



# Positive Psychology: Reframing English Teaching and Learning

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**Abstract:** Recent researches in SLA have exhibited the affect-turn, highlighting the role of affect in promoting students' English acquisition. Beginning from this, the paper argues to reframe English teaching and learning from positive psychology, concerned with developing students' emotional development and holistic development. One of the central aims of language education is to produce holistic persons, and English as a second language is no exception. English can contribute greatly to producing sound and holistic persons with its great literature and its stories. To expand and enrich English education, positive psychology sheds a new light. Based on literature review, the paper argues the necessity, validity, and pathways of reframing English teaching and learning. From the positive psychology, the reframing of English teaching and learning encompasses: developing learners' emotional development as veritable teaching aims; building caring and emotional teacher-student relationships; constructing positive learning experiences for learners by employing humanistic activities; developing learners' positive traits and growth mindset; and developing positive teachers. Incorporating Positive Psychology into SLA has highlighted the contribution SLA has made to produce whole people by promoting learners' emotional development, to redress the imbalance of affect and cognition in English education. The core values of positive psychology and the core mission of English education align with each other, and their merge into one benefits to produce holistic learning and holistic people. No instrumental people are produced and human dignity is restored. The great changes in the world call for deeper learning, and the integration of positive psychology with SLA is the exact move needed for this, for personal thriving, national thriving, and the world's thriving.

**Keywords:** Affect, Positive Psychology, Growth Mindset, Positive Traits, English Teaching

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## 1. Introduction: Affect in Education

The educative mechanism encompasses humans' affect and cognition, both of which overlap each other and underlie each other. Affect is the foundation and catalyst of cognition and affect and cognition are inseparable. The educational guideline of developing students' key competencies in China highlights the significance of affect in English education, obsoleting the one-dimensional alienated education focused on knowledge transmission and cognition. Therefore, the new educational paradigm integrating affect and cognition is welcome, whose integration of affect and cognition promotes learners' coordinated development of affect and cognition, ensuring their sound holistic development. The paper draws the insights of positive psychology proposed by Martin

Seligman to explore affect in English education and strategies of instilling it in learners so as to cultivate the whole people with the high affect development.

In response to the great changes in education, The OECD project seeks to develop a framework to better understand the competencies (i.e. knowledge, skills, attitudes, and metacognition) that will prepare students for a more volatile, uncertain, complex, and ambiguous world in 2030, advocating that education at school should aim to foster holistic student learning and well-being. [1] Dominated by instrumental rationality, education has been privileging the 'cognitive' over 'the affective', or rather, overemphasizing the mind and rationality and downplaying the heart and emotions, which has certainly left aside the consideration of human emotions and emotionality for a long time (Uitto et al. 2015). [2] Hyland (2007) appeals to educators to have "richer conceptions of

students as affective and embodied selves and a clearer theorisation of the role of emotion in educational encounters” as “These areas are currently under-researched and under-theorized in higher education. [3] Terry Hyland (2018) also advances the thesis that education stands in need of a rejuvenation of its affective function--the impact it has on the emotional, social, moral and personal development of learners. As she observes in *Mindfulness and Learning: Celebrating the Affective Dimension of Education*:

In recent decades, education at all levels has been seriously impoverished by a growing obsession with standards, targets, skills and competences. According to this model, only a circumscribed range of basic cognitive skills and competences are the business of education, whose main role is to provide employability credentials for people competing for jobs in the global economy. The result is a one-dimensional, economic and bleakly utilitarian conception of the educational task. [4]

Despite the privileged rationality and marginalised emotionality, it has been recently assumed that emotions are “an integral part of cognition” (Swain 2013: 195), or rather, underlie most, if not all, cognition (Schumann 1997)” [5], all of which suggests that emotion and cognition cannot be separated. According to the emotional intelligence perspective, human cognition and emotion are inseparably linked and continuously interact and influence each other (Goleman 1995). [6] With regards to the relationship between cognition and emotion, R. Oxford summarizes:

“Cognition and emotion were never two distinct systems at all.... A neuroscientific analysis finds them to be different aspects of a unitary phenomenon in which interpretation and relevance emerge together (Lewis, 2005: 194; cited in Dörnyei, 2009c: 201)... Because cognition and emotion are inseparable, emotion is an inherent part of learning (Arnold, 1999; Damasio, 1994; Le Doux, 1998). As explained by the world’s most famous cognitive psychologist, Jean Piaget (1981), ‘States of pleasure, disappointment, eagerness, as well as feelings of fatigue, effort, boredom, etc., come into play [in learning].... Feelings of success or failure may occur (p. 3).’ [7]

Humanism integrates cognition and affect. Noted learning and cognition specialist Ernest Hilgard recognized the need for an integrative approach: “purely cognitive theories of learning will be rejected unless a role is assigned to affectivity” (1993: 267). [8] The advocate of whole-brain learning Gross recognizes the contribution that affect makes, saying that “We can accelerate and enrich our learning, by engaging the senses, emotions, imaginations (Gross 1992: 139)” [9].

Meyer & Coyle (2016) point out “The significance of emotional well-being and its contribution to the personal growth of learners and impact on learning outcomes has received increasing attention in the last decade, acknowledged by high profile inclusion in the transnational PISA study since 2015. ‘Schools are not just places where students acquire academic skills; they also help students become more resilient in the face of adversity, feel more connected with the people around them, and aim higher in their aspirations for their

future’ (PISA 2015, vol III, p. 3).” [10].

Costa and Kallick (2015) remind us that for deeper learning to happen, educators, parents, and politicians have to rethink about the goals of education and transforming the educational process from a content-oriented, subject-centered, test-driven frame to a view of education being dispositional in nature. [11] They also list sixteen dispositions of deep learners, which are: persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly, thinking about your thinking (Metacognition), striving for accuracy and precision, questioning and problem Posing, applying past knowledge to novel situations, thinking and communicating with clarity and precision, gathering data through all senses, creating, imagining, and innovating, responding with wonderment and awe, taking responsible risks, finding humor, thinking interdependently, and remaining open to continuous learning. [11] It can be seen that these dispositions are combinations of cognition and affect, some of which are more ‘affective’ than others, such as persisting, managing impulsivity, listening with understanding and empathy, responding with wonderment and awe, taking responsible risks, finding humor, remaining open to continuous learning. As John Dewey says, each and every intellectual trait is tainted with affect, developing these dispositions requires holistic teaching and leaning.

## 2. Positive Psychology in Second Language Acquisition

Lopez & Gallagher (2011) noted that positive psychology is important because it looks at positive elements and strengths in the human psyche and human experience, not at just the problematic, distressing aspects that have often been psychology’s center-piece. The ‘EMPATHICS’ vision advocated by Oxford indicates positive psychology to the language learning arena (see also MacIntyre & Mercer, 2014) [12], “and moves us toward a psychology of well-being for language learners. The term EMPATHICS is an acronym, outlining important psychological forces that help learners achieve high well-being and progress rapidly, develop proficiency, and relish the language learning experience. At the same time, its components help explain why learners with low well-being crash on the rocks of frustration, anxiety or indifference.” [7] The letters in the acronym stand for:

Dimension 1: E emotion and empathy;

Dimension 2: M meaning and motivation;

Dimension 3: P perseverance, including resilience, hope and optimism;

Dimension 4: A agency and autonomy;

Dimension 5: T time;

Dimension 6: H hardiness and habits of mind;

Dimension 7: I intelligences;

Dimension 8: C character strengths;

Dimension 9: S self factors (self-efficacy, self-concept, self-esteem, self-verification).

**Table 1.** The hypotheses regarding the EMPATHICS dimensions.

Dimension	Hypotheses: Language learners with high well-being ...
1	recognize their emotions, manage them effectively and show empathy for others
2	seek and create meaning, which helps them be motivated
3	persevere in their learning
4	embody agency and autonomy
5	appraise themselves temporally in a positive way and have a time perspective that fits their needs for learning
6	develop hardy attitudes and hardy action patterns and have useful habits of mind
7	recognize their own intelligences and take advantage of those intelligences for learning and living
8	have a range of character strengths that help them in their learning and their lives
9	possess self-efficacy, positive self-concepts and high self-esteem, and use self-verification positively

(The 'EMPATHICS' vision advocated by Oxford) [7]

Here's Oxford's overview of positive emotions:

Studies of positive emotions (Cohn & Frederickson, 2011; Frederickson, 2001, 2003, 2004) have resulted in Frederickson's 'broaden-and-build' theory. Frederickson cited happiness, curiosity, interest, pleasure and joy as positive emotions, while Seligman (2011: 17) added 'ecstasy, comfort, warmth, and the like'. Such emotions, according to Frederickson, broaden the individual's attention and build toward innovative thoughts and actions. This broadened range builds skills and psychological resources that are useful in the future. Positive emotions are valuable because they (a) 'trigger upward spirals toward emotional well-being' (Frederickson & Joiner, 2002: 172), (b) broaden the scope of attention (Frederickson & Branigan, 2005), (c) contribute to resilience (Frederickson et al., 2003; Waugh et al., 2008), and (d) speed up recovery from cardiovascular conditions related to negative emotions (Frederickson & Levenson, 1998). For instance, pleasure in interacting with someone else can build up friendship and social skills; joy in childhood's rough-and-tumble play can build up motor skills; and curiosity can build up searching skills. [7]

To sum up, the researches above on emotional factors in language teaching are rather plentiful, which indicates the "emotional turn" in researches on second language acquisition. Most of the studies mentioned derive from the standpoint of emotion promoting language teaching, under the assumption that affective education is subordinate to language teaching and learning, which is given full play to promote the cognitive and rational functions of language education rather than to promote the emotional functions of language education. There is no doubt that paying attention to emotion in language teaching can improve the efficiency of language learning, and in a sense language teaching can also promote the positive and healthy development of students' emotions. However, I would argue that emotional education is not subordinate to language education, serving as an essential accessory of language teaching, but one of the inherent aims of language education. The ultimate purpose of language education is to perfect the coordinated development of students' cognition and emotion, to cultivate a sound mind. Therefore, only by reframing language teaching from the perspective of positive psychology by integrating it into English education and, can we promote the all-round development of human beings by giving full play to the comprehensive educational functions of

language education, the cognitive and rational functions of language education as well as its emotional functions. From the point view of positive psychology, the reframing of language involves the choice of teaching content, the redesigning of teaching activities, building the caring and positive teacher-student relationships, cultivating learners' positive character and developing positive English teachers.

### 3. Positive Psychology: Reframing English Teaching and Learning

To reframe and expand English teaching and learning by virtue of positive psychology, we can set about by reassessing the aims of English teaching and learning, its content and activities, the attributes of students it intends to cultivate, the teacher-student relationship, the educational atmosphere, promoting teachers' emotional competency, etc. To be specific, it is listed as follows:

English Education should be engaged in human's holistic-development, concerned with developing their emotional intelligence and emotional development, ultimately students' moral development.

Creating the positive learning experiences for learners  
Building life learning, self-directed learning for learners  
Focusing on Learner-centered pedagogy, Humanistic activities included.

Offering tailor-made personalized learning  
Reassessment of Teacher-student Relationship  
Building learners' learning confidence/ self-esteem in English learning

Building learners' growth mindset/ Building people's grit/  
Holistic approach to language teachers' development,  
Developing their affect as well as cognition.

#### 3.1. Highlighting Affect as the Inherent Goal of English Language Education

English, as a discipline of Liberal Art, is endowed with the inherent goal of educating the whole people, promoting the learners' affective development. According to Oatley & Jenkins 1996: 124), "In the older psychological literature the term 'affect' was used. It is still used to imply an even wider range of phenomena that have anything to do with emotions, moods, dispositions, and preferences". [13] When using the

term “Affective English Education”, it refers to the fact that English education is affective inherently, which is supposed to promote students’ affect development and moral development.

Oxford offers us a glimpse of humanism in language education, commenting:

Humanistic educators Gertrude Moskowitz and Earl Stevick made a significant impact on language education. According to Moskowitz (1978), *author of Caring and Sharing in the Foreign Language Classroom: A Sourcebook of Humanistic Techniques*, humanistic education is concerned with making learners more fully human and more accepted by themselves and others. Given that learners often feel detached or isolated and are searching for their identities, humanistic educators focus on teaching the whole person, including intellectual and emotional aspects (Moskowitz, 1978; also Oxford, 1990; see emotion). In the view of Moskowitz, following Carl Rogers (1961), humanistic educators help learners self-actualize, that is, fulfill their greatest potential by getting in touch with their real selves. In *Humanism in Language Teaching*, Stevick (1990) depicted humanism as emphasizing ‘some uniquely human attributes of the learner’, affirming and promoting ‘human freedom’ and contributing ‘to the dignity of the learner’ (p. 131). [7]

Humanism offers us a person-centered approach to education, and it enlightens English language education in the same way. English language education is obliged to promote the learners’ affective development and educate whole person, which is its inherent goal.

### **3.2. Constructing Positive Learning Experiences for learners: Employing Humanistic Activities**

The theory of society as standard for education overemphasizes the societal requirements upon the individuals and neglects the humans’ unique value and agency, which leads to the mechanization and instrumentality of teaching, which runs counter to the purpose of educating and cultivating people. Humanism questions the prevalent educational practice and advocates the return of educational aims to “educating people themselves” by adopting cooperative learning, respecting students’ lives and shaping their characters. Humanistic education is a social activity with a view to improving the quality of human life. Simply put, it is the education that makes life complete by relying on the confluence of lives and interactions between lives. Its characteristic is to take life as the basis point, highlighting the essential life needs and life characteristics of the learners in the process of education, perfecting their life development, and enhancing the significance of life. Through focusing on the life itself, students can enjoy personalized learning experiences, and both teachers and students can grow up in continuous interactive communication.

In short, humanistic teaching is featured by students’ participation, understanding the meaning of life and full of life-enhancing teaching activities. “Rogers (1969) identified a number of key elements of the humanistic approach to education. He suggested that significant learning will take

place when the subject matter is perceived to be of personal relevance to the learner and when it involves active participation by the learner, i.e. experiential learning. Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive.”[13]

Humanistic activities are characterized by concerns with feelings, experiences, and lives of the learners. Moskowitz says that “They deal with enhancing self-esteem, becoming aware of one’s strengths, seeing the good in others, gaining insights into oneself, developing closer and more satisfying relationships, becoming conscious of one’s feelings and values and having a positive outlook on life.” [14] Candy Fresacher also shares teaching ideas that were inspired by positive psychology studies. She argues that an increase in positivity can provide resilience in language learners, making it easier for them to cope with difficult situations as well as making them more productive, creative and healthy. [15]

### **3.3. Building Caring and Emotional Teacher-student Relationship**

Teaching is social practice built on teacher-student relationships. Teaching has been defined as “...an intentional intervention designed to result in a cognitive, affective, or behavioural change in another person”(Forsyth 2016: 3). [10] Morcom (2015) argues that caring relationships are a prerequisite for working effectively within the ZPD and that the teacher’s role is to create shared affective spaces where such relationships can grow. [10] Renshaw (2013) speaks of the affective dimension as an “enabling condition” for scaffolding to be effective. [10]

In China, the significance of building caring and emotional teacher-student relationship, is expounded by Professor Zhu Xiaoman, the founder and practitioner of affective education in China. She constructs the theory of affective education based on holistic thinking and rooted in pedagogy. Appreciative of the value of affective education, she builds the foundation of affective education through her ontological study of the latter, puts forward “educational love” and focuses on the complete education of the whole person. Her thoughts of affective education range from emotion to emotionality, and she calls for the cultivation of learners’ emotionality, which aims at shaping learners’ wholesome human nature and inspiring them to lead moral social life [16]. The “emotional-communicative” classroom she advocates is a kind of classroom which integrates affective education with curriculum and moral education. In contrast to the traditional classroom lack of warmth and human touch, the “emotional-communicative” classroom is characterized by the affective teacher-student relationships, the strong life bond and the positivity of the whole educational climate, whose purpose is oriented towards the sound development of the whole personality, including the individual emotional development. [17]

Building the affective teacher-student relationships requires breaking the traditional teaching mode featured with teachers’ tyranny and creating equal and democratic classroom atmosphere, in which interactions are promoted, in which

students are encouraged to ask more questions about the learning contents and have a more say over their learning. The famous educator Lozanov said: “The easy, relaxed, and democratic educational climate is preferred, which enables teachers and students to breathe freely in class. There being no such a good classroom atmosphere, no teaching method can work.” Building the affective teacher-student relationships is embedded in the educational contexts where the teachers encourage students to work hard, with teachers and students working together to resolve the learning tasks and challenges. In the course of the learning, teachers show respect, care, patience (ethical pursuit of perfection), tolerance, appreciation, comfort (aesthetic pursuit of perfection) and other emotional qualities and state; Students experience emotional states such as security, interest, love, trust, competence, achievement and freedom. [17]

Building the affective teacher-student relationships also requires a more encouraging teachers' discourses. To build a caring and trustful classroom, teachers' discourse should be affective, positive and encouraging. In Chinese educational culture, Chinese teachers use criticism more often rather than positive encouragements to motivate students. In fact, English teachers should give students positive language feedback and positive evaluation of their characters. Teachers' affirmation of students' learning efforts rather than talents can promote students' confidence in continuing to study and their endeavors to solve learning difficulties. To the contrary, teachers' negative evaluation of students is easy to undermine their self-confidence and destroy their self-esteem, thus quit learning altogether. The teachers' expectations of the students and concern for students conveyed by teachers' positive discourse will touch the students' hearts, conducive to establishing the affective teacher-student relationships featured with equality, harmony and trust. In this manner, the teachers become the veritable teachers in the eyes of the students, because, as the Chinese saying goes that the students will embrace their teachers' teachings only if they embrace the teachers in the first place. In addition, praise and encouragement on the part of teaches must be sincere and kind, whereas hypocritical praise only frustrate students' self-confidences and blight their passion in learning. Even if students give wrong answers to questions, don't criticize them directly, but to turn to using mild encouraging words to motivate them to think about the questions from other angles.

### 3.4. Building Students' Positive Traits

Martin Seligman et al. (Seligman et al.) (2000) put forward three core components of positive psychological research, namely, positive subjective experiences, positive individual traits and positive institutions [18]. Since Martin Seligman, positive psychology has been established as a branch of psychology and has attracted wide attention. Though there are different terms for positive character, such as character strength, value, virtue, good character, positive character, they all have something in common. Positive personality traits include: optimism, hope, fairness, love, gratitude, courage, humility, kindness, tolerance, kindness, compassion,

self-esteem, generosity, self-discipline, persistence, faith, and other positive qualities. [18] Positive personality traits represent the positive qualities, virtues or advantages in human nature. Studies on positive personality in language education also show that low self-esteem prevents children from realizing their academic potential, and that enhancing students' self-esteem not only improves their academic performances, but also helps to develop their social skills. [19] For English teaching to be effective, it is imperative for teachers to be concerned with students' emotion and to cultivate students' positive character, thereby underlying students' lifelong learning. Developing students' key competencies is also an important aim of language education.

English language education, as the basic subject of humanities education, has rich materials for cultivating students' positive personality. In teachers' daily teaching, cultivating students' positive personality should be included and highlighted in their teaching objectives. To this end, specifically designed teaching activities are also needed. In English education, excellent literary works, films and television dramas abound, whose figures are familiar to students. To name just a few, Cinderella's kindness and bravery in adversity, Robinson Crusoe firmness and resourcefulness to survive on the island, Franklin's self-discipline and diligence to prosper, and the hero's never giving up in the film *Shaw's Redemption*. All of these be used as the material in English education to cultivate students' positive character. Contact with the great works and great figures, students will feel the power of positive personality and will gradually accept it.

In addition, to cultivate students' positive personality traits, teachers themselves should set an example. Teachers are not only the guides of students' learning, but also the mentors of students' lives. Therefore, to bless students with positive character, teachers should also be models of positive personality. In their daily interactions with teachers of positive personality traits, the impressible students are inspired to embrace positive character. The proposal that teachers themselves should model positive character does not mean to require all teachers to be Pollyanna, but teachers should be aware that their positive personality, healthy and upward outlook on life, their teaching enthusiasm and educational love are important sources of students' positive character, shaping students' optimistic outlook on life. Just as the renowned Professor Ye Lan says, only when a teacher lives as an authentic person, will he impact his students. “To live as as an authentic person is not to say that a teacher should be a saint, but that a teacher should be genuine, hard-working, and have faith, and he is practicing his beliefs in life”. [20] Teachers are students' spiritual mentors in that teachers' positive character will shape students' positive character, and therefore teachers should demonstrate the virtue. Students tend to follow their beloved teachers' footsteps by emulating them.

### 3.5. Building Students' Growth Mindset

Professor Carol Dweck at Stanford University, has

proposed fixed mindset and growth mindset in 2006. The birth of growth mindset breaks through people's inertial traditional perception of intelligence that "intelligence is natural and immutable", which helps people to break free of another spiritual shackles imposed on themselves, which breaks the myth of intellectual worship in educational circles, and which also provides a scientific basis to the assertion that "everyone can achieve academic success by working hard". A mode of thinking (mindset) is an implicit theory and certain beliefs in the plasticity of a particular quality or ability. According to Dweck, the fixed mode of thinking (fixed mindset) holds that one's intelligences and abilities are innate and cannot be changed and acquired; the growth mode of thinking (growth mindset) holds that one's intelligences and abilities are plastic and malleable in that they can be developed and cultivated through persistent efforts; it also values efforts more than

cleverness in learning. [21] People with fixed mindsets tend to be pessimistic about the development of things, more concerned with the results than process of learning; they tend to flinch and give up easily in face of face difficulties and challenges. People with growth mindsets tend to hold optimistic views on the development of things; they tend to work hard, to use all resources at their disposal to resolve problems, persevering in their efforts in face of face difficulties and challenges.

A number of studies have shown that growth-minded people are more motivated to set challenging goals and to take risks and are not afraid of failures in the process of learning. Growth mindset fosters "a healthier attitude towards practice and learning, a desire for feedback, and a stronger ability to cope with setbacks". The differences between the two thinking patterns are detailed in Table 1 [21].

**Table 2.** Main characteristics of fixed mindset and growth mindset.

<b>Fixed Mindset</b>	<b>Growth Mindset</b>
With the desire to look smarter, people with fixed mindset tend to:	With the desire to learn, people with growth mindset tend to:
Avoiding challenges	Confronting challenges
Easy to give up	Overwhelm setbacks
See effort as futile	Consider efforts as a path to success
Neglect of useful negative feedback	Learn from Criticism
Treat others' success as a threat	Seek perspectives and inspiration from the success of others

Growth Mindset has caused a huge response in American education, being popular in the United States and the world. British educator Mike Gershon discusses the approaches as to how to cultivate students' growth mindsets in the classroom and puts forward the scientific and systemic growth mindset teaching mode. The model covers these elements: (1) the proper use of languages; (2) Changing students' perception of mistakes; (3) Inspiring students' devotion to study; (4) offering positive feedback; (5) Thinking about thinking; (6) Creating a challenging culture; (7) Focusing on the process; (8) Developing the parents' growth mindsets. [22]

From the contrasted characteristics between the fixed mindsets and the growth mindsets presented in Table 1, it leads to the conclusion that the growth mindsets liberates the students from the arbitrariness and manipulation of cognition: the intelligence representing cognition can not arbitrarily determine the whole development of human beings--the attitudes, beliefs, effort and grit in face of difficulties and challenges are the critical factors to promote man's intellectual development. Growth mindset unifies students' cognition and emotion, emotion promoting the generation of cognition. Replacing fixed mindsets, reshaping students' learning beliefs and helping students establish growth mindsets are "teaching people to fish", which is because students with the growth mindsets have self-confidence, optimism and courage to overcome the difficulties and challenges encountered in foreign language learning. Students equipped with the growth mindsets do not easily quit, falling into the traps of self-doubt, self-negation and "learned helplessness", and eventually quitting their studies. In this sense, developing students' growth mindsets is also an important way to develop students' emotion in English

education, which can promote students' all-round development, lifelong learning and sustainable development.

### **3.6. Developing Positive Teachers in Teacher Education**

Holistic student learning and deeper learning are the academia's responses to the rapid and great changes in education. Such an education requires a well-balanced teachers' competencies, and the key role is played by teachers' emotional competence (Schleicher 2012; Madalinska-Michalak 2015) [23, 24]. There's no denying that emotions constitute a key dimension in teachers' professional work and lives (Schutz and Zembylas 2009) [25]. Without emotions that unexpectedly arise from classroom interactions and situations, the truth is that very little teaching and learning would take place (Dewaele 2015) [26]. Teachers' professional emotions inspire their teaching and drive their sustainable professional development.

As Chen (2016) reminds us, one of the greatest challenges that teachers face is to understand their own emotions, the role of emotions in teaching and the classroom, and how to manage such emotions competently. thus posing a real challenge for teacher training and development. [27] In the CFBT Report (2014) on Inspiring teachers: perspectives and practices, learners identified those teachers as inspirational who had high expectations of them, created a positive and reassuring classroom climate, had clear goals, formative feedback, were approachable and fair, transmitted their enjoyment of learning and promoted positive learning experiences, attitudes and engagement. This should also be our new goal of teacher education and development from the perspective of positive psychology.

## 4. Conclusion

With the EMPATHICS' vision advocated by Oxford, a shift to English learners and their well-being highlights the significance and contribution SLA intends to make towards producing whole people. Shifting from teaching of English knowledge and skills to educating whole person is a quite stride for second language acquisition. With positive psychology incorporated into in SLA, the scope of the latter will be expanded with a view to producing whole person, cultivating learners' dispositions and cultivating deeper learners. The paper also addresses the question of how to approach English teaching and learning with positive psychology. Its intention is to provide a rationale for incorporating positive psychology in the second language class and to argue for the benefits of the incorporation. After all, education is all about people, and so is English teaching and learning. As positive psychology gives us the vision of a holistic person, English education should follow the vision and reframe itself to fulfill its honorable duty of producing whole people. Fortunately, researches on the incorporation of positive psychology into SLA have begun, and the follow-up researches can be engaged with the following aspects: reassessing and expanding the nature and aims of SLA; focusing on learners' well-being; exploring more humanistic activities in SLA; the enriched teaching strategies of SLA offered by positive psychology; a more expanded view of teacher-student relationships; positive psychology in SLA teacher education, etc. For all the areas mentioned, empirical studies are needed in order to further our understanding of positive psychology in SLA.

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