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Increasing L2 learners' well-being: An EMPATHICS intervention study



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Abstract

This article reports on an intervention related to L2 learner well-being based on Oxford's (2016) EMPATHICS theoretical framework. The intervention was conducted at a women's university in Tokyo in three of the researcher's own first-year, compulsory, four-skills English-language classes. Forty-six learners agreed to take part in the study. To operationalize Oxford's (2016) framework, the author drew on several areas of the literature, including grit, trait-EI, self-efficacy, L2 motivation, L2 learner autonomy, mindsets, and language-learning strategies. Data collection instruments used consisted of a forty-five item self-assessment tool, a six-item mini-survey to indicate learners' pre-existing levels of L2 well-being, a self-report homework handout to facilitate learners' overall reflective process, and an End-of-intervention Evaluation Report. The ten-week intervention consisted of: (1) having the learners self-assess their use of strategy-related tactics in class one and completing the L2 well-being mini-survey; (2) learners providing a written reflection and/or taking action and providing a written report about their actions after class five times across the term related to tactics in the self-assessment with the help of written advice from the researcher; and (3) the researcher providing guidance about multiple tactics in class and having the learners focus on those tactics when completing relevant activities in class. It was hoped that the overall intervention would encourage positive change in learners' L2 well-being. Practical and theoretical implications are discussed, and avenues for future research are suggested.

Keywords: positive psychology, well-being, EMPATHICS, language-learning strategies

Introduction

Research to date regarding Positive Psychology (PP)-inspired interventions has shown that they can be effective (Abdolrezaipoor & Ghanbari, 2021; Gregersen et al., 2014; Gregersen, 2016; Rad & Jafarpour, 2022; Li & Xu, 2019), and there have been calls for more PP-inspired interventions in EFL courses (Dewaele et al., 2019; Mercer, 2021; Wang et al., 2021). L2 learner well-being is an under-

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Data Availability Statement: All relevant data are in this paper.

investigated area of the PP literature (Wang et al., 2021). However, it is essential to the language-learning process (MacIntyre et al., 2019; Mercer, 2021). Therefore, there is a need for more intervention studies that demonstrate how teachers can help learners to maximize their well-being and their learning (MacIntyre et al., 2019; Mercer, 2021). Further, research has shown such interventions may be most effective when they are individualized (Gregersen et al., 2016; Gregersen et al., 2021), with Gregersen et al. (2021) stating that “we need to examine in detail the fit between the individual and the PP activity, and document the process by which it exerts its effect” (p. 11). Rebecca Oxford has proposed the EMPATHICS theoretical framework (Oxford, 2016). It consists of twenty-one components, with the goal of the framework being to “help learners achieve high well-being and progress rapidly, develop proficiency, and relish the language learning experience” (Oxford, 2016, p. 10). It is conceivable that a potentially effective PP-inspired intervention may be one that encourages learners to reflect, take action, and then report, regarding aspects of their English-language study that impact their well-being based on that framework, and in an individual way. Further, if the process by which the intervention exerts its effect can be documented, it may be instructive at least for practical purposes. As a university-level teacher in Japan, I thought that learners in three classes that I teach may benefit from such an intervention. My aim regarding this study was, therefore, to implement an intervention based on Oxford’s (2016) theoretical framework of L2 learner well-being in those three classes and report the results.

Literature Review

Positive psychology and well-being

Positive psychology is defined as “the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions” (Gable & Haidt, 2005, p. 104). Research in the field of applied linguistics related to psychological variables has shown the positive impact of such variables on academic outcomes (Abdolrezaei & Ghanbari, 2021; Pishghadam, 2009; Rad & Jafapour, 2022; Teimouri et al., 2020; Wei et al., 2019). Therefore, theorists have called for teachers to help learners to further develop their psychological capacities. Well-being can be seen as “a sense of happiness, satisfaction, and meaning which emerges from the dynamic interplay of personal characteristics and sociocontextual factors” (Mercer, 2021, p. 20). According to Ryff (1989), it is a multidimensional construct that consists of self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy. Seligman (2011) proposed the PERMA model of well-being. The acronym stands for: (P) positive emotion, (E) engagement, (R) relationships, (M) meaning, and (A) accomplishments. Seligman (2011) proposed that well-being emerges from the interaction of the five constructs. In 2016, Rebecca Oxford proposed the EMPATHICS theoretical framework of L2 learner well-being in response to her concerns that Seligman’s (2011) PERMA model lacked comprehensiveness and that it did not take into account the complex dynamic systems (CDS) perspective. The acronym – EMPATHICS – stands for: (E) emotion (pleasant and painful) and empathy, (M) meaning and motivation, (P) perseverance (hope, optimism, and resilience), (A) agency and autonomy, (T) time, (H) hardiness and habits of mind, (I) intelligences, identity, investment, and imagination, (C) character strengths and (S) self-components (self-efficacy, self-concept, self-esteem, self-regulation) (Oxford, 2018, p. 2) (see Byrd and Abrams, 2022, for a detailed explanation regarding how each of these constructs has been incorporated into the EMPATHICS framework, and the Methodology section and Appendix A for my operationalization of these constructs). An intervention based on the framework may be effective in helping learners to improve their well-being since the psychological capacities that comprise it are dynamic and therefore can be strengthened (Byrd & Abrams, 2022). The goal of such an intervention would be to help learners strengthen those capacities (Gregerson, 2016). Oxford’s (2016) framework has empirical support since research has shown, for example, the benefit of: (1) promoting positive emotions (Dewaele & MacIntyre, 2014; Dewaele et al., 2019; Fredrickson, 2002; Frederickson et al., 2003; Gregersen et al., 2014; Jin & Jun Zhang, 2018); (2) promoting increases in emotional intelligence (Fiorilli, 2020; Li & Xu, 2019; Li, 2020; Resnik & Dewaele, 2020; Trigueros et al., 2020); and (3) maximizing the extent to which learners experience foreign language enjoyment (Dewaele & MacIntyre, 2014; Li & Xu, 2019; MacIntyre et al., 2019). By operationalizing Oxford’s (2016) framework so that focus on the constructs above and others was central to the intervention, the learners would ideally receive such benefits.

PP-inspired intervention studies

PP-inspired intervention studies conducted to date have focused on applying validated or suggested interventions from the psychology literature (Abdolrezapour & Ghanbari, 2021; Gregersen et al., 2014; Li & Xu, 2019; Rad & Jafapour, 2022). Research has shown that such activities are effective with L2 learners. For example, Li and Xu (2019) conducted a study focused on trait emotional intelligence (trait-EI) and emotions, implementing an EI intervention based on the ARGUER model and the three empirically tested activities implemented by Gregersen et al. (2014) – “three good things,” “savoring” positive experiences, and “learned optimism.” In Li and Xu (2019), participants were two classes of learners (n=108) from a boarding high school in Lu'an City, China. In this experimental study, the intervention group (n=56) received training based on the ARGUER model across six weeks. The three activities were part of their diary. Results indicated that the intervention was effective in increasing learners' emotional intelligence. Research has also shown that individualized interventions may be particularly effective, as stated earlier. Gregersen (2016) conducted a study involving three Brazilian and two Japanese female second language learners (aged between 20 and 23) who were enrolled in an intensive academic English course in the U.S. Each learner was paired with a trained volunteer PP tutor who was also an experienced language learner and teacher. Each tutor created a personalized PP intervention based on the interests of the learner. The tutors and learners met once a week for twelve weeks. The findings indicated that the interventions elevated learners' positive emotions. Finally, research has shown that an intervention attempting to help strengthen psychological capacities related to multiple constructs can be effective. Rad and Jafapour (2022) conducted an experimental study in Iran using two intact classes of female learners (n=70). The learners were between nineteen and twenty-four years of age. They were advanced learners. The training sessions were 90 minutes in length and the intervention group attended them once a week for ten weeks. The intervention focused on well-being, grit, emotion regulation, and resilience. Results indicated that the intervention promoted positive change in all four variables. Given the comprehensiveness of Oxford's (2016) framework, an intervention based on it could draw on the same PP activities as the interventions above. However, perhaps a more appropriate design for such a comprehensive intervention may be one that mainly involves having learners use related affective strategies after class as part of their regular homework. This could individualize the process and ensure that the learners focus as much as possible on the linguistic activities of the course during class time. This is a priority since, as Mercer (2021) stated, “we need to understand how to integrate non-linguistic goals such as well-being alongside linguistic goals in a sustainable way without overburdening teachers or curricula” (p. 20).

Self-regulation and language-learning strategies (LLS)

Self-regulated learning (SRL) is an “active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in their environment” (Pintrich, 2000, p. 453). Self-regulated learning generally involves learner use of learning strategies (Oxford, 2011). Oxford (2017) provides the following definition of language-learning strategies:

L2 learning strategies are complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency. (p. 48)

Research has shown that LLS use can improve academic achievement (Castillo & Córdova, 2014; Oflaz, 2019; Oxford & Ehrman, 1995; Uslu, Sahin & Odemis, 2016), and a meta-analysis of LLS research has shown a small to medium effect size for LLS instruction (Plonsky, 2011). Oxford (1990) classified strategies into two groups – direct and indirect strategies. Indirect strategies are those that are relevant to the current study, and these include metacognitive strategies, affective strategies and social strategies. An example of a tactic related to an affective strategy is “I give myself a reward or treat when I do well in English.” (Oxford, 1990). It is this type that may be most relevant to the current study. Meta-analysis has shown that affective strategies can beneficially impact affect-related

capacities (e.g., they can reduce foreign language anxiety; Toyama & Yamazaki, 2021). The following research findings are also relevant – strategies should be chosen based on their level appropriateness and based on pre-treatment measures of strategy use (Plonsky, 2011) and learners should ideally focus on a limited number of strategies (Tseng et al., 2006). By providing learners with an intervention that has them choose a limited number of strategies to regulate themselves with based on their own pre-treatment measures of strategy use and having them engage in a related reflective process, it may be possible for the overall process to have a positive impact on their well-being.

Methodology

Research questions

The following research questions guided the study:

1. What were the pre-existing levels of the participants' L2 well-being?
2. What was the impact of the intervention on the participants' L2 well-being?
3. What was the process by which the intervention exerted its effect?

Research Design

Given the focus of the study, a qualitative method was employed, with the goal being to collect rich data and “get to the bottom of” (Holliday, 2018, p. 50) what was happening related to the intervention in the context of my three classes. I managed my subjectivity by adhering to transparency of method, submitting to the data (e.g., by allowing the data collected to determine the course of the research and the ultimate design of the intervention; see the procedure), and making appropriate claims (i.e., by basing my own interpretations of the intervention on that of the participants and by not trying to generalize beyond the context of the study) (Dörnyei, 2007; Holliday, 2018).

Research context and participants

The study was conducted in the fall term of 2022 at a women's university in Tokyo in its English department. The intervention was implemented in three of the researcher's own fourteen-week, compulsory, first-year, four-skills English-language courses at the university. Two classes in the course were conducted on a Wednesday (the second and fourth periods) and one was conducted on a Saturday (the second period). The Saturday class was a regularly scheduled class, not an optional module, for example. The classes met once a week for one hundred minutes each. The course objectives were to help learners to improve their macro and micro English skills as well as increase their inter-cultural knowledge. There was a total of seventy-two learners in the three classes. The learners were between eighteen and twenty years of age. The learners were between the B1 and A2 levels in the Common European Framework of Reference for Languages (CEFR) framework (see UCLES, 2011). No textbook was used for the course; all teaching materials used were teacher-made.

Operationalization of well-being

According to Oxford (2011), “tactics are the specific manifestations of a strategy or metastrategy by a particular learner in a given setting for a certain purpose ... they are the highly specific, ‘ground-level’ applications of strategies” (p. 31). Given this, from this point forward, I will use the term “tactic” rather than “strategy” as what learners used during the study were tactics.

To operationalize Oxford's (2016) EMPATHICS theoretical framework, I drew on the relevant PP and EMPATHICS literature (Byrd & Abrams, 2022; Gregersen et al., 2014; Oxford, 2016; 2018) and also that related to grit (Duckworth, 2016; Duckworth & Quinn, 2009; Yang, 2021), trait-EI (Petrides, 2009), general self-efficacy (Schwarzer & Jerusalem, 1995), motivation for language learning (Noels et al., 2000; Yashima et al., 2009), learner autonomy (Little & Dam, 1998; Smith, 2008), mindsets (Dweck, 2006), and language-learning strategies (Oxford, 1990; 2011). This was because these areas of the literature corresponded with the elements of the framework. I also looked at instruments with established validity and reliability – specifically, the Short-form Grit Scale (Duckworth & Quinn, 2009), the Short Form Trait Emotional Intelligence Questionnaire (TEIQue-SF) (Petrides,

2009), the Language Learning Orientations Scale (items related to language-learning motivation; Noels et al., 2000), and the General Self-Efficacy Scale (GSE) (Schwarzer & Jerusalem, 1995). The tactics in the self-assessment tool represent the operationalization that I formulated based the literature above (see Appendix A).

In the general psychology literature, there are two viewpoints related to well-being, and they are hedonia and eudaimonia. According to the hedonia viewpoint, well-being can be “achieved through the pursuit of pleasure, enjoyment, and comfort” (Huta & Ryan, 2010, p. 736). According to the eudaimonia viewpoint, it can be achieved through “seeking to use and develop the best in oneself, consistently with one’s own values” (Huta & Ryan, 2010, p. 736). Pursuit of both hedonia and eudaimonia contribute most to well-being (Giuntoli et al., 2021; Ryan & Deci, 2001; Seligman, 2002). Based on their review of the literature, Huta and Ryan (2010) came to consider well-being outcomes as including affect, life satisfaction, subjective vitality (or elevating experience) (“reflects a sense of energy and aliveness”) and sense of meaning (“reflects the degree to which one personally resonates with, comprehends, and values one’s activities and experiences”; Huta & Ryan, 2010, p. 739). They found that hedonia and eudaimonia were associated with these outcomes. Though Rad & Jafapour (2022), for example, drew on Huta and Ryan (2010) as a source of measures for general psychology well-being, I decided to devise and administer six L2-focused measures related to the above through a mini-survey in class one as a means to facilitate identification of aspects of Oxford’s (2016) framework to focus on during the implementation and justify the intervention to the learners. The six items included in the mini-survey were:

1. Learners enjoying studying English
2. English-language-learning having meaning for learners
3. Learners being satisfied with their progress related to their English-language learning
4. Learners actively developing their English-language skills
5. Studying English giving the learners energy
6. Learners having amazing experiences because of their English study

Data collection

The Self-assessment Tool. The aim of this instrument (see Appendix A) was to elicit learners’ self-perceptions related to Oxford’s (2016) framework. The instrument was four pages in length. It contained forty-five closed-ended (ordinal) items – i.e., the tactics that learners would choose from and use during the intervention. Seven-point Likert scales were used. The instructions and tactics in the tool were translated into Japanese by the researcher. The tool was piloted in the first second-period Wednesday class of the term. No issues were found. Though I had intended to use that class for piloting purposes only, since no issues were found and the learners in the class appeared to be in need of the intervention, I decided to include them in the study.

I constructed the self-assessment tool myself since no existing scale provided the set of tactics optimally matching the framework. However, as indicated earlier, multiple validated scales existed that were based on the theoretical constructs that made up the framework. As such, I either incorporated tactics from the existing scales as is (or made very slight updates to fit the purpose of the self-assessment) or I created original tactics. In regard to reliability for the self-assessment tool, the Cronbach’s alpha value for each class is indicated in the following table (n=46). Regarding the six-item mini-survey, the items were closed-ended (ordinal), and seven-point Likert scales were again used. The Cronbach’s alpha value for each class is indicated in the following table (n=46). According to Dörnyei (2007), these coefficients are acceptable.

The Learners’ Self-reports. I chose to have learners provide written reflections and reports as part of the intervention because, as Tseng et al. (2006) state, “strategic learning is driven by mental processes that do not often lend themselves to direct observation” (p. 82). See Appendix B for the reflection/act-and-report task for week two. The following aspects of the learners’ writings were used to provide data for this study: the tactics the learners chose and their reflections and their reports about their use of specific tactics. The learners wrote in English.

Table 1 *Reliability statistics for the self-assessment and the mini-survey*

	Wed 2	Wed 4	Sat 2
The self-assessment	0.883	0.961	0.957
The mini-survey	0.755	0.868	0.877

End-of-intervention Evaluation Report. This was constructed by the researcher. It asked learners to indicate their perceptions of the impact of the intervention on them overall. The learners were instructed to focus only on the self-assessment tool, their after-class reflective process (reflection writing or taking action and then reporting), and any tactics focused on during class time with the teacher. This was an open-ended question. It was translated into Japanese by the researcher. It was piloted in the second-period Wednesday class. A small translation issue was remedied, but this did not impact learners' ability to answer the question as planned. The learners wrote in English.

Ethical considerations

Permission to conduct the study was sought from the institution in advance and was granted. Of the seventy-two learners in the three classes, forty-six agreed to take part in the study. Participation was voluntary and all participants signed an informed consent form. The learners were assured that their final grade for the course would not be impacted by any aspect of their participation, or their non-participation. While all seventy-two learners completed work related to the tactics (since the intervention was an embedded part of the course), only data from the forty-six learners who signed the informed consent form has been included in the statistical analyses for this study (see the Limitations section). Confidentiality was ensured by learners being assigned a code (e.g., W2_2) to write on any research-related materials rather than their names and by the careful handling and storage of participant data. Any identifying materials were to be destroyed after a period of two years.

Positionality

For a study like this, researcher positionality must be carefully considered. To maximize the extent to which I would be able to make appropriate claims (Holliday, 2018), I made sure that: (1) data collection was not coercive; and (2) the learners knew that any feedback that they gave about the intervention and its impact on them could be either positive or negative or both. My concern was that they might not be as forthcoming as was needed for research purposes. As will be seen in the Results section, some learners provided negative feedback about the intervention. Given this, I was reassured that the learners were providing truthful feedback.

Data analysis

During the implementation of the intervention, I conducted data analysis at multiple points. The process was iterative (Creswell, 2012), as I cycled back and forth between data collection and analysis. I did this after class one (after the learners had completed their self-assessment and the mini-survey), any time the learners submitted their written reflections and reports, and after class thirteen (after the learners had completed the End-of-intervention Evaluation Report). For the quantitative data, I entered the data into the relevant spreadsheet, and checked and cleaned the data. I used JASP (The JASP Team, 2018) to generate descriptive statistics – mean, mode, and standard deviation (see Appendix D). After the implementation was completed, for the qualitative data, I applied descriptive coding (Saldaña, 2009) using ATLAS.ti. The coding scheme derived was then used to inform my answering of the three research questions in the Results section. I coded for: (1) the apparent impact of the learners' homework on their L2 well-being (e.g., an increase in emotional intelligence); and (2) the impact of the intervention on learners' L2 well-being overall (i.e., positive or negative). Please note that given the reader's limited access to the data of this study, I have tried to provide extracts which typify the data overall (see Louw et al., 2014) for the sake of transparency and to limit researcher bias.

Procedure

In class one of the fourteen-week course, I distributed the self-assessment tool and six-item mini-survey (see Appendix A) and had learners complete them. I also provided learners with the handout that they would use for their after-class reflection and report writing, informing them they would use both documents throughout the term to help them feel better about their English-language study.

After class one, I calculated the means for all tactics in the learners' completed self-assessment tools for the three classes. I did this in order to determine which tactics were a "priority." A tactic would be a priority if its mean was high or low relative to what I thought it should be based on the operationalization. I put aside ten minutes of class time to focus on those tactics which I considered to be the highest priority.

In regard to strategy training, according to Zhu (2019), research (see e.g., Chamot & O' Malley, 1994; Cohen, 2000) has shown that such training should raise learners' awareness of the importance of strategy use, and involve teacher demonstration of strategy use, learners practicing using strategies, learners evaluating how well a strategy has worked, and learners knowing how to apply the strategies in different contexts. In class two, therefore, I devoted about ten minutes of class time to talking about the tactic "E5" – "I try to relax whenever I feel afraid of using English." At this time, I gave some brief training about this drawing on an advice document that I had provided to learners in their native language (see Appendix C). The learners then engaged in the regular linguistic activities of the class. When I thought that the learners may be able to use the tactic during the class, I stopped the class and pointed this out. For example, for "E5," I did this just before the learners were about to complete a speaking activity. I followed the same pattern in classes three (for the tactic "P2" – "I try to find as many ways as I can to use my English."), five (for tactics "T4" and "H7" – "When something good happens related to my English, I take time to enjoy the moment." (T4) and "I make it a habit of thinking optimistically even if something bad happens." (H7)), six (I focused on the same tactics as I did in class five), nine (for "E2" – "I regulate my emotions related to my English-language learning."), and ten (I focused on the same tactic as I did in class nine).

After classes two, four, six, eight, and ten, I had the learners use their reflection and reporting handout to focus on the tactics. To complete this work, the learners had to choose one tactic that was a weakness for them based on their self-ratings in their self-assessment tool. They then had to either reflect about the tactic (e.g., in the case of a tactic such as "P4" – "I try to keep my expectations for success realistic.") or take action and then report on their efforts (e.g., in the case of a tactic such as "M2" – "I do things that I enjoy (e.g., listen to Western songs) as part of my study English."). I had learners focus on only five in total based on research findings that indicate that, when it comes to strategies, it is quality that counts (Tseng et al., 2006). I hoped that, by having learners focus on their weaknesses, the quality of their choices might be maximized. In the reflection and reporting handout, I provided an example reflection and an example of a learner reporting after taking action. If they took action, the learners had to write what tactic they took action regarding, how using it was for them, and if they would use it again (this constituted their evaluation of the tactic). I had learners submit this handout five times during the term. At these times, I provided group and individualized feedback regarding learners' use of the handout.

In class seven, I offered all learners the opportunity to attend a lunchtime session with me that would focus on helping them to enjoy their English-language study more. The goal was to provide learners who were low in well-being the chance to express themselves about it and receive help. This took place in week eight. Only one learner attended, and she was highly motivated, and not low in well-being.

In class thirteen, I had the learners complete the End-of-intervention Evaluation Report. I later used their responses on this as an indicator of the overall impact of the intervention on their well-being. In class fourteen, I provided the learners with a brief report about the intervention based in part on their responses on the evaluation report. At this time, I provided learners with information about my plans for the next iteration of the intervention.

Results

In this section, I organize the results according to each research question.

What were the pre-existing levels of the participants' L2 well-being?

As indicated earlier, in class one, I had learners complete the six-item mini-survey related to their L2 well-being. Table 2 presents the results (see also Appendix D).

Table 2 *Learners' well-being measures*

	All 3 Classes (n=46)	Wed 2 (n=13)	Wed 4 (n=21)	Sat 2 (n=12)
I enjoy studying English.	4.565 (/7)	4.462 (/7)	5.048 (/7)	3.833 (/7)
English-language-learning has meaning for me.	5.609	5.692	5.762	5.250
I'm satisfied with my progress related to English-language learning.	3.478	3.154	3.667	3.500
I'm actively developing my English-language skills.	4.022	3.615	4.381	3.833
Studying English gives me energy.	3.891	3.615	4.429	3.250
I have amazing experiences because of my English study.	4.587	4.462	4.571	4.750

I considered the averages for the measures to be generally low, and in particular for the items "I enjoy studying English." (depending on the class) and "I'm satisfied with my progress related to English-language learning." The following excerpts are from learners' reflections and reports. Looking at why the learners chose the tactics that they did provides further indication of their pre-existing levels of well-being.

The results in Table 3 indicated to me that some learners were not enjoying their English-language study as much as they could have been, and many were not as satisfied with their progress as they

Table 3 *Excerpts that indicate learners' pre-existing levels of well-being*

Learner	Tactic	Quote
S2_7	E5 – "I try to relax whenever I feel afraid of using English."	<i>I chose E5. I don't get nervous about writing in English because I have time to think and prepare for myself. But, when it comes to talking face-to-face, it is difficult.</i>
S2_9	E2 – "I regulate my emotions related to my English-language learning."	<i>I chose E2. Because I feel stress and anger every time when I use English. I am going to keep in mind my emotion in this class.</i>
W2_8	P5 – "I remind myself that, even if I have a problem in the course, I can overcome it."	<i>P5– I don't have confidence in my English ability and sometimes blame myself after class.</i>
W4_18	H7 – "I make it a habit of thinking optimistically even if something bad happens."	<i>I chose H7. I often regret some things that I did.</i>

could have been. Further, their reflection and reporting work indicated that at least some were experiencing a range of negative affect related to their English-language study. My overall interpretation was that implementation of the intervention in the classes was justified.

What was the impact of the intervention on the participants' L2 well-being?

From weeks two to ten, I conducted the intervention as described in the Procedure section. In week thirteen, I administered the End-of-intervention Evaluation Report in each of the three classes. When asked the question “How did the intervention impact you overall?”, the majority of learner responses were positive (see the following table). Note that on the evaluation report, learners were presented with example responses to the question. These were: “I feel much better about my English study because...” and “It has not impacted me much because....” Learners were instructed to respond honestly, including negatively, if appropriate.

Table 4 *Results for the question “How did the intervention impact you overall?”*

Type	n	%
Positively (e.g., “I feel much better about my English study because...”)	28	87.5
It had little impact (e.g., “It has not impacted me much because...”) or negatively (e.g., “It was troublesome.”)	4	12.5

Of the learners who viewed the overall intervention positively, some wrote about its impact on their attitude, motivation, or stress levels (see Table 5).

Table 5 *Learners who viewed the overall intervention positively*

Learner	Quote
W2_18	<i>I feel much better about my English study. I have a more positive attitude toward English class.</i>
S2_8	<i>I feel much better about my English study. I think I want to study more.</i>
S2_25	<i>It has impacted me much. Analyzing myself has made more interested in English.</i>
S2_9	<i>I have less stress about my English study.</i>

Others wrote about the positive impact of their reflection and reporting work, and one wrote about the self-assessment tool (see Table 6). Note that “MEJ” refers to the learners’ self-report homework handout.

As indicated earlier, there were some learners who viewed the overall intervention negatively or as having had little impact. Further, some learners, while pointing out that the intervention caused them stress or was somewhat annoying or difficult, also highlighted its positives (see Table 7).

It should be noted here that some of the learners who self-rated lowly on the six-item mini-survey in class one – and whom I therefore considered to be low in well-being – did not engage with the intervention as much as I would have liked (e.g., due to absences, a lack of interest in attending the lunchtime session). Ideally, I would like to have engaged with them one-to-one, but I did not approach them about this since I sensed that my efforts might quickly become an annoyance. That said, other such learners did engage with the intervention, and some reported a positive impact. For example, on the End-of-intervention Evaluation Report in class thirteen, learner S2_4 stated that she had less stress about English and learner W2_12 stated that she enjoyed studying English a little more.

Table 6 *Learners' comments about their reflection and reporting work and the self-assessment tool*

Learner	Quote
W2_7	<i>By using MEJ, I could find my weak point and I could work hard to overcome that weakness.</i>
W2_14	<i>I feel much better about my English study because I used MEJ. It is helpful to have less stress about my English.</i>
W4_11	<i>I feel much better about my English study. I didn't have much good feelings about English before this class. However, by using MEJ, the goal become easier to understand and motivated.</i>
S2_16	<i>I feel much better about my English study. MEJ is very useful to analyze myself.</i>
W2_8	<i>It has given me good effects. [sic] For example, when I write about E5, I knew the way to relax to ease my tension and I come to do it by myself. When I do self-assessment, I could see myself objectively and understood my good and weak points. I think it helps me improve my skill.</i>

Table 7 *Negative or mixed comments from some learners about the overall intervention*

Learner	Quote
W4_15	<i>I feel nothing about it. Indeed, I thought English [sic] more than before. But I study English in my own way. So, I feel it's just task in my school life. I don't feel anything.</i>
W4_18	<i>It has not impacted me much. It took me long time to think about it. It was little hard for me.</i>
W4_16	<i>It has slightly impacted me. Self-assessment improved motivation for learning English.</i>
W2_15	<i>I think MEJ had a good influence on me. The teacher's advice is helpful. But, it was a little annoying.</i>
W2_4	<i>I have some stress about it, but it has good effect for my English. It makes some change or choices of me. [sic] I think it was good stress.</i>
W4_17	<i>I feel much better about my English study, but there were times when it was a little difficult.</i>

Overall, it appears that the intervention had a positive impact on many learners' well-being. Their reflection and reporting work provides support for this conclusion (see Table 8).

The results in Tables 5, 6, 7, and 8 are only a small, but indicative, snapshot of the overall data. When seen through the prism of Oxford's (2016) framework, the results in Tables 5, 6, and 8 indicate a positive impact on learner emotional intelligence, anxiety, resilience (or perhaps academic buoyancy (Yun et al., 2018)), motivation, habits of mind, and perseverance (see Appendix E for definitions for these constructs). All of the above being said, two caveats need to be made here. First, other aspects of the learners' personalities and outside factors (Mercer, 2021) would have impacted the process. As such, follow-up research is needed to assess efficacy more conclusively. Second, in about twenty percent of cases, learners either did not put enough effort into their homework regarding a specific tactic or they reflected when they should ideally have taken action and then reported on their use of the tactic. I started to provide individual and group feedback about this from week two, but it did not resolve these issues as intended as the intervention proceeded. Given this, the impact of the intervention was indeed individualized and varied based on individual learner effort and understanding.

Table 8 Excerpts from learners' reflection and reporting work that indicates positive impact

Learner	Tactic	Quote
S2_7	E5 – "I try to relax whenever I feel afraid of using English."	<i>I chose E5 ... I decided not to force myself to do anything difficult ... but to use only simple words. This behaviour, even if I am not good at English, the other side [sic] understands it and I am able to converse with it. This gave me a reassurance. I want to do it again.</i>
S2_9	E2 – "I regulate my emotions related to my English-language learning."	<i>I chose E2 ... I am going to keep in mind my emotion in this class. I am going to think "can't English is natural." I thought "I can relax and enjoy English conversation" in the class on last Saturday. I will do it again.</i>
W2_8	P5 – "I remind myself that, even if I have a problem in the course, I can overcome it."	<i>P5– I don't have confidence in my English ability and sometimes blame myself after class. However, after reading the teacher's advice, I remembered what I thought I was able to do in this class (for example, I was able to speak up), and I was able to connect it to my self-confidence.</i>
W4_18	H7 – "I make it a habit of thinking optimistically even if something bad happens."	<i>I chose H7. I often regret some things that I did. I was advised to think optimistically, so I don't think too deeply. I will think positively from now on and remember that failure is the mother of success.</i>
W4_12	T1 – "I remind myself that learning a language takes time."	<i>I chose T1. I cannot speak English well ... then I remember his (the teacher's) words. It takes time to learn a language. I have been speaking my native language, Japanese, for 19 years since I was born, but there are many words I do not know. I want to keep trying and not give up.</i>

What was the process by which the intervention exerted its effect?

To the extent that the intervention can be said to have had an effect on the learners' well-being, this would have been mainly achieved through their reflection and reporting work (i.e., their homework). The follow quote illustrates how the work encouraged learners to reflect. For example, learner W4_11 wrote (note that tactic P2 is "I try to find as many ways as I can to use my English."):

I chose P2. I used it because I think my English is not correct and not confident [sic] in my grammar and pronunciation. When I was working part-time these days, a foreigner asked me where to find the goods. I mustered up the courage to converse in English actively. Then, I gained confidence in speaking English. It was very useful for me so I will continue to use English frequently in the future.

The following quotes illustrate how the work encouraged learners to take action and then report. For example, learner W2_4 wrote (note that the learner is referring to tactic M3, which is "I give myself a reward or treat when I do well in English."):

After last class, I ate my favorite sweet. It made me more motivated to studying English. I could do homework in the day. But I have to make other plans. Because, I get weight if I eat sweet when I think I can do my best. [sic] So, I check about own reward on the Internet. I hope I can get good idea!

Learner W4_18 wrote (note that tactic P2 is "I try to find as many ways as I can to use my English."):

I chose P2. I changed the language of my smartphone to get a lot of chances to use English. It was hard for me because it took me long time to operate it. But I could get used to using English a little. I want to do it again.

The following quotes illustrate how the work encouraged learners to re-consider their English-related goals or their approach to English-related study/tasks. For example, learner W4_2 wrote (note that tactic P4 is “I try to keep my expectations for success realistic.”):

I chose P4. I used it because sometime I set my goals high and I don't know what to do. At the time, I'm going to re-establish the goals that I can imagine what I can achieve. I told myself that the tasks have benefit for me in the future. It was useful. I will do it again.

Learner W4_8 wrote (note that tactic H3 is “I study about cultures in which English is used.”):

I chose H3. I usually think that grammar is the most important thing when learning English. However, I felt that knowing about the culture in which English is used leads to the desire to learn English. From now on, I will use YouTube and other sources to obtain information.

The reflection and reporting work appears to have had an immediate positive impact on learners depending on the tactic the learners chose. Some tactics, however, prompted learners in a way that may eventually have a positive impact on them, but that is obviously not guaranteed.

Discussion

Research to date regarding PP-inspired interventions has shown that they can be effective (Abdolrezaipoor & Ghanbari, 2021; Gregersen et al., 2014; Gregersen, 2016; Rad & Jafapour, 2022; Li & Xu, 2019). Although no control group was used for the current study, the data triangulation used provides some indication of the effectiveness of the intervention. As mentioned, when looked at through the prism of Oxford's (2016) framework, the results presented indicated a positive impact on learners' emotional intelligence, anxiety, resilience (or perhaps academic buoyancy (Yun et al., 2018)), motivation, habits of mind, and perseverance. Thus, it appears that the intervention may be effective in strengthening those capacities upon which L2 learner well-being rests, depending on the learner. Follow-up experimental or complexity-based research should be conducted to investigate this further, however.

Gregersen et al. (2021) point out the need to examine the fit between the individual and the PP activity being used (p. 11). The individualized nature of the intervention meant that the learners could choose tactics that they had self-rated themselves lowly on. For this reason, the fit between many learners and the intervention was good. That said, the intervention did not fit one learner who self-reported as having learner autonomy and who appeared to self-identify as not needing the intervention. Some others found it difficult or time-consuming. Therefore, it may be that learners need to be given the choice to focus on fewer or even different (and potentially self-sourced) tactics, or not complete the reflection and reporting work at all after completing the self-assessment.

Zhu (2019) provides a three-stage model for strategy training, with the third stage focusing on post-training that involves the teacher evaluating and revising the training program. Further, in order to make the current intervention sustainable, it must be further refined in a number of ways. First, as above, it needs to be less difficult and less time-consuming, and learners need to be given more freedom regarding if or how they interact with it. Second, the operationalization of Oxford's (2016) framework and the self-assessment tool need finalizing and validating. Issues include poor wording of some tactics and there being overlap among some tactics, which could cause confusion. These issues must be remedied. Third, how to provide training to learners regarding each tactic and its delivery method needs further consideration. In comparison to learners who participated in other PP-inspired interventions (Gregersen, 2016, Li & Xu, 2019; Rad & Jafapour, 2022), some in the current study may have received similar benefits (e.g., a positive impact on their emotions, increased well-

being) but without having to engage in the amount of training that learners in the other studies did. For example, Rad & Jafapour (2022) had learners attend 90-minute training sessions once a week for ten weeks. In the case of the current study, learners focused on five tactics in total – one after each of the five classes. They did this at home by themselves drawing on the teacher's written advice. Based on the quality of the learners' writings, it is likely that they spent between ten to forty minutes on this work each time (and we spent less than ten minutes per class on average on the tactics during class time). Therefore, a more individualized strategy-based intervention such as this one may be more sustainable than other intervention types. That said, even though expecting learners to attend the kind of training that Rad & Jafapour (2022) did may not seem sustainable, more intensive training than was achieved in this study may be needed, especially for specific tactics. Or, given that the impact of the intervention depended on each individual learner's effort and understanding, perhaps a more restricted focus in terms of the number of tactics and increased oversight and learner accountability regarding how they interact with the tactics is needed.

Limitations

A number of limitations must be noted. First, this study has reported an intervention by one teacher in three of his own classes. It should be considered a case study, and as such, the results cannot be generalized more broadly. Second, the results of the study have to be interpreted with caution because only forty-six of the seventy-two learners in the three classes agreed to take part in the study. Whatever their reasons for not participating, examination of their data indicated that it generally reflects those of the participating learners (my greatest concern was the balance of positive and negative perceptions of the impact of the intervention). Third, the intervention was only ten weeks in length and the methodology did not include data collection from the learners beyond the thirteenth week. Therefore, it is impossible to know what long-term impact the intervention may have had on the learners. Fourth, it is not possible to draw any definitive conclusions about the efficacy of the intervention given the small sample size and exclusion of a control group (Plonsky, 2011).

Conclusion

The goal of this study was for me to devise and implement an intervention related to Oxford's (2016) EMPATHICS theoretical framework and report the results of the implementation. I implemented the ten-week intervention in three of my university level classes in Japan of the same course type – a first-year, compulsory, four-skills English-language course.

The results would appear to have three pedagogical implications. First, it appears possible for English-language teachers to help many learners improve their L2 well-being using their own operationalization of Oxford's (2016) framework and learners engaging in reflection and reporting after class multiple times across a term. Second, teachers should expect the implementation process to be messy. Several issues arose during the current implementation (e.g., learners not reading instructions carefully enough, a lack of learner effort or understanding in some cases, overlap among the tactics, perhaps the most "at-risk" learners not engaging sufficiently with the intervention). Further, teachers may need to be flexible and allow the learners themselves to decide how many tactics to focus on, if any. Third, even those learners who appear to have high levels of well-being may not. In the current study, even capable and motivated learners were lacking in well-being, as measured. This may be something that teachers can highlight to their learners to justify implementation of the intervention in their classes.

In addition to the suggestions made earlier, two other avenues of future research can be suggested. First, a future study could focus on finalizing and validating the self-assessment tool used for the current study. This is necessary before the instrument could be used more broadly. Second, a follow-up study could be conducted to elucidate the long-term impact of the intervention on learners' L2 well-being and its impact on their L2 academic achievement. Ideally, the intervention should take place in a mixed-gender class given differences in how male learners use strategies as compared to females (Dreyer & Oxford, 1996; Green & Oxford, 1995; Oflaz, 2019).

Before ending this article, I would like to express my sincere gratitude to the learners in the three

classes that were the focus of the current study. They put a considerable amount of effort into their reflection and reporting work. They were honest and their reflection was comprehensive. As seen in the Results section, many learners reported that the intervention had a positive impact on them. I truly hope that that impact is long-lasting.

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Appendix A

Note that “E3” in the following tool was not written in the form of a tactic, but the learners were instructed to *not* do it. Not doing it was the tactic, in effect.

Self-assessment Tool	My code: _____
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The goal of this self-assessment and associated journal is to help you have a more enjoyable experience associated with studying English. It makes sense to think about the following during your first year of university.

SECTION 1

Below are 45 items. For each item, please indicate to what extent it reflects your own personal experience. In this course, you will use this self-assessment. So, please answer correctly.

Not true of me (NT)	1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7	True of me (T)
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E

1.	I recognize what emotions I and others are feeling.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I regulate my emotions related to my English-language learning.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I compare myself to others in regards to my English skills.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I notice if I am nervous when I am studying or using English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	I try to relax whenever I feel afraid of using English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
6.	I encourage myself to speak English even when I am afraid of making a mistake.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
7.	I try to have empathy for my classmates.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

M

1.	I remind myself why an English course I'm taking has personal relevance and significance for me.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I do things that I enjoy (e.g., listen to Western songs) as part of my study English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I give myself a reward or treat when I do well in English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

P

1.	I work hard at my English learning.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I try to find as many ways as I can to use my English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I review my mistakes to overcome my English language weaknesses.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I try to keep my expectations for success realistic.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	I remind myself that, even if I have a problem in the course, I can overcome it.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
6.	I remind myself that, to increase my ability, I need to put in effort.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

A

1.	I take charge of my own English learning.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I try to study well independently and with others.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I reflect about my English learning.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I give feedback about my course during the course.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

T

1.	I remind myself that learning a language takes time.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I remind myself that achieving my English-related goals for the future depends on my actions now.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I reflect about my past achievements with learning English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	When something good happens related to my English, I take time to enjoy the moment.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	I remind myself of good things that happen related to my English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

H

1.	I try to see my English study as a challenge.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I use strategies to complete English-study tasks.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I study about cultures in which English is used.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I find out how English can be effectively and efficiently learned.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	I notice my English mistakes and use that information to help me do better.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
6.	I set reasonable expectations for my progress with English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
7.	I make it a habit of thinking optimistically even if something bad happens.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

I

1.	I remind myself that people have multiple intelligences.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I try to raise my awareness of my own intelligences.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I list reasons why learning English will benefit me in the future.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I have a clear and elaborate image of the English-user that I would like to be in the future.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	I imagine myself doing well on future assessment items.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
6.	I think about how my identity as a Japanese person affects my identity as an English user.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

C

1.	I raise my awareness of my signature strengths.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I use my signature strengths for English study.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

S

1.	I try to know myself as an English-language learner.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	I try to build a positive sense of myself as an English learner.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I critically plan, monitor, and evaluate my English study.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I set goals for my English study.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	I self-motivate so that I study hard.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

SECTION 2

Below are 6 items. For each item, please indicate to what extent it reflects your own personal experience.

Not true of me (NT) 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 True of me (T)
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1.	I enjoy studying English.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
2.	English-language-learning has meaning for me.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
3.	I'm satisfied with my progress related to English-language learning.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
4.	I'm actively developing my English-language skills.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
5.	Studying English gives me energy.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T
6.	I have amazing experiences because of my English study.	NT 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 T

You're done! Thank you very much!

Appendix B

The following is the box for week two in the learners' reflection and reporting homework handout. After class that week, the learners had to read the instruction below and either write a written reflection or take action and write a report after doing so.

2	Choose one item from "E" and "M" in your self-assessment. Check the advice for that item in "Teacher's Advice" (EM) in Manaba. Reflect about the item. OR, try doing the thing the teacher advises and then write a short report – What did you do? How was it? Will you do it again?
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Appendix C

Here is the advice that was provided to learners in their native language for the emotion and empathy (E) and meaning and motivation (M) sections of the operationalization.

Table C1

E1	I recognize what emotions I and others are feeling.	Advice: Be aware of your own and others' emotions. You can use gestures, facial expressions, posture, pauses, volume, repeating and more to help you do this.
E2	I regulate my emotions related to my English-language learning.	Advice: Regulate your emotions and those of others. Look for physical signs of stress, anxiety, or fatigue. You can regulate your emotions by changing the way you think about a situation or by solving the problem. Do not avoid or suppress emotions. To think positively about a Saturday class, for example, think the following: ● "There's just one class today." ● "We can relax and enjoy English conversation." ● "I can see my friend, Miwa."
E3	I compare myself to others in regards to my English skills.	Advice: Everyone is different. Everyone has their own life history. So, it makes no sense to compare yourself to others. If you find yourself comparing yourself to others, remind yourself not to. Instead, remember your strengths. And, tell yourself that you can be a good English user. Then, set a goal and work towards achieving it.
E4	I notice if I am nervous when I am studying or using English.	Advice: Monitoring this will help you to recognize when you need to regulate your emotions related to your English study.
E5	I try to relax whenever I feel afraid of using English.	Advice: If you are to use English, try to relax. Doing so may improve your performance. However, some fear is natural and constructive. To relax, take a deep breath and tell yourself you can do it.
E6	I encourage myself to speak English even when I am afraid of making a mistake.	Advice: Encourage yourself to speak English even if you are afraid of making mistakes. It's perfectly okay to make mistakes. It's part of learning. Sometimes you worry about fluency, sometimes you worry about accuracy. Focus on mistakes only when you are focusing on maximizing your accuracy.
E7	I try to have empathy for my classmates.	Advice: It is important to empathize with your classmates. You can do this, for example, when doing pair work. If your partner does not like speaking, you can try to imagine why that is the case.

Table C2

M1	I remind myself why an English course I'm taking has personal relevance and significance for me.	Advice: English courses are relevant for everyone in the course. To remind yourself of the relevance of the course for you, you can think: ● "I can speak a lot." ● "I can have fun." ● "I can make new friends." ● "I can use the English when I travel."
M2	I do things that I enjoy (e.g., listen to Western songs) as part of my study English.	Advice: It is important to do fun activities related to English because doing the activity itself is fun. This means that you can also enjoy learning English as part of these activities. Do these things: ● Listen to a song, take a note of new English, review it many times, and then use it ● Watch movies (as above) ● Use e.g., "Tandem" and communicate with English speakers abroad
M3	I give myself a reward or treat when I do well in English.	Advice: This is useful. This will give you even more motivation going forward. Try these things: ● Say "Well done!" to yourself ● Eat or drink something nice ● Take a break and watch YouTube videos

Appendix D

The following tables contain the results of the quantitative analyses. The mean, mode, and standard deviations are reported.

Table D1 *Descriptive statistics for the six-item mini-survey (all 3 classes) (n=46)*

	Mean	Mode	Standard Deviation
I enjoy studying English.	4.565 (/7)	6.000 (/7)	1.628 (/7)
English-language-learning has meaning for me.	5.609	7.000	1.542
I'm satisfied with my progress related to English-language learning.	3.478	3.000	1.656
I'm actively developing my English-language skills.	4.022	4.000	1.325
Studying English gives me energy.	3.891	4.000	1.581
I have amazing experiences because of my English study.	4.587	6.000	1.771

Table D2 *Descriptive statistics for the six-item mini-survey (Wed 2) (n=13)*

	Mean	Mode	Standard Deviation
I enjoy studying English.	4.462 (/7)	5.000 (/7)	1.613 (/7)
English-language-learning has meaning for me.	5.692	7.000	1.377
I'm satisfied with my progress related to English-language learning.	3.154	5.000	1.625
I'm actively developing my English-language skills.	3.615	3.000	1.044
Studying English gives me energy.	3.615	4.000	1.387
I have amazing experiences because of my English study.	4.462	5.000	1.808

Table D3 *Descriptive statistics for the six-item mini-survey (Wed 4) (n=21)*

	Mean	Mode	Standard Deviation
I enjoy studying English.	5.048 (/7)	6.000 (/7)	1.359 (/7)
English-language-learning has meaning for me.	5.762	7.000	1.546
I'm satisfied with my progress related to English-language learning.	3.667	3.000	1.494
I'm actively developing my English-language skills.	4.381	4.000	1.244
Studying English gives me energy.	4.429	4.000	1.568
I have amazing experiences because of my English study.	4.571	6.000	1.748

Table D4 *Descriptive statistics for the six-item mini-survey (Sat 2) (n=12)*

	Mean	Mode	Standard Deviation
I enjoy studying English.	3.833 (/7)	3.000 (/7)	1.899 (/7)
English-language-learning has meaning for me.	5.250	7.000	1.765
I'm satisfied with my progress related to English-language learning.	3.500	3.000	2.023
I'm actively developing my English-language skills.	3.833	3.000	1.642
Studying English gives me energy.	3.250	3.000	1.603
I have amazing experiences because of my English study.	4.750	5.000	1.913

Appendix E

Provided here are definitions for the constructs mentioned in the Discussion. Page numbers have been provided for any text that is not strictly a definition.

Table E1

Construct	Source	Definition
Emotional intelligence	Mayer & Salovey (1997)	The ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and/or generate feelings when they facilitate cognitive activities and adaptive action; and the ability to regulate emotions in oneself and others (p. 159)
Foreign language anxiety	MacIntyre (1999)	The worry and negative emotional reaction aroused when learning or using a second language
Motivation	Ghenghesh, 2010	An internal drive that encourages a learner to pursue a course of action and is responsible for initiating the learning and later the driving force to sustain the learning process over the long and arduous years it takes to learn a language
Perseverance	Oxford (2016)	Continued effort to do or achieve something despite difficulties, failure or opposition
Resilience	Luthar (1993); Luthar et al. (2000)	The ability to bounce back from adversity; the ability to overcome stressors and maintain mental calmness
Academic buoyancy	Martin & Marsh (2008)	The capacity of students to navigate challenges that are typical of the ordinary course of school life and to successfully deal with academic setbacks
Habits of mind	Anderson, Costa, & Kallick (2008)	A framework of mental strategies that allow learners to be successful; they are: persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly, thinking about your thinking, striving for accuracy, questioning and problem posing, applying past knowledge to new situations, thinking and communicating with clarity and precision, gathering data through all senses, creating, imagining, innovating, responding with wonderment and awe, taking responsible risks, finding humor, thinking interdependently, and remaining open to continuous learning. (p. 4)