POSITIVE EDUCATION IN THE EFL CLASSROOM: OBSERVATIONS AND IDEAS

Maja M. MANDIĆ[1]
University of Banja Luka
Faculty of Philology
English Department
Banja Luka (Republic of Srpska, Bosnia and Herzegovina)

[1] maja.mandic@flf.unibl.org; https://orcid.org/0009-0006-8584-3366

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Abstract. The aim of this paper is to discuss the main principles of Positive Education, an approach to learning and teaching based on the ideas of positive psychology, which combines traditional education with the study of well-being and happiness. According to this approach, the skills for increasing well-being can and should be taught in school because they help students learn better and achieve higher academic success (Adler, 2016; Durlak et al., 2011; Fredrickson, 2004; 2005; Hoare et al., 2017; Seligman, 2008; 2017; Seligman & Adler, 2018; Seligman et al., 2009). The paper describes and discusses EFL classes based on Positive Education, implemented as part of two elective EFL courses at a university. The paper uses the principles of Exploratory Action Research (Smith & Rebolledo, 2018; 2022) to examine the effects of applying materials and practices grounded in Positive Education, as observed in students' responses and classroom dynamics. The classes were aimed at combining teaching traditional foreign language skills (e.g., listening, speaking, and writing) with well-being skills (e.g., raising self-awareness, social awareness, and empathy) (Durlak et al., 2011; Norrish et al., 2013; Rimm-Kaufman et al., 2014; Seligman, 2008). Positive and negative aspects of the classes are discussed in order to understand their potential in working with new student groups. The paper provides suggestions for future work with university students.

Introduction

Educators around the world strive to further their students' understanding of the world, enabling them to continue to improve their own learning processes, even when the new knowledge gained is only slightly greater than before. But what about students' mental health and well-being, and the many factors that affect students' progress but are not part of the subject matter discussed in the classroom?

This article discusses the main principles of Positive Education (PE), a paradigm that proposes working on students' well-being as well as their academic skills in the school setting. After outlining research on PE and related approaches, and presenting the basic principles of Exploratory Action Research (EAR), the article describes three PE-based classes designed and carried out by the author in the university-level EFL classroom. It examines the effects of these classes, offers the instructor's observations based on EAR, and proposes topics aimed at developing aspects of students' well-being which could be incorporated into EFL instruction.

Literature Review

Positive Education

School life and education can affect students in both positive and negative ways. Academic excellence, testing, high scores, and learning objectives have been the focus of so much research for so long that an equally important aspect of education—students' well-being—has been somewhat neglected. This has changed recently; for example, well-being in general is one of the United Nations' top 17 sustainable goals (United Nations, 2015), and there are currently many approaches to education at various levels whose primary aim is to create an environment that promotes and develops students' physical and mental health.

As one such approach, PE draws its core principles from the ideas of positive psychology, understood as the study of human flourishing and optimal functioning. It combines traditional education approaches with the study of happiness

and well-being in order to encourage individuals and schools to find a way to flourish (Mandolini, 2020). Martin Seligman, the founder of PE, points out that well-being is "every young person's birthright" (Seligman, 2017, p. 13). He argues that well-being can—and should—be taught in schools because it helps battle depression, increases life satisfaction, helps students learn better and develop more creative thinking, and is directly related to academic success (Seligman et al., 2009). As Waters (2011) emphasizes, programs aiming at fostering positive emotions (e.g., hope, gratitude, and serenity) and character strengths are directly linked to improved student relationships, well-being, and academic performance.

The skills for increasing well-being are learnable,[2] and well-being and academic achievement are mutually inclusive (Adler, 2016; Durlak et al., 2011; Seligman et al., 2009). As Adler (2016, pp. 50–51) argues, "targeting the skills for well-being might yield even more academic dividends than directly targeting academic performance. Teaching students these life skills may make them more receptive to learning academic material and may enable them to better deploy their academic skills when taking standardized exams." One of the main proposals of PE is that "positive schools and positive teachers are the fulcrum for producing more well-being in a culture" (Seligman & Adler, 2018, p. 54). This model assumes that well-being consists of various elements which individuals can pursue in order to live a good life—or, as Seligman formulates it, to flourish (Hoare et al., 2017).

The idea of flourishing can be described as being in "a state of optimal human functioning, one that simultaneously implies growth and longevity, beauty and goodness, robustness and resilience, and generativity and complexity" (Fredrickson, 2004, p. 1373). Flourishing entails both "feeling good" (hedonic approaches) and "doing good" (eudaimonic approaches), such as learning prosocial behaviors and ways of bringing good to others and a wider community (Norrish et al., 2013). Flourishing also includes the idea of mindfulness, described as the practice of awareness of an experience in the moment (Germer & Neff, 2019).

PE takes into account the broaden-and-build theory, whose main idea is that positive emotions are directly linked with broader, more creative, open-minded thinking, while negative emotions narrow attention and limit focus (Fredrickson, 2004; 2005). Broadened mindsets build "enduring personal resources," which means that people can "transform themselves, becoming more creative, knowledgeable, resilient, socially integrated, and healthy individuals" (Fredrickson, 2005, pp. 221–222). PE is closely aligned to Social Emotional Learning (SEL) programs, whose main objective is to help students acquire competencies related to self-awareness, social awareness, and relationship skills, which are a foundation

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[2] Some of the websites where teachers and educators can find resources to teach gratitude, reflection on positive experiences, focus on positivity, social awareness, connection, altruism, self-awareness etc. are https://actionforhappiness.org/resources, https://www.pursuit-of-happiness.org/teaching-resources-2/, https://characterlab.org/playbooks/, https://positivepsychology.com/blog/.

for students' better adjustment and academic performance (Durlak et al., 2011). PE thus aims to develop students' core competencies to observe and manage emotions, set positive goals and find ways to achieve them, accept the perspectives of others, and maintain positive relationships. PE approaches emphasize the importance of the roles teachers play in the education process. For example, the Responsive Classroom program is based on the proposal that students' motivation and engagement increase if teachers work on students' prosocial behavior, collaboration, and self-control, which leads to improved student achievement (Rimm-Kaufman et al., 2014). Seligman and Adler (2018) argue that students' positive perceptions will be influenced by teachers' optimistic behaviour, a sense of the future, and trust. Teachers should thus be trained to use the ideas of SEL to help students find intrinsic rewards for learning and to create an environment which fosters autonomy and cooperative learning (Jennings & Greenberg, 2009). They can include practices which develop explicit positive learning behaviors (e.g., using teacher talk, providing social and emotional resources, and focusing on individual goals) (O'Brien & Blue, 2018) and apply mindfulness techniques (Kokolas, 2022).

Exploratory Action Research

Exploratory Action Research (EAR) suggests that teachers can simultaneously teach and research their own teaching practice or classroom dynamics (Smith, 2015; Smith & Rebolledo, 2018; 2022). EAR is "a way to explore, understand, and improve our practice as teachers" (Smith & Rebolledo, 2018, p. 20). Teachers can approach any puzzlement, question, or problem in their own teaching through a two-stage process: the exploration stage and the action research stage. Instead of solving problems that might not even be completely clear to them, teachers have a chance to narrow down any confusing ideas they might have about their own practices or student engagement and development, ask more concrete questions, and apply the results of the research to their teaching process, or use the obtained data to formulate a problem more clearly and find solutions using action research. The guiding principle is understanding the "quality of life" in the classroom, and the work done by both teachers and learners aims to bring people together and to increase mutual development (Allwright & Hanks, 2009; Hanks, 2015).

Methodology

The main purpose of this EAR was to find out about students' degree of satisfaction in their EFL classes and student life, as well as to raise their awareness of their own and others' emotions by using the language of emotions in discussions, and learning a vocabulary which might help them formulate their emotions more

precisely and thus express them better. This was not a problem that I wanted to solve, but rather a case of puzzlement I wanted to understand in order to create a more motivating atmosphere in the classroom and connect with my students in a better way. Moreover, I had previously learned of the principles of PE, which I thought made an appropriate approach for me to understand what I was wondering about. These factors influenced my decision to conduct the small-scale research described in this article.

Information about the research questions, participants, instruments, and procedures (based on Smith & Rebolledo, 2018) is included in the subsections describing the three PE classes.

Positive Education Classes

The three classes that I created based on the principles of PE were taught in two elective courses (English Language 3 and English Language 4), which were taken by two groups of students of German Language and Literature in Year 2 of their 4-year Bachelor of Arts degree. When the three classes were organized, it was our third and fourth semester working together, so I knew them very well and felt confident that they would enjoy and benefit from these classes. The students were all at an intermediate or upper-intermediate level of English, so there were no obstacles for them to discuss any topics related to well-being. PE concepts can easily be taught through a wide range of subjects and successfully linked to academic objectives (Hoare et al., 2017). These classes were formulated as examples of implicit teaching, i.e., PE-related ideas were incorporated into an existing curriculum subject (Waters, 2021, p. 158). One of the aims of these classes was to create an environment in which the whole class as well as each individual student would flourish. As Norrish et al. (2013) point out, students flourish when they feel happy, have good social relationships, and achieve their goals with confidence, while the whole class flourishes when students are included, the teacher is confident and content, and everyone in that class feels engaged and dedicated to learning.

Class One: How Are You?

Given the many benefits of PE, the described classes were organized according to its main principles and the idea of puzzlement as one of the main motivations for doing EAR (Smith & Rebolledo, 2018, p. 29). The main aim was not just intellectual but also empathetic understanding, i.e., understanding both things and people, because language teaching is a social science, "in which the role of people, and a relationship between them, is crucial" (Allwright, 2015, p. 21).

Question. The exploration entailed identifying the positive and dealing with the negative in the classes. The main question was to find out how the students felt in general and in relation to their studies, and how they expressed their feelings.

As Waters (2021, p. 156) argues, "well-being occurs, and is built up, in the multiple small moments of connection and positivity that occur between a teacher and his/her students." The students were informed that the class would be organized somewhat differently, and the introduction contained the following statement, among others: "I just want to ask you how you are." They responded with a smile and accepted this little intervention as another English language lesson. This was consistent with my idea of designing a PE-based class (i.e., writing in English and discussing answers to the questions asked while being introspective and raising awareness of their own feelings) and exploring my interest through EAR (i.e., using "means which do not interfere with their everyday teaching" (Smith, 2015, p. 39)).

This small class consisted of just eight students, but five of them came to class that day. The whole intervention lasted for one 45-minute period.

Description of class. My first instruction was to sit in a circle, which is a seating arrangement recommended when students are expected to take part in class discussions and verbally interact because their on-task behavior is better and there are fewer disruptions (Wheldall & Bradd, 2010). The students were given a sheet of paper with 8 questions and told they had six to seven minutes to answer the questions using the first ideas that came to their mind. They were instructed not to write their names because anonymity might ensure more honest answers. As they looked at the sheets with curiosity and some confusion, I wanted to assure them that all their answers would be acceptable and valid, so I added: "There are no right or wrong answers. This is about you. There are no expectations."

After they finished writing their answers, the students were told to swap their sheets with their pair (or another member of their group of three) and read his/her answers. Their task was to focus on a thing or a situation mentioned by their pair for which they could suggest some sort of a solution, give advice, tell a story, etc. The students were asked to discuss these possible scenarios between them. They were given 10 minutes for this part of the task.

The last part of this intervention was for the students to sum up their conversations and report the summary to the whole class. The whole class had a brief discussion on the most prominent topics of their conversations. Two major topics[3] were discussed: the coming exams and life away from home. The class discussion focused on expressing how the students felt at the moment and whether they should worry about the exams. They were all in touch with their feelings of worry and nervousness because of the effort they had to invest if they wanted to pass their exams, but it was reassuring to hear that some of them were aware of the ways to soothe themselves and to decrease their tension (e.g., "Nothing is gained worrying," "We need to learn to think positively," "Relax, everything is going to

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[3] When asked about possible reasons for similar topics, some students answered jokingly: "This building." This answer was expected, as we were sitting in our English class, thinking about the winter break and making study plans in relation to the examinations scheduled for the following month.

be OK," "Life is full of problems, maybe in the future when we look back on this time, we will think about it with a smile on our faces.").

Data collection. Data were gathered via questionnaires with 8 open-ended questions, providing the students with the opportunity to describe their feelings in ways they deemed the most appropriate. The analyzed data were compared to the data collected during the group discussion (following the students' discussions in a pair and a group of three).

After the discussion ended, I collected the students' sheets of paper in order to correct their grammar and vocabulary and return them in our next class. This was the "English language" part of the intervention. I wanted the students to receive feedback on what kind of vocabulary and grammar structures they had used to describe their emotions. The questionnaires were also analyzed in terms of how the students expressed their emotions and whether the formulations were predominantly positive or negative, and who/what they focused on.

Class Two: Vocabulary of Feelings

Question. Based on the results of the exploration phase, the following class was designed to provide students with a more appropriate and precise vocabulary to use when reflecting on and expressing their emotions. The question that I wanted to answer was whether the students' usage of a more precise vocabulary would help them raise awareness of their own feelings and connect with them, as well as recognize the feelings of the people they often interact with. One of the most important aspects of PE is developing students' ability to recognize, regulate, and express their emotions, i.e., emotion regulation and self-awareness (Kern & Kaufman, 2017). This class lasted 45 minutes and involved all the students, including those who had not answered the questions the previous week.

Description of class. In order to prepare for the class, I wrote 25 adjectives (brave, ecstatic, efficient, frustrated, furious, cheerful, dizzy, embarrassed, foolish, glamorous, comfortable, dissatisfied, envious, fed up, grateful, confident, disgusted, excited, fascinated, guilty, confused, disappointed, exhausted, exhilarated, and helpless) which can be used to express feelings on small pieces of paper. The adjectives referred to both positive and negative feelings because I wanted the students to think about and discuss both comfortable and uncomfortable emotions. The students were asked to draw two adjectives each out of a bag. Next, they were given 10 minutes to think of a situation when they had felt the emotion written on the chosen piece of paper and a situation when a classmate, a friend, or a family member had felt the feeling described by the other adjective, and to tell a short story of the two situations. This meant that every student had an opportunity to relate to some of the situations people go through daily, realizing that they are all a part of the human condition.

Data collection. Data were collected through my own observation and the notes that I took while the students were telling their stories based on the chosen adjectives. Some of the students did not know the selected adjectives, so I helped them understand their meaning. These data were complemented with the students' feedback at the end of the class.

Class Three: Empathy

My plan to explore what students know about empathy and what role it plays in their lives derives from two facts: that empathy is one of the key characteristics that make us human, and that—as one of social-cognitive and affective competencies—it can indeed be taught (Durlak et al., 2011). This social skill helps our immediate environment or society in general thrive. Knowing that one has social support and believing that one is cared for, loved, and valued is one of the crucial factors that affect our well-being, regardless of culture and age (Forgeard et al., 2011). According to Seligman, meaning consists in using one's best strengths "to belong to and serve something you believe is larger than the self" (Seligman, 2008, p. 20). Understanding other people's emotions and building supportive relationships through cooperation and cultural sensitivity are extremely important elements of a good student–teacher rapport (Jennings & Greenberg, 2009). As Adler (2016, p. 50) points out, "by experientially learning the skills of effective communication and empathy, the environment in classrooms changed from being rigid, dull, and hierarchical to more egalitarian, respectful, energetic, and motivating."

Question. The class was organized as a workshop on empathy, focusing on what this concept entails and what it can do for us. The main question was how much the students knew about empathy, and the main aim was to discuss this concept and gather students' opinions through pair and group work. Another aim was to raise students' awareness of how vital empathy is in our lives and to make them think about how they can work on developing their own empathy.

Nine students took this course (English Language 4), but only six of them attended the class on that day. The class lasted for 45 minutes, which is half of the time of our regular weekly sessions.

Description of class. After introducing the term, I first asked the students to do a brainstorming activity and write down what the word empathy meant for them. I wrote their responses on the whiteboard, underlining the words and phrases that were mentioned more than once (a reminder that some of our ideas are shared by many members of our community). One of the words was *compassion*, which could also be a key word for a completely new assignment, given its relatedness to a sense of common humanity (Neff & Germer, 2017). The other words were: sympathy, listening, acceptance, connection, agreement, and disagreement.

After a short discussion of the responses on the board, I showed the students three videos on empathy (What is empathy? (In Diverse Company), How

empathy works and sympathy can't (Dr Paul Furey), and Brené Brown on Empathy (RSA), all lasting 2–2.5 minutes) and asked them to answer the following questions individually: 1. Do your words appear in the videos? 2. What is the most important thing that you take away from the videos? 3. Are there any ideas you do not understand or agree with?

The class then engaged in a discussion based on the students' answers to the questions, realizing that they now understood the difference between empathy and sympathy, and had learned about feeling and doing things for other people, and about listening to others without judging them. During the discussion, I wrote the students' ideas on the whiteboard so they could be referred to throughout the class.

The next task was to look up any of the mentioned concepts online and report about it to the whole class. The students had an opportunity to partially create the class themselves and to cooperate, since they worked in pairs. They talked about depression and possible ways of helping a depressed friend, about patience and self-care, and about trauma and vulnerability. They were engaged in looking up their ideas online and had no difficulty deciding what to discuss. The final task was to take part in a whole-class discussion based on the questions: Is empathy appreciated/valued in our society? Can one learn empathy? What is empathy for?

Data collection. Throughout the class, I took notes of what the students discussed, which I later used to analyze the students' opinions. These were combined with the words/phrases the students came up with, which were written on the whiteboard, as well as my own reflections on the students' performance and engagement.

Results and Discussion

Class One

The students' answers were very similar and in agreement with the discussion we had had in our class. It was a great relief to read that all of the students' answers to the question "How are you?" were positive ("fine," "good," "excellent"). Some expressed concern about the coming exams ("a little worried," "a little tired"), but they realized they were generally all right ("I remember better days, but I can say that I'm fine, speaking in general."). When asked about how they had been feeling lately, the students mostly replied that they were fine or their mood depended on the situation. Some mentioned studying hard ("a little tired because of too much work"), and one expressed his/her general satisfaction with life ("I have been satisfied with my life. There will always be hard times, but I'm learning how to think positively."). The students also wrote that they had been thinking about "exams," "vacation," or "going home" lately. These answers were predictable because the students mostly focused on their immediate tasks, without thinking about grand future plans.

When asked whether they would rather be somewhere else and what they would rather do, a couple of students replied that they would rather be in the Maldives. Some of them said they would be eating ice cream, enjoying the sea, relaxing, or being in another country because of the weather, or at home with their family. One explained that they all had to work hard in order to make their wishes come true, so he/she was happy about where he/she was at that time. One student said he/she would definitely like to be somewhere else in the future.

The last four questions focused on the students' general positive and negative feelings because I wanted to learn about how my students responded to everyday joys and sorrows. It was encouraging to read that "family" and/or "friends" were what made all of them happy. The students showed the awareness of the importance of connectedness in life, and the value of spending time with people you love or of doing small things ("things I do in my free time," "my family, friends, dog, books, good music, sport… a lot of basic things," "going to the gym," "when I learn something new," "when people who are close to me are happy").

When asked about what made them sad, the students showed a great deal of compassion. Only one said he/she felt sad when he/she was away from home too long, but all the other students wrote about feeling sad about someone else's situation ("when my people are sad," "when some person that I love is sick," "when someone loses somebody who he loves," "the news about the world, wars, and all the things that are happening lately"). These answers prove that most students show genuine compassion, which includes seeing how tragic the human condition can be (Gilbert, 2015).

The students also wrote about what excites them and mentioned spending time with their family, spending free time in a way they wanted, or good food. One student wrote "thinking about good things that will happen to me", which sounds inspiring.

Writing about what worried them, some of the students mentioned "college," but others expressed their worry about the situation in the world or their future ("mostly the situation in the world these days," "future in general," "not being able to do all the things that I planned for the future, for example, not finishing college"). One admitted to worrying all the time, realizing that sometimes those worries were "irrational." This student expressed his/her understanding that his/her own brain created these worries "for some reason," thus showing awareness of how anxiety works even without naming it.

Based on the in-class discussion and the students' individual answers written on the sheets of paper, the following conclusions can be drawn: a) Students are mostly aware of their feelings; b) Students are not focused just on their own little world; c) Students are not self-centered; d) Students show compassion and self-compassion; e) Students empathize with people in need; f) Students think and worry about their future; g) Students are aware of the importance of connectedness.

Class Two

Listening to students' short stories, I did not observe any reluctance to take part in the task. Most of the students told stories from their childhood or college experiences, and they spoke about their family members' and friends' experiences in their second story. One student introduced her story by saying that she did not like to talk about her emotions, so she decided to connect the positive adjective with her experience and the negative one with an old neighbor's experience. This remark must be taken into consideration in the classroom setting because talking about one's emotions can be difficult. After they had all finished their stories, we briefly discussed the importance of knowing how to label one's feelings because it becomes easier to process them. The students' feedback was positive, and their engagement and participation in this class were excellent. Their comments showed that they felt more motivated and relaxed in the classroom when given an opportunity to discuss their feelings and opinions on important personal and social issues.

Tasks such as these can be used to develop students' vocabulary and speaking skills. Additionally, they can help students raise awareness of their feelings and reflect on the situations in which they appear. Students can also observe and recognize other people's feelings, which might help them feel better connected to their immediate community.

Class Three

Based on the described sources of information, it can be concluded that students are convinced that empathy can be learned and that this topic should be discussed more in society. They showed genuine interest in all the issues raised by the videos and by their peers, and were very motivated to take part in the class discussion. Students' anecdotal feedback was very positive—they commented that the class was very good and a welcome diversion from filling out gaps in a grammar or vocabulary exercise in our textbook. They thanked me for a great class, even without being asked to share their comments and impressions. After this exploratory research, the new understanding that I had gained helped me realize I did not have to take it further into action research (Smith & Rebolledo, 2018, p. 26).

Conclusion

Both beginners and experienced teachers will agree that the purpose of teaching is to create an inspiring environment for students to acquire new knowledge and to make the process of learning as fast and unhindered as possible. The most important question is what quality this new knowledge possesses and whether it will ensure a good life for students, regardless of how *a good life* is defined. One

thing is certain—a good life entails being as physically and mentally healthy as possible and being fulfilled.

One of the ways to train teachers to help students learn skills to live a fulfilled life is PE. This theoretical framework and the practices derived from it create environments that enable teachers to encourage students to think beyond the subjects they tackle and to focus on developing skills that they will be able to use all their lives. These practices inspire students to ask the right questions about themselves, their peers, and the world they live in, and to wonder about how they can contribute to their community. Learning to recognize one's own and others' emotions, how to manage those emotions, how to think about others, how to be kind and compassionate, how to recognize one's strengths and apply them when necessary etc. are crucial kinds of knowledge that students will be able to use throughout their lives.

The students working on these tasks responded very well to all of them, and their feedback was more than positive. Although such feedback may be related to the small number of students and needs to be confirmed by further research, it can still be accepted as a valid argument for designing these types of classes. Using EAR to explore students' emotions and opinions resulted in several conclusions. Their engagement during the tasks was higher and their own descriptions of the classes ranged from "more interesting than usual" to "much better than grammar and vocabulary exercises," meaning that their contribution and involvement improved the atmosphere and the teacher–student rapport. One of the documented results of EAR is a change in teachers' mindset in the way they view learners and their own development (Smith & Rebolledo, 2018), and these classes indeed increased my own well-being as a teacher. Furthermore, the students' responses related to their feelings reveal that they are mostly aware of their emotions and are able to reflect on them. However, they are not focused just on their own life—they are also aware of their community and are willing to explore that relationship and reflect on it. Implementing various PE tasks and assignments and bringing the principles of PE pedagogy regulating the teacher–student rapport into the classroom might prove an excellent approach to help students develop the strengths which they and their communities might benefit from.

The three classes described here show endless opportunities to engage in variations of such tasks and can be expanded into a full-semester program, complementing the existing curriculum. This type of implicit teaching can be adapted to suit the needs of each new class—or even each individual student. This format of classes can be used to shed light on many important ideas that might be too abstract (e.g., freedom, peace, tolerance, success, failure, progress, unity, etc.) or raise students' awareness of their place in the world and their relation to their immediate environment or the whole world, and provide a forum for discussion open to all. These observations serve as a starting point for possible future classroom interventions, topics to be discussed and learned about, and ideas for

more effective integration of well-being practices into the classroom and a better understanding of students' needs related to their mental and physical health.

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Maja M. МАНДИЋ
Универзитет у Бањој Луци
Филолошки факултет
Катедра за англистику
Бања Лука (Република Српска, Босна и Херцеговина)

Позитивно образовање у настави енглеског као страног језика: запажања и идеје

Резиме

У раду се представљају основни принципи позитивног образовања, теоријског оквира који подучавању приступа са становишта позитивне психологије. Према овом оквиру, чији је главни теоретичар Мартин Селигман, рад са ученицима који се заснива на развијању позитивних емоција и њиховог општег благостања (енгл. *well-being*) повећава и њихов академски успјех. Потврду директне везе између развијања позитивних емоција и бољег успјеха из свих предмета дају многобројна истраживања на различитим нивоима образовања (Adler, 2016; Durlak et al., 2011; Fredrickson, 2004; 2005; Hoare et al., 2017; Seligman, 2008; 2017; Seligman & Adler, 2018; Seligman et al., 2009). Рад садржи опис и анализу три пробна часа енглеског језика као изборног предмета на универзитету заснована на позитивном образовању. Један час за циљ је имао подизање свијести о сопственим емоцијама и препознавање емоција других људи, а други правилно именовање емоција и проширивање рјечника емоција. Трећи час био је усмјерен на појам и значај емпатије као важног механизма повезивања у ужим и ширим заједницама (Forgeard et al., 2011; Gilbert, 2015; Neff & Germer, 2017; Norrish et al., 2013). Анализа се заснива на принципима експлоративног акционог истраживања (Smith & Rebolledo, 2018; 2022). Ови часови замишљени су као примјери имплицитног подучавања и могу да служе као предложак за осмишљавање задатака током којих би се истовремено могле

подучавати и вјештине говора, писања, читања и слушања енглеског (или неког другог) језика и радити на подизању свијести о себи, другима и начинима да се допринесе сопственој заједници.

Осмишљавање дијела часа или комплетних часова по принципима позитивног образовања је, сасвим сигурно, један од начина да се постигну циљеви подучава-ња—усвајање знања и вјештина из одређене научне области, као и вјештина које помажу да се кроз живот иде свјесније, храбрије, издржљивије и саосјећајније, и да се на уму има лично благостање, али и благостање оних са којима дијелимо овај свијет. Часови описани у овом раду представљају примјере многобројних начина на који се овакви часови могу формулисати или проширити на цијели семестар, и то тако да се лако уклопе у постојеће наставне планове и програме. Задаци засновани на позитивном образовању стварају простор да се о многим апстрактним темама (нпр. слобода, мир, толеранција, успјех, неуспјех, напредак, јединство итд.) говори разумљиво и лако и да студенти подједнако учествују у креирању часа. Њихове реакције на ове часове су позитивне, што су и сами имали потребу да истакну, а током часова се могао уочити већи ангажман и одлична сарадња са колегиницама и колегама.

Кључне речи: позитивно образовање; енглески као страни језик; експлоративно акционо истраживање; самосвијест; друштвена свијест; емпатија.