*	β	*t*	*p*	*F*	R^2	ΔR^2
Positive emotion	-0.83	1.96	-0.04	-0.43	0.966			
Engagement	7.31	2.30	0.27	3.17	**0.002**	14.02	0.21	0.19
Relationship	3.85	2.48	0.12	1.55	0.122			
Accomplish--ment	3.50	2.23	0.14	1.56	0.119			
Overall well-being	24.85	3.18	0.47	7.80	**0.000**	60.79	0.22	0.22

Note. Dependent variable: Listening

Table 4.15

Regression Equation Results of Well-being in Predicting Speaking Performance.

Model	B	*SE*	β	*t*	*p*	*F*	R^2	ΔR^2
Positive emotion	0.60	0.98	0.54	0.61	0.539			
Engagement	0.38	0.11	0.28	3.31	**0.001**			
Relationship	0.24	0.12	0.16	1.99	**0.047**	12.34	0.12	0.17
Accomplishment	-0.02	0.11	-0.01	-0.01	0.989			
Overall well-being	1.23	0.15	0.47	7.84	**0.000**	61.57	0.23	0.22

Note. Dependent variable: Speaking. For the prediction of well-being on listening and speaking, B

referring to Unstandardized regression coefficients; β standing for Standardized regression

coefficients.

4.9 Summary of Data Analysis

In conclusion, the study applied the PERMA framework to help Chinese college students enhance their performance of English listening, speaking and well-being. And the study investigated the influence of Chinese college students' well-being after the PERMA intervention. It was conducted via the quasi-experimental study and 240 students (130 for EG, 110 for CG) were submitted to the investigation. The students' growth was principally depicted in two ways after a 14-week teaching intervened by PERMA curriculum. The experimental group's English listening [$F_{(1, 237)}$ = 30.97, $p < 0.001$] and speaking [$F_{(1, 237)}$ = 21.18, $p < 0.001$] competencies had greatly improved, as for their well-being, which included 'Engagement' [$F_{(1, 186)}$ = 9.31, $p = 0.003 < 0.05$], 'Relationships' [$F_{(1, 174)}$ = 4.21, $p = 0.042 < 0.05$], and 'Anxiety' [$F_{(1, 173)}$ = 6.83, $p = 0.01 < 0.05$], had significantly enhanced. However,

there was no significant difference between the two groups for 'Positive emotions' (F=0.25, p=0.006<0.05), 'Accomplishment'(F=2.56, p=0.003<0.05)*, and* 'Depression' (F=2.28, p=0.006<0.05), which contradicted Mercer's (2017) assertion that "character plus academic" combinations are completing and mutually supportive. The next two chapters will explore the reasons that contribute to the research results.

CHAPTER 5

RESEARCH   DISCUSSION

Based on previous exploration studies, this chapter tends to discuss the results and findings in relation to answering the questions proposed in the first chapter. The chapter also contains some theoretical implications of the results for developing the listening and speaking competency of Chinese college students intervened by the PERMA framework. Some limitations of the research are indicated in the field of PLE.

5.1 Five Dimensions of PERMA Structured to Design the English Listening and Speaking Course Centered by Well-being

In the first chapter, five questions were submitted to investigate if engaging in a well-being-oriented PERMA course would improve Chinese students' English listening and speaking skills, which would therefore have a favorable influence on their psychological well-being. The first question concerned the content of the framework of the PERMA course of Chinese college students' English listening and speaking competency. Well-being is identified as a new field of education besides the traditional educational agenda, which can be evidenced in the context of policy, school curriculum and pedagogy, procedure of education and community partnerships

(McCallum & Price, 2016). There is no best-practice of teaching well-being. School communities must explore different approaches to determine which the best is for them based on the available budget (Quinlan & Hone, 2020). The PERMA model, which was developed by Seligman (2011), encompasses the five dimensions and one of these five dimensions may be more important to an individual than the others. A growing number of schools use this model and specific measures have been developed based on these dimensions (Quinlan & Hone, 2020). As a well-being model, the PERMA framework can be used to develop and design lesson plans to reduce boredom, both in the classroom and during the lessons. (Quinlan & Hone, 2020).The course in this research is structured on the five dimensions of the PERMA framework.

5.2 PERMA Curriculum Advocating Well-being to Support Learners' Academic Achievement of English Listening and Speaking

The PERMA dimensions are relevant to the second question to be addressed by the research, which was related to the characteristics of the curriculum of a PERMA English listening and speaking course in a college. According to Meadows (2008), school communities are complex, since they are a collection of numerous ever-changing elements. Traditionally, schools have focused on students' learning and academic performance. Shifting the purpose of education beyond academic achievement to include enabling and sustaining students' well-being is a change being discussed in education philosophy (Kristjansson, 2012). In essence, there are stronger and weaker ways to integrate well-being goals into education, such

as specific tasks, a single project, a school subject, or even an entire school reform (Morris, 2015). Some schools choose a well-being model that matches their culture, while others like to use a model that is evidence-oriented. According to Quinlan and Hone (2020), the well-being curriculum involves the delivery of explicit international well-being literacy in dedicated class time and requires deliberate planning, scope and sequencing. The curriculum designed for the experimental group in this research based on the PERMA intervention highlights the improvement of students' language proficiency and their psychological well-being as its teaching objectives. The teaching aims of the PERMA curriculum are in line with the Positive Education teaching philosophy that emphasizes educational settings that are focused on well-being to support learners' academic achievement (MacIntyre et al., 2019). Being dedicated to the development of learners' well-being and character growth is part of educators' moral responsibility (Mercer, 2017).

5.3 The PERMA Intervention Works by incorporating Positive Psychological Strategies with Content Topics in Each Unit

The third research question sought to ascertain the effectiveness of a PERMA curriculum in improving the English listening and speaking skills of Chinese college students. According to Layous and Lyubomirsky (2014), it is not a question of how effective interventions are for well-being education, but rather how they work.

This question also refers to how every dimension of the PERMA framework was designed as an intervention in an English listening and speaking

teaching curriculum as instructions to guide the teaching of every English lesson. Helgesen (2016) explored ways to combine PERMA with ESL/EFL classes by incorporating positive psychology strategies and clear teaching / learning goals. Fresachcher (2016) suggested that positive psychology activities can be applied as content topics for language learning with the additional benefits of teaching PP strategies. Guided by these strategies, the relevant activities of listening and speaking were designed for the experimental group, combined with the different topics in each unit of the textbook. The content-based teaching method was utilized to design the activities since it advocates a thematic language model, which highlights the integration skills of the isolated parts. The significance of cooperation and social connectivity in teaching activities are emphasized in the PERMA curriculum as being significant for well-being.

5.4 Chinese College Students' English Listening and Speaking Proficiency Enhanced by PERMA Intervention

The fourth question refers to whether Chinese college students' English listening and speaking competences are more enhanced by the PERMA intervention than those of the students who did not attend the PERMA course. Based on the results of the post-test, the experimental group's English listening and speaking proficiency was significantly improved due to the PERMA intervention. Quinlan and Hone (2020) observe that a great many well-being curricula are now available to schools, and the best of them are scientifically validated and grounded on sound theory. Besides, some

interventions are more effective when presented occasionally or only utilized for a short time (p. 282). Saito et al. (2018) explored the positive influence of enjoyment and the negative influence of anxiety on students' language learning performance. The language utilized, student and faculty interaction, and the school's underlying morals, according to White (2016), may reflect the curriculum's well-being. Helgesen (2016) designed various activities to bring happiness to EFL classrooms by implementing PERMA interventions and emphasizes that commitment to the development of a positive psychology, such as PERMA, can help educators to realize that there is more to language teaching than grammar. This will enable them to engage in humanistic language teaching and truly learn how to teach.

5.5 Three Dimensions of Well-being in Terms of 'Engagement'，'Relationship' and 'Anxiety' Enhanced after PERMA Intervention

The fifth question addressed by the research concerns the psychological well-being of the Chinese college students after the PLE intervention. According to the results of a one-way ANCOVA, the PERMA intervention improved the experimental group's English listening and speaking skills significantly. In terms of their well-being, the dimensions of 'Engagement', 'Relationship' and 'Anxiety' of those in the experimental class were found to be significantly better than those of the students in the control class. However, according to the outcome of the research, the homogeneity of the regression coefficient of the groups' well-being in the initial test indicated that the results of the overall well-being of these two groups were

significantly different (F=24.22, p<0.001). Three sub-dimensions of 'Positive emotion' (F=2.05, p=0.006<0.05), 'Accomplishment' (F=2.56, p=0.003<0.05) and 'Depression' (F=2.28, p=0.006<0.05) were significant different. This shows that the data failed to conform to the assumption of regression slope homogeneity and had to be processed by converting the homogeneity (Yan & Zheng, 2015). Since it still failed to meet the homogeneity test requirements *(p<0.05)* after the homogeneity conversion, these dimensions were no longer included in the covariance analysis due to the violation of the homogeneity hypothesis (Qiu, 2013). Hence, the PERMA intervention enhanced students' academic well-being. Linkins et al. (2015) found that, when students identified and utilized their strengths in a school project, their social skills, engagement in educational settings, and learning strengths improved, but there was no effect on their symptoms of anxiety or depression. However, some new results have been found from the outcome of this teaching research. The students' overall well-being and the three sub-dimensions (Positive emotion, Accomplishment, and Depression) had not improved in both the control group and the intervention group.

5.6 Summary of Research Outcomes

The current study designed under well-being framework and intervened by PERMA curriculum has improved Chinese students' English speaking and listening proficiency. Meanwhile, students' performance of 'Engagement', 'Relationship' and 'Anxiety' in the experimental class has been improved compared with students of control class. However, students' overall well-being and the three sub-dimensions

(Positive emotion, Accomplishment, and Depression) had not improved in both the control group and the intervention group. Walton (2014) proposes that psychological intervention should be solidly grounded in theory, sensitively contextualized in applying intervention, so critical considerations of the diverse culture limits should explained.

5.7 Research Findings

First, the Chinese students' English listening and speaking proficiency have been significantly enhanced after PERMA intervention. This is in accordance with the statements proposed by MacIntyre et al. (2019) that well-being positively facilitates to academic performance. PERMA framework is chosen to conduct a well-being program since it is regarded as the basement of some works within language teaching (Mercer, 2017; Helgesen, 2016; Fresacher, 2016; Oxford & Cuellar, 2014). As Li (2021) points out that in the domain of PP in SLA, the study mainly empathizes on the questionnaire survey, with relatively few experimental studies which is a significant step forward for continued study. This study is designed by experimental method at the class level and confirms that the well-being intervention is positively applied into the domain of foreign language educating contextualized in China, and improves the Chinese students' English listening and speaking proficiency. That enriches the empirical study of Positive Language Education in diverse culture and highlights that English listening and speaking competency as a foreign language can be better progressed by intervention of well-being programme in China.

Second, the 'Engagement', 'Relationship' and 'Anxiety' for the students of experimental group are significantly improved after PERMA intervention, which indicates that the Chinese students' well-being is partially improved by well-being intervention. In the process of foreign language learning, anxiety and other negative emotions is existed in common, even high-level performance learners will also experience anxiety (Dewaele & MacIntyre, 2014, 2016).The findings of this study indicates that the anxiety level of students taking PERMA course is significantly lower than the control group. According to Seligman (2012), many positive intervention conducted among children facilitates the the happiness of human being like positive emotions, interpersonal relationship. This study designed under the framework of PERMA increases the students' engagement and personal connections in the experimental group, which is a contribution of well-being cultivation for Chinese college students. After all, students' reticence in the English speaking class is a phenomenon in common in the Chinese contextualization (Wu, 2019), and Chinese college students' evaluation of their current happiness is lower than that of future happiness (Liu & Huang, 2015).

Third, students' overall well-being and three sub dimensions (Positive emotion, Accomplishment, and Depression) had not significantly progressed in both the control group and the intervention group. The empirical research of well-being must be undertaken in a different context (Jiang & Li, 2017). Andringa and Godfroid (2020) explored sampling bias and the generalization of research and found that the

samples selected for applied linguistics are concentrated in highly-industrialized western democracies, and most of them are well-educated and wealthy. Therefore, the empirical research of Positive Language Education must be undertaken in different cultural settings or contexts. This is in keeping with Mercer et al. (2018) presentation, which advocated for an empirically proven PLE framework that can be used in a variety of cultural and language settings. In other words, contextual well-being is emphasized as playing an important role for both schools and social systems, since well-being concerns "being well" as social beings, not human beings (Quinlan & Hone, 2020).

Besides, the cultural factors that cause students' reticence should not be neglected. In the implementation of the PERMA experimental teaching process, some students in the intervention group often lacked verbal communication skills or did not participate in the English-speaking practice, although others were willing to do so. There is a concept that learners in western countries are often active and communicative in the educational environment, while students in Confucian-inherited nations are more likely to be reticent in order to save face (King & Aono, 2017). In the process of intervention teaching, some students were observed to have good ideas in mind, but they were reluctant to share them with others and connect to their classmates. Some students regard reticent as respect for others and feel that active participation may be perceived as showing off their oral English proficiency, which would embarrass others. Other students believed that silence, as absent participation,

would have no disadvantage for their communicative ability (Wu, 2019). Olakitan (2011) also points out that introverted learners tend to be quiet and participate less in EFL classroom interactions, and that this reluctance to connect to others and lack of participation in group activities will diminish their self-achievement and well-being.

Finally, well-being education strategies and intervention should be flexible so that they can be adapted to strengthen the individual lives of each member of the community. According to Quinlan and Hone (2020), the implementation of Positive Education exposes students to well-being based on explicit teaching, the integration of well-being technologies and knowledge into the traditional, existing curriculum, and the pedagogy or how it is taught. The course content of the intervention group was topic-based, and the activities were designed around the topics in each unit in order to develop students' engagement, personal connection, and accomplishments. The topics provided by the English textbook refer to the campus culture, family relationships, social responsibility and network age. Some students were observed to be actively involved in group work when the topic related to their personal experience, while others were perceived to be listening when they had little knowledge of the topic being discussed. Silence is sometimes contagious when classmates rarely respond to others and English speaking may lead to a sense of isolation (Williams & Andrade, 2008). This affects learners' sense of belonging, relatedness, and emotional interaction, which are essential for human beings to flourish. The effects of well-being are

mediated by the features of the activities, the character of the person, and how much the person and activity fit (Lyubomirsky & Layous, 2013).

There is currently no best way to teach well-being. Schools are just attempting to explore different approaches to find the one that is best for them. The topics and issues should be the most pressing and relevant, and the contents of the curriculum should be appropriate for the whole school community (Quin & Hone, 2020). Hence, teachers should be aware of the complexity of well-being and perhaps share some of the related issues with students and encourage them to give voice to their positive thoughts and beliefs (Helgesen, 2016). Teachers play an indispensable role in the implementation of a well-being project.
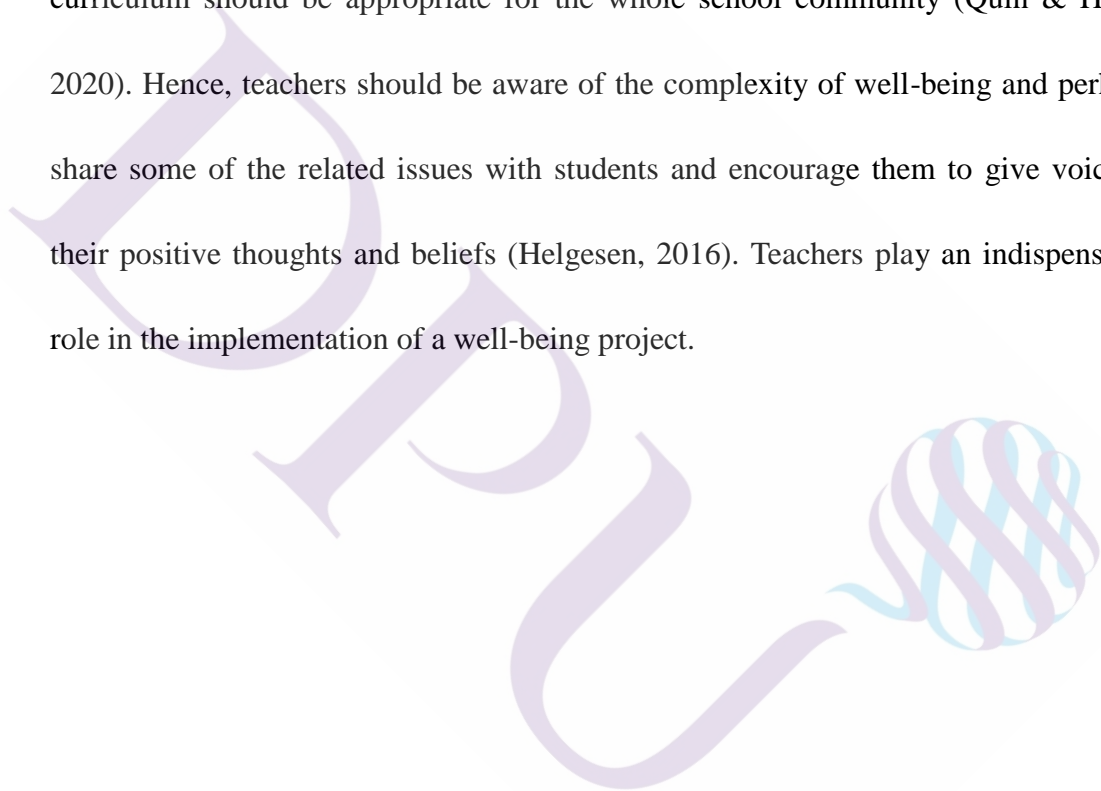
CHAPTER 6
CONCLUSIONS

In essence, the aims of this study was to use the PERMA paradigm to help Chinese college students enhance their English listening and speaking skills. It was approached by a quasi-experimental intervention, with a total of 240 students (130 for EG and 110 for CG) participating in the study, which was empirically validated to enrich the framework of Positive Language Education in China.

The students' academic scores indicated their growth after a 14-week teaching experiment focused on developing a PERMA curriculum in the English course. The experimental group's English listening and speaking skills had greatly improved, and their psychological well-being had developed in the three areas of Engagement, Relationship, and Anxiety, which was in line with Mercer's (2017) assertion that positive psychology fuels language education by enhancing language learners' emotional, social, and psychological well-being. However, in this study, the intervention made no significant difference to the "Positive Emotions', 'Accomplishment' and 'Depression' of the two groups. MacIntyre et al. (2019) suggest that the many dynamic factors involved in the teaching process contribute to the complexity of language learners' emotional and psychological state.

At the end of the statistical analysis, the regression equation was valid, which meant that the well-being of these Chinese college students could positively

predict their listening and speaking competency, thereby proving that well-being acts

as the aims, consequences, and a factor facilitating to the teaching-leaning procedures.

(MacIntyre et al., 2019). Therefore, the finding of this study is the empirical evidence

to present the effective PERMA curriculum to enhance English listening and speaking

proficiency of Chinese college students as EFL learners and their well-being.

Accordingly, there are some recommendations made for implications, limitations and

future studies.

6.1 Implications

Based on empirical research, the study provides significant practical,

pedagogical and administrative implications. The finding offers valuable insights into

students' language education intervened by PERMA, and confirms that the Chinese

students' EFL proficiency involved with well-being intervention can be improved in

the context of a designed curriculum.

6.1.1 Practical Implications

Partner with students by respecting their voices is crucial in the EFL class.

Though most students were actively involved into participation, engagement and

interpersonal communication in the course of teaching experiment, the levels of

students' well-being have failed to meet the statistical requirements in the three

factors: 'Positive emotion', 'Accomplishment' and 'Depression'. This finding implicates that the practical interventions have to be improved by changing the way that teacher work with students. When schools decline to consider students as partner in their well-being implementation, they will become a risk taker since students will view the well-being project as a compulsory program imposed on them. Personal growth-oriented programs have to respect the voice of others in order to achieve the whole person cultivation (Maslow, 1969). If school implements well-being project with students not to them by respecting their real voices, students' agency and autonomy will be aroused to get involved into the implementations. As Quinlan and Hone (2020) proposes that students' partnership involved: strategic planning discussion, student-representative well-being committees, students designing, students' contribution to assemblies, and peer mentoring and building well-being skills and knowledge.

6.1.2 Pedagogical Implications

The finding of this study exposes a critical role for the teacher to build a positive relationship and atmosphere in school community for EFL Chinese college students, which implicates that the new approach teacher adopted in facilitating well-being education must taken into consideration. First, relationship-based approach can be advocated and designed within curriculum, culture of the school cross all areas

and regions, because everyone benefits from connection, motivation and well-being tools, which facilitates them to be flourished (Quinlan & Hone, 2020). Second, a whole-system approach would be implemented. Teacher should choose a system approach and consider the norms and identity of the class as a whole to monitor the emotional conditions in the classroom, and aims the ways students to interact and connect with one another (Kern et al., 2019). The whole-system approach to well-being is proposed by Kern and his colleagues in defining the field of system-informed Positive Psychology. The approach acknowledges that the element within a system can interact and influence each other in an unpredictable ways to EFL Chinese college learners. This is a later recognition by psychology of the practical work in school (Quinlan & Hone, 2020).

6.1.3 Administrative Implications

A whole-school perspective of well-being is advocated since the variables and elements in a school system interact and influence each other in a dynamic way (Jarden et al., 2021). Elements like staff, student, curricula, organization, administrator, policy, work culture etc. in a complex system involved take into consideration (Quinlan & Hone, 2020). Organizational policies, as a supporting at school level, supposed to be reviewed through evidence-based, positive intervention lens. In addition, students supported services, fully integrated with whole school

well-being education, are refined to ensure that all the students services are embodied in positive education infrastructure. Identifying and connecting all services in the school community that facilitating students' well-being is implemented to ensure the students' policies aligned with PE principles.

6.2. Research Limitations

This research could have been strengthened in some ways. Firstly, the PERMA intervention was only carried out over a 14-week period due to restrictions of the school community and this was too short a time to deeply explore Positive Language Education within the school context. A long-term longitudinal study of well-being education is required to track the dynamic changing impacted on students' psychological well-being in the discourse of colleges in China. Jiang and Li (2017) hold that long –term focusing on the influence of different psycho-social factors on FLL and their interactions is beneficial to promote the effectiveness of foreign language teaching, language leaning achievement, and the improvement of well-being and mental health of foreign language teachers and students.

Another limitation was that the study sample mainly consisted of freshmen. In later research, the sample should be expanded to everyone in the university community to better explore various problems in order to enrich the study of students' well-being. Positive education gets involved with every corner of education ecology,

from interactions between educators and students to teaching interference to school community (Gomez-Baya & Gillham, 2019). As belongings and inclusions are keys for well-being in school community to predict engagement and motivation (Baumeister & Leary, 1995), every level in school setting, including some groups featured by special community, should not be excluded from well-being programs (Quinlan & Hone, 2020).

This study was intended to be an empirical validation of the explicit PERMA well-being curriculum to enrich the framework of Positive Language Education. However, an explicit well-being curriculum is not enough to achieve school communities' well-being. It is essential to consider the multitude of moments, places and interactions where well-being is built or suppressed in school, which is called a 'caught curriculum', reflecting the whole culture of a school (White, 2016). The well-being intervention had to be contextualized, in harmony with the culture, and able to promote each culture at its best (Quinlan & Hone, 2020). Hence, understanding the learning atmosphere at the school and the students' English foundation were cultural factors that needed to be considered in this study.

6.3 Future Studies

The study of Positive Education is just starting in China (Xu, 2020). There is a very broad prospectus for FL teaching and learning in the domain of Positive

Language Education. However, on-going challenges and opportunities co-exist in developing Positive Language Education in China and three aspects that need to be addressed in future are described in the next section.

6.3.1 Creating Contextual Well-being in School Communities

Students are more likely to enjoy learning a foreign language without feeling anxious in a happy and healthy second language teaching atmosphere (Li & Dewaele,2021). Other internal and external factors of learners can be explored in future research, especially the effect of different levels of the learning environment (family, classroom, school, community and social foreign language learning environment) on learners' well-being in the process of their foreign language learning. These different levels of the learning environment constitute a contextual framework for educators to implement the well-being project in a more connected social network that gives foreign language learners a sense of belonging. This will facilitate the construction of positive education ecology in China.

6.3.2 Diversifying Research Methods in the domain of Positive Language Education

Quantitative research accounts for the largest proportion of studies in the field of applied linguistics within the domain of Positive Education, and the volume of mixed research and qualitative research is on the rise (Dewaele & Li, 2020).

Quantitative research is mainly based on the non-experimental design of a questionnaire survey, while there are relatively few experimental studies and less exploration of causal relationships, which is an important breakthrough in the direction of future research.

Besides, the most commonly-used qualitative tools in the field of foreign language teaching and research include in-depth interviews, observation, written (diaries, etc.), and audio and video materials. Therefore, future researchers should continue to increase the use of triangulation by increasing data types and source channels, and strengthening the verification of research methods and theories of other researchers to minimize the subjectivity of evidence as much as possible in order to increase the credibility of the data (Li, 2021).

6.3.3 Improving students' well-being by Strengthening their Emotional Interaction with Teachers

Dewaele and Li (2021) studied 2002 foreign language learners at Chinese colleges and found that their emotional perception of their English teacher had an impact on their happiness, boredom and involvement in the classroom, thereby highlighting the phenomenon of "emotion transmission" in foreign language classrooms. This study has a lot of practical implications. It is not difficult to imagine that the emotional interaction between students and faculty is related to the effect of

classroom teaching and is the key to building a good teacher-student relationship, which is essential to build students' psychological well-being. However, problems like this are rather challenging in terms of research methods, and there are currently a very limited number of relevant studies. In addition, the interaction between emotion and other important psychological factors, such as cognition, is one of the other directions of future research.

6.3.4 Applying Well-being Education to Enhance Students' Creative Thinking Ability in the Domain of Foreign Language Studies

In addition to the above aspects, there is another to add for further exploration in the field of positive language education. Seligman et al. (2009) proposes that students' creative thinking ability is increased by positive psychology; therefore, well-being education will facilitate to the enhancement of students' creative thinking competency in English studies and, hence, improve their academic achievement in foreign language learning. Therefore, how to apply well-being education to improve the competency of English learners' creative thinking and their English performance is a research gap to be explored in the future.

In summary, a great deal of research is still required in the field of Positive Language Education. Language is regarded as vehicle to acquire other knowledge, skill and competencies, which makes it an ideal subject with which to integrate

well-being aims. Well-being education, combined with language education, will develop students into a whole person.

Everyone deserves to build well-being. As an active contributor to the future of Positive Humanism, well-being takes time, commitment, motivation and evidence-based practice to acquire the benefits of creating regular, positive thinking and behavioral habits.

We are optimistic for the future of Positive Language Education. Though we have acquired much from the development in psychology, there is great space for us to explore, which widens our experiences and perspectives in the field of applied linguistics. It is a fertile ground for trans-disciplinary concepts, and Positive Language Education has a promising prospects in a variety of settings.

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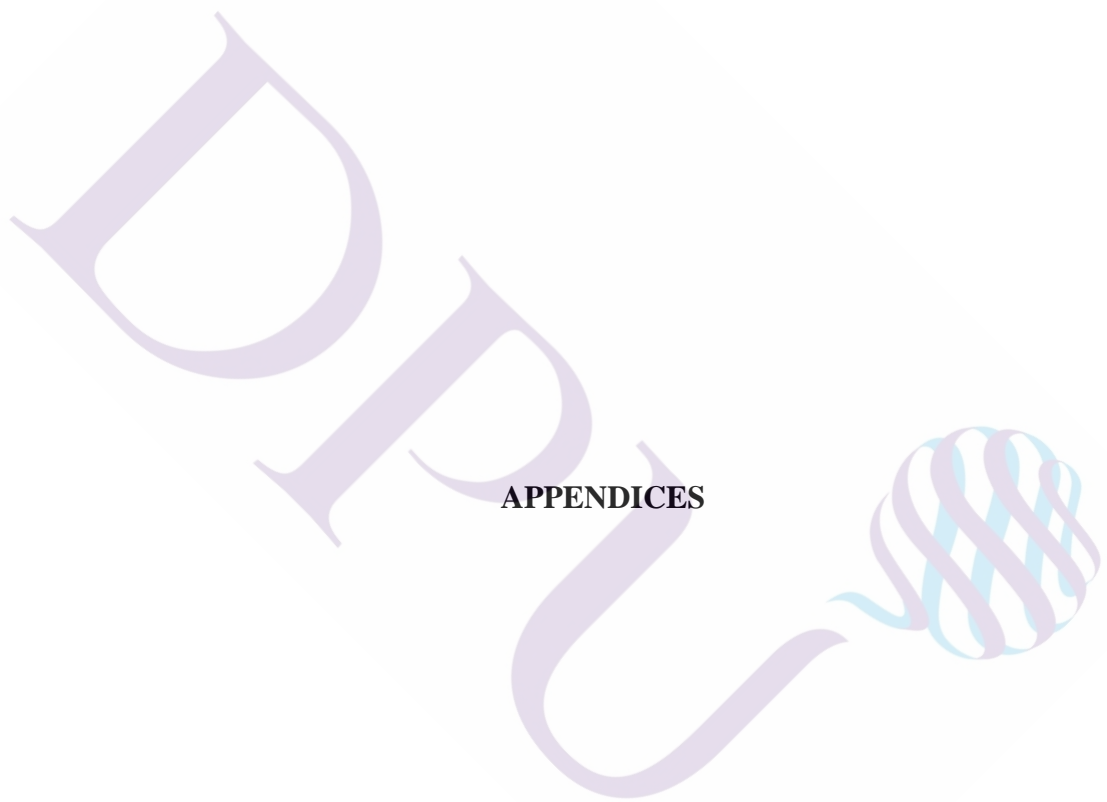
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APPENDICES

Appendix A

Type of Questions in the Reading and Listening Module

Length	About 60-85 minutes
Number of questions	Variable
Type of questions- Reading tasks	**Read and select** Candidates read a notice, label, memo or letter containing a short text and choose the sentence or phrase that most closely matches the meaning of the text. There are three possible answers. **Gaps in sentences** Candidates read a sentence with a missing word (gap) and choose the correct word to fill the gap. There are three or four choices for each gap. **Multiple-choice gap-fill** Candidates choose the right word or phrase to fill the gaps in a text. There are three or four choices for each gap. **Open-gap fill** Candidates read a short text in which there are some missing words (gaps) and write the missing word in each gap. **Extended reading** Candidates read a longer text and answer a series of multiple-choice questions, which are in the same order as the information in the text.
Type of questions – Listening tasks	**Listen and select** Candidates listen to a short audio recording and answer a multiple-choice question with three options. **Extended listening** Candidates listen to a longer recording and answer a series of multiple-choice questions based on it. The questions are in the same order as the information they hear in the recording.

Note. The table refers to different question types setting for reading and listening module.

Appendix B

Test Formats and Types of Tasks in the Speaking Module

Length	15 minutes	
Part I	**Interview**	Candidates answer eight questions about themselves (the first two are not marked).
	Questions	8
	Marks for part I	20% of the marks
Part II	**Reading aloud**	Candidates read eight sentences aloud.
	Questions	8
	Marks for part II	20% of the marks
Part III	**Long turn 1**	Candidates are given a topic to talk about for one minute and allowed 40 seconds for preparation.
	Questions	1
	Marks for part III	20% of the marks
Part IV	**Long turn 2**	Candidates are given one or more graphics (for example a chart, diagram or information sheet) to talk about for one minute and allowed one minute for preparation.
	Questions	1
	Marks for part III	20% of the marks
Part V	**Communication activity**	Candidates are required to give their opinions in the form of short responses to five questions related to one topic and are allowed 40 seconds for preparation.
	Questions:	5
	Marks for part V	20% of the marks

Note. The table shows that the speaking format is made up of five sections, each with a different

set of question

Appendix C
Common European Framework of Reference for Language Assessment

Level	Learning outcomes
A1	1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. 2. Can introduce him/her and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. 3. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	1. Can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). 2. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. 3. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	1. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. 2. Can deal with most situations that are likely to arise whilst travelling in an area where the language is spoken. 3. Can produce simple connected text on topics that are familiar, or of personal interest. 4. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	1. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. 2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without straining either party. 3. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
C1	1. Can understand a wide range of demanding, longer texts, and recognize the implicit meaning. 2. Can express him/her fluently and spontaneously without much obvious searching for expressions. 3. Can use language flexibly and effectively for social, academic and professional purposes. 4. Can produce clear, well-structured, detailed text on complex subjects, showing the controlled use of organizational patterns, connectors and cohesive devices.
C2	1. Can easily understand virtually everything heard or read. 2. Can summarize information from different spoken and written sources, reconstruct arguments and accounts in a coherent presentation. 3. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning, even in more complex situations

Note. Common European Framework of Reference for languages: learning, teaching and assessment. *It is an international standard test of language ability*

Appendix D

Final well-being factors and items with standardized latent factor loading

Scale and items	loading
Positive emotion	α=.92
How often have you felt cheerful?	.84
How often have you felt joyful?	.85
How often have you felt energetic?	.74
How often have you felt delighted?	. 76
How often have you felt proud?	.77
How often have you felt fearless?	.41
How often have you felt calm?	.52
How often have you felt happy?	.71
How often have you felt excited?	.64
How often have you felt active?	.68
How often have you felt daring?	.46
How often have you felt strong?	.60
How often have you felt lively?	.81
Engagement	α=.68
when I am reading or learning something new,I often lose track of how Much time passed.	.59
When I see the beautiful scenery, I enjoy it so much that I lose the track of the time.	.45
I often get completely absorbed in what I am doing.	.51
I get so involved in activities that I forget about everything else.	.52
How often have you felt interested?	.62
How often have you felt alert?	.40
Accomplishment	α=.84
I finish whatever I begin.	.71
Once I make a plan to get something done, I stick to it.	.73
I am a hard worker.	.67
I keep at my schoolwork until I am done with it.	.69
Most I feel a sense of accomplishment from what I do.	.68
During the past two weeks, I have been pleased about completing something. that was hard to do.	.65

Appendix D (Continued)

Scale and items	loading
Relationships	α=.68
My friendships are supportive and rewarding	.72
I generally feel that what I do in my life is valuable and worthwhile	.68
I actively contribute to the happiness and well-being of others.	.60
I have friends that I really care about.	.58
There are people in my life who really care about me.	.68
When something good happens to me, I have people in my life and like to share the good news with.	.47
When I have a problem, I have someone who will be there for me.	.66
I feel that I am loved.	.65
I feel that my life has a purpose.	.54
Depression	α=.89
How often have you felt miserable?	.80
How often have you felt sad?	.77
How often have you felt gloomy?	.77
How often have you felt lonely?	.76
How often have you felt upset?	.71
How often have you felt disgusted?	.52
How often have felt blue?	.67
How often have you felt angry?	.67
Anxiety	α=.84
How often have you felt nervous?	.47
How often have you felt scared?	.85
How often have you felt afraid?	.80
How often have you feel jittery?	.54
How often have you felt guilty?	.62
How often have you felt frightened?	.70
How often have you felt ashamed?	.60

Appendix E

Brief Introduction of the Experts Involved into Course Assessment

Experts	Educational Experiment
Dr.A.	Dr. A is born in Weinan, Shaanxi province in 1971. In 1994, she gets a master's degree in education from Higher Education Institute of Xiamen University. In 2007, she acquires her PhD degree at Huazhong University of Science and Technology. From March 2004 to September 2004, she is a visiting researcher at the University Education Research and Development Center, Hiroshima University, Japan.Her research interests are educational administration, and organizational culture & leadership.
Dr. B.	Dr.B is a professor of Educational College at Weinan Normal University. He is a doctor of Educational Psychology form Central China Normal University. His research interests are curriculum &instruction, and social cognition.
Dr. C.	Dr.C. is a professor of Educational College at Weinan Normal University. She gets her PhD degree at Shaanxi Normal University. Her area of research includes educational technology, and teaching system design.
Dr. D.	Dr.D. is an associate professor of College of Foreign Language Studies at Weinan Normal University. She got her Doctor of Curriculum Pedagogy at Shaanxi Normal University. Her area of research covers English Teaching methodology and teacher's education.
Dr. F.	Dr.F. is a professor of Foreign Language Studies at Weinan Normal University. He is studying PhD at Shanghai Normal University. His research field includes critical thinking and creation, college English teaching and communicative language teaching.