

TOWARD AN UNDERSTANDING OF LANGUAGE TEACHER WELL-BEING: A
CONCEPTUAL ANALYSIS OF POSITIVE INTELLIGENCE THROUGH THE LENS
OF PERMA

by

Nooshin Siami

Master of Arts in TEFL, Shiraz University, 2015

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Education (Curriculum Studies)

in the Graduate Academic Unit of Education

Supervisor: Paula Kristmanson, PhD, Education, UNB

Examining Board: Roger Saul, PhD, Education, UNB
William Morrison, PhD, Education, UNB
Mary Lou Batty, PhD, Nursing, UNB

This thesis is accepted by the
Dean of Graduate Studies

THE UNIVERSITY OF NEW BRUNSWICK

March, 2019

©Nooshin Siami, 2019

ABSTRACT

The aim of this analytical research study was to provide insights into a new concept of Positive Intelligence (PI) and investigate it through the lens of a well-known theory of Positive Psychology, the PERMA model, in order to discover possible implications for language teacher well-being. To collect the data, four PI resources were employed including textbook, the PI website, two video lectures, and a questionnaire. This is a Descriptive Deductive-dominant Qualitative study used Content Analysis as the method to identify specific characteristics of written and visual materials (Ary, Jacobs, Sorensen, & Razavieh, 2010). Moreover, the researcher used personal auto-ethnographic data (Mendez, 2013) to provide a comprehensible context in which to discuss language teachers' well-being from the PI perspective. The results of the research demonstrated that each element of the PERMA model had some connections to the key PI elements of *Saboteurs* and *Sage*. Particular characteristics of *Saboteurs* can damage peace of mind and hinder well-being. On the other hand, some powers of the mind identified by the PI concept can cause well-being to flourish. The study also revealed that PI could be applied to the language teaching context by recognizing the affective characteristics inherent in this instructional context and how teacher well-being and the overall affective classroom climate may be impacted by emotional factors related to *Saboteurs* and *Sage*.

DEDICATION

I wish to dedicate this work to my beloved husband who has offered me unwavering support and encouragement, cheered me on when I was discouraged, and never let me give up when the research obstacles appeared.

ACKNOWLEDGEMENTS

I would first wish to thank my great advisor Paula Kristmanson for all her amazing support, expertise, and encouragement throughout this entire hard process. I would also like to thank the entire Second Language Research Institute team who has made me feel welcome as a newcomer international student over the past two years, and has encouraged me throughout.

Table of Contents

ABSTRACT.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
Table of Contents.....	v
List of Tables.....	xi
List of Figures.....	xii
List of Abbreviations.....	xiii
Chapter One: Introduction.....	1
1.1 Emotion.....	1
1.2 The Broaden-and-Build Theory and Positive Emotions.....	5
1.3 Positive Psychology.....	8
1.4 New Concept.....	12
1.5 Significance of the study.....	16
1.6 Purpose of this study.....	20
1.7 Research Questions.....	21
Chapter Two: Literature Review.....	22
2.1 Well-Being.....	22
2.2 Flow and Positive Psychology.....	25
2.2.1 What makes life worth living?.....	25
2.3 Positive Emotions, Resilience, Character Strength.....	29

2.4 Theoretical and Conceptual Frameworks.....	32
2.4.1 The Broaden-and-Build Theory.....	33
2.4.2 The PERMA Model of Positive Psychology.....	35
2.4.2.1 Positive Emotions.....	36
2.4.2.2 Engagement.....	37
2.4.2.3 Relationship.....	38
2.4.2.4 Meaning and Accomplishment.....	39
2.4.3 Self-Determination Theory.....	40
2.5 Learning and Emotions.....	42
2.6 Teachers and Emotions.....	46
2.7 Teacher Performance, Classroom Management and Emotions.....	49
2.8 Teachers’ Positive Traits.....	54
2.9 Positive Education.....	56
2.10 Language Teaching and Emotions.....	59
2.11 Conclusion.....	63
Chapter Three: Methodology.....	67
3.1 Research Approach.....	68
3.1.1 Qualitative Descriptive Approach.....	68
3.1.2 Content Analysis.....	72
3.1.3 Auto-Ethnography Method.....	75
3.1.4 Philosophical Approach.....	77
3.2 Research Resources.....	79
3.3 The PERMA Model as the Analysis Framework.....	82

3.4 Data Analysis.....	85
3.4.1 Inductive and Deductive Reasoning.....	86
3.4.2 Choice of Analysis Method Based on Content Analysis Approaches.....	87
3.4.3 Data Analysis Stages.....	91
3.4.3.1 Decontextualisation.....	92
3.4.3.2 Recontextualisation.....	92
3.4.3.3 Categorization.....	93
3.4.3.4 Compilation.....	95
3.4.3.5 Final Analysis.....	98
3.5 Researcher’s Role.....	98
3.6 Validity and Reliability.....	100
3.6.1 Validity.....	100
3.6.1.1 Triangulation.....	100
3.6.1.2 Thick Description.....	101
3.6.1.3 Clarifying Biases.....	102
3.6.2 Reliability.....	103
3.6.3 Summary.....	104
Chapter Four: Findings.....	106
4.1 Introduction.....	106
4.2 The PERMA Model Codebook.....	106
4.3 PI Codebook.....	111
4.3.1 PI Definition and Features.....	127
4.3.2 The Saboteurs.....	127

4.3.2.1 The Judge Saboteur.....	129
4.3.2.2 The Stickler, Pleaser, and Hyper-Achiever Saboteurs.....	130
4.3.2.3 The Victim Saboteur.....	131
4.3.2.4 The Hyper-Rational Saboteur.....	131
4.3.2.5 The Hyper-Vigilant Saboteur.....	132
4.3.2.6 The Restless Saboteur.....	132
4.3.2.7 The Controller Saboteur.....	132
4.3.2.8 The Avoider Saboteur.....	133
4.3.2.9 Stress Versus Productivity.....	134
4.3.3 The Development of Human Potential Over Time.....	134
4.3.4 The Sage.....	135
4.3.4.1 The Empathize Sage Power.....	135
4.3.4.2 The Explore Sage Power.....	136
4.3.4.3 The Innovative Sage Power.....	137
4.3.4.4 The Navigate Sage Power.....	137
4.3.4.5 The Activate Sage Power.....	138
4.3.5 Rational Thinking Versus Activating PQ brain.....	139
4.3.6 Two Approaches to Bringing Meaning and Purpose	140
4.3.7 Turning Negative Circumstances into Opportunities.....	141
4.3.8 PQ Score: Happiness Score.....	141
4.3.9 Internal and External Circumstances to Happiness.....	142
4.3.10 Optimal Happiness and Achievement.....	142
4.3.11 The PI Questionnaire Results.....	143

5.3.3.2.2 Judge Saboteur Versus Relevant Sage Powers in Language Teachers' well-being.....	181
5.3.3.2.3 Hyper-Achiever Saboteur Versus Relevant Sage Powers in Language Teachers' well-being.....	182
5.3.3.2.4 The Hyper-Rational and Victim Saboteurs Versus Relevant Sage Powers in Language Teacher's Well-being.....	186
5.3.3.2.5 The Controller and Avoider Saboteur Versus Relevant Sage Powers in Language Teachers' Well-being.....	188
5.3.3.2.6 The Pleaser and Hyper-Vigilant Saboteurs Versus Relevant Sage Powers in Language Teachers' Well-being.....	189
5.3.3.2.7 The Restless and Stickler Saboteur Versus Relevant Sage Powers in Language Teachers' Well-being.....	191
5.3.3.2.8 The PQ Questionnaire and Language Teachers' Well-being.....	194
5.4 Summary	200
5.5 Implications.....	201
5.6 Suggestions for Further Research.....	209
5.7 Possible Limitations of the Research.....	210
5.8 Conclusion.....	211
References.....	214
Appendix: PQ Assessment Questionnaire.....	246
Glossary.....	249
Curriculum Vitae	

List of Tables

Table	Page
1. The PERMA model codebook.....	85
2. An example of an analysis schedule.....	97
3. The PERMA model codebook.....	107
4. PI codebook.....	112

List of Figures

Figure		Page
3.1.	Saboteurs	81

List of Abbreviations

PP.....	Positive Psychology
PERMA.....	Positive emotions, Engagements, Relationship, Meaning, Accomplishment
PP.....	Positive Intelligence
PQ.....	Positive Intelligence Quotient
SDT.....	Self-Determination Theory
FT.....	Flow Theory
PE.....	Positive Emotions
QD.....	Qualitative Descriptive
CA.....	Content Analysis
WHO.....	World Health Organization
MIT.....	Multiple Intelligence Theory
EQ.....	Emotional Intelligence Quotient
IQ.....	Intelligence Quotient
APA.....	American Psychological Association

Chapter One: Introduction

1.1 Emotion

What would life be like without emotions? Imagine a day where you woke up without them? What would make you determined to leave your bed? Emotions, both negative and positive, color life experiences and also give our experiences meaning, flavor and sense. Moreover, they motivate us. The simplest example is that we perform activities that make us happy, and avoid ones that make us unhappy. It also works another way. We are affected by emotions, which give us impulses to act accordingly (Parkinson, Fischer, & Manstead, 2005). For example, anger may make us want to destroy or hurt, whereas love makes us create and comfort. Mega, Ronconi, and De Beni (2014) declared that without emotions there could probably be no motivation. Tooby and Cosmides (2008) affirmed that emotions prepare us for behaviour. When emotions are activated, they arrange systems such as “perception, attention, inference, learning, memory, goal choice, motivational priorities, physiological reactions, motor behaviours, and behavioural decision-making” (p. 115). Indeed, emotions play many important roles in human beings’ lives and have been one of the essential topics of scientific inquiry in the field of psychology and the focus of popular psychology (e.g., self-help programs and books) for over a century (Ehrenreich, 2010). Human beings tirelessly endeavor to please themselves and the quest for happiness has been a central focus of modern humanity. From Socrates, Aristotle and Plato to current studies and popular media, we have been continually exploring the concept of joy (Haybrond, 2011; Lea & MacLeod, 2018; Calvo & Cheung, 2017; Landau, 2015). For over hundreds of years ordinary people and scholars have searched for happiness within themselves or from external sources

(Bhattacharjee & Mogilner, 2013). For instance, Bhattacharjee and Mogilner added that throughout modern history, some have attempted to obtain this precious treasure through external sources such as earning more money or amassing possessions while others have dedicated their lives to charitable works or altruistic acts.

Despite decades of research establishing the causes and consequences of emotions, we know surprisingly little about emotions in everyday life and additionally, positive emotionality has not received as much attention as negative emotionality (Strauss & Allen, 2009). Furthermore, although happiness and well-being have been part of our intellectual conversation throughout modern history, the discussion of happiness is also regularly met with a gentle smile and polite acknowledgement from educators (Lavazza, 2016).

I have always been truly interested in the concepts of well-being and happiness. When I look back on my childhood, I was fascinated by these ideas and remember most my thirst for seeking out what well-being really means. I have been very passionate about this issue and started reading about it through Persian literature. The Persian, also known as Farsi, is one of the Western Iranian languages within the Indo-European language family. The Persian is spoken in Iran, part of Afghanistan (officially known as Dari) and also Tajikistan with few differences in accent and lexicon. As a young child, I delved into short stories for children inspired by Mawlānā's, also known as Rumi, Hafiz's, Saadi's and Khayam's verses and poems. Reading the classical literature of these well-known and influential literary figures educated my mind during that period of my life. I followed this passion later in my life and I have become familiar with literature from other cultures.

I remember the day when I finished reading Paula Coelho's (1988) novel, *The Alchemist*. The story is about a shepherd boy named Santiago who started a journey, based on his recurring dream that had been interpreted by a fortune-teller, to discover a treasure at the Egyptian Pyramids. Along his way, he meets several people, achieves wealth and loses it, and also falls in love with a girl whom he is supposed to marry after finding his personal legend. Then he meets a well-known Alchemist and continues the journey with him. The Alchemist teaches him to realize his true self. He finally arrives at the Egyptian Pyramids and begins digging in a place where he believes the treasure to be located. He does not find anything there. Suddenly, a warring tribe attacks him and while he is injured, and he overhears one of the thieves talking about his dream of finding a treasure in Santiago's home where he keeps his sheep. However the thief does not believe in these kinds of dreams and thinks that one should not waste time following dreams. Santiago learns accidentally from the leader of the thieves that the treasure he was seeking was in the ruined church where he had his original dream. This novel brought me an interesting message: the most precious treasure is accessible in your inner self.

After many years now, as an educator who teaches the English language I am still very passionate about exploring this concept. I assume that pupils in class are very aware of the mental and physical state of their teachers. They seem to recognize the importance of well-being and stress management in learning. I wondered if teachers have this same awareness? Teachers are usually very good at thinking about the well-being of their pupils. They consider themselves to have a duty of care for their pupils. They do not usually think about their own well-being until it is too late (Holmes, 2005). Based on my personal experience, when you teach a language that is removed from your learners'

experience and culture, it is essential that they develop a positive relationship with you, their language teacher¹. Although the language you mostly speak in the class is not their mother tongue, it is still essential to connect with them and build a positive classroom atmosphere. Consequently, it is vitally important that you, as a language teacher on whom pupils are to some extent dependent, are able to manage your well-being.

Based on my personal experience, teachers' feelings are so important. Is well-being something that you need to achieve from the external world or it could be achievable through knowing oneself and knowing your own inner abilities and your own emotions? As a language educator, I have consistently been curious about the secrets of teaching success and the ability of some teachers to fully engage their students. Is their success about knowledge and intelligence or might it be the product of positive emotions? What is the role of emotion in this regard and how can the theories and ideas help us to understand this role? The knowledge that I had already gained around Emotional Intelligence through my first master's thesis and also reading the newly released book, *Positive Intelligence* by Shirzad Chamine in 2012, highly inspired me to investigate the possible connections between language teachers' well-being and this new concept of Positive Intelligence (PI). At this time, as a researcher, I began my journey of further understanding these ideas by examining relevant literature.

¹ For the purpose of this study, "language teachers" refers to teachers teaching in second, foreign or additional language contexts. Relevant literature (e.g., language teacher well-being) cited in this study is situated in these research contexts.

1.2 The Broaden-and-Build Theory and Positive Emotions

In 1998, Barbara Fredrickson started investigating positive emotions and realized that kids can build physical, intellectual and social abilities through play. She added that if people feel contentment they could expand their worldview, which later leads to developing social relations and skills. In addition, Fredrickson posited that the positive emotions she studied shared a different pattern from negative emotions.

Regarding negative emotions, Fredrickson's (1998) studies revealed that these cause particular tendencies and therefore, result in narrowing what she named the "momentary thought-action repertoire". Fredrickson offered a notable example using the emotion of fear. When we are afraid we intend to concentrate on escaping or getting rid of the threat— this is known as fight or flight response. Conversely, Fredrickson believed that positive emotions do not appear in threatening situations. They appear when we are not aware of them and sometimes we do not notice them. Fredrickson concluded in her 1998 article that positive emotions have been examined with the wrong lens because they work differently from negative emotions.

With this idea in mind, Fredrickson's 1998 study led her to develop a Broaden and Build Theory in 2001. Fredrickson (2001) hypothesized that positive and negative emotions play different roles in individual processing and personal development. The Broaden-and-Build Theory describes the form and function of a subset of positive emotions, including happiness, belonging, safety, curiosity, amusement, interest, contentment and love. Fredrickson theorized that positive emotions have a broadening effect on the momentary thought-action repertoire, and enable "effective building of

personal resources, including physical, intellectual, social, and psychological resources” (p. 220).

Joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savor and integrate, and love sparks a recurring cycle of each of these urges within safe, close relationships. The broadened mindsets arising from these positive emotions are contrasted to the narrowed mindsets sparked by many negative emotions (i.e., specific action tendencies, such as attack or flee). (Fredrickson, 2004, p. 1367)

Fredrickson (2004) purports that negative emotions serve the opposite function of positive ones. When the mind is threatened with negative emotions like anxiety, fear, frustration, or anger, it constricts and focuses in on the imposing threat (real or imagined), thus limiting one’s ability to be open to new ideas. She clarifies her theory this way, “Just as water lilies retract when sunlight fades, so do our minds when positivity fades” (Fredrickson 2009, p. 55).

Fredrickson (2009) discussed the ratio of positive to negative emotions that distinguishes "flourishing" people from "languishing" people. According to Fredrickson and Losada (2005), flourishing is a state where people experience positive emotions, positive psychological functioning, and positive social functioning. Languishing is described as living a life that feels hollow and empty (Fredrickson & Losada, 2005). Fredrickson’s study in 2009 was ground-breaking in beginning the discussions on how a positive state of mind can enhance relationships, improve health, relieve depression, and broaden the mind.

Fredrickson (2009) considered positive emotions as internal signals encouraging *approach behaviour*, motivating individuals to engage in their environments and explore novel people, ideas, and situations. Through this theory, she suggested that when people are open to new ideas and actions, they broaden their perspectives, learn, and flourish as individuals. Furthermore, Fredrickson and Levenson (1998) stated that positive emotions might undo the aftereffects of negative emotions. They call this the “undoing hypothesis”. Fredrickson, Mancuso, Branigan, and Tugade (2011) affirmed that “people might harness the effects of a range of positive emotions to regulate a range of negative emotions” (p. 250). This means, for instance, when your heart rate rises after experiencing a negative emotion, you bounce back to a calmer pace when experiencing a positive emotion, instead of a neutral or negative one. This could also mean that positive emotions have an effect on protecting health, wellbeing and in leading a meaningful life (Fredrickson & Levensen, 1998). According to Fredrickson (2004) high-resilient people proactively cultivate their positive emotionality by strategically eliciting positive emotions through the use of humor, relaxation techniques, and optimistic thinking.

Further research on the Broaden-and-Build theory by Garland, Farb, Goldin, and Fredrickson in 2015 confirmed that “positive emotions both lead to and result from broad-minded coping and showed that a specific positive emotion, mindfulness², increased cognitive flexibility and expanded cognitive scope, which results in a deeper capacity for finding meaning and engaging with life” (p. 381).

² Mindfulness is a matter of being fully present in the moment. (Seligman, 2011)

1.3 Positive Psychology

Positive Psychology (PP) is an innovative research focus within the field of Psychology. One of the most prominent scholars in the field of PP is Martin Seligman. Positive psychology has been defined in several ways using a variety of terms. PP is the scientific study of what makes life most worth living (Peterson, 2009). In other words, it is a scientific study that investigates human thoughts, feelings, and behaviours from a strength point of view rather than a weakness point of view (Ackerman, 2018, “What Is Positive Psychology: A Definition”, para. 5). The most significant focus of PP includes topics such as “character strengths, optimism, life satisfaction, happiness, well-being, gratitude, compassion (as well as self-compassion), self-esteem and self-confidence, hope, and elevation” (para. 9). In less than a decade, PP has caught the attention not only of the academic community but also the general public. Many societies are currently based on the concept of well-being. Also, organizations and institutions work towards a goal of well-being. For example, the World Health Organization (WHO, 1946), several years before the seminal work on PP emerged, presented a definition for health as a state of complete physical, mental and social wellbeing, not only the absence of illness and incapacity, but a positive state that concerns the individual in the context of his or her life.

Many psychologists have dedicated their time and energy to learning about how applying positive emotions can impact our lives. These outcomes are not limited to one area of life, but span across the human experience. Positive emotions have been successfully applied to the improvement of relationships, the workplace, therapy and counseling, the classroom, families, and to individual development and fulfillment in

general (Linley, Harrington, Joseph, Maltby, & Wood, 2009). According to Tugade, Fredrickson, and Barrett (2004), positive emotions reduce stress and boost well-being. Positive emotions moderate the stressful moments and mediate recovery from stress. They also added that increasing the positive emotion of resilience has a significant impact on emotional regulation, thus allowing individuals to bounce back from stressful events and to find meaning in negative experiences. Seligman, Ernst, Gillham, Reivich and Linkins (2009) described one program focusing on increasing resilience and other positive emotions in schoolchildren that resulted in enhanced student engagement and social skills, including empathy, cooperation, assertiveness, and self-control. Other studies also support this claim of positive outcomes in work life, physical and mental health, social relationships, community involvement, and even in income (Lyubomirsky, King, & Diener 2005). Schutte and Malouff (2004) investigated the role of positivity at work. The results showed that positivity at work resulted in promoting self-efficacy that led to increased job and relationship satisfaction and also to better mental health.

Moreover, Herzenstein and Gardner's (2009) study confirmed that different positive emotions cause different positive outcomes; for instance, happiness led to increased variety and risk seeking and enhanced gain-focused behavior, while contentment led to increased risk avoidance and loss-focused behavior. This research also indicated that doctors experiencing positive emotions towards their patients tended to overestimate the health risk they were facing and offered a wider range of treatment options.

PP research has offered numerous examples of the positive outcomes associated with the application of positive emotions. It is not always well understood how these

outcomes are achieved, but Fredrickson's (2004, 2009) Broaden-and-Build Theory is a promising theory to explain the impact of experiencing positive emotions. On the other hand, while we have ample studies that show the impact of positive emotions in a wide range of contexts in other areas we have merely scratched the surface. The mechanisms and processes underlying positive emotions and their positive outcomes are not yet comprehensively understood and more research is needed on the mediating and moderating effects on positive emotions.

In this regard, Seligman (2011) proposed a structured framework model for research and practical applications of PP that will help the field to keep advancing its knowledge into the future. The PERMA model is a widely recognized and influential model in PP. Seligman (2011) believed that the PERMA model takes into consideration more than just happiness and positive emotions. He stated that although positive emotions are significant, they are not sufficient in developing a comprehensive sense of well-being which includes engagement, meaning, success, and positive relationships with others.

According to Ackerman (2018) PERMA is an acronym for the five facets of well-being:

- P – Positive Emotions: Even though seeking positive emotions alone is insufficient to boost your well-being, experiencing positive emotion is still an important factor. Part of well-being is enjoying yourself in the moment (i.e., experiencing positive emotions).
- E – Engagement: Having a sense of engagement, in which we may lose track of time and become completely absorbed in something we enjoy and excel at, is an

important piece of well-being. It's hard to have a developed sense of well-being if you are not truly engaged in what you do.

- R – (Positive) Relationships: Humans are social creatures, and we rely on connections with others to truly flourish. Having deep, meaningful relationships with others is vital to our well-being.
- M – Meaning: Even someone who is deliriously happy most of the time may not have a developed sense of well-being if they do not find meaning in their life. When we dedicate ourselves to a cause or recognize something bigger than ourselves, we experience a sense of meaning for which there is simply no replacement.
- A – Accomplishment / Achievement: We all thrive when we are succeeding, achieving our goals, and bettering ourselves. Without a drive to accomplish and achieve, we are missing one of the puzzle pieces of authentic well-being (Seligman, 2011). (“An Introduction to PERMA Model”, para. 56)

Seligman's (2011) model is beneficial due to its comprehensive framework that provides us with a clear understanding of well-being. It is also a foundation for promoting well-being (e.g., Ackerman, 2018; Keyes, 2015). In this regard, Seligman suggested that in order to enhance your own sense of authentic happiness and well-being there are some elements that should be considered.

- Experiencing more positive emotions; do more of the things that make you happy and bring enjoyment into your daily routine.
- Working on upping your engagement; pursue hobbies that interest you, develop your skills, and look for a job more suited to your passions, if necessary.

- Improve the quality (and/or quantity) of your relationships with others; work on building more positive and supportive relationships with your friends, family, and significant other(s).
- Seek out meaning; if you don't find it through your work, look for it in volunteering opportunities, personal hobbies or leisure activities, or acting as a mentor for others.
- Keep your focus on achieving your goals—but don't focus too hard; try to keep your ambition in balance with all of the other important things in life. (Ackerman, 2018, (“An Introduction to PERMA Model”, para. 58)

Seligman's model has inspired several researchers and there are a considerable number of studies that are grounded on PP concepts. A new concept in psychology and well-being that has recently emerged is Positive Intelligence (PI), the focus of the analysis for this study.

1.4 A New Concept

As it has been explained, the concept of psychology has always been my passion and it was this enthusiasm that encouraged me in my first master's thesis to explore the possible connections between emotional intelligence and reading comprehension. After that, very inadvertently, I started reading a newly released book, *Positive Intelligence* by Shirzad Chamine (2012). Every single page I read sparked in me more interest in studying this brand new concept that Chamine had claimed was grounded in different areas of PP and neuropsychology.

As the concept of PI seems to relate to the general concept of “intelligence”, it is important to recognize and define other conceptions. The traditional understanding of

Intelligence Quotient has been under concerted attack in recent years. After more than a century of research and development in the area of IQ, the concept is now regarded with great caution, if not outright cynicism. In recent times, alternate concepts such as "multiple intelligences" (Gardner, 1983) and "emotional intelligence" (Goleman, 1996) have tended to dominate the discussion about what it is to be *bright*, *smart*, or *clever*. Despite the continued existence of staunch advocates of the concept of IQ (e.g., Herrnstein & Murray, 1996), the very notion, together with its measurement instruments, has come under heavier scrutiny than ever before. Indeed, postmodern thinking has sought to deconstruct distinctions between cognitive and affective domains. This has probably served as a much-needed corrective to the overly cognitive emphases that accompanied the development of the IQ construct. According to Gardner (1993), there are non-cognitive abilities or personality traits that are typically an addition to the dominant and non-dominant abilities.

Multiple Intelligence Theory (MIT) proposed by Gardner (1993) is a psychological theory of mind. He criticized the traditional IQ tests as incompatible with his MIT. He proposed several intelligences to be at work simultaneously, and, thus, changed the perception that intelligence is a single construct. Gardner also believed that all of the intelligences could be enhanced through training and practice. It is a critique of the notion that there exists a single intelligence with which we are born, that cannot be changed, and that psychologists can measure. Gardner's theory includes conceptual tools to enable language teachers to plan engaging ways to provide learners with language learning practice. Within this cognitive model, "language is not seen as limited to a

‘linguistics’ perspective but encompasses all aspects of communication” (Richards & Rodgers, 2001, p. 117).

The concept of emotional intelligence did not appear out of the blue. It is firmly rooted in past psychological thinking, research, and practice. The concept has come to prominence against a background of dissatisfaction with conventional theories of intelligence. “It has been nurtured and expanded by those who contend that a single IQ score does not do justice to all the potential that an individual may possess” (Zeidner, Matthews & Roberts, 2012, p. 6). To understand the historical underpinnings of emotional intelligence, I briefly discussed the concepts related to human intelligence and how experts currently view it.

Indeed, Goleman (1996) wrote that "one of Psychology's open secrets" is the relative inability of grades, IQ or exam scores, despite their popular mystique, to predict unerringly who will succeed in life" (p. 34). At best, Goleman concluded, IQ contributes about 20% of the factors that determine life success, which leaves 80% to other forces. In a similar way, Chamine (2012) argues that, “your potential is determined by many factors, including your cognitive intelligence (IQ), your Emotional Intelligence Quotient (EQ), and your skills, knowledge, experience, and social network. But it is your Positive Intelligence Quotient (PQ) that determines what percentage of your vast potential you actually achieve” (p. 17).

It is within the context of this PP backdrop that Chamine (2012) proposed his PI theory. He argues “Your mind is your best friend, but it is also your worst enemy. PQ is the relative strength of these two modes of your mind. High PQ means your mind acts as your friend far more than as your enemy, low PQ is the reverse” (p. 8). Chamine (2012)

posited that PQ is therefore an indication of the control you have over your own mind and how well your mind acts in your best interest. Chamine (2012) also claimed “In effect, your PQ is the percentage of time your mind is acting as your friend rather than as your enemy” (p. 8). Indeed, his theory addresses the issue of when our brain is working positively (serving us) versus when it is working negatively (sabotaging us). As Chamine (2012) believed, there is groundbreaking research in psychology and neuroscience that modifies the common assumption that we need to work hard so we can succeed and be happy. He asserted that in reality, increasing your PQ results in greater happiness leads to greater success. From the perspective of work as educator, the rigors of teaching suggest that positive traits that determine commitment and resilience in the face of adversity might play an important role in determining teacher effectiveness (Stanford, Houston, Mathias, Greve, Pittman, & Adams, 2001).

Chamine (2012) also described the concept of *Saboteur* and *Sage*. According to Chamine, *Saboteurs* are the invisible agents of self-sabotage that limit the brain’s ability to handle life’s challenges. Chamine indicated that *Saboteurs* cause stress, unhappiness and generally negative feelings. He categorized them in a group of ten including *Avoider*, *Controller*, *Hyper-Achiever*, *Hyper-Rational*, *Hype-Vigilant*, *Judge*, *Pleaser*, *Restless*, *Stickler* and *Victim*. He claimed that as children we need *Saboteurs* to help us survive, but by the time we are adults, although we no longer need them they have invisibly become inhabitants of our mind. Chamine (n.d.a) added that although

It is true that your *Saboteurs* have successfully pushed you to improve and succeed through fear, anxiety, blame, shame, guilt, etc. (Negative Reinforcement), research shows that you would succeed even more if you were pulled by your

inherent positive feelings of curiosity, compassion, creativity, love for yourself and others, and love for contribution and self-expression (Positive Reinforcement). And you would be far happier and less stressed. (PI, How You Self Sabotage, Lies of Your Saboteurs, para. 14)

Chamine named this different voice *Sage* and considered five powers including: *Empathize, Explore, Innovate, Navigate, and Activate*. Therefore, he suggested that through producing positive feelings and activating our *Sage*, we will be able to meet challenges in our life and in our work.

Happiness and well-being have been part of our intellectual conversation throughout modern history. In spite of the importance of this issue and the huge number of studies on this topic, the discussion of happiness and well-being is sometimes not given the attention it deserves in the field of education.

1.5 Significance of the study

According to Seligman (2011), the future of the application of PP is bright; with PP booming we should expect an increase in evidence supporting how positive emotions and frameworks such as the PERMA model can be applied to enhance human flourishing and well-being. There is a wealth of Positive Psychology-based academic and popular literature available for exploration and application in psychological research in practical and professional settings. PP is hard at work on these tasks and it will be interesting to see the new challenges and benefits that are revealed (Peterson, 2009).

One of the most notable features of the modern world is our interconnection as human beings. We are linked to others across the globe socially and professionally and emotions play a crucial role in how we think and behave. According to the above

discussions, the emotions we feel each day can encourage us to take or not to take actions and also influence the decisions we make about our lives on both large and small scales. Although the decisions and behaviours performed in our personal lives on a small scale are significant, the way we behave and make decisions in our social and occupational lives and on larger scales are also very important. As a language teacher, reading Ginott's (1976) book, *Teacher and Child*, led me to start thinking. I have come to a frightening conclusion. I am the decisive element in the classroom. "It is teachers' personal approach and well-being that creates the climate, it is teachers' daily mood that makes the weather" (p. 3). I started reflecting on this idea from two points of view, teachers and students. Since teachers and students spend the majority of their daily time together in the classroom, an interactive and interpersonal setting that is full of emotions, the possible influence of teachers' emotions on their students and on their own teaching process is worthy of consideration and study. Furthermore, I have always been interested in knowing the possible factors, other than educational ones, that lead teachers to a better understanding of self and that may consequently affect performances on personal and occupational levels and may also have an influence on students' learning.

Forty years ago, in "Teacher & Child", Haim G. Ginnot pointed out the potential power that teacher's emotions and moods may have on their students and the whole class climate. Additionally, research on teacher cognition has also developed and expanded since the early 1970s, stimulated in large part by the rapid growth of research in cognitive psychology (Calderhead, 1996). Despite the enormous blossoming of psychological research on emotions since the early 1980s (Lewis and Haviland, 1993), little of this work has informed current research related to teachers. There is still much to be learned

about the role of emotions in learning to teach, how teachers' emotional experiences relate to their teaching practices, and how the sociocultural context of teaching interacts with teachers' emotions. Little is known about how teachers regulate their emotions, the relationship between teachers' emotions and motivation, and the role of emotional experiences in teacher development.

My personal interest in the field of PP encouraged me to explore the concept of emotions from a positive point of view and to consider how this particular conception of emotions may impact teaching performance. Relative to negative emotions, positive emotions have received far too little attention, and emotion-related studies are, for the most part, focused on negative emotions such as fear, anger, anxiety and sadness (Fredrickson, 1998; Seligman & Csikszentmihalyi, 2000). Although the same can be said for language teaching where little specific attention has been paid to the investigation of positive emotions (Garret & Young, 2009), there are several studies in the motivational field that have looked at affective variables, but mostly from the point of view of the learner.

Nearly two decades ago, Goleman (1996) made a compelling case that Emotional Intelligence Quotient (EQ) was more important to leadership effectiveness and performance than Intelligence Quotient (IQ). But most attempts at increasing EQ have resulted only in temporary improvements. One of the reasons may be that this area of psychology has focused on the darker elements of the human state of being. Psychopathological behaviour, negative emotions emanating from stress, and coping with stress and negative emotions have been studied extensively, whereas adaptive behaviour, positive emotions, and proactive coping have not received as much attention (cf.

Frydenberg, 1997; Fredrickson, 2001). Furthermore, traditional theories addressing the functions of positive emotions for cognition and behaviour have focused on negative effects of emotions, instead of on their regulatory benefits (Aspinwall, 1998). Educational settings are of specific importance for shaping human self-regulation and development, and students' and teachers' positive emotions may be central to attaining educational goals. Moreover, educational psychology and educational research in general have traditionally put more focus on the consequences of negative emotions (e.g., anxiety, stress). The field of PP as it relates to education provides a promising theoretical and applied foundation for exploration of positive emotions in these professional contexts. In this regard, Ackerman (2018) indicated that since the year 2000, several researchers across the globe have been inspired by Seligman's new field, PP, and its focus on the positivity in life. Therefore, the basis for "the application of positive principles to coaching, teaching, relationships, workplace and every other life domain" ("On the Founder: Martin Seligman", para. 17) has been recently established. Frameworks such as PERMA (Seligman, 2011) also give us a lens through which we can examine new ideas such as those proposed by Chamine (2012). Chamine's (n.d.a) focus on how to build PI through activating a "different voice and region of your brain that performs far better while producing positive feelings like curiosity, empathy, creativity, and peace, with a laser focus on action" (PI, How You Self Sabotage, para. 2) may have some application to the teaching profession. I wish to carefully examine Chamine's ideas in terms of their connection to PP and their potential for improving professional well-being.

In particular, I will investigate the concept of PI and its potential role in developing professional success through positive emotions. Moreover, I will examine the

key concepts of PI (i.e. *Sage* and *Sabotage*) through the lens of PP, and more specifically in relation to the PERMA model. In this study, I will use the PERMA framework as a way to analyze the popular literature related to “PI” (e.g., website, book, lecture). In this way, I will determine whether it could be used as a way to conceptualize positive and negative emotions. Further, I will also investigate the possible application of PI practices in the day-to-day wellness of teachers, and in particular language teachers. I will examine my own participation in a PQ questionnaire (see Appendix) and resulting feedback as a self-reflective researcher tool in order to provide additional context for this analysis. The possible outcomes of this research provides teachers with insights into a way to think about the influence of their positive emotions and thereby strengthen the teaching process.

1.6 Purpose of this study

To make any process of education a success, the competence and character of the teacher are important aspects to consider. A teacher has a key role to play in communicating knowledge in specific subjects and supporting students to develop positive attitudes and dispositions. According to my review of the literature, there have been some factors other than teachers’ educational levels that have led to good outcomes in both teacher and student achievement. In addition, I considered some specific concepts around emotions and became familiar with the “Broaden-and-Build theory” (Fredrickson, 2009) as well as PP and especially the PERMA model (Seligman, 2011). Since a well-known theory such as Broaden-and-Build has been developed, extensive research has been done in the area of PP, and also several investigations have been conducted related to the PERMA model, I am going to take advantage of these theories and studies to

explore the concept of Positive Emotions (PE) that will possibly lead me to more deeply perceive the new concept of PI. In this regard, the possible findings achieved through careful examination of the key concepts of PI, *Sage* and *Sabotage* via the lens of PP, and specifically the PERMA model, may bring insights that could contribute to the application of such ideas to language teachers' well-being.

Furthermore, as an immigrant whose mother tongue is a language other than English, who is from a country where English is known as a foreign language, and who has been a language teacher for several years, I have always been curious about figuring out the factors that promote success in the classroom and that build a positive classroom atmosphere. Broadly, the goal of my study is to describe my quest to conduct an analytical study of well-being that could be applied to the field of language teaching and may inspire empirical study in this field. In particular, I want to examine the potential of a new idea "PI" through the lens of well-established theories and research. In order to address these ideas, I will ask the following research questions:

1.7 Research Questions

1. How do the five elements of the PERMA model link to the concept of Positive Intelligence, in particular its two central ideas of *Sage* and *Sabotage*?
2. Given findings from Question 1, how can Positive Intelligence (as seen through the lens of the PERMA model) help to develop an understanding of Language Teacher well-being?

Chapter Two: Literature Review

Positive Emotion and Well-being Theories and Discourses

2.1 Well-Being

Health is not simply the absence of disease: it is something positive. . . —Henry Sigerist, *Medicine and Human Welfare*. This well-known quotation about the concept of well-being has been restated in the definition that WHO (1984) provided for health.

Health has been defined to be a complete state consisting of not only the absence of illness but also the existence of something positive. As Keyes (2005) argued, since there is no standard for measuring, diagnosing, and studying the existence of mental health, science, by default, describes health as the absence of mental illness. In this regard, Keyes (2005) described the model of states of health. He indicated that the first assumption is that mental health is the opposite of mental illness; therefore, the absence of mental illness equates the presence of mental health. It means that if society can treat mental illness, more people will become mentally healthy. Keyes (2005) indicated that this is an untested assumption that forms a single bipolar dimension, which he described in this way: “health and illness are correlated unipolar dimensions that, together, form a complete state of (mental) health” (p. 539). Keyes declared that there are several reasons that justify the authority of a dichotomous, psychiatric view of mental health:

First, at the birth of the National Institute of Mental Health, the field of psychopathology was better developed empirically than the mostly theoretical literature of clinical and personality psychology that informed conceptions of positive mental health (Jahoda, 1958; Smith, 1959). Second, evidence is now overwhelming that individuals free of major depression, for example, function

better and are more productive than depressed individuals (Sartorius, 2001).

Third, evidence is indisputable that mental illness is a serious public health issue. Mental disorders are prevalent (often comorbid), recur throughout the life span, are costly to treat, and cause premature mortality when untreated (Garrison, Schluchter, Schoenbach, & Kaplan, 1989; Greenberg, Stiglin, Finkelstein, & Berndt, 1993; Kessler et al., 1994; Keyes & Lopez, 2002; U.S. Public Health Service, 1998, 1999). (p. 539)

Keyes (2005) posed a question here. Do all individuals not suffering from mental disorders have equally productive and healthy lives, and do they also have more productive and healthier lives than the mentally ill? Keyes addressed these questions by referring to the findings of Regier, Narrow, Rae, Manderschied, Locke, and Goodwin's (1993) study which affirmed that many individuals free of mental disorders do not necessarily feel healthy or function well and approximately half of adults who make use of mental health services are those who have never been diagnosed with mental disorders. Findings also suggested that people who are not depressed do not necessarily experience high level of happiness. Headey, Kelley, and Wearing (1993) stated that there are some factors that correlate with well-being such as life satisfaction, happiness, anxiety, and depressive symptoms. Moreover, Keyes and Ryff (2003) indicated that psychological well-being and depressive symptoms need to be taken into account in measuring overall subjective well-being. In this regard, Keyes (2005) offered that although there is no single continuum, both mental health and mental illness must be taken into consideration. Therefore, Keyes suggested that mental health should be viewed as a complete state.

The Surgeon General defined *mental health* as “*a state of successful performance*

of mental function [italics added], resulting in productive activities, fulfilling relationships with people, and the ability to adapt to change and to cope with adversity” (U.S. Public Health Service, 1999, p. 4). Keyes (2005) posed another related question, “Mental health is clearly something positive, but what exactly composes this positive state of mind?” (p. 540) Keyes defined mental health as “a syndrome of symptoms of hedonia and positive functioning, operationalized by measures of subjective well-being—individuals’ perceptions and evaluations of their lives and the quality of their functioning in life” (p. 540). Keyes (2005) revealed the symptoms of positive mental health (i.e. flourishing) that represent either the latent structure of hedonic well-being or eudaimonic well-being.

According to the Australian Institute of Professional Counsellors (2010):

Hedonic well-being is based on the notion that increased pleasure and decreased pain lead to happiness. Hedonic concepts are based on the notion of subjective well-being. Subjective well-being is a scientific term that is commonly used to denote the ‘happy or good life’. It is comprised of an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with life). It is proposed that an individual experiences happiness when positive affect and satisfaction with life are both high (Carruthers & Hood, 2004). (para. 3)

“On the other hand, Eudaimonic happiness is based on the premise that people feel happy if they experience life purpose, challenges and growth. This approach adopts Self-Determination Theory to conceptualise happiness (Keyes et al., 2002; Deci & Ryan, 2000)” (AIPC, 2010, para. 4). Deci and Ryan (2000) defined SDT as “an approach to human motivation and personality that uses traditional empirical methods while

employing an organismic met theory that highlights the importance of humans' evolved inner resources for personality development and behavioural self-regulation" (p. 68). Thus, its concentration is on the study of individuals' essential growth tendencies and inherent psychological needs that are the foundation "for their self-motivation and personality integration, as well as for the conditions that foster those positive processes" (p. 68). Therefore, there are three elements for constructing social development and personal well-being: competence, relatedness and autonomy (Deci & Ryan, 2000). From this perspective, by engaging in eudaimonic pursuits, subjective well-being (happiness) will occur as a by-product. Thus, life purpose and higher order meaning are believed to produce happiness. It appears that the general consensus is that happiness does not result from the pursuit of pleasure but from the development of individual strengths and virtues that tie in with the concept of Positive Psychology (PP) (Vella-Brodrick, Park & Peterson, 2009).

What has been mostly presented in this section was around the concept of well-being and any other concepts or studies that have been conducted in this regard. In the following section, there is a comprehensive explanation around Flow Theory (FT) and its probable relation to PP.

2.2 Flow and Positive Psychology

2.2.1 What makes life worth living?

Much of psychology has been concerned with answering the question of "what is wrong with you?" and it has sought to make individuals less miserable by treating pathology or mental illness. The goal of the PP movement, as I discussed in the previous chapter, is to make normal life more fulfilling, and thus it asks the question, "What is

right with you?” PP does not deny the importance of studying how things go wrong, but it does assert that strength is as important as weakness and that it is just as important to build on the best things in life as to repair the worst. PP is concerned with increasing well-being; one of the branches in this process of PP is Flow Theory (FT). Engagement, in the field of PP, is characterized by the notion of flow. This term was coined by Mike Csikszentmihaly (1975) the co-founder of the PP movement.

Studying the creative process in the 1960s (Getzels & Csikszentmihalyi, 1976), Csikszentmihalyi was struck by the fact that when work on a painting was going well, the artist persisted single-mindedly, disregarding hunger, fatigue, and discomfort—yet rapidly lost interest in the artistic creation once it has been completed. FT had its origin in a desire to “understand this phenomenon of intrinsically motivated, or autotelic, activity: activity rewarding in and of itself (auto = self, telos = goal), quite apart from its end product or any extrinsic good that might result from the activity” (Csikszentmihaly, 2014, p. 240). Csikszentmihaly (2014) described flow as the state of absorption in one’s work as characterized by intense concentration and loss of self-awareness— a feeling of being perfectly challenged, neither bored, nor overwhelmed and the sense that time is flying. In other words, there is a state in which people are so involved in an activity that nothing else seems to matter. Csikszentmihaly indicated that in this flow state, concentration is so intense that there is no attention left over to think about anything irrelevant or to worry about problems. Self-consciousness disappears and the sense of time becomes distorted. Csikszentmihaly (2013) pointed to motivation, both intrinsic and extrinsic, behind the flow state. According to Csikszentmihaly (2013), intrinsic motivation is when you do something because you love it. He added that the highest intrinsic motivation is “Flow”

where self-consciousness is lost and one surrenders completely to the moment and time means nothing, this is the case when a competent musician plays without thinking, or a surfer catches a great wave and rides it with joy. Extrinsic motivation is a type of motivation that is short-lived and is externally controlled. The reasons behind taking part in an activity are not linked to the activity but to the anticipation of reward or punishment like getting a good mark on the exam (Vansteenkiste, Lens, & Deci, 2006).

To this end, Seligman and Csikszentmihalyi (2000) investigated the nature and conditions of enjoyment by interviewing chess players, rock climbers, dancers, and others who emphasized enjoyment as the main reason for pursuing an activity. Both intrinsic and extrinsic rewards were considered. The findings reported that there are some conditions of Flow which include:

- Perceived challenges, or opportunities for action, that stretch (neither over-matching nor underutilizing) existing skills; a sense that one is engaging challenges at a level appropriate to one's capacities
- Clear proximal goals and immediate feedback about the progress that is being made. (Csikszentmihalyi, 2014, p. 240)

Interestingly, Csikszentmihalyi (2014) revealed that this state is one of dynamic symmetry. According to Hunt (1965) you need to establish a balance between perceived action capacities and opportunities in order to enter Flow. Csikszentmihalyi added: "If challenges begin to exceed skills, one first becomes vigilant and then anxious; if skills begin to exceed challenges, one first relaxes and then becomes bored" (pp. 240-241). In other words, you do not want what you are doing to be too challenging; otherwise you

will have anxiety. You do not want what you are doing to be too easy for your skills either; otherwise you will be bored. But it is when you balance these two that you end up in the Flow channel. Abuhamdeh and Csikszentmihalyi (2012) confirmed that in order to allow Flow to emerge, challenges need to be slightly higher than an individual's skills. In this regard, Csikszentmihalyi and Asakawa (2016) gave an example of the Indigenous people in the Shuswap region of Canada. Although they lived in a place filled with resources and they had everything they needed, the elders would make sure that the entire village would just pack up and move to a new location every 25 to 30 years. In this way, they would have new places to explore and new challenges to overcome.

Magnusson and Stattin (1998) believed that the key characteristic of Flow model is *interactionism*. The Flow mode considered person-environment interactions rather than concentrating on a person's personality types or traits. "Rock climbers, surgeons, and others who routinely find deep enjoyment in an activity illustrate how an organized set of challenges and a corresponding set of skills result in optimal experience" (Csikszentmihalyi, 2014, p. 241).

Research has supported FT. Csikszentmihalyi and Schneider (2000) found that students were more engaged when concentration, enjoyment, and interest were simultaneously elevated. Also, the outcomes showed that student engagement was maximized in classroom experiences in which perceived challenge and skill were above average and in balance compared to those classrooms marked by apathy, anxiety or relaxation. Citing a study of teenager's levels of concentration in various activities (Csikszentmihalyi, Rathunde and Wallen, 1993), Yeo (2011) found that

They concentrated more in classroom settings and self-study rather than watching television or social activities. This suggests that deep absorption or concentration in activities promotes optimal learning experiences and the path to achievement in school might well be increased absorption on tasks. (p. 35)

Furthermore, consistent with The Broaden-and-Build Theory introduced in Chapter 1, Csikszentmihalyi and Shernoff (2008) accrued from internal personal resources or psychological capital in the form of increased self-esteem and personal locus of control, which students can tap in on in moments of future challenge.

There are several important concepts related to PP that are intertwined and require attention in order to have a full understanding of PP. Thus far, the relevant concepts of well-being and FT have been explored. In the next section, literature related to positive emotions, resilience and character strength will be reviewed as it includes concepts that pertain to this study.

2.3 Positive Emotions, Resilience, Character Strength

When we think about positive emotions like joy, happiness, and gratitude, on the surface they may seem to have little purpose other than to balance out the negative. But some researchers claim that

Positive emotions are essential for human behaviour and adaption. They help to envision goals and challenges, open the mind to thoughts and problem-solving, protect health by fostering resiliency, create attachments to significant others, lay the groundwork for individual self-regulation, and guide the behaviour of groups, social systems, and nations. (Pekrun, Goetz, Titz & Perry, 2002, p. 149)

Fredrickson (2009) believed that people develop both their psychological well-being and physical health through cultivating positive emotion experiences at suitable times in order to deal with negative emotions. Khatoon (2015) indicated that one of the important features of positive emotions is that, the effects do not expire once suffering is eliminated or alleviated. Khatoon added that based on Fredrickson's Broaden-and-Build theory, positive emotion broadens the way we think and act. In other words, positive emotions encourage us to "approach, explore and act in our environments. In this process, we build physical, intellectual, social and psychological resources. These resources have lasting value to us" (p. 155).

Khatoon (2015) indicated that individuals who are more involved in positive emotions than others "become more resilient to adversity over time, as indexed by increase in broad-minded coping. In turn, these enhanced coping skills predicted increased positive emotions over time" (p. 155). Khatoon (2015) added that positive emotions construct the experiential foundation for mentally healthy people and they also create a foundation for growth and exploration. In addition, positive emotions provide the intellectual, social and physical resources for further growth and development.

The American Psychological Association (APA) defines resilience as: "The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress." Therefore, resilience is how we respond to and face situations that occur in our lives. These could be both individual experiences and experiences shared with many people. Based on the principles of PP, Seligman and his colleagues have developed interventions that aim to increase positive emotions, engagement, meaning, and resilience across various populations: in school children (Seligman, Ernst, Gillham,

Reich, & Linkins, 2009) and, more recently, American military personnel (Seligman & Matthews, 2011). The U.S. Army has developed a resiliency-training program to teach soldiers how they can better develop PP for resiliency. This makes sense because being in the military requires soldiers to be exposed to many kinds of stressors (Seligman & Matthews, 2011). Khatoon (2015) stated that “individuals who experienced more positive emotions than others became more resilient to adversity over time” (p. 155). According to Cohrs, Christie, White and Das (2013), Seligman and his colleagues believed that development in positive emotions, character strengths, well-being and resilience might contribute to better relationships among all people.

In this regard, Khatoon (2015) confirmed that positive emotions are associated with more successful interactions in the world. Promoting the art and skill of experiencing more positive emotions will provide more friendship, considerable contributions, durable passion, better physical health, and more rewarding interactions in the universe. Khatoon declared that “Growth, positive development, and creative and successful interactions in the world (i.e. mental health) may have their foundations in the experience of positive emotions” (p. 157).

Regarding character strengths, Seligman and Matthews (2011) claimed that building character strengths is one of the central concerns of PP and even more so for education. Strengths are defined as “dispositions to act, desire, and feel that involves the exercise of judgment and leads to a recognizable human excellence or instance of human flourishing” (Yearley, 1990, p.13). Peterson, Park and Seligman (2005) classified strengths into six core virtues based on religious and philosophical traditions-wisdom, courage, transcendence, humanity, temperance and justice. Following the identification

of the core virtues, they also developed a set of criteria to identify character strengths. Park (2004) considered two core benefits of these strengths. First, these strengths can moderate the impact of stress and trauma. For instance, strengths like hope, kindness, social intelligence, self-control, and perspective can buffer against the negative effects of stress and trauma, thus preventing or mitigating disorders in their wake. In this regard, referring to Hudley and Graham's study (1993), Yeo (2011) stated that developing strengths such as social intelligence could hinder or at least diminish "aggressive and antisocial behavior including school misbehavior and fighting" (p. 27). Second, strengths can promote well-being. Park (2004) also investigated the correlation between various strengths and life satisfaction. His study showed that "strengths of zest, hope, love, wisdom, social intelligence, self-regulation, and perseverance" (p. 48), were very positively correlated with life satisfaction.

Since to conduct a study you need to investigate relevant theories and make a framework for the concept that you are going to study, in the next section, three theories that are considered fundamental to the concept of positive emotions are going to be discussed.

2.4 Theoretical and Conceptual Frameworks

Among all the theories around positive emotions, the Broaden-and-Build theory developed by Barbara Fredrickson may be one of the best established and most widely researched. Furthermore, Seligman's PERMA model is known as a pillar of PP. Since PP deals with positive emotions and ways to nurture an individual's strengths, Self-Determination Theory is useful in further elaborating some aspects of PP. Therefore, in

order to address the proposed research problem, it is important to describe Deci and Ryan's Self-Determination Theory and how it connects to positive psychology.

2.4.1 The Broaden-and-Build Theory

The Broaden-and-Build theory of positive emotions hypothesizes that positive emotions broaden people's momentary thought–action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources. It means that individuals have greater capacity to broaden and enhance cognitive ability, and engage in more open-minded and flexible responses to a multitude of stimuli, along both the positive and negative continuum (Fredrickson, 2001). Some of the elements prevalent within this theory are the study of interest, excitement, flow, exploration, contentment, and joy, often recognized as happiness (Fredrickson, 1998; Fredrickson & Cohn, 2010). Isen (2010) indicated that these positive emotional states have been shown to enhance appraisal dimensions inherent in emotional recognition, and moreover, have been shown to develop motivation and mastery of concepts.

With this in mind, the first theoretical idea on which the study is based is The Broaden-and-Build theory. Fredrickson (2004) explains, The Broaden-and-Build Theory describes the form and function of a subset of positive emotions, including joy, belonging, safety, curiosity, amusement, interest, contentment and love. A key proposition is that these positive emotions broaden an individual's momentary thought–action repertoire in a positive and helpful way. Joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savor and integrate, and love sparks a recurring cycle of each of these urges within safe, close relationships. The broadened

mindsets arising from these positive emotions are contrasted to the narrowed mindsets sparked by many negative emotions (i.e. specific action tendencies, such as attack or flee)” (p. 1367).

When people experience positive emotions, their minds broaden and they open up to new possibilities and ideas. At the same time, positive emotions help people build their personal well-being resources, ranging from physical resources, to intellectual resources and social resources (Fredrickson, 2009). The theory also claims that negative emotions serve the opposite function of positive ones. When the mind is threatened with negative emotions like anxiety, fear, frustration, or anger, it constricts and focuses in on the imposing threat (real or imagined), thus limiting one’s ability to be open to new ideas. She clarifies her theory this way, “Just as water lilies retract when sunlight fades, so do our minds when positivity fades” (Fredrickson, 2009, p. 55). The basis for Fredrickson’s (1998) Broaden-and-Build theory states that individuals who engage in more positive thinking and behaviors are better able to adapt to their environments, elicit more fulfilling lives, and engage in greater personal resource development, and that this engagement can enhance factors that would promote health longevity.

We influence others through our emotions. Rahimi and Askari Bigdeli (2014) argued,

In the light of the Broaden-and-Build Theory, it is argued that positive emotions can widen students’ scope of attention, cognition and action, and further produce a tendency toward activity engagement. In contrast, negative emotions reinforce the opposite tendency, restricting the amount of potential language input and accordingly narrowing the students’ capacity for learning. (p. 795)

The paper concludes that positive emotions are closely associated with higher levels of student engagement and negative emotions with lower levels of engagement. Several studies in education also make connections between emotions and school success. These will be discussed later in the literature review. Therefore, with a positive classroom environment, students may encounter academic challenges with more acceptance and determination. Moreover, teaching is an emotional activity (Hargreaves, 2001). Grounding their study in The Broaden-and-Build Theory, Pekrun et al. (2002) have investigated the impact of emotions on learning, coming to the conclusion that while negative emotions on the part of the teacher give rise to antagonism, positive activating emotions deliver a positive effect on student learning. McLeod and Fettes, (2007) also affirmed that negative emotions, marked by anxiety, anger, or discontent, have been shown to worsen memory processing and learning efficiency among learners. Elliot and Thrash (2002) have gone beyond this and declared that although negative emotions may occasionally prompt a learner to try harder, such discontent will probably bring about avoidance and social isolation.

2.4.2 The PERMA Model of Positive Psychology

In the introductory chapter, I described in detail the PERMA model as it is one of the key theoretical ideas on which I intended to ground this study. In this section, I was revisiting and briefly describing this framework due to its importance in this study and its connections to PP.

The focus of this theory is on constructive and optimistic concepts in life such as strengths, happiness, flourishing, and well-being, which have been applied in various disciplines. As previously indicated, in 2011, the leading positive psychologist Martin

Seligman proposed the PERMA well-being model, identifying five essential elements of well-being: *Positive emotions, Engagement, Relationships, Meaning, and Accomplishment*. The first element of the PERMA model is *Positive emotions*. Seligman (2011) affirmed that as a cornerstone of the well-being model, experiencing *Positive emotions* such as hope, compassion, contentment, empathy, gratitude, joy, or love is considered the most essential element contributing to well-being conditions. The second element of the PERMA model is *Engagement*. Seligman stated that *Engagement* concerns whether a person is deeply engaged with something in life such as work, personal interests, or hobbies. *Relationships*, the third element in the PERMA well-being model according to Seligman, deals with whether a person is able to build and maintain positive relationships with others. Seligman called the fourth and fifth elements of well-being meaning and purpose. *Meaning* refers to one's purposeful existence in the world, while purpose is related to feeling a sense of accomplishment and success.

This model has been applied to the field of education and there are some studies that have adapted the PERMA model to students' well-being, but in the present study I was going to explore the potential application of this model to teachers' well-being. The studies in the following section are examples of research using the PERMA model in the context of teacher wellness.

2.4.2.1 Positive Emotions

Mercer, Oberdorfer, and Saleem (2016) affirmed that in contrast to traditional psychology, that has tended to focus on dysfunction and negative emotions, PP “concentrates on the positives and on strengths. This means looking not only at how to combat stress and overcome challenges in our daily teaching lives, but also at how to

build on, promote and nurture our personal and social strengths” (p. 221). Mercer et al. (2016) claimed that the optimal approach to assisting teachers to flourish involves adaptation and interventions at the institutional and national level to support and nurture teachers in their professional roles. It also means that constant reflection is required on the interaction between teachers and their contexts. Mercer and his colleagues thought that professional well-being emerges from the interaction between the individual and their perception of their contexts.

Seligman (2011) suggested that in order to concentrate more on *Positive emotions* teachers could reflect daily on the things they feel positive and grateful for in their workplace and teaching. Seligman continued and suggested about reflection on activities that make teachers feel positive with respect to their profession can contribute to well-being. This is the activity that Holmes and Mathews (2005) referred to as preparing your ‘bliss list’. It causes you to become mindful of the positive experiences you have as a teacher. Mercer et al. (2016) also suggested that as a teacher you could positively gain or learn from the negative experiences.

2.4.2.2 Engagement

Mercer et al. (2016) defined cognitive *Engagement* for teachers as feeling “sufficiently challenged, mentally focused on the teaching moment and willing and able to invest effort in the teaching” (p. 222). They added that teachers would be adequately engaged as long as they are involved, interested, enjoying their work, and feel positively towards their teaching, pupils and colleagues. Whenever teachers feel competent and sufficiently prepared for their roles and also have goals to be achieved, they are engaged in their jobs as teachers (Mercer et al., 2016). Rogers (2012) declared that in order to

develop teacher engagement and reduce stress, teachers need a sense of purpose, to feel valued, and a sense of self-efficacy. To promote a more internal sense of control, teachers can be encouraged to consider their explanatory styles seeking to develop a realistic and appropriate degree of optimism and sense of control. Furthermore, Mercer et al. (2016) indicated that regarding teaching successes or failures, “teachers can reflect on what reasons there could be for why things worked or did not work” (p. 222). Consequently, they would be able to concentrate on changeable aspects and the decision on what steps need to be taken to initiate change.

2.4.2.3 Relationships

Regarding *Relationships*, Rogers (2012) referred to social support and positive collegial relationships as one of the best preventive factors to workplace stress. According to Mercer et al. (2016) the most important type of relationship is the one between teachers and learners. In this regard, Frisby and Martin (2010) concluded through their study that one of the fundamental factors that diminishes discipline issues and increases positive engagement and learning is a positive teacher-pupil relationship. There are several ways teachers can develop a mutual relationship of respect and trust. Based on Frisby and Martin, one of the key skills is “learning to stop, listen to pupils’ perspectives and resist judging” (Mercer et al., 2016, p. 22). Dörnyei and Murphey (2003), who conduct research in the language learning context, also suggested that teachers could ensure a positive rapport with their students by noticing students’ interests, knowing and using their names, encouraging collaborative learning opportunities in the classrooms, using positive non-verbal behaviours, showing empathy, and giving them respect and a role in the decision-making processes.

2.4.2.4. Meaning and Accomplishment

Steskal (2105) referred to *Meaning* as a sense that causes teachers to stay motivated and to consider their work meaningful. It reminds teachers of what brought them into the profession and also what kinds of rewards this profession can offer as a consequence of making a meaningful contribution to society. Steskal further suggested that it might even be useful if teachers write down explicitly the meaning that they draw from their work and the contribution they are making to something greater than themselves. Hazelton (2013) suggested another activity to develop meaning: imagining your retirement party and guessing what your friends and colleagues would say about you and then think about your probable perception of what you would have achieved in your professional life.

According to Mercer et al. (2106) “accomplishment could be a driving force for teacher commitment and help teachers to maintain high levels of motivation and job-satisfaction. However, accomplishment is not something that is given but rather it is something that individuals need to actively seek to develop” (p. 223). Dörnyei (2009) and Dörnyei and Kubanyiova (2014) offered a way to help language teachers to promote their motivation by articulating and formulating their visions of their desired possible future selves. Mercer et al. (2016) provided a definition for “possible selves” that Dörnyei in 2009 used: “individual’s ideas of what they might become, what they would like to become, and what they are afraid of becoming” (p. 223). Moreover, Kubanyiova (2009) described peoples’ imagined future selves as an “incentive for development and change” (p. 315). Dörnyei and Kubanyiova (2014) suggested writing narrative descriptions of an

ideal teacher as a way for teachers to articulate how they want to achieve meaning in their professions.

2.4.3 Self-Determination Theory

Research evidence suggests that the well-being of teachers is an important factor in teacher effectiveness, teacher retention and the well-being of the students they teach (Day, 2008; Day & Kington, 2008). Studies also show that teacher well-being is crucial for individuals' subjective well-being (Prilleltensky, 2014). According to Hobson and Maxwell (2017), school teachers' well-being is shaped by "a complex interplay of environmental or contextual factors on the one hand, and individual teacher characteristics on the other" (p. 169).

According to Hobson and Maxwell (2017), prior to the second decade of the twenty-first century, very few numbers of studies in the broad area of teacher well-being explicitly focused on teacher well-being itself, and most definitions rested on the absence of negative emotional states, stress or burnout. In this regard, Hobson and Maxwell hypothesised that Self-Determination Theory (SDT) (Deci & Ryan, 2000) is a highly influential theory of human motivation and well-being that "focuses especially on volitional or self-determined behaviour and the social and cultural conditions that promote it" (Ryan, 2009, p. 1). Therefore, SDT might provide a particularly appropriate analytical framework for understanding factors that influence teachers' well-being (Hobson & Maxwell, 2017).

According to SDT, motivation and well-being are developed when innate psychological needs for competence, relatedness and autonomy are satisfied, and decreased when such needs are prevented (Deci & Ryan, 2000). "Competence relates to

the sense of efficacy individuals have in relation to the various tasks in which they are engaged; relatedness to the feeling that one is closely connected to or cared for by others; and autonomy to the experience of volition that can accompany an act, as opposed to that of external control” (Hobson & Maxwell, 2017, p. 171).

Ryan (2009) considered five sub theories for SDT. The first, Basic Psychological Needs Theory (BPNT), is described as “the impact of any behaviour or event on well-being is largely a function of its relations with need satisfaction” (Ryan, 2009, p. 2), and that each need has an independent effect on wellness. The second SDT sub theory is Organismic Integration Theory (OIT). Deci and Ryan (2000) believed that well-being is facilitated more by intrinsic motivation, that is, “engaging in an activity for the inherent satisfaction of the activity itself” (p.70) rather than through extrinsic motivation, “the performance of an activity in order to attain some separable outcome” (p. 70). However, SDT and OIT hypothesized that extrinsic motivations can develop well-being if they are internalized (Hobson & Maxwell, 2017). Ryan (2009) identified a range for external motivations, starting from external regulation, their least autonomous form (such as acting to avoid pain or gain a reward), interjected regulation, identified motivation to their most autonomous form, integrated motivation, in which regulations are fully realized and become compatible with an individual’s other values.

Hobson and Maxwell (2017) stated the following:

It should be noted that Deci and Ryan do not claim that satisfaction of basic psychological needs for competence, relatedness and autonomy provides an exhaustive account of the factors contributing to well-being; and nor do they outline what they might consider to be additional contributory factors. (p. 172)

The theoretical framework for this research is based upon two theories and one model: The Broaden-and-Build theory, the Self-Determination theory, and the PERMA model of PP. The literature review that follows explores empirical studies that focus on emotional sections of the field of education generally and also those related to language teaching and learning.

2.5 Learning and Emotions

Karsli (2007) suggests two notions of *education* and *instruction* upon which the science of education is formed. He affirms that education is the activity that assists individuals to achieve understanding of various concepts and to prepare for daily life. On the other hand, Karsli (2007) defines teaching as a process by which people develop talents that they have already obtained during their educational process in relation to their capacity. Although the final goal of education is learning, learning involves more than just being exposed to information. A learning environment is multidimensional and is composed of diverse psychological and social interactions. Barr (2016), referencing Moos's (1979) research, stated that "the social-ecological setting in which students function can affect their attitudes and moods, their behavior and performance, their self-concept and general sense of well-being" (p. 3). This social-ecological framework represents a classroom climate that includes social and emotional aspects (Barr, 2016). There are a large number of studies on classroom climate and students' academic performance. Graham and Gisi (2000) suggested that students' overall satisfaction is built upon the classroom climate. Frisby, Berger, Burchett, Herovic, and Strawser (2014)

stated that teachers are able to help develop the classroom climate and can engage in several interpersonal behaviors that provide positive emotions.

In this regard, the study of PP will expand our understanding about the role of positivity in education. To reiterate, Haidt and Gable (2005) defined PP as a scientific study of optimal human functioning that aims to discover and promote factors that allow individuals, communities, and societies to develop and flourish. The study of PP concentrates on *what is going right* with people, communities and societies and how we can lead more fulfilling lives and foster that quality (Yeo, 2011). Moreover, the more recent well-being theory by Seligman (2011) looks at positive sides of life by considering five elements to leading a fulfilling life: *Positive emotions* (P), *Engagement* (E), *Relationships* (R), *Meaning* (M) and *Achievement* (A); the acronym commonly used is PERMA.

In contrast to traditional education that emphasizes intelligence, academic achievement and enhancing test scores, positive education “hopes to bring the balance back to the equation through an emphasis on building resilience, character strengths and well-being” (Yeo, 2011, p. 6). Seligman (2008) explored positive education by asking parents two questions: “*what do you most want for your children? And what do schools teach?*” (p. 5). They found that the answers to these two questions did not overlap—“happiness and fulfillment” versus “math or literacy”. He noted that a gap exists in the school context between the aspirations of achievement and well-being.

Seligman, Ernst, Gillham, Reivich, and Linkins (2009) stated that schools should focus on the happiness and well-being of children. That is, after all, what parents want most for their children. Such happiness will bring pleasant emotions into the learning

environment. “Happiness and teaching for happiness is not only about the cultivation of positive traits but also about the creation of positive experiences, in the classroom and elsewhere” (Kristjansson, 2012, p. 97). Moreover, Reinhard, Thomas, Wolfram and Raymond (2002) stated that

Positive emotions are essential for human behaviour and adaption. They help to envision goals and challenges, open the mind to thoughts and problem-solving, protect health by fostering resiliency, create attachments to significant others, lay the groundwork for individual self-regulation, and guide the behaviour of groups, social systems, and nations. (p. 56)

Emotions are considered as the common core for all human beings, yet what varies in individuals might be the ways in which they put emotions to use and the way they handle them. The significance of what positive psychologists call “positive education” is to embrace this aim head-on and to propose direct methods by which “skills for happiness” can be taught (Seligman et al., 2009). I am going to discuss the concept of positive education later in more detail. Seligman (2011) believed that instead of allowing the past to determine what might happen in future, we as humans need to concentrate on taking control of our personal well-being. Seligman added that when we want to make a decision, we would think about how much it will add to our lives; similarly, as teachers when we make any decisions, we face a classroom of students and how every single decision might impact their future. Therefore, it is essential for teachers to balance their teaching of achievement skills with teaching well-being through concentrating on building resilience, character strengths and using the PERMA as a framework to flourish. Consequently, positive education is able to balance the need to eliminate or decrease

obstacles while simultaneously molding what is necessary for building good characters in students.

Since the research is also concerned with how these ideas relate to language teacher well-being and because teaching and learning are intertwined, the “Affective Filter” proposed by Krashen in 1982 will also be described as it relates to ways in which emotions can impact language acquisition. Regarding second language learners and emotions, the Affective Filter Hypothesis addressed the influence of affective factors on language acquisition. These factors are non-linguistic variables such as motivation, self-confidence, and anxiety. In other words, affective variables can affect the acquisition of a language by preventing information about the language from reaching the language areas of the mind. Based on Krashen’s hypothesis, learners who are self-confident and highly motivated and possess a low level of anxiety appear to be well-equipped for success in language acquisition. Conversely, those students whose motivation and self-confidence are low and who possess high anxiety levels would be poor at learning language because the affective filter has been raised and a mental block has been formed preventing comprehensible input from being used for acquisition (Schutz, 2017).

Du (2009) believed that Krahen’s affective filter hypothesis has a significant effect on second language acquisition. Du drew the following conclusion:

Teachers can find out the effective teaching tactics which can cultivate the students’ active learning affective factors through the analysis on the inner connection between the students’ affective factors and L2 learning. It is found that good L2 learners have common qualities. They have strong desire or motivation for that language; they are positive in language practicing and

managing; they can adapt themselves to different language learning environments; they can overcome language anxiety; they are self-confident in the SLA process. By analyzing those common characteristics, L2 teachers can find some better ways to conduct their teaching and to be an efficient language teacher. (p. 164)

Although Krashen's theory has come under scrutiny and new ideas around affect and language learning have been conceived (Benesch, 2012), emotions remain an important theoretical consideration in language education. It is also noteworthy that the teacher has been considered as a variable in research related to the role of affect in language learning (e.g., Du, 2009). Studies such as those related to motivation have also taken into consideration the affective domain in determining motivational conditions conducive to learning a language (e.g. Dörnyei, 2007).

2.6 Teachers and Emotions

It is clear that one of the most important factors in educational environments is the teacher. Gundogdu and Silman (2007) underscored that it is the supportive role of teachers that enables students to reach cognitive, sensory and behavioral aims. Teachers are considered as the main pillars in all educational systems. They are the moderators through whom knowledge can be transferred to students and who represent the foundation of society (Park, 2004).

The quality of teachers is undoubtedly one of the most important factors shaping the learning and growth of students (Ingersoll, 2011). Masten and Reed (2005) indicate that teachers' mentoring roles impact students' minds, which in turn affect their social and moral values within and beyond the classroom. Even Aristotle affirmed the

significant role of adults such as parents, teachers, youth development program leaders, and sports coaches as character mentors in youth's lives (Park, 2004). Therefore, teachers not only deliver the content but also shape the character of their students.

The Bill and Melinda Gates Foundation (2010) published an article articulating the traits that differentiate high performing teachers from ineffective ones. This study indicated that, without precise knowledge of what makes a good teacher, school administrators are disadvantaged in their approach to teacher hiring and teacher development. Rivkin, Hanushek and Kain (2005) believed that many of the characteristics traditionally valued by ordinary people and even by administrators are not accurate enough to select high quality teachers because they do not correlate with increased levels of student achievement. Walsh and Tracy (2004) also affirmed that both teacher certification and academic credentials are not necessarily sufficient predictors of teacher effectiveness.

Park (2004) also indicated that for successful teaching, teachers need not only to possess the subject knowledge, but also the effective pedagogical skills. In addition, teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. These skills and dispositions are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being. Moreover, teachers are in a position to shape student learning potential and influence student motivation and achievement.

Understanding teachers and their beliefs is a prerequisite for teacher educators to develop optimum teaching practices (Campbell, Kyriakides, Muijs & Robinson, 2003). According to Xu (2012), "teachers are highly influenced by their beliefs, which in turn

are closely linked to their values, to their views of the world, and to their understanding of their place within it” (p. 1397). The British educational theorist Pajares (1992) noted that teachers’ beliefs have a greater influence than teachers’ knowledge on the way they plan their lessons and also on the decisions they make. Pajares declared that teachers’ beliefs could determine teachers’ actual behaviour towards students and generally on classroom practices in general. The teacher is neither a fine-tuned instrument nor a well-oiled machine; the teacher is a person whose knowledge, experiences, beliefs and emotions are the ingredients that combine together to eventually contribute to the quality of his/her practice. Emotions, as Hargreaves (1998) comments, are at the heart of teaching.

Fredrickson (2009) employed the term positivity to indicate the positive meanings and optimistic attitudes that generate positive emotions. She also argues that there is the long-term impact of positive emotions on one’s personality, relationships, communities and environment. From an educational point of view, Noble and McGrath (2015) argue that

Positivity encourages educators to provide classroom and school opportunities for students to experience and amplify positive emotions such as feeling connected and feeling safe. Positivity also encourages educators to explicitly teach students the values and skills for expressing gratitude and thinking optimistically. (p. 4)

Teachers’ emotions are an important component of their beliefs about teaching and learning. Beliefs primarily reflect on teachers’ thinking and reacting in terms of effective teaching (Entwistle, Tait, & McCune, 2000). Teachers often equate effective teaching with certain emotional skills and qualities such as patience, caring, compassion,

friendliness, warmth, and concern (Wilson & Cameron, 1996). Some teachers are dramatically more effective than others, but traditional indicators of competence (e.g., certification) can only explain minimal variance in performance. The rigors of teaching suggest that positive traits that buffer against adversity might contribute to teacher effectiveness (Duckworth, Quinn, & Seligman, 2009). Because of the interpersonal nature of teaching, managing emotions may be a central component to teacher well-being.

2.7 Teacher Performance, Classroom Management and Emotions

According to Mehmood, Qasim and Azam (2013) “Performance is basically the ability of individuals to use their knowledge efficiently and effectively. When researchers discuss the teacher’s performance, it is based on both the intellectual and physical aspects” (p. 302). Brophy & Good (1992) presented an appealing approach for the evaluation of teachers’ performance. They included the socialization of students and personal development of the student in teachers’ performance. Classroom management is also an important aspect of teacher performance. Berliner (1983) described classroom management as prerequisite to effective instruction. In managing the environment, the teacher observes the class critically, and develops the rules for the students according to the behaviors and attainment of educational goals.

Sieberer-Nagler (2016) believed that “everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstating them), developing rules, and

communicating those rules to the students. These are all aspects of classroom management” (p. 163).

According to many studies emotions play a significant role in the learning process and also the construction of meaning, therefore “if an event is related to positive emotions, there is a greater chance for successful patterning to take place. Hence, a teacher’s handling of the emotional aspect in a classroom may be a decisive factor in the degree of his/her effectiveness of teaching.” (Marashi & Zafaranchi, 2010, p.87). Marashi and Zafaranchi suggested that a teacher who has a good relationship with students is able to build up their interests in learning and strengthen their ability to enable learners to influence their environment. A good relationship actually consolidates student interests in learning and strengthens their ability to refuse self-destructive behaviors.

If we then consider the influence of teachers on the learning environment, the focus should go beyond simply a reduction of negative emotions towards a focus on the enhancement of positive emotions. According to the study conducted by Frenzel, Götz, Stephens, and Jacob (2009), there is a circular effect in teachers’ emotions, students’ behaviours and essentially in outcomes. Teachers’ emotions are impacted by student behaviors, and in turn influence instruction. According to Beckert, Goetz, Morger, & Ranellucci (2014), “empirical findings suggest that (perceived) teachers' and students' emotional responses (pleasure, arousal, and dominance) in university classes are significantly related and that these relationships can be partially explained by convergent nonverbal behaviour” (p. 17). Becker et al. (2014) indicated the following:

Specifically, 23% of the variance in student nonverbal behavior was explained by their teacher's nonverbal behavior, with student nonverbal behavior being related

to students' emotional responses. However, given that the study used a one-time examination and included only students' self-reports, the explanatory power is limited. (p.17)

Becker et al. (2014) suggested that “teachers' emotions have a reciprocal influence on their instructional behavior (i.e., cognitive stimulation, motivational stimulation, and social support), which in turn influences student outcomes (i.e., competence level, motivation, and social-emotional skills)” (p. 17). Becker et al. (2014) provided a questionnaire-based study with 1762 students drawn from 71 mathematics classes and their corresponding teachers. The results offered a link between teachers' emotions and their instructional behaviour. Therefore, teachers who reported more positive emotions were more likely to provide more clear and comprehensible explanations, to make more connections between the subject matter and the real world, and to teach with greater passion. On the contrary, teachers who experienced more negative emotions such as anger or anxiety were less likely to show this beneficial instructional behaviour.

According to Becker et al.'s (2014) findings, the emotions that teachers bring to the classroom have important effects on their students' emotions. “Many teachers spend a substantial amount of time preparing their lessons and sometimes they forget about their own well-being, which is evident by the high burnout rates frequently reported in the teaching profession” (p. 25). Becker et al. (2014) concluded that teachers need to “care about their emotions, not only for their students' sake, but also because it is important for themselves” (p. 28).

Agne, Greenwood, & Miller (1994) argued that there are two features that can distinguish effective teachers from noneffective ones: positive rapport between teacher and students, teacher's genuine respect for students, and students' love and care towards others if affection were modeled for them. McBer's study (2000) also indicated that the most effective teachers win the day through creating a positive classroom climate where students feel respect and trust alongside being supported. Marashi and Zaferanchi (2010) suggested that to develop this positive atmosphere "a teacher needs to be emotionally fit; teachers with behavior management and classroom discipline problems often complain of high levels of stress and experience symptoms of burnout" (p.88).

Abdolvahabi, Bagheri, and Kioumarsi (2012) conducted a study to identify the level of emotional intelligence among teachers. The study found a relationship between emotional intelligence and job self-efficacy in research involving 200 physical education teachers from Tehran. The results demonstrated a significant relationship between emotional awareness, empathy and self-efficacy. Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized the value of individual differences and promoted cooperative learning so as to solve problems and guide students to promote social competence. Kauts & Saroj (2012) studied 600 secondary schools in order to identify the relationship among emotional intelligence, teacher effectiveness and occupational stress. The results indicated that teachers with high emotional intelligence had less occupational stress and more teacher effectiveness, whereas teachers with low emotional intelligence had more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing stress related to the day-to-day demands of teaching and can also enhance teaching performance.

In this regard, Galler (2015) highlighted the role of teachers' emotional intelligence in shaping social interactions in the classroom. This study indicated that "teachers high in emotional intelligence tend to establish good working relationships with students by being attentive to their students' needs" (p. 11). Additionally, Nizielski, Hallum, Lopes and Schütz (2012) affirmed that teachers' self-reported EI has a negative correlation with student misconduct, and that this relationship was mediated by teachers' attention to student needs. Moreover, Fredrickson and Branigan (2005) believed that teachers' positive emotions might aid in broadening behavioural repertoires and improving student attention resulting in the creation of positive classroom climate. In this respect, Jennings and Greenberg (2009) conducted research to explore how teachers make use of social and emotional competencies to create positive climates. They presented a graphic model that viewed teachers' "Social/Emotional Competencies" (SEC) as an important contributor to the development of supportive teacher-student relationships, as teachers who are able to recognize individual students' emotions, understand the cognitive appraisals that may be associated with these emotions, and understand how these cognitions and emotions motivate students' behavior may be able to more effectively respond to the individual student needs. Based on this model, teachers who have high social/emotional competencies use more efficient classroom management strategies and they cope more appropriately with students' behaviors. They also utilized more emotional expressions to support and communicate with students in order to bring about effective behaviour guidance and management. Additionally, these teachers are better able to effectively implement social and emotional programs for students in their classroom settings.

2.8 Teachers' Positive Traits

What makes a great teacher? What distinguishes effective teacher from ineffective teachers? What are the indicators? Are some traditional indicators of competence such as educational background sufficient in this regard? Duckworth et al. (2009) suggested that “positive traits that determine commitment and resilience in the face of adversity might play an important role in determining teacher effectiveness” (p. 540). Duckworth et al. (2009) suggested some research findings and concluded that a remarkable number of teachers leave their profession within a few years, while those who stay in teaching reduce their effort and involvement. They suggested that only those with *a true sense of calling* should pursue teaching. Duckworth et al. (2009) drew the conclusion and illustrated that three positive traits—grit, life satisfaction and optimistic explanatory style, and your usual pattern for interpreting and explaining bad events to yourself—predicted teacher performance. They also suggested that positive traits should be considered in the selection and training of teachers.

Additionally, Bay, Bündeğdu, and Kaya (2010) concluded from their studies that a good learning environment could provide learners with opportunities that encourage them to express their own selves in order to facilitate positive social relationships with others during the learning process. Bay, Bündeğdu, and Kaya (2010) determined that generally teachers with higher self-efficacy use appropriate teaching strategies compared to teachers who lack self-efficacy, and this leads to quality learning atmospheres. Thus, we can hypothesize that teachers' self-efficacy can influence the learning atmosphere in class and students' learning satisfaction. Pan (2014) found that “Efficacious teachers employ effective problem-solving skills, develop strategies to be more effective teachers,

manage their emotions well, and persist in the face of failure (p. 71). A number of studies have shown how teachers' self-efficacy has a positive effect on students' learning achievement. For example, Caprara, Barbaranelli, Steca, and Malone (2006) argued that teachers with high self-efficacy inspire students to work harder to gain greater satisfaction and achievement.

Helmke's study (2012) revealed another important teacher-related concept—*passion*. He suggested that “When teachers present a topic with enthusiasm, suggesting that it is interesting, important, or worthwhile, students are likely to adopt this same attitude. Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity” (p. 225). Bulger, Moh, & Walls (2002) and Morrison and Peterson (2013) also suggested that teachers can develop a positive learning environment if they show passion for subject matter, calling students by their names, building up students by encouraging their participation during class, and being active in moving among the students.

Finally, Hussein (1996) described effective teachers from a social foundations perspective:

Effective teachers are friendly, firm, fair, and humane toward their students. They respect and trust students, are enthusiastic about teaching and learning, stimulate student interests, can cope with frustration and difficult aspects of teaching, develop self-awareness and self-evaluation skills, are alternative thinkers, explore new possibilities, and evaluate criticism. They are flexible enough to change and are open to new ideas, possess a sense of humor (being funny, entertaining, and interesting), are well-informed on every aspect of what they do, are passionate

and approachable in class and outside of class, are available to students when needed, are well-rounded and have balanced experiences, demand high standards with moderate expectations, possess good communication skills, are creative and innovative, and are well organized. (p. 73)

According to Glasr-Zikuda, Stuchlikova, and Janik (2013), emotions are a fundamental part of education. Emotions influence teaching and learning positively and negatively. Thus, I will now discuss the link between teachers' emotional characteristics and recent literature related to the concept of positive education.

2.9 Positive Education

Hamilton and Hamilton (2009) found school to be one of the most significant developmental contexts that influence young peoples' lives. In addition to supporting the development of skills and competencies for success in life, wellbeing is promoted within that site. Positive education emphasizes the importance of training the heart as well as the mind in education. "A school curriculum that incorporates wellbeing will ideally prevent depression, increase life satisfaction, encourage social responsibility, promote creativity, foster learning and even enhance academic achievement" (Waters, 2014, p. 121). Oades, Robinson, Green, and Spence (2011) provided an expanded definition of positive education: "the development of educational environments that enable the learner to engage in established curricula in addition to knowledge and skills to develop their own and others' wellbeing" (p. 432). Fisher (2014) affirmed that compared to unhappy students, happier students pay better attention, are more creative, and have greater levels of community involvement. He added that the emphasis on PP interventions in education increases engagement, creates more curious students, and helps develop an overall love

of learning. Moreover, teachers benefit from this educational environment. They can communicate more easily with learners. Consequently, trust and care will contribute to a positive school culture.

Yeo (2011) affirmed that research on school-based programs and interventions suggest that the aims of preventing depression and increasing well-being can be achieved through positive education. Gillham, Brunwasser and Freres' study (2008) described the "Penn Resiliency Program" focusing on building resilience in adolescents aged 10-12 years, and found that it reduced and prevented symptoms of depression, as well as reduced hopelessness and anxiety. Seligman et al.'s study (2009) concluded that "the High School PP Program" aimed at promoting strengths and several aspects of the PERMA in youth aged 16-18, and had many positive effects including increasing students' reports of enjoyment and engagement in school.

Geelong Grammar School (GGS) in Australia is one of the schools that embeds PP through its culture. They have applied positive education through their school in three ways since 2008: a) teaching positive education including resilience, gratitude, and strengths explicitly; (b) embedding positive education into the curriculum e.g. "identifying characters' strengths in Macbeth in literature class" (White, 2010); and (c) living positive education through practicing it in daily lives (Seligman et al., 2009). White's study (2010) stated that as a consequence, GGS has been known as a prestigious school based on expectations of both good academic results and positive character development and well-being for each student.

Sheldon, and Lyubomirsky (2006) investigated the relationship between PP and learners' strengths and they found that a positive learning environment advances learners'

abilities and in turn, students are more successful. Positive education was also shown to have a more lasting impact on students' behaviors. Green (2011) indicated that in some schools with *positive education*, young boys and girls aged 14 to 15 completed a 40-minute timetabled lesson on the skills of well-being every two weeks for two years. They found that the students were able to gain a full understanding of what factors helped a person to thrive and flourish, as well as teach them some practical skills for everyday use.

There are several programs that focus on building strengths in youth. Seligman et al. (2009) indicated that they weaved PP concepts into the existing curriculum and they aimed at both helping students identify their top strengths and increasing the use of their strengths in everyday life to boost positive emotions. Seligman et al. (2009) revealed the longitudinal assessment of the program: "increased students' reports of enjoyment and engagement in school; improved strengths related to learning and engagement in school; improved students' social skills (e.g., empathy, cooperation) as reported by teachers" (Yeo, 2011, p. 28).

Pittsburgh Public Schools in 2014 established a study to investigate if *positive student-teacher relationships improve math scores*. The teachers were from 13 schools and many of the participating schools focused on building student-teacher relationships as a way to help engage students. This study suggested that when children are not comfortable with their own identity in a classroom, it diminishes their potential as a learner. The stronger the relationship you have with the students, the more motivated they are to want to do well in your class (Chute, 2014). Another study (Furlong, Gilman & Huebner, 2009) indicated that building resilience and strong interpersonal relationships makes a school very effective. Resilience and strengths included factors such as problem-

solving, autonomy, social competence, and a sense of purpose and future, which should be nurtured in school. Dörnyei (2008) suggested that if a teacher is equipped with life satisfaction, happiness, positive self-regard, serenity, cheerfulness, and love, this may result in enhanced self-efficacy that can influence the learning atmosphere and students' learning satisfaction.

Huebner and Hills (2014) conducted a study based on the research evidence that frequent positive emotions bring more positive experiences in many aspects of people's lives. Similarly, in one school study involving 293 students in grades 7–10, Reschly, Heubner, Appleton, and Antaramian (2008) demonstrated that “experiencing frequent positive emotions at school was associated with higher levels of student engagement and adaptive coping” (p. 422). Similarly, Kimura (2010) affirmed that teacher's positive emotions like joy increase motivation in learning and encourage participation in class. Positive emotions contribute to creative development. Furthermore, Sutton and Wheatley (2003) suggested that caring teachers provide quality education and they are able to promote positive relations with students. Based on literature reviewed relating to education in general, we can affirm that teachers' positive emotions produce positive effects on their students. There have also been studies that have made these connections in language learning environments.

2.10 Language Teaching and Emotions

Gallo and Tassinari (2017) claimed that similar to learning, teaching is not exclusively a cognitive matter and teachers' emotions play a significant role in their teaching practice. Gallo and Tassinari added: “For language teachers especially, the link between teachers' emotions, identities and well-being has been identified as a key factor

in their lives as well as in their professional development” (p. 55). Connected to this, Galler (2015) proposed that social interactions among learners and teachers in the classroom are, in part, the result of the emotions that teachers bring with themselves to the class. Miller and Gkonou (2018) pointed to the fact that there is less research in the area of language teacher emotions as compared to language learner emotions. Miller and Gkonou argued that “there are increasing numbers of voices suggesting that the focus of classroom life should not be on managing individuals but rather managing relationships between them” (p. 4). Davis, Summers and Miller (2012) suggested that promoting language teachers' understanding of relational practices can contribute to their professional well-being.

Wolff and De Costa (2017) referred to a few 1980s and 1990s teacher studies and also 2000s language-teaching studies that had explored the notion of “emotional labor” (e.g. Cowie, 2003; Ho & Tsang, 2008, as cited in Wolff & De Costa, 2017). Morris and Feldman (1996) defined emotional labor in organizational life as employees regulating and managing their emotions while doing their jobs, as well as exhibiting professional behaviors. Benesch (2017) defined emotional labor as the efforts by which “humans actively negotiate the relationship between how they feel in particular work situations and how they are supposed to feel, according to social expectations” (p. 37, 38). In this regard, Miller and Gkonou (2018) as well as Day and Gu (2010) indicated that teachers usually focus on managing or suppressing their own emotions in order to not defy predefined norms regarding appropriate displays of emotion. This expectation and the need for ongoing emotion management on the part of teachers often results in teachers experiencing additional stress that can lead to cynicism or even teacher burnout. This

negative potential, labeled as emotional or affective labour, has been explored in a few studies focusing on language teachers specifically (e.g., Benesch, 2012; King, 2015). Three studies have shown that it can influence teachers' emotions and practices within their current teaching context but also their overall long-term well-being. King (2015) discussed the emotional labour of language teachers in Japan in terms of suppressing their negative emotions but also of "bearing the motivational burden" (p. 105) in the face of their students' silence in the classroom.

Working within a Singapore education context, Loh and Liew (2016) attributed the emotional burdens, tensions, and challenges of secondary school English teachers to the subject's value-laden content, the stresses of grading student essays, the performance pressures of high-stakes testing, and the need for culturally responsive pedagogies. In short, research on English language education has shown that emotional challenges emerge from a "myriad" of sources and that emotions do play a central role in shaping teachers' identity and professional practice (Miller & Gkonou, 2018). Moreover, a recent project by Gkonou and Mercer (2017) investigated English language teachers' emotional (EI) and social intelligence. These qualitative findings revealed that English teachers reported high levels of "Trait EI", which is basically defined as people's self-perceptions of their emotional abilities and their inner world, and that gender and length of teaching experience were significant predictors of Trait EI. The findings also showed that these highly emotionally intelligent English teachers drew on their teaching experience and the variety of past classroom experiences to interpret and respond to current classroom events and manage the class accordingly.

Kumaravadivelu (2012) has commented on the need for language teachers to adopt a “relational approach to caring,” which, he contends, is particularly necessary for teachers of English “because they are dealing with a language of globality and coloniality, and face numerous dilemmas and conflicts almost on a regular basis” (p. 67). Regarding the dilemmas in L2 learning and teaching, Berg, Petron and Greybeck, (2012) pointed to the stress that non-native language teachers experience due to the sociolinguistic and cultural distinctions between the first and target language.

Chamber’s study (as cited in Dörnyei, 2007), also set in an L2 learning context, suggested that the teacher behaviors contribute to the pupils’ positive or negative appraisal of L2 learning. Additionally, Saeidi and Jabbarpour (2011) investigated the relationship between teachers’ social and affective strategy use and students’ academic performance in English language class. They revealed that language teachers should make use of affective strategies such as sense of humor, positive attitude, fairness, encouragement, and politeness so as to bring about successful teaching and to promote student achievement. Moreover, Klassen and Tze (2014) indicated that among all factors, language teachers’ enthusiasm, confidence, and commitment to teaching can influence language learners’ motivation. Li (2012) suggested that “if teachers want their students to be equipped with happy and active affective variables, they themselves must show eager feeling to teach and this can be seen as the guarantee of successful teaching” (p. 73). Additionally, Warford and Reeves (2003) and Hayes (2008) suggested that teachers’ enthusiasm and dedication to language teaching might provoke learners to later choose the L2 teaching occupation. Furthermore, Li (2012) added: Teachers’ rich knowledge about language is the guarantee of the building of positive affective variables. Only if

teachers themselves have rich knowledge about language, students can have a kind of belief or respect about their teacher, then they are more likely to study hard. At the same time, knowledge about psychology and education is also necessary in the setting up of affective variables. Appropriate knowledge about education and psychology is included in teachers' basic training courses. This kind of knowledge can help know the characteristics and psychology of students, create a happy teaching, and learning atmosphere and ensure the success of a class. (p. 74)

In this regard, Vesely, Saklofske, and Nordstokk (2014) suggested that teachers' English proficiency emerged as one of the important independent variables that influence teachers' positive attitudes toward their students. They concluded that "more proficient teachers reported significantly more positive attitudes towards their students and also reported enjoying working with their lively students more" (p. 123). This was interpreted in terms of self-efficacy and linguistics in security. Moreover, Vesely et al. believed that teachers with higher levels of English proficiency did not have to worry about their position as expert in the FL classroom and were therefore potentially more confident and optimistic. Connected to this, Mercer et al. (2016) posited that the EFL teachers' well-being can be impaired due to the challenges they encounter when trying to express themselves thoroughly in the FL.

2.11 Conclusion

The literature reviewed in this section has underscored some fundamental issues concerning the concept of positive emotions and explored three theories and models developed by scholars in the field of psychology. In terms of well-being, I perceived that to understand this concept you need to refer to the concept of health and to the recent

research in this area. Interestingly, the perception of health has been expanded from a state of absence of illness to the existence of something positive. These new ideas around health have contributed to studies related to the concept of positive emotion. From this perspective, the psychological question of “what is wrong with you?” has been reframed as “what is right with you?” by the PP movement. Moreover, the idea of FT, one of the branches of PP-related research, has revealed a specific application to the educational context. Csikszentmihaly’s (2014) definition of FT as a state in which you are engaged in an activity so as nothing else seems to be important connects to the focus of this study- teachers’ well-being.

In this chapter, I introduced the main positive emotions theories and models. First, I comprehensively explained Fredrickson’s (2001) Broaden-and-Build Theory. According to Fredrickson, through experiencing positive emotions, people’s minds broaden and new possibilities and ideas emerge and, conversely, negative emotions constrict people’s abilities. Thus, new ideas and possibilities will be hindered. Additionally, Fredrickson (2009) added that positive emotions could assist people in building their personal well-being resources including physical, intellectual, and social resources. Moreover, I have reviewed some research based on Fredrickson’s theory that investigated positive emotions and learners’ achievement. The findings showed that in contrast to negative emotions, positive emotions are able to expand students’ scope of cognition, actions, and achievement. Since this study is grounded on PP, the PERMA model is the main theoretical idea that I have used as a lens to investigate PI. In summary, PP focuses on a constructive concept of well-being and the PERMA model proposed by Martin Seligman (2011) identified five essential elements of well-being:

Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. Studies have revealed the applicability of the PERMA model in various educational contexts, both from a student and teacher perspective. The third relevant theory explored in this chapter- SDT (Deci & Ryan, 2000) indicates that individuals' well-being is shaped by environmental or contextual factors and also their characteristics. As Hobson and Maxwell (2017) suggested, SDT focuses on self-determined behaviour and the social and cultural conditions are also taken into account.

In this chapter, I have also sought to uncover the role of emotions in learning and teaching and how positive emotions may bring happiness into the educational environment. To this end, I specifically dedicated a section to teacher effectiveness. Based on the literature I reviewed, teacher efficacy is more a product of their positive traits than their competencies. I included studies that point to the importance for teachers to go beyond reducing negative emotions towards a focus on developing positive emotions such as grit, life satisfaction, and an optimistic explanatory style. Moreover, we can hypothesize that teachers' self-efficacy may affect the learning atmosphere in class and also students' learning satisfaction. Generally, teachers with their positive traits can inspire students to perform better (Caprara et al., 2006).

The last section of chapter two was dedicated to SLT. This part is a very important aspect of my study, especially as it pertains to language teacher wellness. As Kumaravadivelu (2012) has affirmed, since language teachers deal with a language of globality and colonality, and also because they encounter several dilemmas and conflicts on a regular basis, they need to adopt a "relational approach to caring". Furthermore, it has been concluded that language teachers should make use of affective strategies to

bring about successful teaching and to develop student achievement (Saeidi & Jabbarpour, 2011). In this regard, Li (2012) suggested that knowledge about psychology and education is also necessary in the setting up of affective variables.

As a result of my personal background in language teaching and learning, and interest in the idea of positive intelligence and how it might contribute to teacher wellness, in this chapter I have sought to review a variety of relevant literature. This academic exploration, combined with my own experiences, has motivated me to ask the following research questions:

1. How do the five elements of the PERMA model link to the concept of Positive Intelligence, in particular, its two central ideas of *Sage* and *Sabotage*?
2. Given findings from Question 1, how can Positive Intelligence (as seen through the lens of the PERMA model) help to develop an understanding of Language Teacher well-being?

In order to address these research questions, in the next chapter I will outline my methodological approach, Qualitative Descriptive, and also the research method, Content Analysis. I will describe the qualitative orientation of my study and the overarching research design. I will also identify the sources of data and articulate the analysis framework I employed.

Chapter Three: Methodology

My interest in the field of Positive Psychology (PP) and also my experience in language education have led me to conduct this research. My recent exploration of an idea called Positive Intelligence (PI) (Chamine, 2012) has motivated me to conduct a qualitative descriptive study through the lens of Positive Psychology. In particular, I want to describe the possible connections between the PERMA model and the PI concepts of *Sage* and *Sabotage*. The aim of this study is to reveal and describe the possible relationships between PI and PP. Moreover, Chamine has also suggested that, based on his investigations and experience, you can achieve all the wealth and success in the world and still feel deeply unhappy because of your *Saboteurs*. He ran leadership development seminars for more than a hundred extremely successful CEOs and presidents who looked perfectly happy on the outside and also people on the manufacturing floor without high school diplomas. He stated that regardless of our level of wealth or success *Saboteurs* are still in our mind tormenting us (Chamine, TEDx Lecture, 2013a). Thus, he believed that Positive Intelligence has the potential to develop people's performance in their personal and professional life. Seligman's PERMA model identifies five essential elements that enhance human well-being and happiness. Since Chamine (2012) has claimed that his study is grounded in PP, and due to the possible connections between PI and the PERMA model, I want to explore how they can facilitate English language teachers' well-being. For this reason, the research questions I propose are:

1. How do the five elements of the PERMA model link to the concept of Positive Intelligence, in particular, to its two central ideas of *Sage* and *Sabotage*?
2. Given findings from Question 1, how can Positive Intelligence (as seen through the lens of the PERMA model) help to develop an understanding of Language Teacher well-being?

In this chapter, I will first describe characteristics of Qualitative Descriptive (QD) research. Afterwards, I will explain why this methodological approach is appropriate for the research questions that I have posed. Next, I will propose Content Analysis as the research design. I will also describe the origin of the data and the coding system and how I used the PI data and critically examined it through the lens of PP and the PERMA model. Considering the issue that to some extent qualitative research is interpretive (Thorne 2008), I will discuss the role of the researcher in this kind of study. Finally, I will conclude by explaining reliability and validity as it pertains to this qualitative study.

3.1 Research Approach

3.1.1 Qualitative Descriptive Approach

The philosophy and the basic principles of methodologies, study aims and questions, and designs and data gathering criteria provide key differences between qualitative and quantitative methodologies (Ayres, 2007a). In this regard, Streubert Speziale and Carpenter (2007) indicated a few main characteristics of qualitative methodology including the belief in multiple realities, a commitment to identifying an approach to in-depth understanding of the phenomena, a commitment to participants' viewpoints, conducting inquiries with a minimum disruption to the natural context of the phenomenon, and reporting findings in a literary style rich in participant commentaries.

Given (2008) stated that qualitative methodologies consist of the philosophical perspectives and approaches that researchers apply to enable their work to be analyzed, criticized, replicated, repeated and adapted. Therefore, Given (2008) believed that qualitative methodologies refer to research approaches as the tools with which researchers design their studies, and collect and analyze their data. In this respect, Vaismoradi, Turunen and Bondas (2013) declared that:

Qualitative methodologies are not a single research approach, but different epistemological perspectives and pluralism have created a range of “approaches” such as grounded theory, phenomenology, ethnography, action research, narrative analysis, and discourse analysis. (p. 398)

Streubert Speziale and Carpenter (2007) affirmed that all qualitative approaches have the goal of seeking to explore a particular phenomenon from the perspectives of those experiencing it. Thus, the researcher should decide which approach is applicable to answering research questions. Moreover, Vaismoradi, Turunen, and Bondas (2013) added that

There is a considerable overlap among available qualitative approaches in terms of methods, procedures, and techniques. Such an overlap of epistemological, aesthetic, ethical, and procedural concerns can encourage a generic view of qualitative research, considering it a “family” approach in which the similarities are more important than the differences, and where the notion of flexibility becomes an important value and quest. (p. 398)

According to Sandelowski (2010), depending on the methodological approach, there are various views with respect to the meaning of description and interpretation in

qualitative research. Sandelowski (2000) indicated that a QD study has a naturalistic perspective and examines a phenomenon in its natural state and added that qualitative descriptive research should be seen as a categorical, less interpretive than an interpretive description approach because it does not require the researcher to move as far from or into the data, and does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs. Ten years later, Sandelowski (2010) declared that many researchers believe that both descriptive and interpretive approaches entail interpretation, even if the interpretive component is downplayed or masked in discussions of its broader narrative and exploration. Sandelowski also asserted that the value of qualitative description relies not only on the knowledge that it can articulate, but also on treating research methods as living entities that resist simple classification, and can result in establishing meaning and solid findings. In spite of Sandelowski's (2000) previous beliefs that qualitative description is categorical, in 2010 she clarified that qualitative description is neither the categorical option he had claimed it to be in his 2000 article, nor the non-categorical option that "Thorne (2008) described and named "interpretive description" (p. 82). Sandelowski (2010) considered qualitative description as "distributed residual category". Sandelowski indicated that,

As a distributed residual category in the classification of qualitative methods, qualitative description makes visible the "work practices" that constitute the classification of methods, brings to light all that is "left dark" (Bowker & Star, 2000, p. 321) by these practices, and thereby enabling more finely grained understandings of methods and of inquiry. As a distributed residual category, qualitative description signals the "con-federacy of diverse groups of scholars"

(Preissle, 2006, p. 687) comprising the qualitative research “community of practice” (p. 686) to take stock of what it means to conduct one kind of qualitative research versus another and to focus on the differences that matter (e.g., related to who or what is sampled, to the way data are treated, to the way inferences are drawn from data). (p. 82)

Polit and Beck (2004) stated that QD is a label used in qualitative research for studies that are descriptive in nature, particularly for examining health care phenomena. “QD is a widely cited research tradition and has been identified as important and appropriate for research questions focused on discovering the who, what, and where of events or experiences and gaining insights from informants regarding a poorly understood phenomenon” (Kim, Sefcik & Bradway, 2017, p. 23).

Given the above discussion, this study is descriptive in nature and fits Sandelowski’s (2010) description of a “distributed residual category”. This type of qualitative description makes visible what is hidden and, as Sandelowski described, it could shed light on what remains dark. Although the main focus of descriptive studies relates primarily to health care issues, I believe that the psycho-educational element of this study and its relationship to mental health could also serve as an appropriate research context. I would argue that delving into the PI concept (and the ideas of *Sage* and *Saboteur*) through the constant comparison of the data to relevant theories related to PP and the PERMA framework could form the basis of a thorough qualitative descriptive study. Hence, as PI is a new concept that is claimed to be grounded on PP and is also a little understood phenomenon in some areas, I propose that comprehensively

investigating the data in this way could bring further insight to these notions, specifically as they relate to language teachers' well-being.

3.1.2 Content Analysis

According to Kim, Sefcik, and Bradway (2017), the most commonly employed analysis strategy used in the QD studies is Content Analysis (CA). CA is a research method that has recently been used widely in health studies (Hsieh & Shannon, 2005). CA “focuses on analyzing and interpreting recorded material to learn about human behavior” (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 29). The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Ary et al. (2010) declared that CA has its root in communication studies. Ary et al. indicated that CA focuses on the characteristics of materials and asks, “What meaning is reflected in these?” (p. 457). Content or document analysis is a research method applied to “textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents” (Ary et al., 2010, p. 457) for the purpose of identifying specified characteristics of the material. Ary et al believed that one of the advantages of CA is that it is easily replicated. Furthermore, they posited that as the technological world changes and communication over the Internet becomes more and more pervasive, there will be opportunities for CA to play a role in understanding changing communication patterns.

CA describes a family of analytic approaches ranging from “impressionistic, intuitive, interpretive analyses to systematic, strict textual analyses” (Hsieh and Shannon, 2005, p. 1277). The specific type of CA approach might be chosen based on the theoretical and substantive interests of the researcher and the problem being studied

(Weber, 1990). Based on Hsieh and Shannon (2005), CA is not a single method; there are three distinct approaches for the application of CA “conventional, directed, or summative”. Hsieh and Shannon confirmed that all of these approaches “are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness” (p. 1277). To briefly differentiate these three concepts, Hsieh and Shannon defined conventional content analysis as an approach in which its coding categories are derived directly from the text data. Regarding the directed approach, they stated that this approach to analysis begins with a theory as guidance for articulating initial codes. Lastly, summative content analysis “involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context” (p. 1277).

Since this study is theory based, direct approach is an appropriate choice. Therefore, I will describe direct approach comprehensively. Hsieh & Shannon (2005) suggested that sometimes there are theories or prior research around a phenomenon that are deficient and could benefit from further research. This is what Potter and Levine-Donnerstein in 1999 classified as deductive use of theory. Potter and Levine-Donnerstein confirmed that researchers could take advantage of existing theory or prior research to identify key concepts or variables as initial coding categories. Additionally, through using the existing theory, researchers are able to determine an operational definition for each category. Hsieh and Shannon (2005) stated that the purpose of a directed approach to content analysis is “to validate or extend conceptually a theoretical framework or theory. Existing theory or research can help focus the research question. It can provide

predictions about the variables of interest or about the relationships among variables” (p. 1281); therefore, existing theory could help to establish “the initial coding scheme or relationships between codes” (p. 1281).

According to Hsieh and Shannon (2005), there are two strategies depending on the research question. If a researcher intends to identify whole instances of a specific phenomenon, then reading the transcript and highlighting all text that, on first impression, appears to represent the particular phenomena, is very helpful. Afterwards, highlighted passages should be coded based on the predetermined codes and any data for which there is no initial coding scheme requires a new code. The second strategy that is applicable to directed content analysis is immediately coding through the predetermined codes and then also identifying the data that cannot be coded at that moment and putting them aside to investigate later in order to determine if they represent a new category or a subcategory of an existing code. Moreover, to increase trustworthiness, the researcher could also highlight an identified text without coding “to capture all possible occurrences of a phenomenon, such as an emotional reaction” (p. 1282).

The findings from a directed content analysis provide supporting and non-supporting evidence for a theory. “The theory or prior research used will guide the discussion of findings. Newly identified categories either offer a contradictory view of the phenomenon or might further refine, extend, and enrich the theory” (Hsieh & Shannon, 2005, p. 1283). Hsieh and Shannon believed that the main strength of a directed approach to CA is that existing theory can be supported and developed. “In addition, as research in an area grows, a directed approach makes explicit the reality that researchers are unlikely to be working from the naive perspective that is often viewed as the hallmark

of naturalistic designs” (p. 1283).

3.1.3 Auto-Ethnography Method

Considering the pluralism inherent in qualitative methodology, there are various approaches a researcher might consider including grounded theory, phenomenology, ethnography, and discourse analysis (Vaismoradi, Turunen & Bondas, 2013). Thus, I realized that in order to answer the second research question (i.e., How Positive Intelligence can help to develop an understanding of Language Teacher well-being?), in addition to the CA approach that was applied to the analysis of PI data, I needed to explore language teachers’ well-being from my own perspectives as an EFL teacher. Therefore, I have included aspects of the auto-ethnographic methodology in order to address my second research question.

According to Freebody (2003), the underlying assumption of qualitative research is that reality and truth are constructed and shaped through the interaction between people and the environment in which they live. "Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2000, p. 3). Moreover, Creswell (2009) stated that qualitative researchers employ a variety of methods, which imply a humanistic stance in which phenomena under investigation are examined through the eyes, and experiences of individual participants. He added that personal narratives, experiences, and opinions are valuable data, which provide researchers with tools to find those tentative answers they are looking for. In this respect, in the mid 1980’s auto-ethnography emerged due to "the calls to place greater emphasis on the ways in which the ethnographer interacts with the culture being researched" (Holt, 2003, p. 18).

Ellis and Bochner (2000) defined auto-ethnography as a genre of writing that “displays multiple layers of consciousness, connecting the personal to the cultural” (p. 739). They added that auto-ethnography can constitute research about the experience of the researcher while conducting a specific piece of research. Furthermore, McIlveen (2008) posited that the core feature of auto-ethnography “entails the scientist or practitioner performing narrative analysis pertaining to himself or herself as intimately related to a particular phenomenon” (p. 3). Therefore, it is not just writing about oneself; it is about being critical about personal experiences in the development of the research being undertaken, or about experiences of the topic being investigated.

Reed-Danahay (1997) assigned three main characteristics to auto-ethnography:

- (1) The role of the auto-ethnographer in the narrative: is the auto-ethnographer an insider or an outsider of the phenomenon being described?
- (2) Whose voice is being heard: who is speaking, the people under investigation or the researcher?
- (3) Cultural displacement: some realities are being described by people who have been displaced from their natural environment due to political or social issues. (pp. 3-4)

Following some of the literature on auto-ethnography, this study is also grounded in my own experiences as an EFL teacher as well as my experiences partaking in the questionnaire (see Appendix) devised by Chamine (i.e., the PQ survey). Moreover, I have taken into consideration the conversations with my Iranian colleague about their experiences in EFL context. Over the research process, in addition to my own reflective journaling, I also recorded these conversations and reflected on them as well. I have weaved my reflections and perceptions into the analysis especially as it pertains to the

second research question.

3.1.4 Philosophical Approach

According to Saldelowski (2010) the key feature of recently published QD studies may be that there are no clear boundaries in designing QD studies. Sandelowski affirmed that in the world of research, methods and approaches overlap. In this respect, while I was studying the literature for my research, I became familiar with Conceptual Analysis. I considered Conceptual Analysis very relevant to my study from different perspectives.

Kosterec (2016) stated that analysis is a term of many definitions, and ordinary people, scientists and philosophers have used it. One form of analysis is Conceptual Analysis. Kosterec referred to philosophers such as G. E. Moore, Bertrand Russell, Gottlob Frege or Ludwig Wittgenstein as individuals who explicitly provided such analyses in their work and, consequently, boosted an entire field of analytic philosophy. There are several methods of CA that were formulated or studied under the label of Conceptual Analysis. Kosterec discussed three basic forms of Conceptual Analysis including constructive, reductive and detection analysis and affirmed that,

All of them aim at gaining better knowledge of the language we use. Thus stated, this objective seems vague. What does acquiring knowledge of a language mean? Should not every competent speaker already know her language? But that requirement seems to be too strong from an epistemic point of view (for discussions, see, e.g., Chalmers 2004 and Jackson 2013). A person can be a competent speaker without knowing all of its parts or having a complete correct theory of that language. (p. 221)

Kosterec (2016) defined constructive analysis as the problem motivating analysis.

The lack of an explicit relation among concepts of a language is the main concern. Therefore, constructive analysis “enables one to introduce new terms or concepts that were lacking in the initial explicit conceptual theory” (p. 222). Regarding reductive analysis, Kosterec discussed that this is when “some theory or language is reducible to another theory or language. For example, the question could be whether the former is only a notational variant of (a part of) the latter” (p. 226). If we focus on the theories in language, we can use our theories of those languages. Conversely, if we concentrate on theories of language, we cannot do this. Therefore, Kosterec suggested that we should focus on the kind of reductive Conceptual Analysis in which we use our knowledge about languages to reason about the possibility of reduction between them. Regarding detection analysis, which forms the philosophical approach of the present study, Kosterec offered that “It is common practice in philosophy to question a declaration that a certain relation holds among concepts of a given language” (p. 224). In this respect, Williamson (2007) declared that compared to other disciplines, philosophical questions are more conceptual in nature. Kosterec (2016) differentiated between the explicit and the implicit conceptual theory of a language. By way of example, she offered a reasoning that is common in solving mathematical equations: whether an individual can state that some terms are equivalent if some others are considered equivalent. Basically, we sometimes know about relations among terms.

When doing philosophy, one can proceed in a similar way. Using our knowledge, we question the existence of implicit conceptual facts. Simply put, the problem for detection analysis is whether some conceptual relation exists within our conceptual network. When using this method, we ask neither about things we

already know, nor about the existence of explicit relations. We ask whether – given our explicit conceptual theory – a given relation could hold implicitly. (Kosterec, 2016, p. 224)

Kosterec (2016) described the difference between constructive analysis and detection analysis. She believed that the difference comes from the role of conceptual theory in the method. Constructive analysis leads to a change of our explicit conceptual theory. In detection analysis, the explicit conceptual theory is studied, but not modified. However, the result of detection analysis might inspire constructive analysis later.

In summary, Conceptual Analysis investigates the language of the case under study. Studying the language of the data that will be collected is essential to perceive the implicit meaning. Since the concept of PI claims to have roots in PP, there is a pre-existing theory that is supposed to be embedded in the language that Chamine has applied. Thus, detection analysis is applicable to this study as the explicit theory of PP underpins the analysis, but, at the same time, findings might uncover new concepts and terms to be further explored through constructive analysis. In the following section, I will describe the resources that were collected and analyzed for the present study.

3.2 Research Resources

The present study employed a variety of PI resources to gather the data for analysis. In addition to the PI data, what I preliminarily considered very crucial in investigating particularly, the second research question, how Positive Intelligence can help to develop an understanding of Language Teacher well-being, was to gain an in-depth understanding of the language teacher's well-being phenomena. In this regard, since I have been an EFL teacher for several years, I will be using my personal auto-

ethnographic data (Mendez, 2013) related to language teaching (e.g., ideal language teacher narrative, reflections on my own experiences as well as language learning and teaching challenging moments) to provide a comprehensible as well as sensible context in order to discuss language teachers' well-being from the PI perspective.

The first and most important PI resource is Shirzad Chamine's book published in 2012 under the title of *Positive Intelligence*. Chamine stated that he has revealed how to achieve one's potential for both professional success and personal fulfillment. He affirmed that his research exposes ten well-disguised mental *Saboteurs*. Chamine indicated that these *Saboteurs* cause "significant harm" to individuals achieving their full potential. He believed that with Positive Intelligence (PI), individuals can learn the secret to defeating these internal foes.

The second PI resource is the Positive Intelligence website, www.positiveintelligence.com. In this online digital resource, Chamine (n.d.a) has presented visual and textual information related to his Positive Intelligence Quotient (PQ) ideas. There are a considerable number of links on this website that provide visitors with information about *Sage*, *Sabotage*. As of 2017, the website also includes a blog with posts articulated by Chamine. Additionally, there is a section devoted to what leaders have been saying about PQ.

The third PI resource is two video lectures. The first has been presented by Chamine (2013a) on TEDx for Stanford University students that show how to shift your mind from self-sabotage to optimal performance using "simple and proven neuroscience-based techniques". Chamine (2013b) presented another lecture on Google Author Talk that reveals CEO-tested techniques for developing mastery over your own mind.

Chamine believed that this is the greatest determinant for achieving professional success and happiness. Both videos are available through links on the website.

The fourth PI resource is a PI questionnaire (see Appendix) based on the research on Positive Intelligence by Chamine that is available on www.positiveIntelligence.com that includes 24 likert-type items ranging from 'not at all' to 'extremely'. As a language teacher, I took this questionnaire that takes 10 minutes to fill out. The PI assessment measures the current level of Positive Intelligence, the percentage of time that your mind serves you as opposed to sabotages you. The final score indicates how successful the respondents have been in conquering our *Saboteurs*. Respondents can also find out if they are among the 20% who score above the critical tipping point required for peak performance and at the end it will provide three strategies to improve one's PQ Score.

Regarding the PI questionnaire, I have not been able to find any information to attest to its validity. However, I am employing this questionnaire as data in order to determine linkages between the questions and analysis framework. I am not administering the questionnaire in order to collect data.

Figure 3.1. *Saboteurs*



After doing this assessment, I received an email which first shared a little background about this assessment. Then it explained that respondents cannot only measure present PI, but also significantly raise it, using some “simple neuroscience-based techniques”. Through a link, I viewed my PI assessment results. Chamine (2012) explained that one key technique to raise our PQ is to reduce the amount of time our mind sabotages us.

Chamine (2012) has developed the suggestions in his book for daily practice from reducing stress, to enhancing performance, improving relationships, and reaching true potential. There are also two free audio files for weakening *Saboteurs* on the positive intelligence website at www.positiveintelligence.com. In addition, there are more insights about Positive Intelligence on the website as well. However, since developing PI and weakening *Saboteurs* is not the concern of this study, I did not employ and investigate the related stages.

3.3 PERMA Model as the Analysis Framework

I have already provided a comprehensive discussion of the PERMA model in the literature review. In addition to the vital role that the PERMA model plays in PP, it has also a particular position in the methodological aspects of this study as a framework for analysis. As previously mentioned, I wanted to investigate the concept of PI and language teachers’ well-being. To achieve this goal, I have done an extensive literature review related to PP the PERMA, positive education, and the role of affect in language teaching and learning settings. As a result of this research, I have determined that PP is an important concept in the positive emotion field. Interestingly, Chamine (2012) states that

PI is considered to be grounded on PP. I have come to understand that PP is the scientific study of the factors that enable individuals and communities to flourish. Seligman's PERMA theory of well-being is an attempt to answer the question of what human flourishing is and what enables it (Seligman, 2011). Seligman stated that there are five building blocks that enable flourishing; *Positive emotion, Engagement, Relationships, Meaning, and Accomplishment* and he affirmed that different people would derive well-being from each of these five elements to varying degrees.

Seligman (2011) defined *Positive Emotions* as something that we need in our lives to experience well-being. Unlike the other PERMA elements of well-being, this route is limited by how much an individual can experience positive emotions. He discussed that it is very important to enjoy yourself in the here and now just as long as the other elements of PERMA are in place. Despite the fact that traditional conceptions of happiness tend to focus on positive emotions, there are other routes to well-being. Seligman declared that when we are truly *Engaged* in a situation, task, or project, we experience a state of flow (see Flow Theory- Csikszentmihalyi, 1975). Regarding *Relationships*, Seligman believed that as social beings, good relationships are core to our well-being. He affirmed that the experiences that contribute to well-being are often boosted through relationships. Socializing can give life meaning and purpose and also supports well-being. Seligman indicated that the kindness we employ in our lives could contribute to well-being as well. In this respect, he acknowledged that a sense of *Meaning* and purpose are the products of belonging to and serving something that is more important than self. According to Seligman, one of the other important things that we need to flourish is *Accomplishment*.

Seligman affirmed that many of us strive to master a skill, achieve a valuable goal or win in competitions in a variety of domains, including the workplace, sports, and hobbies.

Similarly, Chamine (2012) declared that PI has the potential to develop professional success through positive emotions. What the PERMA model represents and what PI offers around the concept of well-being, have encouraged me to investigate PI, particularly concepts of *Sage* and *Sabotage*, through the lens of PP. Specifically I applied the PERMA model as a framework to analyze the data related to PI (See Data Analysis Stages).

In order to employ the PERMA model as the theoretical framework, the first step is to develop a qualitative codebook. Catanzaro (1988) mentioned the importance of the role of codes in analyzing process. Codes assist the progress of identifying concepts. Thus, the researcher needs to employ a coding list, and to avoid a cognitive change during the process of analysis and enhance the reliability; this list should contain explanation of the codes. According to Creswell (2014) a qualitative codebook is a table that contains “a list of predetermined codes that researchers use for coding the data” (p. 199). This codebook table presents “a list of codes, a code label for each code, a brief definition of it, a full definition of it, information about when to use the code and when not to use it, and an example of a quote illustrating the code” (p. 199).

Thus, I prepared a codebook based on the PERMA model literature according to Creswell’s recommendations. The following table (Table 1) is one example of the constructed codes I derived from the PERMA model literature that will serve as a lens through which to view the PI data:

Table 1
The PERMA model codebook.

Codes	A code label	A full definition	A brief definition	Information around the circumstances of using or not using the code	An example of the quote illustrating the code
Enjoying yourself in the moment and bringing enjoyment into your daily life	Positive emotions	Experiencing positive emotions such as satisfaction, self-regard, serenity, cheerfulness, and love on a regular basis	Positive feelings that reduce stress and boost well-being	Positive emotions must not be considered the same as the other four elements of well-being	If you are exercising, you get encouraged by seeing progress in miles run, calories burnt, or the weight of dumbbells lifted

A crucial step in this analysis process was examining the PI data thoroughly in order to create meaning units and categories prior to using the codebook. This ensured that I captured ideas that may be outside of the PERMA framework, but may be important to consider, especially in terms of the second research question. The following section will describe both the philosophical and the logistical process I followed to start analyzing the PI data.

3.4 Data Analysis

According to Bengtsson (2016), there are several analysis methods in qualitative research including phenomenology, hermeneutics, grounded theory, ethnography, phenomenographic and CA. In contrast to all these methods, qualitative CA “is not linked to any particular science, and there are fewer rules to follow. Therefore, the risk of confusion in matters concerning philosophical concepts and discussions is reduced.” (p.

8). When the research approach, research method, and data collection resources and methods were identified and discussed, the actual planning of the data analysis method then began. An important factor to bear in mind during both the planning and the application was to maintain as high a degree of quality as possible throughout the whole process.

3.4.1 Inductive and Deductive Reasoning

In all research, it is essential to begin by clarifying what the researcher wants to find out, from whom and how. The purpose may be of a descriptive or exploratory nature based on inductive or deductive reasoning (Bengtsson, 2016). As I have already discussed in detail, this study is descriptive nature based. The inductive Qualitative Content Analysis (QCA) is applied when there are no, or limited numbers, of previous theories or research findings (Mayring, 2014). According to Schreier (2014), in this approach analysts bring some assumptions, study aims and research questions that practically direct analysis. Moreover, Bernard (2011) added that as the analyst progresses, new categories with the possibility of articulating hypothesis can be brought forward. In this respect, Neuendorf (2002) declared that analysts would continually examine hypotheses during the analysis process. On the other hand, Mayring (2014) discussed that when previous research findings, theories, or conceptual frameworks regarding the phenomenon of interest exist, analysts employ the deductive QCA. However, Armat, Assarroudi, Rad, Sharifi and Heydari (2018) believed that analysts could apply both the inductive and deductive approaches and switch between these two modes. Armat et al. stated that,

The researcher begins the analysis, using the pre-existing categories (analysis matrix) imposed by the theory or previous research findings, which is clearly the instance of deduction. However, when some coded segments of the text do not fit the categorization matrix, it is possible for new categories to be "inductively" created or emerged (Elo & Kyngäs, 2008); which is the instance of induction; though it is less dominant than deduction. (p. 220)

Thus, Armat et al. (2018) suggested that researchers need to use simple labels including "inductive-dominant QCA" and "deductive-dominant QCA." Given the above discussion, I employed the PERMA model codebook deductively as the constructed analysis framework. Additionally, I extracted and analysed the PI data in an inductive fashion. In this way, based on Armat et.al, I used both inductive and deductive approaches during the analysis process.

3.4.2 The Choice of Analysis Method Based on Content Analysis Approaches

As I indicated earlier in this chapter, as a method, CA is unique in that it has both a quantitative and a qualitative methodology and it can be used in an inductive or a deductive way (Bengtsson, 2016). Bengtsson declared that because QCA data are presented in “words and themes”, you can interpret the findings. Polit and Beck (2004) believed that the choice of analysis method depends on how deep a researcher intends to reflect on data. Moreover, Hsieh and Shannon (2005) affirmed that different research purposes require different research designs and analysis techniques. Hsieh and Shannon identified three distinctive approaches to CA including “Conventional, Summative, Directed” and they provided study design and analytical procedures for each approach. Hsieh and Shannon stated that Conventional CA is generally used “with a study design

whose aim is to describe a phenomenon, in this case the emotional reactions of hospice patients. This type of design is usually appropriate when existing theory or research literature on a phenomenon is limited” (p. 1279). This design is also described as part of the inductive category, which is not the case in the present study. The second approach to CA is Summative. The purpose of using a Summative approach is to identify and quantify certain words or content in text in order to realize the contextual use of the words or content and this all happens not to interpret meaning but to explore usage (Hsieh and Shannon, 2005). According to Bengtsson (2016), analyzing for the appearance of a particular word or content in textual material is referred to as manifest CA that is known as quantitative analysis as the frequency of specific words are taken into consideration and conversely, discovering underlying meanings of the words or the content is referred to as latent CA and the Summative approach includes latent CA. The third approach, the one that is most relevant and applicable to the present study, is Directed CA. Hsieh and Shannon stated that if there is a pre-existing theory or research findings for a phenomenon that is incomplete or could take advantage of further description, it could be categorized as a directed approach. Mayring (2000) categorized this as a deductive application of theory. Based on Hsieh and Shannon (2005) the fundamental purpose of a directed approach is to certify or develop conceptually a theoretical framework or theory. “Relationships among variables, thus helping to determine the initial coding scheme or existing theory or research can help focus the research question. It can provide predictions about the variables of interest or about the relationships between codes” (p. 1281). Hsieh and Shannon explained that researchers are able to articulate initial coding categories through identifying key concepts or variables.

Hence, the existing theory helps providing a practical definition for each category. There are two Coding strategies depending on the research questions. The first is described as follows:

If the goal of the research is to identify and categorize all instances of a particular phenomenon, such as emotional reactions, then it might be helpful to read the transcript and highlight all text that on first impression appears to represent an emotional reaction. The next step in analysis would be to code all highlighted passages using the predetermined codes. Any text that could not be categorized with the initial coding scheme would be given a new code. (p. 1281)

The second coding strategy is to begin immediately with the “predetermined codes”. Researchers work later on the data that cannot be coded. They could suggest a new category or subcategory of an existing code (Hsieh & Shannon, 2005).

Hsieh and Shannon (2005) demonstrated that the choice of approaches depends on the data and researcher’s goals. If all occurrences of a phenomenon including emotional issues are the case, the researcher can highlight and identify text without coding and it could enhance trustworthiness. Provided that the researcher considers initial coding unbiased and feels that it does not destroy the identification of relevant text, the coding can begin immediately. Additionally, “depending on the type and breadth of a category, researchers might need to identify subcategories with subsequent analysis” (p. 1282).

Curtis, Wenrich, Carline, Shannon, Ambrozy, and Ramsey (2000) discussed that the findings from a Directed CA might or might not support theory evidence. There are two ways to present this evidence, through showing codes with exemplars or by offering

descriptive evidence. Because the study design and analysis are unlikely to result in coded data that can be compared meaningfully using statistical tests of difference, the use of rank order comparisons of frequency of codes can be used.

Hsieh and Shannon (2005) believed that the pre-existing theory or prior research will facilitate the discussion around findings and newly identified categories are able to either present a contradictory view of the phenomenon or further clarify, develop and facilitate the theory. In sum, the existing theory can be supported and broadened. “In addition, as research in an area grows, a directed approach makes explicit the reality that researchers are unlikely to be working from the naive perspective that is often viewed as the hallmark of naturalistic designs” (p. 1283).

Based on all the above discussions, the key differences among conventional, directed, and summative approaches to content analysis centered on how initial codes are developed. In a Conventional CA, categories are derived from data during data analysis. The researcher basically, is able to gain a richer understanding of a phenomenon with this approach. In a Directed CA, the researcher uses existing theory or prior research to develop the initial coding scheme prior to starting analysis of the data. Also, additional codes are developed and the initial coding is revised and refined. In a Summative CA, the text is usually considered as single words and the contextual meaning of specific terms or content are interpreted (Hsieh and Shannon, 2005).

This is a theoretical study that is based on PP and I investigated the PI key concepts using the PERMA model as the basis for the analysis framework. Moreover, one of the goals of this study was to explore PI potential in developing the language teachers’ well-being. When I examined carefully the design and goal of this research, I

realized that Directed CA was the best match to my study. The existing theory of PP and the PERMA model facilitates the articulation of the initial coding. During the analysis process the possibility of new codes could potentially contribute to the continuing conversation related to positive emotions. However, although I am going to focus on using pre-existing theory-based codes, I was also open to the possibility that the analysis could add something new to the notion of positive emotions. Since the PERMA model is the framework that I used as the analysis lens for the PI data, Directed CA was an appropriate choice. Because I wanted to better understand the PI concept, I investigated underlying meaning. In the next section, I will elaborate the stages of the data analysis process.

3.4.3 Data Analysis Stages

As Bengtsson (2016) declared that although there are different opinions around the use of concepts, procedures and interpretation in CA, some similarities can be found in how researchers explain the process and apply various “distinguishing stages”. Bengtsson added : “The differences lie in the order in which the steps of analysis are taken, as well as in the way the researcher contemplates the data and subsequently conceptualizes” (p.11). She identified four main stages including “the decontextualisation, the recontextualisation, the categorisation, and the compilation”. She also affirmed that in order to increase the trustworthiness of the analysis, each stage needs to be employed a few times.

The PERMA model coding procedures have been explained previously in the section of the PERMA Model as the Analysis Framework. In the following sections, the PI data coding procedures will be discussed.

3.4.3.1 The Decontextualisation

To be familiar with the data, to realize the entire context, and to understand “what is going on”, before breaking down the text into smaller “meaning units”, first of all researchers definitely need to know the data through reading the text (Bengtsson, 2016). Thus, the first step in this phase is to carefully read all of the data (PI research resources) in order to determine the broad meaning units. To define the meaning unit Elo, Kääriäinen, Kanste, Pölkki, Kati, and Kyngäs (2014) indicated that,

Too broad a unit of analysis will be difficult to manage and may have various meanings. Too narrow a meaning unit may result in fragmentation. The most suitable unit of analysis will be sufficiently large to be considered as a whole but small enough to be a relevant meaning unit during the analysis process. (p. 5)

Therefore, after achieving a broad sense of the data, the second step of this stage is to create meaning units that are large blocks of text derived directly from the resources and as Elo et al. (2014) affirmed, these blocks are going to be in a size that represent efficiently both the broad and relevant meaning. Therefore, for the present study, after reading the entire PI data set, I broke down the data into meaning units “that contains some of the insights the researcher needs, and it is the constellation of sentences or paragraphs containing aspects related to each other” (Bengtsson, 2016, p. 11).

3.4.3.2 The Recontextualisation

After the meaning units have been identified, and the researcher re-reads the original text and checks carefully to ensure that all the aspects of the content that are relevant to the goal of the study have been covered, it is important to properly highlight each meaning unit in the original text (Bengtsson, 2016). According to Bengtsson, there

are always some parts of the text that remain unmarked. Although the researcher must reassess these parts to check whether they can answer any questions in the research, the researcher needs to know that every part is not necessarily important. In this regard, I highlighted each collected meaning unit in the original texts. Although this is a qualitative study, I felt that it might be wise to quantify some of the meaning units as this shows the frequency of certain categories or concepts (Bengtsson, 2016). In this third step, I ensured that I had included all of the data necessary in order to address the key elements of PI. Moreover, I reassessed the unmarked sentences to be certain that no significant data were mistakenly left out. This step helped to ensure the trustworthiness of the data so that research questions could be effectively addressed.

3.4.3.3 The Categorization

Graneheim and Lundman (2004) stated that before generating categories, the large blocks of the text need to be condensed. Thus, the number of words is reduced but it is very essential to ensure that the content of the meaning units is not damaged.

Bengtsson (2016) declared that the depth of the meaning units determines the level of analysis. Afterwards, each condensed meaning unit labeled with a code, which should be understood in relation to the context. “This procedure is recognized as the “open-coding process” in the literature (Berg, 2001). In the analyzing process, codes facilitate the identification of concepts around which the data can be assembled into blocks and patterns” (Bengtsson, 2016, p.11). In this way, to increase the trustworthiness and mitigate the influences of the theories and literature (e.g., (PE) literature) on the PI coding process, I inductively condensed the meaning units on their own merit.

According to Bengtsson (2016), themes and categories are identified in the categorization stage. She stated that in a manifest analysis sometimes sub-categories and sub-headings are the same as the codes of the meaning units and “Sub-categories can be sorted into broader categories” (p. 12). Graneheim and Lundman (2004) declared that in a latent analysis the concept of sub-theme can be used instead of the concept categories. According to Bengtsson, moving meaning units back and forth among categories can facilitate the process of determining final categories. At the beginning, the numbers of categories are high but gradually, they are reduced. “Identified themes and categories should be internally homogeneous and externally heterogeneous, which means that no data should fall between two groups nor fit into more than one group” (p. 12). Bengtsson stated that “theme is an overall concept of an underlying meaning on an interpretative latent level, and it answers the question “How?”” (p. 12). It is at the theme level when the research must go back to the literature to determine how the data fit (or do not fit) within pre-established understandings of positive emotions. Bengtsson (2016) affirmed that the researcher could make sure of the quality and quantity of the categorization when a reasonable explanation has been achieved and also the purpose of the study has been considered and fulfilled.

Bengtsson suggested that to extract the sense of the data, the coded material could be divided “on the basis of the questions used when the data were collected or on theoretical assumptions from the literature” (p. 13). In this respect, in this present study, to classify the theme, theoretical assumptions of PE (See Theoretical and Conceptual Framework section) and also related literatures were considered.

Given the above discussion, the first step in this phase were to condense the meaning units. For this I needed to be very careful to not destroy the content. In this regard, I constantly considered the purpose of the research. To articulate the codes out of the condensed units, the open-coding process was used. Afterwards, I began deriving subcategories. As mentioned above, sometimes the subcategories are the same as the codes. Afterwards, I had to extract categories that were broad subcategories. Next, to derive the theme that is “the overall concept of an underlying meaning”, I had to consider the PE relevant theories and literature. This stage is very crucial as theme reveals underlying meaning of PI concept and enables the researcher to describe and interpret the outcomes. To reach that point, I had to delve into the literature and pre-existing theories relevant to PE to explore the probable connections between PI extracted data and existing theories and literature. As Bengtsson (2016) declared, “How the researcher knows when the categorization is good enough depends on the aim of the study, and the categorization is finished when a reasonable explanation has been reached” (p. 12).

3.4.3.4 The Compilation

Once the data extraction processes were established, the analysis and writing-up process began. It should be noted here that although this is a QD study, to some extent it also deals with interpretation. According to Patton (2002), all qualitative research experiences some interpretation but depending on the method of analysis and on the researcher's ability to distance him/herself, the interpretations vary “in depth and level of abstraction”. Patton added that the researcher has the opportunity to reach a deeper understanding even if it is on a descriptive level. Bengtsson (2016) discussed that in QCA the researcher must take a neutral position but as previously explained there are two

analysis choices including manifest and latent. In a manifest analysis, basically, the researcher uses the words and refers to the original text to stay closer to the meaning; conversely, in a latent analysis the researcher delves into the data in order to identify hidden meanings in the text. “For each category or theme, the researcher chooses appropriate meaning units presented in the running text as quotations” (p. 12). Regardless of the form of analysis, the researcher can present a summary of themes, categories/sub-themes and sub-categories/sub-headings as a table to allow the reader to get a quick overview of the results. As a final check, the researcher must consider how the new findings correspond to the literature and whether or not the result is reasonable and logical.

To illustrate these five stages, the following table (Table 2) shows two examples of how the meaning units were broken down into different chunks including Condensed Meaning Unit, Code, Subcategories, Category, and Theme. Miles and Huberman (1994) address the importance of creating a data display and suggest that narrative text has been the most frequent form of display for qualitative data. The results are presented in descriptive, narrative form rather than as a scientific report.

Table 2

An example of an analysis schedule. Transcribed interviews with patients' who have inflammatory bowel diseases.

Meaning unit	Condensed Meaning Unit	Code	Sub-headings	Category	Theme (Burnard, 1991)
			Sub-categories	Generic-category	Theme (Graneheim & Lundman, 2004)
			Sub-categories		Main-category (Elo & Kyngäs, 2007)
Cannot do what other healthy persons do. I lose touch with people. I feel lonely. When I feel bad I do nothing. I can never be really sure that tomorrow will be a good day. I can never make plans. I do not know how I will feel tomorrow or how I will feel next week.	Cannot do what other healthy persons do. Lose touch with people. Cannot make plans. I feel lonely. I will never know how I feel.	Lose touch with people	Lose touch with people	Social isolation	An experience of loneliness related to social isolation
It could have been worse. I am glad to be alive. Glad to be alive Glad to be alive Happy feelings Perception of gladness When I need to run to the bathroom 5-6 times in one hour, I do not dare leave home. When I know that there are no toilets.	Do not dare go out if there are no toilets	Glad to be alive Needing toilets	Glad to be alive Needing toilets	Happy feelings Social isolation	Perception of gladness An experience of loneliness related to social isolation

The aim of the compilation stage is to present the results in a table format in order to facilitate the writing process. In the present study, the final results will be articulated using both this final table and the PERMA deductive codebook analysis.

3.4.3.5 Final Analysis

The previous section underscores the importance of carefully reading and analyzing the data on their own merit before comparing them to the constructed analysis framework (primarily derived from the PERMA model). The final themes selected will be the point of connection between the data and the literature. These will also show where there may be disconnects between elements of PI and pre-existing understandings. More specifically, the writing process involves a deliberate return to the research questions by exploring how the five elements of the PERMA model link to the key concepts of Positive Intelligence. Moreover, I will also examine how Positive Intelligence (as seen through the lens of the PERMA model) can help to develop an understanding of language teacher well-being. Thick description will be the vehicle for communicating a holistic picture of the concept of PI. In order to conduct this research in a thorough and trustworthy fashion, it was important for me to be cognizant of my role in the process.

3.5 Researcher's Role

According to Creswell (2014), qualitative research is typically interpretative research and “the role of the researcher as the primary data collection instrument necessitates the identification of personal values, assumptions and biases at the outset of the study” (p. 207) including “gender, history, culture, and socioeconomic status (SES)” (p. 187) that influence the investigators’ interpretation. Additionally, ethical issues might

occur that could be one of the elements of the researcher's role. He affirmed that the researcher contribution to the research setting could be helpful and positive rather than detrimental.

Bengtsson (2016) discussed that regardless of what qualitative method is chosen; the researcher's self-reflection plays an essential role in qualitative research. In this respect, Elo et al. (2014) declared that to decrease any bias of the researcher's influence on the planning and analysis process the investigator needs to consider his or her "pre-understanding". Bengtsson (2016) stated that as long as the researcher's preconceived knowledge of the participants or subject and also the context of the study do not influence the interpretation of the findings, it could be considered as an advantage. "The researcher needs to understand both the context and circumstances in order to detect and take into account misrepresentations that may crop up in the data (Catanzaro, 1988)" (p. 8).

Although this study is descriptive based and focus on describing the findings, I am also going to analyze and interpret to some extent. Through reading the literature around the researcher's role, I now know that some biases are undeniable, especially in terms of my experiences as a language teacher and learner. Also, although my previous experiences with PI and my interest in how positive emotions can impact professional well-being served as the impetus for this research project, it was also important to keep my beliefs and assumptions bracketed during data analysis. I realize that the researcher's preconceived knowledge can be positive if the context and circumstances are taken into account. I therefore kept these in mind during the process of analyzing, describing, and ,particularly, interpreting.

3.6 Validity and Reliability

According to Creswell (2014) validity and reliability in qualitative studies do not carry the same connotation as they do in quantitative research. Creswell posited that validity is one of the strengths of qualitative research and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participants, or the readers. Creswell added that there are some more terms for validity such as “trustworthiness, authenticity, and credibility” that are relevant for qualitative researchers. He described the qualitative validity process as what the researcher does to check the accuracy of the findings by using certain procedures. To enhance the accuracy of findings, Creswell suggested eight commonly used strategies: “Triangulation, using member checking, using rich, thick description, clarifying the bias, presenting negative or discrepant information, spending prolonged time in the field, using peer debriefing, using an extra auditor to review the entire project”. He recommended the use of one or more strategies to increase the validity. To develop the accuracy of the findings for this study, I applied triangulation, used a rich, thick description to convey the findings, and clarified the bias.

3.6.1 Validity

3.6.1.1 Triangulation

Hopper and Hoque (2006) explained that triangulation could take many forms, such as “theoretical triangulation, data triangulation or investigator triangulation”. According to Creswell (2014) data triangulation uses multiple data sources focused on a similar phenomenon to provide diverse information about the phenomenon. Regarding data triangulation, in this study, there are four resources that were used as data

including a book, a website's contents, two lectures and a questionnaire (see Appendix).

Regarding theoretical triangulation, Hopper and Hoque indicated that it involves using factors from different theoretical perspectives simultaneously to investigate the same dimension of a research problem rather than employing one particular theory. In this respect, Lukka and Mouritsen (2002) argued that a singular analytical approach might result in unexplored pertinent issues. Ahrens and Chapman (2006) believed that since qualitative studies involve constant reflection on data and their positioning against different theories, that data can contribute to research questions and, consequently, bring developed analysis. According to what was discussed previously in the theoretical and conceptual framework section of this study, there are two theories for this study: The Broaden-and-Build theory and the Self-Determination theory. There is also one theoretical framework, the PERMA model. Therefore, the data were analyzed and reflect elements of these three theories. In this way, the accuracy and validity of the findings can be increased.

3.6.1.2 Thick Description

Regarding the second validity strategy, using a rich, thick description to convey the findings, Creswell (2014) argued that,

this description may transport readers to the setting and give the discussion an element of shared experiences. When qualitative researchers provide detailed descriptions of the setting, for example, or offer many perspectives about a theme, the results become more realistic and richer. This procedure can add to the validity of the findings". (p. 202)

Based on Creswell's suggestions, this way of presenting findings includes describing and observing the context. Ponterotto (2006) affirmed that a thick description goes beyond surface appearances to include the context, details, emotions, and social relationships. Thick description includes feelings, actions and meanings. Since positive emotions is the fundamental part of this study, paying particular attention to meanings and emotions inevitably occurs. In the process of extracting and analysing the data from the two lectures and also the book and the website, I considered the aspects of context and details. Moreover, to analyse the data from the questionnaire (see Appendix), I considered my own personal context as a language teacher and learner and the emotional aspects connected to this context. This element relates to the last strategy- clarifying bias.

3.6.1.3 Clarifying Biases

The last strategy that is going to be used to develop the validity of this study is clarifying the bias. Creswell (2014) explained that,

this self-reflection creates an open and honest narrative that will resonate well with readers. Reflectivity has already been mentioned as a core characteristic of qualitative research. A good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their background, such as their gender, culture, history, and socioeconomic origin. (p. 202)

Considering the fact that every individual comes from a different background, in the process of analyzing the data I considered my pre-existing assumptions, beliefs as well as language teaching experiences and reflected on them in order to interpret the findings in a way that echoed my voice as the researcher in this qualitative study.

3.6.2 Reliability

How do qualitative researchers check to determine if their approaches are reliable, consistent, and stable? Joppe (2000) defined reliability as:

The extent to which results are consistent over time and an accurate representation of total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p. 1)

Gibbs (2007) declared that qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects. Gibbs suggested several qualitative reliability procedures: first, checking to make sure that during the transcription process no obvious mistakes occurred; and second, constantly comparing data with the codes and their definitions and also ensuring that there is no shift in the meaning of the codes during the coding process. The third and fourth procedures are dedicated to a team of researchers, coders' regular meeting and sharing the analysis with each other, and "cross-checking" codes that are developed by different researchers by comparing results that are independently derived.

Given the above discussion, to increase the consistency of the results of the present study, I applied two of the above procedures that Gibbs (2007) identified. Firstly, I progressively double checked to make sure that the transcripts contained exactly the original source contents and secondly, at the time of preparing the PERMA model codebook, I carefully (re)considered the literature in relation to the data, codes and definitions. I did this for the data derived from PI resources that may have been coded separately based on the analysis procedures articulated in this chapter. In the final step,

when I compared these two data sets together, I had to be mindful of the above procedures. I took into account the stability of the meaning of the codes during the entire process as well.

3.6.3 Summary

The research is a Descriptive Deductive-dominant QCA study. This research method applies to written or visual materials for the purpose of identifying specified characteristics of the material. This qualitative study aimed at exploring and describing the phenomenon of PI through the lens of PP and particularly the PERMA model, the analysis framework of this study. Since there are dominant theories of PP and the PERMA and also two supporting theories of the Broaden-and-Build and SDT are foundations of this study, I applied a deductive reasoning approach to investigate the PI concept. The stated reasons also justified applying a directed approach to promote a phenomenon that is grounded on a theory. In this regard, the outcomes of this study of PI might promote the phenomenon of positive emotions and possibly add insights to the concept of PP. The findings of this study can be useful in inspiring future researchers to delve deeply into and further explore the potential of the Positive Intelligence concept. The present study aimed to set the groundwork for future investigations of this kind and began to explore how these ideas might be applied to the language teacher context.

In the next chapter, I will present the findings as gathered through my data analysis. I will describe in detail the complete PERMA model codebook, and I will present the results of the preliminary analysis of PI and the accompanying table. The final part of the chapter focused on the results of the analyses of the PI data through the lens of the PERMA. I took into consideration the issues of validity and reliability and ensured

that I continually returned to the research questions guiding the research. I thought of myself as the active moderator of research conversations. I added my own voice to this synthesis to argue the points of view and to address the research questions.

Chapter Four: Findings

4.1 Introduction

In this chapter, employing the content analysis research design as outlined in section 3.1.2, using the coding system for articulating the PERMA model framework as delineated in section 3.3, and applying coding procedures to extract Positive Intelligence (PI) data as laid out in section 3.4.3, I presented the results in order for the PERMA theoretical framework and for each of the four PI resources (Positive Intelligence book, Positive Intelligence website, two video lectures, and PI questionnaire (see Appendix), as explained in section 3.2). Moreover, I added my reflections on the data and any further explanations in order to clarify the results.

To reiterate, the two research questions that guided the data collection and analysis are as follows:

1. How do the five elements of the PERMA model link to the concept of Positive Intelligence, in particular, its two central ideas of *Sage* and *Sabotage*?
2. Given findings from Question 1, how can Positive Intelligence (as seen through the lens of the PERMA model) help to develop an understanding of Language Teacher well-being?

4.2 The PERMA Model Codebook

To derive the PERMA data and generate the framework, I examined all the PERMA literature presented in chapter two in terms of the research questions. I began by highlighting the parts I considered essential and relevant to define the PERMA model

precisely and thoroughly. To provide examples of the quotations to illustrate each of the codes, I referred to the studies conducted both in the general field of PP and particularly related to the PERMA and referenced each example accordingly. To develop the actual framework, I followed the coding system that I delineated in section 3.3 of the methodology chapter.

In Table 3, I have extracted the PERMA model literature that I have already presented in chapter two based on the qualitative codebook system as outlined in section 3.3.

Table 3
The PERMA model codebook.

Codes	A code label	A full definition	A brief definition	Information around the circumstances of using or not using the code	An example of the quote illustrating the code
Enjoying yourself in the moment and bringing enjoyment into your daily life	Positive emotions	Experiencing positive emotions such as satisfaction, self-regard, serenity, cheerfulness, and love on a regular basis	Positive feelings that reduce stress and boost well-being	Positive emotions must not be considered the same as the other four elements of well-being	If you are exercising, you get encouraged by seeing progress in miles run, calories burnt, or the weight of dumbbells lifted (Chamine, 2012)
Losing track of time and becoming completely absorbed in something you are doing	Engagement	So intensely, becoming engaged with something in life such as work, personal interest, or hobby that time seems to stop and we lose our sense of self	Living in the present moment and entirely focused on the task at hand	Engagement must not be considered the same as the other four elements of well-being	If you are playing the piano, you use your skills to the outmost; your whole being is involved and time flies (Csikszentmihalyi, 2014)
Building and maintaining positive relationships	Relationship	Feeling socially integrated, cared about and supported by others, and	Having deep and meaningful relationships with others	Relationship must not be considered the same as the other four elements of	You are sharing good news or celebrating success with your colleagues

with others		satisfied with one's social connections		well-being	(Seligman, & Csikszentmihalyi, 2000)
Experiencing a sense of meaning for something for which there is no replacement	Meaning	Believing that one's life is valuable and feeling connected to something greater than oneself	One's purposeful existence in the world	Meaning must not be considered the same as the other four elements of well-being	You are volunteering for a community group, raising money for a charity, lobbying for cause, umpiring your child's sporting team or spending time with your family (McKnight, & Kashdan, 2009)
Succeeding, achieving your goals, and bettering yourself	Accomplishment	Making progress toward goals, achieved mastery over endeavours, feeling capable for doing daily activities, and having a sense of achievement and self-motivation	Feeling a sense of accomplishment and success in achieving your goals	Accomplishment must not be considered the same as the other four elements of well-being	You have perseverance and are not giving up in the face of adversity or setbacks and keeping your passion for long-time goals (Yeo, 2011)

According to the PERMA codebook, as a human, in order to boost well-being and reduce stress, you need positive emotions in your life. Based on Seligman (2013) Positive emotion is more than just happiness. There are a range of *Positive emotions*, including “satisfaction, self-regard, serenity, cheerfulness, and love” (p. 75). The main message of this element is that it is essentially important to enjoy yourself in the here and now (Seligman, 2011). One of the examples that illustrates the development of positive emotion is when you are exercising and you get encouraged by seeing progress in miles run, calories burnt, or the weight of dumbbells lifted (Chamine, 2012).

Regarding the second element of the PERMA model, *Engagement* relates to being completely absorbed in activities and carrying out activities with passion and commitment so as to lose track of time and self-consciousness (Ackerman, 2018). In this way, an individual is living in the present moment and entirely focused on the task at hand. As has already been discussed in the literature review chapter, in positive psychology, this is referred to as *Flow*. During flow experiences, we are so intensely focused on what we are doing that time seems to stop Csikszentmihalyi (2014). In this respect, Csikszentmihalyi provided an example to clarify this concept: if you are playing the piano, you use your skills to the utmost; your whole being is involved and time flies.

The third element in the codebook, *Relationships*, refers to the many different interactions individuals have with others. *Relationships* refer to feeling loved, supported, valued by others and satisfied with one's social connections (South Australia Health and Medical Research Institute (SAHMRI), n.d.). Since we are inherently social creatures, positive relationships have a significant impact on our wellbeing (Seligman, 2011). Therefore, according to Seligman and Csikszentmihalyi (2000) this is the reason that we tend to share good news or celebrate success with our colleagues.

Also included in the PERMA codebook is the idea that to have a sense of wellbeing we need *Meaning* in our lives. According to SAHMRI (n.d.) to have a sense of meaning, we need to feel that what we do is valuable and worthwhile. This involves belonging to and/or serving something that we believe is greater than ourselves. Having *Meaning* in your life, or working towards a greater purpose, is different for everybody. Based on McKnight and Kashdan (2009) many people seek meaning and purpose through the work that they do. For others, their sense of meaning may not be found in what they

do for a living, but what they do in their spare time. That may include volunteering for a community group, raising money for a charity, lobbying for a cause, coaching their child's sporting team, or spending time with their family.

And the last element of PERMA is *Accomplishment*. Having a sense of *Accomplishment* means that we have worked towards and reached our goals, achieved mastery over an endeavour, and had the self-motivation to complete what we set out to do (Seligman, 2011). As such, *Accomplishment* is another important component that contributes to our ability to flourish. This is about a sense of performance and success that results in increased happiness and well-being. By setting feasible goals, people are actually able to achieve them. That will lead to a feeling of satisfaction and motivate someone to keep going (Seligman, 2013). Yeo (2011) described this concept with the example of someone who has perseverance and does not give up in the face of adversity or setbacks and keeps the passion for long-term goals.

After analysing the five elements of PERMA, I realized that wellbeing is not an abstract concept and has been constructed of different elements. I discovered that there are many different routes to a flourishing life. I perceived that to live a rich and meaningful life, human beings need to bring some other essential elements rather than focusing on happiness alone. These elements can help develop people's awareness. Every element of PERMA contributes to wellbeing and happiness. Provided that individuals focus on the combination of all the PERMA elements—*Positive emotions, Meaning, Engagement, Relationships and Achievement*—they will experience happiness and wellbeing. In other words, a flourishing person has not just the absence of misery but also

the presence of these five elements in life. I considered the PERMA as scaffolding that includes various elements in order to establish wellbeing.

In the following section, first, I will provide some information around the procedures that I employed to gather the PI data and also present the PI meaning units as outlined in section 3.4.3. Afterwards, I will organize each meaning unit and its relevant literature in Table 4 in order to clarify and provide required explanations.

4.3 PI Codebook

To extract the PI data, first, I thoroughly studied the textbook on Positive Intelligence. Secondly, while continually referring to the research questions, I began by highlighting the text to extract the data that I considered relevant to the research purpose and helpful to address the research questions. Thirdly, I watched the two video lectures by Chamine on TEDx and Google Talks twice each, the first time to perceive the entire context and the second time to transcribe the entire lectures. Afterwards, I highlighted the extracted data to derive the materials that would be considered applicable to the research. Regarding the website, I visited it thoroughly and printed off the pages that I found relevant to the research purpose and highlighted the parts that I found usable. Lastly, I took the PI Assessment questionnaire (see Appendix) available on the website and immediately received the assessment report through my email. I used the same analysis procedure for the assessment as well in that I printed and highlighted the relevant parts. To develop the PI table in order to analyze the PI data, I applied the coding procedure outlined comprehensively in the section 3.4.3. During the entire process, I ensured that I had included all of the data necessary in order to address the key elements of the PERMA framework and PI so that my final analysis would be as thorough as possible. Also, to

strengthen the analysis, in the final column entitled “theme”, I connected the PI data to the research literature. I also assured that no significant data that might address the research questions was mistakenly left out.

In Table 4, I derived the PI data through studying PI resources based on the coding system as delineated in section 3.4.3.

Table 4
PI codebook.

Meaning unit	Condensed	Code	Sub-headings	Category	Theme
	Meaning Unit		Sub-categories	Category	
			Sub-categories	Generic-category	
At the root level the most important thing for you to pay attention to is the war that is constantly raging inside your own brain between two different voices and the mind. One is the voice that serves you; the other is the voice that sabotages you. Positive Intelligence (PI) is defined as the percentage of time that your mind is serving you, as opposed to sabotaging you (acting as your friend versus your enemy)	There is a constant war inside your brain between two voices, one is serving you; the other is sabotaging you. PI is the percentage of time that your mind is not sabotaging but serving you	The relative strength of two voices	The relative strength of two voices	PI definition	Positive and negative emotions play different roles in individual processing and personal development. The broadened mindsets arising from positive emotions are contrasted to the narrowed mindsets sparked by many negative emotions. The positivity optimizes our brains and bodies for peak performance. There is no limit to how often our minds can cycle through moments of expanded and retracted awareness. As positivity and negativity flow through us, the scope of our awareness blooms and retracts accordingly (Fredrickson, 2004, 2009)
PI is an indication of the control you have	PI indicates your control over the mind	Gaining the true potential	Mind operation in best interest	PI features	Accepting that negative thoughts and feelings will be in your

over your own mind and how well your mind acts in your best interest. It should be relatively easy to see how your level of PI determines how much of your true potential you actually achieve

and how well and much you achieve your true potential

mind that you cannot control them, can allow you to focus on your actions in the present moment, so you can move ahead with your most important goals (Harris, 2018)

The Saboteurs are the internal enemies, a set of automatic and habitual mind patterns, each with its own voice, beliefs, and assumptions that work against your best interest. They are a universal phenomenon. The question is not whether you have them, but which ones you have, and how strong they are. They are universal spanning cultures, genders, and age groups, because they are connected to the functions of the brain that are focused on survival. We each develop Saboteurs early in childhood in order to survive the perceived threats of life, both physical and emotional. By the time we are adults, these Saboteurs are no longer needed, but they have become invisible

Internal enemies with different voices, beliefs and assumptions and connected to the functions of the brain that are focused on survival early in childhood, by the time we are adults we no longer need them but they have become invisible inhabitants in the mind

Inner critic

Inner critic

The Saboteurs

We all have "voices" inside our heads commenting on our moment-to-moment experiences, the quality of our past decisions, mistakes we could have avoided, and what we should have done differently. These voices can be really mean and make a bad situation much worse. Rather than empathize with your suffering, they criticize, disparage, and beat you down at every opportunity! The voices have a familiar ring to them and convey an emotional urgency that demands our attention. These voices are automatic, fear-based "rules for living" that act like inner bullies, keeping us stuck in the same old cycles and hampering our spontaneous enjoyment of life and our abilities to live and love freely. While having fear-based self-protective and self-disciplining rules probably made sense and helped us to survive when we were helpless kids, at the mercy of our parents, they may no longer be appropriate to our lives as adults. As adults, we have more ability

inhabitants of our minds. We often do not even know that they exist					to walk away from unhealthy situations and make conscious choices about our lives and relationships based on our own feelings, needs and interests (Greenberg, 2012)
To beat you up repeatedly over mistakes or shortcomings, To warn you obsessively about future risks, to wake you up in the middle of the night worrying, to get you fixated on what is wrong with others or your life, etc	It beats you over mistakes, warns you about future risks, wakes you up in the night worrying, gets you fixated on yours or others fault	To blame yourself or others, worry about future	To blame yourself or others, worry about future	<i>The Judge Saboteur</i>	When the mind is threatened with negative emotions like anxiety, fear, frustration, or anger, it constricts in imposing threat, thus limiting one's ability to be open to new ideas (Fredrickson, 2009)
Your greatest internal enemy, activates your other top <i>Saboteurs</i> , causes you much of your stress and unhappiness, and reduces your effectiveness	It is the greatest internal enemy that activates other top <i>Saboteurs</i> . It causes stress, unhappiness, and ineffectiveness	To experience stress, unhappiness and ineffectiveness	Feeling unhappy, stressed, and ineffective	<i>The Judge Saboteur</i>	When they make mistake their mind immediately begins to judge themselves and start to look for the punishment. They are damaging their own personality which leads to depression and sad moments (Kelbern, 2018)
To exaggerate the negatives, insists a circumstance or outcome is "bad" rather than see it as a gift and opportunity	Exaggerating bad circumstances and outcomes	Pessimistic	Pessimistic	<i>The Judge Saboteur</i>	Developing positive emotions allow you to bounce back from stressful events and find meaning in negative experiences (Tugade, Fredrickson, & Barrett, 2004)
Constant frustration and disappointment with self and others for not living up to ideal standards and strong need for self-control and self-restraint	Constant frustration with self and others for not reaching the standards and instant self-control	Perfectionism	Perfectionism	<i>The Stickler Saboteur</i>	Perfectionism has been proposed to maintain negative affect and to lead an anticipatory anxiety (Rukmini, Sudhir, & Math, 2014)

<p>To try to gain acceptance and affection by helping, pleasing, rescuing, or flattering others constantly. It causes you to lose sight of your own needs</p>	<p>Constantly, gain acceptance through pleasing others that results in losing your own needs</p>	<p>The need for approval</p>	<p>The need for approval</p>	<p><i>The Pleaser Saboteur</i></p>	<p>Live a life we do not particularly want, but will fit with what other people expect of us (Cohen, 2017)</p>
<p>Highly focused on external success rather than internal criteria for happiness, leading to unsustainable workaholic tendencies and loss of touch with deeper emotional and relationship needs, the other person might feel you are treating them only as a mean of getting to your goal</p>	<p>Focused on external success rather than internal criteria for happiness, having workaholic tendencies and losing emotional relationship, using people as means to get your goal</p>	<p>Conditional self-acceptance</p>	<p>External validation, Extrinsic motivation</p>	<p><i>The Hyper-Achiever Saboteur</i></p>	<p>Extrinsic motivation is a type of motivation that is short-lived and your motivation to succeed is controlled externally (Csikszentmihaly, 2013)</p>
<p>To feel emotional and temperamental as a way of gaining attention and affection. It results in an extreme focus on internal feelings, particularly painful ones. The consequences are that you waste your mental and emotional energy and others feel frustrated, helpless, or guilty that they can never make you happy for long</p>	<p>Feeling temperamental to gain attention. Paying extra attention to internal feelings. You waste your energy and emotions and people feel frustrated of making you happy for long</p>	<p>To attract caring and attention through assuming badly treated</p>	<p>To take things too personally</p>	<p><i>The Victim Saboteur</i></p>	<p>Persecutory delusions are a set of delusional conditions in which the affected persons believe they are being persecuted. Specifically, they have been defined as containing two central elements: The individual thinks that harm is occurring, or is going to occur. (American Psychiatric Association, 2000; Freeman & Garety, 2004)</p>
<p>An intense and</p>	<p>An intense</p>	<p>Extreme focus</p>	<p>Extreme focus</p>	<p><i>The Hyper-</i></p>	<p>Without emotions</p>

<p>exclusive focus on the rational processing of everything, including relationships. It causes you to be impatient with people's emotions. Being perceived as cold, distant, or intellectually arrogant. It limits depth and flexibility in relationships at work or in personal life</p>	<p>focusing on the rational processing. It causes impatience in your relationships with others. Being known as cold and arrogant. It limits depth and flexibility in relationships</p>	<p>on data and logic</p>	<p>on data and logic</p>	<p><i>Rational Saboteur</i></p>	<p>there could probably be no motivation. Emotions prepare us for behaviour. When emotions are activated, they arrange systems such as "perception, attention, inference, learning, memory, goal choice, motivational priorities, physiological reactions, motor behaviours, and behavioural decision-making" (Tooby & Cosmides, 2008)</p>
<p>To feel intense and continuous anxiety about all the dangers surrounding you and what could go wrong. It results in ongoing stress that wears you and others down</p>	<p>Ongoing stress and anxiety about all the surrounding dangers. It affects own self and everybody around</p>	<p>Always anxious, with chronic doubts about self and others</p>	<p>Extraordinary sensitivity to danger signals</p>	<p><i>The Hyper-Vigilant Saboteur</i></p>	<p>When the mind is threatened with negative emotions like anxiety, fear, frustration, or anger, it constricts and focuses in on the imposing threat (real or imagined) (Fredrickson, 2009)</p>
<p>Restless, constantly in search of greater excitement in the next activity or constant busyness. Rarely at peace or content with the current activity. It gives you a never-ending stream of distractions that make you lose your focus on the things and relationships that truly matter</p>	<p>Constantly, in search of greater excitement, rarely at peace. Ongoing distractions that cause losing focus on relationships</p>	<p>To seek excitement and variety not comfort or safety</p>	<p>Distracted and scattered</p>	<p><i>The Restless Saboteur</i></p>	<p>Feeling contentment allows for people to expand their worldview and the view of themselves, which later leads to building better social relations and skill (Lion, 2016) Contentment led to increased risk avoidance behavior (Herzenstein & Gardner, 2009)</p>
<p>It runs on anxiety-based need to take charge and control situations and people's actions</p>	<p>To need to control situations and people. Generate anxiety when controlling is</p>	<p>Strong energy and need to control and take charge</p>	<p>To conflict rather than softer emotions</p>	<p><i>The Controller Saboteur</i></p>	<p>Control Fallacies involves feeling that everything that happens to you is a result of external</p>

to one's own will. It generates high anxiety and impatience when that is not possible. You are either in control or out of control	not possible				forces or due to your own actions (Burns, 2012)
To Focus on the positive and pleasant in an extreme way. To avoid difficult and unpleasant tasks and conflicts. It leads to the habits of procrastination and conflict-avoidance	Focusing on pleasant ways. Avoiding conflicts. Being procrastinated	To avoid conflicts. To downplay importance of real problems	To Procrastinate on unpleasant tasks	<i>The Avoider Saboteur</i>	Although negative emotions may occasionally prompt a learner to try harder, such discontent will probably bring about avoidance and social isolation (Elliot & Thrash, 2002)
If your judge holds the "no pain, no gain" belief, you might ignore easier solutions or not trust that they will work. Or your hyper-achiever may convince you that working more always results in accomplishing more. But that is not true; beyond a certain level of workload and stress, productivity plummets, meaning that working more actually results in producing less. This is because higher stress fuels your <i>Saboteurs</i> and energizes your survivor brain	Beyond a certain level of workload and stress, productivity plummets. Higher stress fuels saboteurs	Level of stress and productivity	Level of stress and productivity	Fueling <i>Saboteurs</i>	The results of a study indicated that teachers with high emotional intelligence had less occupational stress and more teacher effectiveness, whereas teachers with low emotional intelligence had more occupational stress and less teacher effectiveness (Kauts & Saroj, 2012)
Part of your potential, such as your IQ, is fixed, and the rest of your	IQ is fixed, the rest of your potential is build over years of gaining	IQ and the rest of human developed potential	IQ and the rest of human developed potential	Potential over time	Goleman (1996) concluded IQ contributes about 20% of the factors that determine life success,

<p>potential is built over many years of acquiring skills, knowledge, or experiences, and support network</p>	<p>experiences and knowledge</p>	<p>Wise part of the mind</p>	<p>Wise part of the mind</p>	<p><i>The Sage</i></p>	<p>which leaves 80% to other forces and Gardner (1993) also believed that multiple intelligences could be enhanced through training and practice over the time A sage-self or higher self is a wise part of the mind that is aware of the needs and possibilities. (Niyaribari, 2016) When you listen to your inner voice, simply ask yourself whether the intention behind it is Sage-like or ego-like. As opposed to the ego, the Sage knows itself not the center of the universe, but part of a greater whole. It does not need constant approval and lives within peace and presence. It takes responsibility for pain and understands all things are impermanent. It knows when to let go and listen to spirit (Anthony, 2012) Three positive traits—grit, life satisfaction and optimistic explanatory style, and your usual pattern for interpreting and explaining bad events to yourself— predicted teacher performance (Duckworth et al., 2009)</p>
<p>If your <i>Saboteurs</i> represent your internal enemies, your <i>Sage</i> represents the deeper and wiser part of you. It is the part that can rise above the fray and resist getting carried away by the drama and tension of the moment or falling victim to the lies of the <i>Saboteurs</i>. Its perspective on any challenge you are facing is that it is either already a gift and opportunity or could be actively turned into one. It has access to five great powers of your mind and taps into those powers to meet any challenges</p>	<p>Your <i>Sage</i> represents the deeper and wiser part of you. It can resist falling victim to the lies of <i>Saboteurs</i>. It accesses to five powers of mind</p>	<p>Wise part of the mind</p>	<p>Wise part of the mind</p>	<p><i>The Sage</i></p>	<p>which leaves 80% to other forces and Gardner (1993) also believed that multiple intelligences could be enhanced through training and practice over the time A sage-self or higher self is a wise part of the mind that is aware of the needs and possibilities. (Niyaribari, 2016) When you listen to your inner voice, simply ask yourself whether the intention behind it is Sage-like or ego-like. As opposed to the ego, the Sage knows itself not the center of the universe, but part of a greater whole. It does not need constant approval and lives within peace and presence. It takes responsibility for pain and understands all things are impermanent. It knows when to let go and listen to spirit (Anthony, 2012) Three positive traits—grit, life satisfaction and optimistic explanatory style, and your usual pattern for interpreting and explaining bad events to yourself— predicted teacher performance (Duckworth et al., 2009)</p>
<p>Feeling and showing appreciation, compassion, and forgiveness to yourself and others. Having these feelings recharge our batteries and renews the vitality that is drained by the</p>	<p>Feeling appreciation, compassion, and forgiveness about yourself and others to renew the vitality</p>	<p>Having empathy and appreciation</p>	<p>Bring compassion and understanding to any situation</p>	<p><i>The Empathize Sage</i> power</p>	<p>As a cornerstone of the well-being model, experiencing positive emotions such as hope, compassion, contentment, empathy, gratitude, joy, or love is considered the most essential element contributing to well-being conditions (Seligman, 2013)</p>

judge's violence toward ourselves	It is based in curiosity, openness, wonder, and fascination with what is being explored. It is helpful when understanding a problem or situation more deeply could put you on a better path forward. It looks at new challenges and also critical for learning from our past failures and mistakes	Based in curiosity, openness, wonder, and fascinating. Understanding a problem can put you on a better path forward. Looking at new challenges and learning from mistakes	Experiencing great curiosity and fascination in discovery	Having great excitement to figure out difficulties	<i>The Explore Sage power</i>	A key proposition is that positive emotions that curiosity is one of then broaden an individual's momentary thought-action repertoire in a positive and helpful way (Fredrickson, 2004). Positive emotions motivate individuals to engage in their environments and explore novel people, ideas, and situations. When people are open to new ideas and actions, they broaden their perspectives, learn, and flourish as individuals (Fredrickson, 2009)
Breaking out the boxes, the assumptions, and the habits that hold us back. If you have shifted yourself, you have access to far more creativity	Breaking the things that hold us back and access to more creativity	Come up with as many ideas as possible without any evaluation	Come up with as many ideas as possible without any evaluation	<i>The Innovative Sage power</i>	It is a working assumption in psychology and beyond that human behaviour has a dual tendency, one leading towards innovation and creation, the other towards habituation (Crossley, 2001) Habit is considered the most obvious barrier to creative thinking and innovation and any discussion of creativity or innovation necessarily introduces a general opposed concept of habit (Dalton, 2004)	
Choosing between various paths and alternatives based on a consistent internal compass. The coordinates on	Navigating the path through figuring out the most deeply held values that bring meaning to our life	Navigating paths with the sense of values, purpose, or meaning	Navigating paths with the sense of values, purpose, or meaning	<i>The Navigate Sage power</i>	Teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world, and to their understanding of their place within it (Xu,	

<p>this compass are your deeply – held values or what gives your life a sense of meaning and purpose</p>	<p>2012)</p>	<p>Teachers’ beliefs have a greater influence than teachers’ knowledge on the way they plan their lessons and also on the decisions they make. Pajares declared that teachers’ beliefs could determine teachers’ actual behaviour towards students and generally on classroom practices (Pajaras, 1992)</p>			
<p>Simply and cleanly think about the best strategy for getting the compensation and proceed with the action necessary to make it happen. Moving into pure action with clarity, calm and focus. You would be more likely to succeed, as all your mental and emotional energy would be focused on getting the action right</p>	<p>Applying mental and emotional energy, thinking about the best strategy and proceeding with the action necessary</p>	<p>Moving into fearless action</p>	<p>Moving into fearless action</p>	<p><i>The Activate Sage power</i></p>	<p>The emotions we feel each day can encourage us to take or not to take actions and also influence the decisions we make about our lives on both large and small scales (Peterson, 2009)</p>
<p>Your rational brain might make you smart, but your PQ brain makes you</p>	<p>Rational brain may make you smart; PQ brain may make you wise. Rational</p>	<p>Rational thinking versus activating PQ brain</p>	<p>Rational thinking versus activating PQ brain</p>	<p>Solving complex problems</p>	<p>Positive emotions have a broadening effect on the momentary thought-action repertoire, and enable</p>

<p>wise. While your rational mind is only limited to information that you know and remember, the PQ brain can access the much vaster library of anything you have ever experienced or learned, including things that you might not even be consciously aware of. When it pops up with an answer, it will not be able to tell you how it arrived at the answer, since it used massive parallel processing and pattern machine. This is where the wisdom of your <i>Sage</i> lives. This is also where “gut feeling” and intuition come from. Many scientist and leaders talk about their greatest discoveries an inventions were not initially attained through hard rational thinking. Instead their brilliant insight came to them in a flash of inspiration and then they did the hard work to gather the rational data and evidence that supported it</p>	<p>brain is limited, PQ can access to vaster library. Brilliant ideas come in a flash of inspiration</p>	<p>“effective building of personal resources. Positive emotions as internal signals encouraging <i>approach behaviour</i>, motivating individuals to engage in their environments and explore novel people, ideas, and situations (Fredrickson, 2001) Positive emotions both lead to and result from broad-minded coping and showed that a specific positive emotion, mindfulness, increased cognitive flexibility and expanded cognitive scope, which results in a deeper capacity for finding meaning and engaging with life (Garland, Farb, Goldin, and Fredrickson, 2015)</p>			
<p>There are two different approaches to bringing</p>	<p>Two approaches to bring meaning to work and life</p>	<p>Two approaches to bringing meaning and purpose</p>	<p>Activating PQ brain and <i>Sage</i>, and changing aspects</p>	<p>Finding meaning and purpose</p>	<p>Language teachers should make use of affective strategies such as sense of</p>

<p>purpose and meaning to your work or personal life. One is to change how you do things by activating the PQ brain and <i>Sage</i>. The second is to change what you do within the scope of your existing job or roles. The <i>Sage</i> Navigate power is relevant to helping you in this case</p>	<p>are changing how you do things by activating <i>Sage</i> and changing what you do within the existing job</p>	<p>humor, positive attitude, fairness, encouragement, and politeness so as to bring about successful teaching and to promote students' achievements (Saeidi, Jabbarpour, 2011) Teachers can reflect on what reasons there could be for why things worked or did not work. Consequently, they would be able to concentrate on changeable aspects and the decision on what steps need to be taken to initiate change (Mercer et al., 2016)</p>			
<p>If happiness and peace of mind are what you ultimately want for your children, your most important and lasting contribution would be to help them build the foundation that will make them happy: their PQ. With their <i>Sages</i>, children will be able to turn all negative circumstances and their failings and mistakes into gifts and opportunities</p>	<p>Help your children build the foundation that will make them happy: their PQ. With their <i>Sages</i> they can turn failings into gifts</p>	<p>Turning negative circumstances into opportunities</p>	<p>Turning negative circumstances into opportunities</p>	<p>PQ brain training</p>	<p>It is essential for teachers to balance their teaching of achievement skills with teaching well-being through concentrating on building resilience, character strengths and using PERMA as a framework to flourish. Consequently, positive education is able to balance the need to eliminate or decrease obstacles while simultaneously molding what is necessary for building good characters in students. (Seligman, 2011) Teachers' mentoring roles impact students' minds, which in turn affect their social and moral values within and beyond the classroom. Aristotle argued the significant role of adults such as parents, teachers, youth development program leaders, and sports coaches as character mentors in youth's lives. Therefore, teachers not only deliver the</p>

					content but also shape the character of their students (Park, 2004)
If we define happiness by the percentage of time we experience life's positive and desirable feelings, your PQ score becomes your happiness score. You only need to know someone's PQ score to know how happy they are	Happiness is the percentage of time you experience positive feelings, so the PQ score becomes the happiness score	Happiness score	Happiness score	PQ score	Individual experiences happiness when positive affect and satisfaction with life are both high (Counsellors, 2010)
External events have little lasting impact on happiness. Within a relatively short period of time, happiness usually reverts to what researchers call "baseline happiness" levels that existed prior to these events. Other researchers have found that external circumstances account for only 10 percent of variations in happiness. Happiness is indeed an inside game	Happiness is an inside game not an external. According to researches, after a while, happiness reverts to prior level	External and internal circumstances	External and internal circumstances	Inside happiness	According to modern theories of self-esteem life is only genuinely satisfying if we discover value within ourselves. (Seligman, 2008) Although new circumstances may temporarily cause people to become happier or sadder, they rapidly adjust, and the effect of these new circumstances on happiness then diminishes quickly or even disappears entirely (Lyubomirsky, Sheldon & Schkade, 2005)
After centuries of thinking that the way you can get to be happier is by performing and achieving higher so that you can be happier; PP has	Higher achievement and performance do not lead to higher happiness, but higher happiness lead	Optimal happiness and achievement	Optimal happiness and achievement	What is at the root level?	Seligman (2008) explored positive education by asking parents two questions: <i>what do you most want for your children?</i> And <i>what do schools teach?</i> , they found that the answers to these

<p>turned it on its head and shown that higher achievement and performance do not lead to higher happiness, but higher happiness lead to higher performance and achievement. A happier brain is a much happier enable, much more resourceful, much more creative brain</p>	<p>to higher performance and achievement</p>				<p>two questions did not overlap—happiness and fulfillment” versus “Math or literacy”. He noted that a gap exists in the school context between the aspirations of achievement and well-being. Schools should focus on the happiness and well-being of children. That is, after all, what parents want most for their children. Such happiness will bring pleasant emotions into the learning environment (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009)</p>
<p>You are wasting a good deal of your vital energy and resources just to fight your <i>Saboteurs</i>, rather than creating the life that you want</p>	<p>Wasting energy and resources to fight your <i>Saboteurs</i> not to make your life</p>	<p>Wasting energy and resources</p>	<p>Wasting energy and resources</p>	<p>My Positive Quotient (PQ) Score result</p>	<p>Since teachers’ efficacy is more a product of their positive traits than their competencies, teachers’ focus should go beyond simply a reduction of negative emotions towards a focus on the enhancement of positive emotions such as grit, life satisfaction, and an optimistic explanatory style. (Duckworth et al., 2009) Opposed to traditional psychology, that has tended to focus on dysfunction and negative emotions, PP “concentrates on the positives and on strengths (Mercer, Oberdorfer & Saleem, 2016)</p>
<p>We can measure the relative strength of the <i>Saboteurs</i> versus the <i>Sage</i>. We have defined this ratio as PQ. Independent researchers have shown that with</p>	<p>The relative strength of the <i>Saboteurs</i> versus the <i>Sage</i> is measurable and few studies showed that people with higher PQ perform better</p>	<p><i>Saboteurs</i> versus <i>Sage</i> and performances</p>	<p><i>Saboteurs</i> versus <i>Sage</i> and performances</p>	<p>PQ Ratio and performance</p>	<p>Positivity Ratio explains how experiencing positive emotions to negative emotions leads people to achieve optimal levels of well-being and resilience. An exact ratio of positive to negative emotions</p>

increased PQ,
salespeople,
negotiators,
workers,
doctors,
students, CEOs,
managers and so
on are far
happier and less
stressed and
perform much
better

distinguishes
"flourishing" people
from "languishing"
people
(Fredrickson, 2009)

Seligman in 2006
measured the
salespeople on the
dimension of
optimistic or
pessimistic
"explanatory style,"
which is related to
how they interpreted
adversity. He showed
that the agents with
more optimistic styles
sold 37 percent more
insurance than those
with pessimistic styles.
In PQ, the pessimistic
style is attributed to
the *Saboteurs* and
optimistic style to the
Sage, meaning the
salespeople with the
optimistic styles were
exhibiting higher PQ.
Seligman's work is
described in his
groundbreaking book,
Learned Optimism
(Chamine, 2011).

Bryan and Bryan in
1991 conducted two
studies to assess the
impact of positive
moods on students'
feelings of self-
efficacy and math
performance. The
hypothesis that
positive mood
induction would
enhance children's
feelings of self-
efficacy and their math
performance was
partially supported by
the results and The
results also
demonstrated that
positive affect can
increase feelings of
self-efficacy in junior-
high- and high-school-
aged students with
learning disabilities
(Bryan & Bryan,

The relationship between performance and PQ is straightforward. PQ determines how much of your actual potential is achieved. Your potential is determined by many factors, including your cognitive intelligence (IQ), emotional intelligence (EQ), skills, knowledge, experience, network, and so forth	PQ determine how much of actual potential, IQ, EQ, skills, knowledge and so forth, is achieved	Achieved potential	Achieved potential	PQ and performance	Teacher's knowledge, experiences, beliefs and emotions are the ingredients that combine together to eventually contribute to the quality of his/her practice (Campbell, Kyyriakides, Muijs & Robinson, 2003) Some teachers are dramatically more effective than others, but traditional indicators of competence (e.g., certification) can only explain minimal variance in performance. The rigors of teaching suggest that positive traits that buffer against adversity might contribute to teacher effectiveness (Duckworth, Quinn, & Seligman, 2009)
--	--	--------------------	--------------------	--------------------	---

Table 4 contains the PI data that I have derived from the four resources including the book, *Positive Intelligence*, the Positive Intelligence website, two video lectures on TEDx and Google Talks, and the PI Assessment questionnaire (see Appendix). Although every single resource has played a role in analyzing the PI data, it should be mentioned that the majority of the data have been extracted from the Positive Intelligence textbook. In large part the data provided through other resources have been covered through the textbook as well. I have made every effort to avoid repetition unless certain meaning units bring supporting, developing, or complementary perceptions.

4.3.1 PI Definition and Features

Chamine (2012) defined PI as “the percentage of time that your mind is serving you, as opposed to sabotaging you” (p. 146) or, in other words, your mind is “acting as your friend versus your enemy” (p. 146). In this regard, I have noticed a connection to Fredrickson’s work from 2004 and 2009. Based on her study, positive and negative emotions play different roles in individual processing and personal development. She added that the broadened mindsets arising from positive emotions are contrasted with the narrowed mindsets sparked by many negative emotions. According to Fredrickson, the positivity optimizes our brains and bodies for peak performance and there is no limit to how often our minds can cycle through moments of expanded and retracted awareness. As positivity and negativity flow through us, the scope of our awareness blooms and retracts accordingly. In a similar way, Chamine stated that PI is “an indication of the control you have over your own mind and how well your mind acts in your best interest” (p 17). He also declared that “it should be relatively easy to see how our level of PI determines how much of our true potential we actually achieve” (p. 17). In this respect, there are also slight inverse linkages to Harris’s (2018) ideas about accepting that negative thoughts and feelings will be in your mind and that you cannot control them. However, these emotions can allow you to focus on your actions in the present moment, so you can move ahead with your most important goals (Harris, 2018).

4.3.2 The Saboteurs

To define one of the key elements of PI, *Saboteur*, Chamine (2012) affirmed that the *Saboteurs* are “the internal enemies, a set of automatic and habitual mind patterns, each with its own voice, beliefs, and assumptions that work against your best interest.

They are a universal phenomenon” (p. 29). He added that the question is not whether you have them, but which ones you have, and how strong they are. Chamine added,

They are universal spanning cultures, genders, and age groups, because they are connected to the functions of the brain that are focused on survival. We each develop *Saboteurs* early in childhood in order to survive the perceived threats of life, both physical and emotional. By the time we are adults, these *Saboteurs* are no longer needed, but they have become invisible inhabitants of our minds. We often do not even know that they exist. (p. 29)

Regarding the idea that two different voices can exist in human mind, Greenberg (2012) posited that,

We all have "voices" inside our heads commenting on our moment-to-moment experiences, the quality of our past decisions, mistakes we could have avoided, and what we should have done differently. These voices can be really mean and make a bad situation much worse. Rather than empathize with your suffering, they criticize, disparage, and beat you down at every opportunity. The voices have a familiar ring to them and convey an emotional urgency that demands our attention. These voices are automatic, fear-based “rules for living” that act like inner bullies, keeping us stuck in the same old cycles and hampering our spontaneous enjoyment of life and our abilities to live and love freely. (para. 2)

Considering the *Saboteurs* surviving roles, Greenberg declared that although having “fear-based self-protective and self-disciplining rules has probably helped us to survive when we were helpless children at the mercy of our parents, they might not be

appropriate in our lives as adults” (para. 3). As adults, we abandon our childhood fear-based rules in favor of more mature ones better suited to the less vulnerable adult years. In this way we are more able to avoid unhealthy situations and our feelings, needs, and interests guide us to make mindful choices about life and relationships.

4.3.2.1 The Judge Saboteur

To provide us with a broader perception around the notions of *Saboteurs* and *Sage*, Chamine (2012) introduced the ten patterns of *Saboteurs* and the five powers of *Sage*. Chamine (2013b) described *the Judge Saboteur* as the greatest internal enemy that activates your other top *Saboteurs*. According to Chamine (2013b) *the Judge Saboteur* blames you for mistakes or shortcomings and causes you to worry about future risks. This results in stress and unhappiness that can lead to ineffectiveness. The judge’s key responsibility is to exaggerate the negatives and act as a pessimist. Interestingly, I found some supporting literature for these ideas. Fredrickson (2009) indicated that when the mind is threatened with negative emotions like anxiety, fear, frustration, or anger, it exaggerates the threat, thus limiting one’s ability to be open to new ideas. Additionally, Kelbern (2018) affirmed that when some people make mistakes their mind immediately begins to judge and starts to look for the punishment. In this way, they damage their own self-worth which can lead to depression or sad moments. In this respect, Tugade, Fredrickson, and Barrett (2004) stated that developing positive emotions allows you to bounce back from stressful events and find meaning in negative experiences.

4.3.2.2 The Stickler, Pleaser, and Hyper-Achiever Saboteurs

Chamine (n.d.a) described *the Stickler Sabotage* as “a constant frustration and disappointment with self and others for not living up to ideal standards and strong need for self-control and self-restraint” (Saboteurs, The Stickler, para. 1). Chamine categorized this pattern as perfectionism. Likewise, in Rukmini, Sudhir, and Math’s (2014) study, they showed that perfectionism can maintain negative affect and can lead to anticipatory anxiety. The need for approval is one of the ten patterns that Chamine has proposed and he has labelled this *the Pleaser Saboteur*. This *Saboteur* attempts to gain the acceptance of others and offers affection through “helping, pleasing, rescuing, or flattering others constantly. It causes you to lose sight of your own needs” (Saboteurs, The Pleaser, para. 1). In a similar way, Cohen (2017) referred to those who do not live their desired lives but rather tailor their lives with what other people expect of them. Connected to this idea is another *Saboteur* that is called the *Hyper-Achiever*. This *Saboteur* is “highly focused on external success rather than internal criteria for happiness” (Saboteurs, The Hyper-Achiever Saboteur, para. 1). People whose *Hyper-Achiever* is very strong have unsustainable workaholic tendencies and they lose touch with deeper emotional and relationship needs. A person with this *Saboteur* is often perceived as someone who views interactions with others as a means to achieve their own goals (Chamine, n.d.a). This concept is somewhat connected to the idea of extrinsic motivation, which Csikszentmihaly (2013) affirmed is a type of motivation that is short-lived and externally controlled.

4.3.2.3 The Victim Saboteur

Chamine (n.d.a) defined *the Victim Saboteur* as one that uses the victim voice to gain attention and affection. It focuses on painful internal feelings that lead to wasting mental and emotional energy and consequently causes others to become frustrated from trying to reverse these sentiments. *The Victim Saboteur* relates in some ways to the phenomenon of *Presecutory Delusion* in Clinical Psychology literature. According to this literature (e.g., Freeman & Garety, 2004; American Psychiatric Association: DSM-IV, 2000) affected persons believe they are being persecuted, suffered, deceived or ridiculed.

4.3.2.4 The Hyper-Rational Saboteur

Chamine (n.d.a) investigated another *Saboteur* that has “intense and exclusive focus on the rational processing of everything, including relationships” (Saboteurs, The Hyper-Rational, para. 1). If this *Saboteur* activates, it will causes you to be “impatient with people’s emotions” (Saboteurs, The Hyper-Rational, para. 1) and others perceive you as a “cold, distant, or intellectually arrogant” (Saboteurs, The Hyper-Rational, para. 1) person. Chamine added that this *Saboteur* “limits depth and flexibility in relationships at work or in personal life” (Saboteurs, The Hyper-Rational, para. 1). Regarding this extreme focus on data and logic and marginalization of emotions, Tooby and Cosmides (2008) revealed that without emotions there could probably be no motivation. Emotions prepare us for behaviour. When emotions are activated, they arrange systems such as “perception, attention, inference, learning, memory, goal choice, motivational priorities, physiological reactions, motor behaviours, and behavioural decision-making” (p. 115).

4.3.2.5 The Hyper-Vigilant Saboteur

Chamine (2013a) identified another *Saboteur*, *Hyper-Vigilant*, which is characterized as extremely sensitive to danger signals. This *Saboteur* causes you to feel intense and continuous anxiety about all the surrounding dangers and what could go wrong. It results in ongoing stress that affects self and others in a negative way. It also brings “chronic doubts” about self and others. Fredrickson’s (2009) Broaden-and-Build Theory supports this notion. Fredrickson believed that when the mind is threatened with negative emotions like anxiety, fear, frustration, or anger, it constricts and focuses in on the imposing threat (real or imagined).

4.3.2.6 The Restless Saboteur

Another characteristic that Chamine (2012) specified for the *Saboteurs* is the ongoing distraction to seek greater excitement. He named it *the Restless Saboteur*. Chamine (n.d.a) stated that when *the Restless Saboteur* is active, you are not at peace nor are you content with the current activity. It gives you a “never-ending stream of distractions that causes you to lose your focus on things and also it hurts your relationships that truly matter” (Saboteurs, *The Restless*, para. 1). There are some studies around the concept of contentment. For example, Lion (2016) revealed that feeling contentment allows people to develop a worldview that results in building better “social relations and skills”. Moreover, Herzenstein and Gardner (2009) declared that contentment led to increased risk avoidance behavior.

4.3.2.7 The Controller Saboteur

According to Chamine (2012) people whose *Controller Saboteur* dominates tend to take charge and control situations and others’ actions to suit their own will; otherwise,

they get anxious and impatient. According to Chamine, you are either “in control or out of control”. In this regard, control fallacies is one of the common cognitive distortions that a behavioural cognitive therapist named Burns identified in the 1980s. According to Burns (2012), this distortion involves two different but related beliefs about being in complete control of every situation in a person’s life. If individuals feel externally controlled, they consider themselves helpless in the face of external forces, and on the other hand, feeling internally controlled is the result of a human’s own actions. In other words, people blame themselves for their own failures and also other’s defeats. In short, the false thinking is in assuming that it is always one or the other that causes deficiencies.

I connected the effects that Chamine’s *the Controller Saboteur* brings to the ones that Serenity Prayer Psychology has considered destructive in human well-being. According to Shapiro (2014), Serenity Prayer Psychology ideologies are based in accepting that there are some issues individuals cannot change and control; otherwise people expend physical, emotional and mental energy that could be directed elsewhere. This accepting does not make individuals complacent. It constitutes a leap of faith, an ability to trust, as the prayer goes on to say that he/she, the universe, or the time will make all things right if the person surrenders to God’s will. Thus, an individual makes the choice to let go and has faith in the outcome.

4.3.2.8 The Avoider Saboteur

As opposed to *the Restless, Saboteur the Avoider Saboteur* over focuses on the positive and pleasant emotions. Thus, it causes you to avoid difficult and unpleasant tasks and conflicts, and downplay the importance of real problems. Consequently, it results in the habits of “procrastination and conflict-avoidance”. Conversely, Elliot and Thrash

(2002) believed that while negative emotions might be considered helpful to some extent, in other perspectives, they can bring about avoidance and social isolation.

4.3.2.9 Stress Versus Productivity

Regarding levels of stress and productivity, Chamine (2013b) suggested that *the Judge Saboteur* values the belief “no pain, no gain” and it causes individuals to reject easier solutions or believe that they will work. In addition, *the Hyper-Achiever* “may convince you that working more always results in accomplishing more. However, beyond a certain level of workload and stress, productivity plummets, meaning that working more actually results in producing less. This is because higher stress fuels your *Saboteurs* and energizes your survivor brain” (Chamine 2013b, 45:02). Connected to this idea is a study by Kauts and Saroj (2012) related to teachers’ emotional intelligence and occupational stress. These researchers concluded that teachers with high emotional intelligence had less occupational stress and more teacher effectiveness, whereas teachers with low emotional intelligence had more occupational stress and less teacher effectiveness.

4.3.3 The Development of Human Potential Over Time

Chamine (2012) believed that “part of your potential, such as your IQ, is fixed, and the rest of your potential is built over many years of acquiring skills, knowledge, or experiences, and support network” (p. 179). To explore this statement further, I referred to Goleman’s and Gardner’s studies. Goleman (1996) concluded that IQ contributes about 20% of the factors that determine life success, which leaves 80% to other forces. Moreover, Gardner (1993) also believed that individuals can possess multiple intelligences that can be enhanced through training and practice over the time.

4.3.4 The Sage

As opposed to *Saboteurs* that are the internal enemies, Chamine (2012) defined the *Sage* as the deeper and wiser part of everyone that will “rise above the fray and resist getting carried away by drama and tension of the moment or falling victim to the lies of the *Saboteurs*” (p. 34). Chamine declared that your *Sage* considers facing challenges as either a gift or an opportunity. According to Chamine, the *Sage* has access to five great powers of the mind and taps into those powers to meet challenges. Regarding the concept of sage, Niyaribari (2016) stated that “a sage-self or higher-self is a part of the psyche that is much wiser than the rest of us, much more in contact with our deepest needs and best possibilities” (p.38). Niyaribari believed that there are moments of certainty and clarity and a state of consciousness when ordinary limitations and constraints seem to disappear; he called that perspective the sage-self. Similarly, Anthony (2012) discussed the Sage concept by comparing it to the ego-like inner voice. He affirmed that, contrary to the ego that views itself as the center of the universe, the Sage knows itself to be part of a greater whole. The Sage does not need constant approval and lives within peace and presence. It takes responsibility for pain and understands that all things are impermanent. It knows when to let go and listen to the spirit.

4.3.4.1 The Empathize Sage Power

In contrast to the concept of *Saboteur*, Chamine (2012) has identified five powers for *Sage*. The *Empathize Sage* power enables individuals to feel and show “appreciation, compassion, and forgiveness to themselves and others”. It brings heightened understanding to any situation. As a consequence, these feelings “recharge the batteries and renew the vitality that is drained by the judge’s violence toward ourselves” (p. 101).

According to Böckler, Herrmann, Trautwein, Holmes, and Singer (2017), to better understand others, we must first better understand ourselves and this self-awareness can help individuals to be more empathetic. Thus, self-awareness and empathy are intimately connected. Once people become more aware of what makes them who they are, they are better able to understand the differences between themselves and others, and what makes others who they are. Consequently, this understanding brings about acceptance as well as forgiveness.

This type of *Sage*, as identified by Chamine, connects in many ways to the well-being concept and the PERMA model theorized by Seligman (2011). Seligman (2013) posited that experiencing positive emotions such as hope, compassion, contentment, empathy, gratitude, joy, or love are the most essential elements contributing to the condition of well-being.

4.3.4.2 The Explore Sage Power

The Explore Sage power is based in “curiosity, openness, wonder, and fascination with what is being explored. It is helpful when understanding a problem or situation more deeply could put you on a better path forward. It looks at new challenges and is also critical for learning from our past failures and mistakes” (Chamine, 2012, p. 104). This *Sage* power is focused on the discovery of what can be learned from difficulties or adversities. Likewise, Fredrickson’s Broaden-and-Build Theory (2004) affirmed that positive emotions such as curiosity broaden an individual’s momentary thought-action repertoire in a positive and helpful way. She declared that positive emotions motivate individuals to engage in their environments and explore novel people, ideas, and

situations. When people are open to new ideas and actions, they broaden their perspectives, learn, and flourish as individuals (Fredrickson, 2009).

4.3.4.3 The Innovative Sage Power

While the *Explore* power is about discovering what is, the Innovative power concerns inventing what is not. Chamine (2012) believed that innovation is about “Breaking out of the boxes, the assumptions, and the habits that hold us back” (Chamine, 2012, p. 106). According to Chamine (2013a), a hyper focus on evaluation during innovation is the back door through which the *Saboteurs* enter. Therefore, he declared that when people begin new projects they need to give their minds one instruction: come up with as many ideas as possible without any evaluation. Chamine’s perception around the notion of *Innovation Sage* bears some resemblance to the psychological concept of human behaviour called “dual tendency”. According to Crossley (2001), human behaviour can have a tendency towards innovation and creation or towards habituation. Dalton (2004) described habit as “the most obvious barrier to creative thinking and innovation” and affirmed that “any discussion of creativity or innovation necessarily introduces a general opposed concept of habit” (p. 604).

4.3.4.4 The Navigate Sage Power

The *Sage’s* power to *Navigate* concerns “Choosing between various paths and alternatives based on a consistent internal compass. The coordinates on this compass are your deeply-held values or what gives your life a sense of meaning and purpose” (Chamine, 2012, p. 109). There are some studies in the field of education that consider teachers’ values and beliefs and how these factors might be influential in navigating meaning in their career path. The literature around beliefs connects in some ways to

Chamine's *Sage* concept. In 1992 Pajares underscored the significance of teachers' beliefs as compared to their knowledge related to planning lessons and making instructional decisions. He believed that teachers' beliefs can determine teachers' actual behaviour towards students and impact classroom practices. Park (2004) echoed this thinking and stated that teachers' beliefs and attitudes are closely linked to teachers' strategies for coping with challenges in their professional life as well as their general well-being. Furthermore, Xu (2012) affirmed Park's statement and added that "teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world, and to their understanding of their place within it" (p. 1397).

4.3.4.5 The Activate Sage Power

Chamine (2012) explained that although there is some concern that *Sage's* attitude of accepting everything as a gift and opportunity will lead to passiveness, laziness, and lack of ambition and action, *Sage's Activate* power moves you into pure action with "clarity, calm and focus". In this regard, several years ago, Steven Hayes developed Acceptance and Commitment Therapy (ACT) as a form of counseling and a branch of clinical behavior analysis that uses acceptance and mindfulness strategies. ACT objectives are not focused on eliminating difficult feelings, but rather on being present with what life brings in order to "move toward valued behaviour" (Hayes, Strosahi, & Wilson, 2012). Chamine also proposed that when the mental and emotional energies are calm and focused on action and not distracted by the *Saboteur*, you would be more likely to succeed. According to Peterson (2009), the emotions we feel each day can encourage us to take or not to take actions; they can also influence the decisions we make about our lives on both large and small scales.

4.3.5 Rational Thinking Versus Activating PQ brain

As I mentioned previously, Chamine (2012) has claimed that his study is also grounded on and supported by neuroscience and he has also provided a few explanations to substantiate his claims. He believed that the *Saboteurs* are primarily fueled by regions of the brain named the *Survivor Brain* that were initially focused on physical or emotional survival. Regarding the PQ Brain, Chamine stated that it is the part of the brain that gives the *Sage* its perspective and its five powers. As neuroscience is out of the scope of this study, I am not providing any further explanations around this concept. However, I believe it is important to note that Chamine pointed to the discoveries and innovative moments of many scientists when the brilliant insight initially came to them “in a flash of inspiration” rather than through hard rational thought. It was only afterwards that “they did the hard work to gather the rational data and evidence that supported it” (p. 179). Chamine added that “rational mind is only limited to information that you know and remember and the PQ brain can access the much vaster library of anything you have ever experienced or learned, including things that you might not even be consciously aware of” (p. 179). According to Chamine, sometimes when the answer comes out, you are not able to prove how your mind arrived at the answer. He affirmed that the PQ brain uses “massive parallel processing and pattern machine and this is where the wisdom of your *Sage* lives. This is also where gut feeling and intuition come from” (p. 179). He believed that “your rational brain might make you smart, but your PQ brain makes you wise” (p. 179). Upon reviewing the literature, I noticed a linkage between this idea and Fredrickson’s (2001) investigations around the momentary thought-action repertoire. She theorized that “positive emotions have a broadening effect on the momentary thought-

action repertoire, and enable “effective building of personal resources” (p.220). She also revealed that positive emotions are internal signals encouraging *approach behaviour*, motivating individuals to engage in their environments and explore novel people, ideas, and situations. Moreover, Garland, Farb, Goldin, and Fredrickson (2015) suggested that “Positive emotions both lead to and result from broad-minded coping and showed that a specific positive emotion, mindfulness, increased cognitive flexibility and expanded cognitive scope, which results in a deeper capacity for finding meaning and engaging with life” (381).

4.3.6 Two Approaches to Bringing Meaning and Purpose

Chamine (2013a) considered two different approaches to bringing purpose and meaning to personal and work life. Chamine believed that you could change the way you do things through activating the PQ brain and *Sage* and also changing activities within the scope of your current job. Based on Chamine’s ideas, *the Sage Navigate* power is in charge of these approaches. Related to the first approach (i.e., activating *Sage*), Saeidi and Jabbarpour (2011) offered that successful teaching involves promoting student achievement by taking advantage of “affective strategies” including sense of humor, positive attitude, fairness, encouragement, and politeness. Considering the second approach (i.e., changing aspects of your situation), Mercer, Oberdorfer and Saleem (2016) suggested that teachers need to reflect on the reasons why certain things work and others do not. By doing so, teachers would be able to concentrate on changeable aspects of their work and make decisions on what steps need to be taken to initiate change.

4.3.7 Turning Negative Circumstances into Opportunities

Chamine (2012) stated that “If happiness and peace of mind are what you ultimately want for your children, your most important and lasting contribution would be to help them build the foundation that will make them happy: their PQ” (p. 173).

Chamine believed that *Sage* powers enable children to “turn all negative circumstances and their failings and mistakes into gifts and opportunities” (p. 173). In this regard, Aristotle’s statement about adult’s mentoring role resonated with this idea. Aristotle affirmed the significant role that adults such as parents and teachers have as character mentors in youth’s lives (Park, 2004). Referring to Aristotle’s philosophies, Park concluded that teachers not only deliver content but also shape the character of their students. Park offered that teachers’ mentoring roles impact students’ minds, which in turn affect their social and moral values within and beyond the classroom. Moreover, Seligman (2011) affirmed that teachers need to concentrate on building resilience and strengthening character. Using the PERMA as a framework balances their teaching of achievement skills with teaching well-being. According to Seligman, positive education is not focused on eliminating obstacles that students encounter throughout the learning process, but rather on revealing what is necessary for building good character in students.

4.3.8 PQ Score: Happiness Score

According to Chamine (2013b), if we define happiness as the percentage of time we experience life’s positive and desirable feelings, the PQ score can be viewed as the happiness score. Therefore, to know how happy someone is, we only need to know his PQ score. Regarding the relationship between happiness and positivity, Counsellor

(2010) suggested that people experience happiness when positive affect and satisfaction with life are both high.

4.3.9 Internal and External Circumstances to Happiness

Chamine (n.d.a) compared external and internal happiness and stated that external events have little lasting impact on long-term happiness. As other researchers have revealed (e.g., Deci & Ryan, 2000; Lyubomirsky, Sheldon & Schkade, 2005; Seligman, 2008), Chamine also believed that in a short period of time happiness usually goes back to “baseline happiness” levels that existed prior to these events. According to Chamine (2012), other researchers have found that “external circumstances account for only 10 percent of variations in happiness. Happiness is indeed an inside game” (p. 125). For example, Lyubomirsky, Sheldon and Schkade suggested that “although new circumstances may temporarily cause people to become happier or sadder, they rapidly adjust, and the effect of these new circumstances on happiness then diminishes quickly or even disappears entirely” (p. 187). Moreover, Seligman (2008) proposed that, according to modern theories of self-esteem, life is only genuinely satisfying if we discover value within ourselves.

4.3.10 Optimal Happiness and Achievement

Chamine (2013b) developed a discussion around the relationship between happiness, achievement, and effectiveness. He indicated that the perception that has emerged over centuries is that individuals can be happier provided that they perform better or achieve more. However,

PP has turned it on its head and shown that higher achievement and performance do not lead to higher happiness, but higher happiness leads to higher performance

and achievement. A happier brain is a much more capable, resourceful, and creative brain. (Chamine, 2013b, 8:30)

Although I could not find any literature to directly support the above quotation from PP literature regarding happiness and achievement, from another perspective, Seligman (2008) posited that there is no overlap between happiness and fulfilment and the knowledge that students have acquired. He noted that there is a gap in the school context between the aspirations of achievement and well-being. Another study by Seligman, Ernst, Gillham, Reivich, and Linkins (2009) confirmed that school should focus on the happiness and well-being of children as this is what parents want most for their children. They noted that such happiness would bring pleasant emotions into the learning environment in order to improve student learning and student well-being.

4.3.11 The PI Questionnaire Results

To provide an additional context for this analysis, from my perspective as a language teacher, I took the PI questionnaire (see Appendix A) as a self-reflective researcher tool to assess my happiness or PQ score. The PI assessment measures your current level of Positive Intelligence, “the percentage of time that your mind serves you as opposed to sabotages you” (Chamine, 2012, p. 17). The final score indicates how successful the respondents have been in conquering their *Saboteurs* (Chamine, n.d.a.). This questionnaire includes 24 Likert-scale items ranging from 'not at all' to 'extremely'. It took ten minutes for me to complete and I received a PQ score of 52. According to my PQ Assessment report that I immediately received through email after completing the questionnaire, this score means that outside of neutral times, my mind is in *Sage* as opposed to *Saboteur* mode 52% of the time. According to Chamine, this indicates that I

am wasting a good deal of my vital energy and resources just to fight my *Saboteurs*, rather than creating the life that I want. I examined my PQ result as a language teacher through the lens of other research related to positive psychology and positive emotions. Duckworth et al. (2009) concluded that teachers' efficacy is more a product of their positive traits than their competencies. Thus, instead of simply reducing negative emotions, teachers should go beyond and enhance the positive emotions such as "grit, life satisfaction, and an optimistic explanatory style" (p. 540). According to the questionnaire report, Chamine would suggest that to be an effective language teacher, I need to stop wasting my time reducing negative emotions, or what Chamine called *Saboteurs*, and develop my positive teaching traits to experience a more satisfying professional life.

4.3.12 Saboteurs versus Sage and Performance

After defining the key elements of PI, *Saboteurs* and *Sage* and their various characteristics and specifications, Chamine (2012) discussed the relative strength of the *Saboteurs* versus the *Sage* and named this ratio PQ. He pointed to the findings of few independent research studies which revealed that with increased PQ, professionals such as salespeople, negotiators, workers, doctors, students, CEOs, and managers are far happier and less stressed and perform much better. One such study was the research conducted by Fredrickson (2009). Fredrickson proposed the concept of Positivity Ratio and explained how experiencing more positive emotions compared to negative emotions leads people to achieve optimal levels of well-being and resilience. According to Fredrickson, an exact ratio of positive to negative emotions distinguishes "flourishing" people from "languishing" people. One of the other prominent studies to which Chamine (2012) refers is one conducted by Seligman in 2006. In this study, researchers measured

the dimension of optimistic or pessimistic “explanatory style,” of a group of insurance salespeople. They also examined how this group interpreted adversity. He concluded that the sales agents with more optimistic styles sold 37 percent more insurance than those with pessimistic styles. Chamine (2012) stated that in PQ, the pessimistic style is attributed to the *Saboteurs* and optimistic style to the *Sage*, meaning the salespeople with the optimistic styles exhibited higher PQ. Seligman’s work is described in his groundbreaking book, *Learned Optimism*. Other studies mentioned by Chamine are two investigations undertaken by Bryan and Bryan in 1991 that assessed the impact of positive moods on students’ feelings of self-efficacy and math performance. Their hypothesis that positive mood induction would enhance children’s feelings of self-efficacy and their math performance was partially supported by the results of this study. Additionally, the results also demonstrated that positive affect can increase feelings of self-efficacy in junior-high- and high-school-aged students with learning disabilities.

4.3.13 Achieved Potential

Chamine (2013a) suggested that the relationship between performance and PQ is straightforward — PQ determines how much of the actual potential is achieved. According to Chamine (2012) there are some factors including “cognitive intelligence (IQ), emotional intelligence (EQ), skills, knowledge, experience, network, and so forth” (p. 24) that determine every person’s potential. Regarding the notion of performance and effectiveness, Duckworth, Quinn, & Seligman (2009) also posited that traditional indicators of competence (e.g., certification) can only explain minimal variance in teacher performance while positive traits that buffer against adversity might contribute even more to teacher effectiveness. Moreover, Campbell, Kyyriakides, Muijs and Robinson (2003)

believed that teachers' knowledge, experiences, beliefs and emotions are the ingredients that combine together to eventually impact the quality of their practice.

4.3.14 PI Codebook Summary

Over the process of collecting and analysing PI data, one important realization that I have come to is that the PI concept can be considered as a developed concept rather than an entirely new concept. I have also come to understand that much of the terminology that Chamine (2012) has created is connected to previous ground-breaking pieces of research in four different disciplines — Positive Psychology (PP), Neuroscience, Cognitive Behavioural Psychology, and Performance Science. Chamine (2012) referred to the breakthrough research through several pioneer scientists such as Barbara Fredrickson, Martin Seligman, Shawn Achor, and Tal Ben-Shahar that supports the principles of PI and the relationship between PQ and both performance and happiness. During the analysis of the meaning units, I noticed convergence and connection to the literature and have articulated this in this chapter. Chamine has also referred to the findings of other studies that revealed a positive correlation between the positivity versus negativity ratio, which Chamine called PQ, and people's performances in different occupations. Chamine identified and named ten *Saboteurs* and five *Sage* powers as enemies and friends of the mind respectively. Although these exact terms do not appear in the literature, I found studies that supported the essence of these concepts. While I was investigating the PI resources, I also noticed that Chamine has conducted other studies in the neuroscience field using MRI exploration. However, as this concept was out of the scope of my research purpose, I have not considered this area of study. However what I did consider very intriguing and relevant to this study was the discussion

around survival brain versus PQ brain. I realized that the findings of this discussion could encompass the broad idea behind the PI concept. As supported in the literature (see Greenberg 2012), in order to be able to survive in childhood, human beings develop both physical and emotional reactions to threats to life. However, these invisible inhabitants become embedded in the mind and humans cannot get rid of them in adulthood when they are no longer needed—Chamine’s concept of *Saboteurs*.

4.4 Summary

When reflecting on the extracted PERMA data that have been derived from the PERMA related literature, I realized that well-being is not a one-dimensional idea but a multifaceted construct composed of different elements relating to both mental health and social determinants of health. I have come to understand that the PERMA model is a pragmatic reference for defining and articulating the elements of happiness and well-being. More specifically, this model allows individuals to assess actions they need to put into motion and dimensions they need to consider in order to generate happiness, to bring positive meaningful experiences to their life, and essentially, to develop their overall well-being.

Analyzing the PI data and looking at it through the lens of other studies has brought me noticeable new understandings. Firstly, this concept seems to have many connections to numerous seminal studies in the field of PP. Chamine has been innovative in naming and describing the ten *Saboteurs* and five *Sage* powers and, interestingly, there is considerable supporting literature for most of them. Although Chamine discussed academic topics such as performance, happiness and well-being, I recognized that his book (and other accompanying resources) was not of an academic nature. He has not

presented the methodology or the data of specific studies, but rather presented his findings in a way that could be applicable and helpful to the general population in order to sharpen their PI.

In this chapter, I have reported on the analysis of the data on its own merit based on the specified procedures. Considering that the analysis framework of the PERMA is constructed now and the PI data has been extracted and analyzed precisely, in the following and last chapter, I have compared these two groups of data and return to the research questions to explore and discuss how the five elements of the PERMA model link or do not link to the key concepts of Positive Intelligence. Moreover, I have also examined how PI (as seen through the lens of the PERMA model) might be considered as a way to understand language teacher well-being. Since this is a qualitative study, during this process I have added my own voice as the researcher and a language teacher to this discussion.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

In this chapter, I will compare the key findings that have emerged from the Positive Intelligence (PI) data to the PERMA model framework. In the previous chapter, I have presented the analysis of these data. According to the findings presented in chapter 4, there is some supporting literature for the key elements of PI (Saboteur and Sage) as well as some linkages between the concept of PI and people's performance. Although Chamine (2012) has not presented the concept of PI as a way to prove claims of previous studies, he did situate his work in some groundbreaking and seminal studies in the area of PP. Since one of the purposes of this study is to examine PI through the lens of the PERMA model, in this chapter I will discuss the findings by connecting to the literature as well as adding my own voice as the researcher. Afterwards, I will consider the educational aspect of this study and discuss how PI, as seen through the lens of the PERMA model, might contribute to the development of an understanding of language teachers' well-being. I will use the research questions to guide the discussion and I will conclude the chapter by offering how the five elements of the PERMA model link to the concept of PI, and, in particular, its two central ideas of *Sage* and *Sabotage* as well as how PI, as seen through the lens of the PERMA model, can help to develop an understanding of language teacher well-being.

5.2 Comparing Saboteurs and Sage to the PERMA Elements

5.2.1 Introduction

In order to address the first research question — How do the five elements of the PERMA model link to the concept of PI, particularly, its two central ideas of *Saboteurs* and *Sage*? — I will first present an introduction to the findings related to the PI key elements.

As discussed in the literature and findings chapters, there are two central ideas for the concept of PI developed by Chamine (2012)- *Saboteurs and Sage*. Based on the literature I have explored and the careful analyses I have conducted, I believe there are several linkages between the PERMA model and Chamine's concepts. In a general sense, Greenberg (2012) referred to the fear-based automatic inside voices that are focused on the rules for living thus hampering an individual's abilities and enjoyment. Similar to Chamine's idea, Greenberg pointed to the survival role of these voices and stated that these self-protective rules are needed when a person is young. However, when an individual grows up there are barriers that do not let us step out and discover the world. Opposed to *Saboteurs*, Chamine (2012) believed there is the wiser part of the mind equipped with varied powers to deal with adversities whose main feature is to turn challenge into opportunity. Likewise, Niyaribari (2016) used the similar terminology for this wise part of the brain that knows humans' real needs. He hypothesized that if constraints of the mind disappear, a state of consciousness and certainty emerges. Anthony (2012) also investigated the notion of the *Sage* by comparing it to what he labeled ego-like inner voice. Anthony declared that unlike the ego, the sage does not look

for approval and sage experiences peace and presence in the moment that lead to better understanding in the face of pain.

Overall, there appears to be support in the literature (e.g., Duckworth, Quinn, & Seligman, 2009; Seligman, 2006, Fredrickson, 2004, 2009; Greenberg, 2012; Anthony, 2012; Niyaribari, 2016) for the idea that there are two voices with various features living in the human mind that act in opposition. Although these negative voices are in a constant fight with the self and may restrict the abilities or potential, individuals need them in childhood to survive in the face of threats. The other voice, the part of the mind that acts as a friend, is one that needs to be activated in order for a person to stop listening to those self-sabotaging voices of adulthood. In this way, humans can experience positive feelings such as satisfaction, peace, and presence in the moment that boost the quality of life or in other words, facilitate well-being.

In the following sections, in order to address the first research question, I will discuss the linkages and points of divergence between the five PERMA elements (i.e., *Positive emotions, Engagement, Relationships, Meaning, and Accomplishment*) and the different characteristics of *Saboteurs* and *Sage* powers.

5.2.2 Positive Emotions

According to the findings of the PERMA model framework, positive emotions represent more than happiness and the PERMA model offers *Positive emotions* development in order to bring about well-being and decrease stress. *Positive emotions* include satisfaction, self-regard, serenity, cheerfulness, and love (Seligman, 2013). This element of the PERMA model focuses on enjoyment in the present moment (Seligman, 2011). Upon reviewing the *Saboteurs* findings, I first noticed that, according to Chamine

(2012), *the Judge Saboteur* role blames self for mistakes, exaggerates the negatives, encourages pessimism, and warns about future risks which all bring about stress and unhappiness that lead to ineffectiveness. When I re-examined the literature related to positive emotions, I realized that according to Fredrickson (2009) the threatened mind with negative emotions like anxiety, fear, frustration and anger that are in contrast with positive emotions like satisfaction, self-regard, serenity, cheerfulness, and love limits an individual's ability to consider new ideas. As Kelbern (2018) underscored, if people are governed by a judgmental mind, their personality will be impacted negatively and they will self-punish for their mistakes resulting in depression and sad moments. Moreover, Tugade, Fredrickson, and Barrett, (2004) proposed that boosting positive emotions may help individuals recover from stressful events and find meaning in negative experiences that may assist people in staying optimistic. Over the process of investigating PI key elements through the lens of the PERMA model element of *Positive emotions*, I considered the linkage between the *Stickler Sabotage* and *Positive emotions*. As opposed to *Positive emotions* that convey satisfaction and self-regard, *the Stickler Sabotage* produces "a constant frustration and disappointment with self and others" (Saboteurs, The Stickler, para. 1) and it strongly tends toward self-control and self-restraint. As Chamine (2013b) indicated, this pattern is known as perfectionism. From my analyses, perfectionism is in strong contrast with one of the features of *Positive emotions*, satisfaction. Referring to this idea Rukimi, Sudhir, and Math (2014) posited that perfectionism leads to anticipatory anxiety. Furthermore, it appears that the two *Positive emotion* features of self-regard and serenity are in direct contrast with *the Stickler Saboteur* need for self-control and self-restraint. Connected to the mind's tendency

towards controlling, since an individual's mind threatened by *the Controller Saboteur* cannot experience satisfaction due to the need to constantly control situations and people, I considered potential damage caused by *the Controller Saboteur* very influential in distorting the PERMA model's first element, *Positive emotions*. Thus, instead of feeling *Positive emotions* such as calm and cheerfulness, the person becomes anxious, and impatient in the face of external and uncontrollable forces (Burns, 2012).

Regarding the issue of serenity and relief, Chamine (2012) stated that *the Restless Saboteur* causes individuals to lose peace, comfort, and contentment with the current activity resulting in distraction and loss of focus. On one hand, Chamine (2012) pointed to the disadvantages of *the Judge*, *the Stickler* and *the Restless Saboteurs* that hinder positive emotions. On the other hand, he also referred to another *Saboteur* that he labeled *the Avoider* and to its role in over focusing on the positive and pleasant emotions to avoid difficulties. Chamine affirmed that this *Saboteur* leads to the habits of "procrastination and conflict-avoidance". From another perspective, Elliot and Thrash (2002) have declared that this is negative emotion that brings about avoidance and social isolation.

Given the above discussion, I further explored the converse linkage between the PERMA element of *Positive emotions* and some of the *Saboteurs*. For example, voices that stem from what Chamine labelled, *the Judge*, *the Stickler*, *the Controller*, and *the Restless* result in self-sabotage through imposing negative emotions including blame, exaggeration, pessimism, control, worry, frustration, distraction, and loss of focus. These are in stark contrast to the *Positive emotions* that Seligman (2013) pointed to such as satisfaction, self-regard, serenity, cheerfulness, and love. Thus, these negative emotions distort the first element contributing to well-being. However, another *Saboteur* labeled

Avoider defined by its aversion to conflicts downplays and impairs positive emotions through extreme focus on positivity.

Chamine (2012) indicated that to renew the “vitality” that is damaged by negative feelings and particularly by *the Judge*’s violence, *the Empathize Sage* power is being activated through experiencing “appreciation, compassion and forgiveness”.

Consequently, it appears that in order to facilitate well-being, the positive emotions that we require are contentment with self and others, presence in the moment, being optimistic, and self-indulgence. Aligned with this, Seligman (2013) indicated that positive emotions including hope, compassion, contentment, empathy, gratitude, joy and love that are essential in developing well-being. In this regard, I discovered a connection between *Positive emotions* and *the Empathize Sage*. As opposed to the self-sabotaging aspects in the mind, there is an original self that is aware of these destructive inner enemies and acts as a friend. Therefore, it begins feeling compassion for self and others. This keeps people energized and positive and eventually helps them develop well-being. Moreover, since *the Empathize Sage* is the outcome of awareness that people have around self and others, individuals who have this power are able to accept the differences and difficulties and more easily forgive others (Böckler et al., 2017). Therefore, *the Empathize Sage* can be very helpful in dealing with *the Controller Saboteur* that intends to take control of every situation and each person in order to fulfil their own will. I have come to understand that *the Empathize Sage* is a power that at its source is *Positive emotions*. This particular concept is highly connected to Seligman’s (2011) idea, as these positive emotions decrease stress and increase enjoyment of the present time in order cause the self to experience and boost well-being.

In addition, I perceived that *the Activate Sage* power is also in line with *Positive emotions*. *The Active Sage* power restores the wasted vitality caused by *Saboteurs* such as *the Stickler, Restless, Judge, and Controller* through turning each adversity into an opportunity through acceptance and mindfulness strategies. In doing so, an individual can focus on action rather than eliminating adversities and fighting with negative feelings (Hayes, Strosahi, & Wilson, 2012) thus resulting in increased calm and clarity (Chamine, 2012).

5.2.3 Engagement

The findings around second element of the PERMA, *Engagement*, resonate with Flow Theory (FT) philosophies articulated by Csikszentmihaly in 1975. According to Ackerman (2018) when people have passion and commitment about an activity, they will be concentrated on that task. As Csikszentmihaly (2014) posited, in this state, individuals do not think about anything irrelevant, self-awareness disappears and a state appears in which the sense of time becomes distorted, and individuals thoroughly live in the moment. Considering the PERMA concept of *Engagement*, it appears that PI has dedicated some attention to the way that the human mind's potential should not be depleted by extraneous things so as to enable individuals to concentrate on the tasks and to live in the present moment.

Referring to the extraneous elements that destroy the sense of engagement as an essential factor in well-being development, I noticed that Chamine (2013b) pointed to the detrimental power of *the Judge Saboteur* that blames individuals for mistakes, deficiencies and imperfections thereby bringing about stress and unhappiness which eventually leads to ineffectiveness. Similarly, Fredrickson (2009) proposed that the mind

threatened by negative emotions such as anxiety, fear, frustration, or anger hinders the emergence of new ideas. Additionally, Kelbern (2018) referred to the tendency for the human mind to judge once a mistake happens. Kelbern added that the sad moments, depression, and damaged personality are the result of judgment. Supporting literature affirmed that the mind threatened by negative emotions cannot open the door to new ideas and that damaged personality is the result of judgmental mind activities (e.g., Fredrickson, 2009; Kelbern, 2018). Moreover, Chamine also described *the Restless Saboteur* that seeks greater excitement, which ultimately, results in distraction. Based on Chamine (n.d.a) when this *Saboteur* is dominant, the individual does not experience peace, comfort, and contentment with the activity in progress. Thus, this never-ending distraction brings about loss of concentration. Connected to this idea, supporting literature demonstrates that contentment allows individuals to become united with their surroundings (e.g., Lion, 2016; Herzenstein and Gardner, 2009). Considering that to become intensely absorbed a mind needs three conditions (i.e., to be undamaged, to be at peace, and to experience contentment with the activity in progress), the negative emotions imposed by *Saboteurs* such as *Judge* and *Restless* would be considerable obstacles.

Another *Saboteur* that prevents humans from engaging in tasks and living in the present moment is the need to be given credit from others (Chamine, 2012). An individual who has *the Pleaser Saboteur* active, lives moments according to others' expectations (Cohen, 2017). As a result, these people can experience extreme anxiety and dissatisfaction that does not allow them to become completely involved in an activity. In addition, based on Chamine, people who are nervous about dangers are governed by their

Hyper-Vigilant Saboteur and experience continuous stress and anxiety. Similarly, Fredrickson (2009) believed that a mind threatened with anxiety focuses on imagined or real threat. Consequently, I conceived that the negative emotions generated through *the Hyper-Vigilant and Pleaser Saboteurs* are in huge contrast with the emotional circumstances that are essential for the *Engagement* element of PERMA.

Chamine (2012) believed that an individual needs to know how much control exists over the mind, how well the mind acts, and how much of the “true potential” is being applied. In this respect, Harris (2018) underscored that in order to live in the moment and focus on present actions, rather than delving into negative emotions, humans need to accept the existence of these unfavorable elements and their powers in the mind so as to move forward, thus avoiding further damage that may be caused by them. Although there is contradiction of ideas around a focus on negative emotions, Harris and Chamine agreed with seeing beyond the negative emotions or as Chamine (2012) labeled- *Saboteurs*. They both believe in the potential of the mind and applying the positive emotions or as Chamine labeled- *Sage* powers to be able to live in the present time and become intensely absorbed in the activities.

According to the PERMA literature, one of the influential characteristics that contribute to well-being is *Engagement*. A person is engaged and concentrated on a task when the self-consciousness disappears and the mindset orients to relevant tasks. Thus, through this process, time flies and that individual lives in the present time. In other words, the passion and commitment around an activity brings about this intense involvement (see Ackerman, 2018; Csikszentmihaly, 2014). Directly relevant to the notion of *Engagement* is Chamine’s (2012) conclusion. It affirmed that in order to have

all the mental and emotional energies calm and focused on actions and not distracted by *Saboteurs*, the mind needs to consider challenges as a gift and opportunity. Peterson's (2009) idea echoes this statement that the emotions we feel each day can encourage us to take or not to take actions. Thus, *the Active Sage* should be activated so as to lead you into pure action with "clarity, calm, and focus" and, as I discussed previously, these components are included in the principles of PERMA's *Engagement* element.

The *Navigate Sage* is connected to having meaning in life. Thus, provided that people determine values and purposes in their personal and professional life, they may be able to deal with their own expectations (Xu, 2012) and please themselves rather than others (Chamine, 2012). Therefore, I concluded that as people follow specific values and meanings rather than random purposes, the *Navigate Sage* power enables individuals to engage thoroughly in a task. In a similar way, the *Explore* and *Innovation Sages* focus on curiosity and openness. They cause people to create and innovate without evaluation as well as move away from habituation (Chamine, 2012; Fredrickson, 2009; & Dalton, 2004). Thus, I realized that an individual's mind facilitated by these characteristics is less governed by *Hyper-Vigilant* threats such as continuous stress about danger. Consequently, the person's mind will not be distracted with extraneous factors that distort the essential element of the PERMA of *Engagement*, and the individual will be able to concentrate on tasks and live in the present moment.

5.2.4 Relationships

When reviewing the PERMA literature to articulate the framework, I realized that Seligman's (2011) work demonstrated that since humans are social beings, to facilitate well-being, they need to feel loved, supported and valued by others. Seligman's research

points to the meaning that socializing can bring to people lives and how it can support well-being. Therefore, good relationships can boost well-being. To exemplify the PERMA element of *Relationships*, Seligman and Csikszentmihaly (2000) indicated that the passion that individuals have for sharing good news or celebrating success with others can be core to well-being.

According to PI key elements analyses, although Chamine (2012) recognized the importance of relationship, he saw it as more of a controversial notion in the context of well-being and he pointed to some issues that have to be taken into an account. Chamine referred to humans' need for approval and labeled it the *Pleaser Saboteur*. According to Chamine (n.d.a), sometimes the need to be given credit from others is so high that people are consumed with pleasing others. Consequently, they will dismiss their own needs. In the similar manner, Cohen (2017) pointed to individuals who live their lives according to the expectations of others in order to be part of the group. On the other hand, Chamine (n.d.a) discussed the *Hyper-Achiever Saboteur* that is in strong contrast with the *Pleaser Saboteur*. Chamine believed that there is another group of people who are highly focused on their external success so that they make use of others as a means to achieve their goals and during this process they fail to notice emotional and relationship needs. Connected to this idea, Csikszentmihaly (2013) affirmed that this type of extrinsic motivation is not durable and could change constantly. As a consequence, I concluded that relying on others in this way might affect relationships in a negative way.

Similar to the *Hyper-Achiever Saboteur*, Chamine (2012) identified the *Hyper-Rational Saboteur*. Chamine confirmed that this *Saboteur* greatly damages people's relationships. According to Chamine (n.d.a) if the *Hyper-Rational Saboteur* is dominant

in a person, that individual will be intolerant in dealing with the emotions of others. Therefore, people around may label that person as arrogant and unfriendly. Based on Chamine, the *Hyper-Rational Saboteur* can narrow the flexibility and reduce the depth in relationships in both personal and professional contexts. Tooby and Cosmides's study (2008) supported Chamine's idea around the significance of emotions in relationships. They determined that extreme focus on data and logic and marginalization of emotions will damage relationships and without emotions there would probably be no motivation to take some actions and behaviours. Tooby and Cosmide (2008) also delineated a series of results such as "perception, attention, inference, learning, memory, goal choice, motivational priorities, physiological reactions, motor behaviours, and behavioural decision-making" (p. 115) that people can access in communications and relationships. As I have previously discussed, the nature of this *Saboteur* is dissatisfaction that will ultimately hurt people's relationships. Connected to this idea, Lion (2016) stated that through feeling contentment individuals can expand their perspectives that consequently boost social relationships.

Another negative feeling that Chamine (2012) believed was very hurtful to the quality of *Relationship* and I considered very destructive to the well-being based on the PERMA model (Seligman, 2011) is having the victim voice, *Victim Saboteur*. Base on the literature (e.g. Freeman & Garety, 2004; American Psychiatric Association: DSM-IV, 2000) this saboteur focuses on exaggerating mental and physical sufferings to gain attention. Because the PERMA model consider *Relationship* crucial in experiencing well-being, this self-sabotaging voice can easily frustrate the people around us and lead to the loneliness that might destroy one of this crucial element of well-being.

As discussed, Chamine (2012) specified the negative characteristics of the mind that can weaken human relationships and there is some relevant literature aligned with some of those ideas. Considering the PERMA literature and the PI findings, in order to facilitate *Relationships* as an element that contributes to well-being, there are some important issues that need to be explored. According to Seligman (2011) it is a good relationship that develops well-being. Thus, to make a good relationship a few factors should be taken into account. As Chamine stated and some PERMA-related literature has supported, the need to have relationship should not be at the cost of forgetting one's own needs and self-worth in an attempt to satisfy others (e.g., Chamine, n.d.a; Cohen, 2017; & Seligman, 2008). In this regard, *the Navigate Sage* can empower an individual by recognizing the meaning and value in life and identifying purposes.

Furthermore, through my analyses, I concluded that ignoring emotions and overestimating rationality is another crucial issue that hurts people's relationships in personal life and at work (Chamine, 2012; Tooby & Cosmides, 2008). According to the findings, the contentment that people experience in their communications can make their relationships flourish. Therefore, I drew the conclusion that experiencing appreciation, compassion, and empathy, which are the characteristics of *the Empathize Sage*, is very helpful to empower the mind against the over-rationality that an individual might have with others in relationships.

5.2.5 Meaning

The other element that the PERMA model theorized for well-being *Meaning*. South Australia Health and Medical Research Institute (SAHMRI) (n.d.) defined *Meaning* based on Seligman's study. It declared that *Meaning* refers to an individual's

purposeful existence in the world; it involves doing valued things and belonging to or serving something that is worthwhile. Since there are varied personalities among humans, *Meaning* can present differently in individuals. Some might bring *Meaning* to life through their career or recreational or leisure activities, while others might contribute to charitable work (McKnight & Kashdan, 2009). Connected to this idea of having *Meaning* in life, I have recognized that Chamine (2012) echoed the same thought when he identified *Navigate Sage* power. According to his study, humans have a power in the mind that enables them to recognize various paths and choose those that best match their values, purpose, and meaning they assign to a particular choice or decision. When comparing this idea (*Navigate Sage* power) with the PERMA framework for the *Meaning* element, both underscore the role that meaning plays in human well-being. In fact, Chamine (2012) declared that an individual can make use of the mind's abilities to determine the best path in order to achieve meaning that may ultimately lead to well-being. Connected to this, I discovered that with assistance of the PERMA element of *Meaning*, the *Navigate Sage* provides a place of activity for *Explore and Innovative Sages* by developing well-being through exploration and innovation based on the meaning and values rather than habits, barriers, or difficulties.

5.2.6 Accomplishment

Based on the PERMA model analyses on Seligman's (2011, 2013) studies, I perceived that the last two elements of the PERMA, *Meaning* and *Accomplishment*, are complementary to each other. Humans need to feel admired. Thus, based on this inner value and meaning, the person sets a purpose and achieving the purpose results in a sense of success, which brings happiness. This happiness contributes to the authentic well-

being. The sense of *Accomplishment* involves the active efforts to reach goals, the satisfaction of achieving that goal, and as a result, the self-motivation to keep going. To exemplify the concept of *Accomplishment*, Yeo (2011) indicated that the sense of satisfaction that comes after the achievements motivates people to have perseverance in the face of difficulties and enables them to keep up their passion.

According to the PI findings, in contrast to the sense of *Accomplishment*, the focus seems to be on perfectionism that is caused by what Chamine (2012) labeled, *the Stickler Saboteur*. Chamine posited that there is one characteristic of the mind negatively dominant so that it does not let an individual stay satisfied about achievements. This particular saboteur appears to dwell on a constant disappointment about living an unsuitable life and the people who have the *Stickler Saboteur* dominant constantly control the self (Chamine, n.d.a). Likewise, Rukmini, Sudhir, and Math (2014) affirmed that perfectionists suffer from an anxiety that is the consequence of constant negative emotions such as dissatisfaction and frustration.

When considering further the PERMA and PI literature and findings related to *Accomplishment*, a vital component of well-being, there are some additional issues that should be taken into account. From the PI perspective (Chamine, 2012), the feeling of frustration and disappointment is an obstacle to the happiness that people can experience when working towards a purpose. Instead of giving up in the face of adversity and constantly controlling the self in an attempt to match with the ideal standards, people should switch their mindset to positive potentials such as “curiosity, openness, wonder, and fascination” (Chamine, 2012, p. 104) in order to explore people, ideas, and situations (see Fredrickson, 2009). Therefore, under the above conditions, a person can experience a

sense of *Accomplishment* that will strengthen well-being.

In the same way that Chamine (2012) identified and defined *the Stickler Saboteur*, he also pointed to an opposing positive force that I considered relevant in some ways to *Accomplishment – the Explore Sage*. This power of the mind deals with challenges, and faces up to adversities and past failures in order to understand new situations, people and ideas. He also mentioned that this *Explore Sage* is nourished by curiosity. I noticed that this idea is also present in Fredrickson's (2014) *Broaden-and-Build Theory*, which also views curiosity as a positive emotion that provokes people to discover people, ideas, and situations and as a consequence of this exploration people's perspectives are broadened and their well-being is enhanced. This linkage supports Chamine's (2012) claims that his work is grounded on seminal studies in the area of positive psychology.

5.2.7 Summary of the Connections between the PERMA and PI Key

Elements

To summarize, Chamine (2012) has explored PI and the well-being concept from two opposite perspectives and lenses — *Saboteurs* and *Sage*. Chamine has recognized and defined the negative characteristics of the mind, *Saboteurs*, which hinder potential. He has also identified *Sage* powers, which an individual can access in order to enhance the sense of well-being. Through my analyses of PI through the lens of PERMA, I have become aware of both supporting and opposing literature that I took into consideration while elaborating and discussing the findings. Overall, for every single element of the PERMA model, there are some connections to the PI key elements of *Saboteurs* and *Sage*.

The negative emotions generated through the *Saboteurs of the Judge, the Stickler, the Restless, and the Controller* as well as false positive emotions like *the Avoider* act against and impair the *Positive emotions* that contribute to well-being. Although there are some self-sabotaging aspects of the mind that operate to the detriment of positive self, there are some powers in the mind that can improve well-being. For example, The *Empathize Sage* is one of the powers that keeps individuals positive and activates positive emotions and, as Seligman (2011) affirmed, *Positive emotions* can decrease stress and help people to enjoy the present moment ultimately contributing to well-being. Moreover, the *Empathize Sage* enables individuals to accept the differences and difficulties and forgive others (Böckler et al., 2017). Additionally, the *Activate Sage* power can bring acceptance and mindfulness in the face of adversities in order to reframe each negativity as positivity (Chamine, 2012; Hayes, Strosahi, & Wilson, 2012).

The second element of the PERMA, *Engagement*, echoes Flow Theory ideas. It represents the sense of absorption and passion that an individual experiences during a task that is so engaging that time disappears (see Csikszentmihaly, 2014). Aligned with this idea but from another perspective, Chamine (2012) described *Saboteurs* including the *Judge, the Restless, the Pleaser, and the Hyper-Vigilant* that impose negative emotions that damage the peace of mind. According to the literature (e.g., Fredrickson, 2009; Kelbern, 2018) I discovered that to experience *Engagement*, humans need this peace. Moreover, since emotions determine actions that a person takes (Peterson, 2009), we can view Chamine's concepts such as the *Active Sage* as a way to reorient negative emotions in order to revive peace and focus. In addition, the *Navigate Sage* is about having meaning in life and I concluded that as people follow their own values and meanings

rather than random purposes to please others, this power enables individuals to engage thoroughly in a task (Xu, 2012, Chamine, 2012). Aligned with this is *Explore* and *Innovation Sage* powers that consist of curiosity and openness and lead to creation and innovation without any evaluation. These *Sage* powers cause individuals to stay away from habituation and impede the impacts of extraneous factors (Chamine, 2012; Fredrickson, 2009; & Dalton, 2004). *Explore* and *Innovation Sage* powers provide this condition and meet the principles needed to have a pure *Engagement*.

Related to the *Relationship* element of the PERMA, I noticed that Chamine (2012) discussed negative characteristics of the mind that can weaken the relationships. Chamine posited that overemphasis or/and under-emphasis on the notion of relationship can both damage well-being. In this respect, he mentioned concepts he labels the *Pleaser*, the *Hyper-Achiever*, the *Hyper-Rational*, and the *Victim Saboteurs* for which there exists supporting literature (e.g., Cohen, 2017; Csikszentmihaly, 2013; Tooby & Cosmides, 2008; & Lion, 2016). The *Navigate Sage* can assist an individual's relationship quality through recognizing the meaning and value in life and identifying purposes. Moreover, I concluded that experiencing the appreciation, compassion, and empathy that constitutes the *Empathize Sage* can be very helpful to empower the mind against the over-rationality that an individual might have in communicating with others.

From the *Meaning* element of the PERMA, I understood that people need to have meaning in their life in order to bring the sense of value they need to belong to or serve something that is greater than them. In addition, as there are varied personalities, *Meaning* can appear differently for different individuals (see Seligman, 2011; McKnight & Kashdan, 2009). In this respect, Chamine (2012) identified *the Navigate Sage* and

stated that this power enables humans to recognize and select paths based on the values, purpose, and meaning that they have inside. This *Sage* also provides a place of activity for *Explore and Innovative* to explore and innovate based on meaning and values rather than habits, barriers, or difficulties.

Finally, through the lens of the last element of the PERMA, *Accomplishment* (i.e., a feeling of happiness related to achieving goals), I gleaned that the *Stickler* generates the kind of negative feelings that do not let an individual stay satisfied about their achievements. Chamine (2012) posited that to experience happiness, rather than giving up in the face of difficulties, humans need to open the mind's door to positive potentials such as curiosity and fascination. In this regard, the *Explore Sage* power is nourished by curiosity and positive emotions relevant to accomplishment (Fredrickson, 2009), which enable people to discover new ideas and situations (Fredrickson, 2014). This curiosity can bring about perceptions that broaden the mind and enhance well-being, ultimately helping to prevent dissatisfaction.

According to the findings achieved through comparing PI central ideas of *Saboteurs* and *Sage* to the PERMA model elements, I concluded that there is a stark reverse linkage between the *Saboteurs* and the PERMA elements. I investigated each *Saboteur* through the lens of the different PERMA elements as well as studied the *Sage* powers and explored how PERMA elements can support them to conquer the *Saboteurs*. I discovered precisely how the *Saboteurs* act in opposition to the elements that PP, and in particular the PERMA model, has considered essential in well-being development. Moreover, this analysis has revealed how each *Sage* power relates directly and indirectly to the PERMA elements in order to develop well-being. Although Chamine (n.d.b)

underscores that humans should not waste potential and vital resources fighting *Saboteurs* but rather focus on *Sage* powers to apply and improve them, I noticed that he has mostly focused on identifying and defining *Saboteurs* rather than defining and applying *Sage*. As per the PI data analysis in the previous chapter, Chamine's approach addresses the control an individual has over the mind and PQ ratio represents the percentage of the time that mind applies the *Sage* as opposed to the *Saboteurs*. Connected to the findings (e.g., Seligman, 2011; Peterson, 2009; Ackerman, 2018, Chamine, 2012, Chamine, n.d.a), I have come to understand that PI and the PERMA model have slightly divergent perspectives for boosting well-being. Based on the findings, PP, and in particular the PERMA model, articulates the elements of happiness and emphasizes actions that individuals need to put into motion to generate happiness, to bring positive meaningful experiences to life, and essentially, to develop well-being. In contrast, PI's emphasis is more on identifying dominant *Saboteurs* and conquering them by framing the positive emotions as a tool to rid one's self of these negative emotions. However, my perception of the seemingly divergent views of the PERMA and PI with respect to the facilitation of well-being did not cause me to underestimate Chamine's investigations and explorations about *Sage* powers. Based on the findings in the previous chapter, I have concluded that there considerable connections between the *Sage* powers and the PERMA elements. It appears that these powers can enable humans to activate emotions, to take actions, and to take paths to strengthen well-being.

Thus far, I have investigated central ideas of PI through the lens of the PERMA model and discussed the linkages between them. I will now turn my attention to how PP-related studies, and, in particular, those related to PERMA, connect to the field of teacher

and learner well-being (e.g., Seligman, Ernst, Gillham, Reivich, & Linkins, 2009; Yeo, 2011; Mercer, Oberdorfer & Saleem, 2016; Fisher, 2014; Noble, Mcgrath, 2015; Oades, Robinson, Green, & Spence, 2011; & Kristjansson, 2012). In the following section, I will discuss how these findings and literature could relate to language teacher well-being.

Through this discussion, I will refer to the key analyses related to both PI and the PERMA model and expand these findings to a particular professional context. In doing so, I will address the second research question: How can PI (as seen through the lens of the PERMA model) help to develop an understanding of language teacher well-being?

5.3 The Potential Role of PI in Language Teachers' Performance and Well-being

5.3.1 Introduction to PQ

After defining the central ideas of PI, *Saboteurs* and *Sage*, and their diverse characteristics, Chamine's (2012) discussed the concept of Positive Quotient (PQ). He defined it as the relative strength of the *Saboteurs* versus the *Sage* and stated that this proportion reveals "the percentage of time that your mind is serving you, as opposed to sabotaging you" (p. 146). Upon articulating this idea, Chamine has made use of a few ground-breaking studies in PP, the most prominent being research by Barbra Fredrickson. Chamine proposed that PQ makes you aware of the amount of control you have over the negative emotions, or *Saboteurs*, and how well your mind is broadened with positive emotions, or what he labelled *Sage*. According to Fredrickson's (2009) concept of Positivity Ratio, the more people experience positive emotions, the higher levels of well-being they reach; this ratio of positive to negative emotions distinguishes "flourishing" people from "languishing" people. To elaborate on the idea that people with higher PQ become far happier and less stressed and ultimately perform better, Chamine pointed to

the findings of studies by Fredrickson (2004, 2009), Seligman (2006) as well as Bryan and Bryan (1991). Based on Fredrickson, positive and negative emotions are determinant of personal processing and development. As compared to the narrowed mindsets caused by negative emotions, the broadened mindsets nourished by positive emotions optimize the brain and body for higher effectiveness and achievement. Similarly, Seligman (2006) investigated the dimension of optimism versus pessimism of a group of salespeople and concluded that optimists perform far better than pessimists. Therefore, Chamine stated that in PQ, the pessimistic style is attributed to the *Saboteurs* and optimistic style to the *Sage*, and went on to say that salespeople with optimistic styles exhibited higher PQ. To support the PQ approach from the learning perspective, Chamine pointed to Bryan and Bryan's (1991) findings that affirmed the influential role of positive mood in students' feelings of self-efficacy that led in part to better performance.

5.3.2 Potential and Performance

In order to provide a structured context to initiate discussion around teachers' well-being, I will review and discuss PI findings and literature relevant to professional performance.

Chamine (2012) pointed to the psychological, social, and practical factors that identify people's potential. I believe that these ideas link to Deci and Ryan's (2000) Self-Determination Theory (SDT), described in detail in chapter two. According to Deci and Ryan, the three psychological needs for competence, autonomy, and relatedness motivate self to initiate behavior and specify elements that are essential for psychological health as well as social and personal well-being.

Chamine (2012) also pointed to the smart versus wise mind and theorized that the

rational mind can only access limited information that people remember, but that the “PQ brain can access the much vaster library of anything you have ever experienced or learned, including things that you might not even be consciously aware of“ (p. 179). I believe that this idea resonates with Fredrickson’s (2001) hypothesis that positive emotions are internal signals that enable individuals to explore novel ideas and situations as well as encourage them to apply or not apply actions and/or behaviours. Moreover, upon reviewing the literature, I noticed that Garland, Farb, Goldin, and Fredrickson (2015) suggested the same approach when they declared that positive emotions and a broadened mind have reciprocal connections. In other words, “positive emotions lead to and result from broad-mindedness” (p.381). According to Garland, Farb, Goldin, and Fredrickson, positive emotions are able to expand people’s cognitive scope, so this deeper capacity enables them to find meaning and engage with life. Given the above discussion, I realized that Chamine (2012) has expanded the concept that has been previously articulated by other scholars. I have come to understand that if people train their potential and take advantage of the factors that contribute to or are the product of positive emotions, they can broaden the mind and, as a result, they will be able to access the vast bank of information that could help boost their performance. In this regard, the *Sage* is the potential power that exists inside and can encourage an individual into action through compassion, curiosity, creativity, the joy of self-expression, a tendency towards contributing and creating meaning, and the excitement of action. Thus, I conceived that *Sage* offers individuals various approaches. It will empathize and reassure people that even though they have made a mistake they are still a valuable person deserving of compassion. This idea echoes Sheppard’s (1979) Self-Acceptance concept that reflects

people's awareness of their strengths and weaknesses as well as satisfaction or happiness regardless of deficiencies. Moreover, I perceived what Chamine meant by turning every challenge and mistake into an opportunity through understanding *the Activate Sage* power and I will expand upon this further in the following section of this chapter. If self-acceptance occurs, individuals would feel better and be less defensive. Therefore, they are more likely to take a different look at mistakes and explore the reasons behind them. As a consequence, people can discover creative solutions and avoid future mistakes. Therefore, returning to the Broaden-and-Build Theory (Fredrickson, 2001) and SDT (Deci & Ryan, 2000), people who have their mind broadened with positive emotions and inspired by intrinsic motivations may be able to enhance performance and effectiveness. These ideas are particularly significant to teachers and teacher well-being. The next section will examine the linkages of these ideas to the context of teaching in which I am personally and professionally involved.

5.3.3 Language Teachers' Well-being

After gaining insights into PI potential in developing people performance, I began to explore how this concept could be applicable and effective in boosting language teachers' well-being. The literature that I have already presented in this study as well as complementary literature have helped me to elaborate my discussion. Furthermore, as a researcher and an educator who has taught English as a Foreign Language (EFL), I have added my own voice and have made efforts to draw connections between my experiences, the findings that have emerged from the data, and the supporting and opposing literature.

5.3.3.1 Introductory Discussion around Language Teachers' Well-Being

To expand my discussion around the findings and make a possible connection between PI findings and language teacher well-being, first of all, I would discuss my language teaching challenges as well as demanding moments. As a language teacher, I have dealt with various issues over the teaching and learning process of EFL (English Foreign Language) in my home country, Iran. Based on my experiences and according to Markham (1999), in the Middle East countries, teaching the English language is fascinating but it is also quite difficult, and demanding effort and time. Both EFL learners and teachers are challenged in the classroom. According to Berg, Petron, and Greybeck (2012), EFL teachers and learners struggle with great difficulties due to the linguistic, cultural, and environmental distances that exist between their mother tongue and target language as well as the little exposure that they have to the target language and native speakers. Thus, EFL teachers can experience significant stress when teaching English. According to Kyriacou (2001), in the field of education, teachers' stress might be defined as the experience of "unpleasant and negative emotions such as anger, anxiety, tension, frustration or depression, resulting from some aspects of their work as a teacher" (p. 30).

Over five years of EFL teaching, I have witnessed EFL teachers leave the profession due to the amount of stress and pressure they have experienced. I also noticed that there are various record high rates of burnout and a high number of teachers leaving the profession (e.g., Hong, 2010; Macdonald, 1999). There is a considerable body of research which affirmed that what teachers think, believe, and feel about themselves and their professional lives affects their overall psychological well-being and abilities, thereby influencing how they cope with stress (e.g., Brackett, Palomera, Mojsa-Kaja,

Reyes, & Salovey, 2010; Schwarzer & Hallum, 2008; Zembylas, 2003a,b). Although due to growing pressures related to expectations and achievement, all teachers encounter stress and increasing complexity in their professional lives (Day & Gu, 2010), it is worth reflecting on some of the specific characteristics of language teaching that may generate stress for teachers. For instance, as a non-native language teacher, in spite of the confidence that I have had in my pedagogical and didactic skills, I have suffered from lower levels of self-confidence in my language skills. In this respect, Mercer et al. (2016) explained that since language belongs to “a person’s whole social being” (p. 217), EFL teachers might not always be able to express themselves thoroughly in the FL and this could challenge a language teacher’s “self-efficacy and professional identity” (p. 217). Therefore, based on my experiences and as Gierlinger (2007) posited, this potential language challenge causes language teachers to spend extra time in the preparation of lessons. Additionally, Horwitz (1996) proposed that compared to other subject teachers, foreign language teachers can experience more anxiety. This language anxiety might be nourished by the fact that “while a mathematics or history teacher can prepare the material necessary to a specific lesson, language teachers must always be ready to speak the language in front of the class” (p. 367). Over my years of EFL teaching, I have realized that language teachers are not thoroughly able to predict the path of a classroom conversation so as to be prepared enough for the gaps in their knowledge. I found these surprising moments of teaching, moments for which no amount of preparation can adequately prepare a teacher, very stressful thus decreasing my effectiveness.

Another challenge that I have dealt with in the language teaching context is that, in Iran and also in most of the Middle East countries, the English language is not used to

provide fundamental human needs; it is not the essential vehicle for academic survival in all disciplines, nor is it used for social interaction. However, foreign students living in English speaking countries are more likely to be motivated by physical and social needs to learn the English language. Brundage (2007) posited that “teaching highly motivated students is easier than teaching students who are essentially a captive audience required by educational institutions to study English” (p. 2). In addition to language learners’ motivation, which is affected by a teacher’s performance, I have also realized that language teachers’ motivation plays an essential role in both their well-being and performance. According to Zumwalt and Craig (2008), teachers’ career motivations are central to their professional engagement and effectiveness.

Regarding the language teachers’ motivation, I would return to concepts related to SDT. According to Hobson and Maxwell (2017), from the perspective of SDT, the drive to become a teacher arises from intrinsic (i.e. “engaging in an activity for the inherent satisfaction of the activity itself” (Deci & Ryan, 2000, p.70)) or extrinsic motivation (i.e. “the performance of an activity in order to attain some separable outcome” (Deci & Ryan, p. 70)) to exist on a continuum of Self-Determination. As a language teacher, I realized that the intrinsic motivation such as love for and dedication to the language, my pupils, and teaching itself as well as extrinsic motivation including pay, job security, and career status, drew me to the profession. Furthermore, I experienced that the judgement I made about how effectively I would be able to engage the language learners and help them to learn also motivated me. In this regard, Klassen and Tze (2014) stated that positive appraisals of personal teaching-specific capabilities are important to a teacher’s motivation. Klassen and Tze believed that, among other factors, these positive self-

efficacy beliefs are associated with teacher enthusiasm, confidence, and commitment to teaching, job satisfaction, instructional effort, and persistence. Regarding the language teachers' intrinsic motivation, Hayes (2008) believed that one of the sources of teachers' intrinsic interest in the language teaching is their previous learning experience. For example, when individuals see themselves as possessing a strong language learning aptitude that engenders positive achievement in the process of learning a language, this may also function as a major driving force for those people to enter the language teaching profession. Additionally, Warford and Reenes (2003) believed that observing language teachers' enjoyment and dedication to teaching can motivate learners to later choose the L2 teaching occupation. These ideas remind me of my high school language teacher's passion toward the English language that inspired me to choose English as my field of study at university. Considering the extrinsic factors that relate to language teacher motivation, Hayes (2008) explained that economic and material rewards such as guaranteed pay and pension plans for educators in many disadvantaged local settings are also strong and attractive reasons for choosing the occupation. Related to these external motivations, I can bring in my own experience in EFL teaching. Since the contract hours and salary for the EFL teachers in Iran are mostly low, this can easily result in low motivation. Mercer et al. (2016) have also indicated that such working conditions (i.e., being paid low wages and/or having to work on temporary contracts) "not only affect the overall quality and effectiveness of teaching, but can also affect teachers' psychological well-being" (p. 217).

To promote my professional motivation during the language teaching process, I have taken advantage of writing narrative descriptions of an ideal language teacher to

support my ongoing professional well-being. Similarly, Dörnyei and Kubanyiova (2014) suggested language teachers articulate and formulate their visions of their desired possible future selves and as Dörnyei (2009) has suggested, this description should include “individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming” (p. 223).

Since I believe that teachers’ ideologies are constantly changing, I have been continually updating this narrative description of an ideal EFL teacher. Thus, in my description, the first and foremost condition that a good language teacher needs to meet is mastery of the subject the person intends to teach; without this the individual would be unable to teach in the first place. However, it is vital to me to remember that, as a teacher I am communicating my knowledge to someone who has very little or no experience at all in the subject in which I am highly competent. Based on my experiences, this is especially important in language teaching as many language learners may enter the course as complete novices, or with very little notion of how to communicate in the language. In this regard, Li (2012) believed that “teachers’ rich knowledge about language is the guarantee of the building of positive affective variables. Only if teachers themselves have rich knowledge about language, can students have a kind of belief or respect about their teacher, then they are more likely to study hard. Second, as a language teacher, remaining patient without becoming frustrated throughout language learning process and staying optimistic about language learners’ progresses is very helpful in encouraging teachers as well as inspiring learners and propelling further learning. Regarding motivating language learners, I would remind myself that sparking an interest in the language is imperative and this can be done by understanding my students’

motivations for learning the language in the first place or even communicating the benefits of learning the language. Third, connecting with my students to figure out what manner of learning – whether it is visual, audio or even kinaesthetic – works best for them would definitely help me to support my language learners. In this respect, I would consider innovation very crucial and make efforts to consider teacher-related and system-related innovations and to experiment with current pedagogic approaches such as task-based language teaching, to make changes to teaching materials, to investigate technological developments such as computer-assisted language learning, and to consider alternative assessment methods such as the use of portfolios. According to Pollock (2007), English has become an important language in the world and teachers from countries where English is an important language of study are creating innovative methodologies to effectively teach the language in the classroom. He also stated that teachers now open the doors of public schools to all children, despite their culture, socio-economic status or ability. Therefore, based on Anil (2017) “an English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly” (p. 1). Fourth, being a language teacher who encourages interaction is another key aspect of my description of a successful language teacher. I think that a teacher who promotes interaction in the English class does justice to their profession by empowering learners and helping them develop their communication skills. They motivate their students and create opportunities for them to interact with one another through communication-entertainment. Connected to this idea, Miller and Gkonou (2018) affirmed that instead of managing individuals, the focus of the language classroom life should be on managing

relationships between teacher and learners. Similarly, Davis, Summers, and Miller (2012) proposed that promoting language teachers' understanding of relational practices can contribute to their professional well-being.

5.3.3.2 Discussion around Language Teachers' Well-being from PI

Perspectives Investigated through the Lens of the PERMA Model

5.3.3.2.1 Introduction

Referring to the literature related to PP and the PERMA model in the context of teaching, it is clear that teachers need to concentrate on building resilience and character strength as well as applying the components of the PERMA to develop their well-being in order to ultimately affect students (Seligman, 2011). According to these types of studies (e.g., Duckworth, Quinn, & Seligman, 2009; Campbell, Kyyriakides, Muijs & Robinson, 2003; Hobson & Maxwell, 2017; Zumwalt & Craig, 2008; & Li, 2012), a complex blend of knowledge, experiences, beliefs, emotions, and motivations is required for teachers' performance development. As well, Chamine's (2012) perspectives around the combination of emotions, skills, knowledge, and experience needed for people to reach their professional potential, is connected to this discussion. Based on my experiences as a language teacher and ideas echoed in the literature, I will now discuss how PI, as examined previously through the lens of the PERMA, can facilitate language teachers' well-being and ultimately, their performance. I believe that addressing this second research question can contribute to the development of an understanding of language teacher well-being. To do so, I will first explore the negative emotions, articulated by Chamine's *Saboteurs*, that language teachers experience. Secondly, I will explore the

positive emotions and the *Sage* powers that can be activated to facilitate language teachers' well-being and effectiveness.

Returning briefly to the prior discussion of the PERMA and PI central ideas, it has been discussed that according to the PERMA model (Seligman, 2011), satisfaction, self-regard, serenity, cheerfulness, and love can increase well-being as well as decrease stress and eventually lead to overall effectiveness. Conversely, based on Chamine (2012), *Saboteurs* such as the *Judge*, the *Hyper-Achiever*, the *Restless*, and the *Stickler* can create a sense of self-sabotage through imposing negative emotions including blame, exaggeration, pessimism, worry, frustration, self-restraint, loss of peace, comfort, and contentment, distraction, and loss of focus. Consequently, it appears that the negative emotions generated through the concept of *Saboteurs* are in huge contrast with the positive ones that Seligman has considered essential in well-being.

According to Frenzel and Stephen (2013), “teachers, just like students, experience successes and failures as part of daily school life, and thus repeatedly feel happiness, sympathy, and anger, etc.” (p. 41). Considering the negative emotions articulated by *Saboteurs*, it is important to reflect on some of the moments that I have personally experienced in my language teaching that have hindered my abilities and have led to ineffectiveness. Additionally, I considered the *Sage* powers and how the positive emotions may be able to assist language teachers to stay positive and effective in the face of adversity. Also, a consideration of connected and relevant literature will contribute to addressing this second research question.

5.3.3.2.2 Judge Saboteur Versus Relevant Sage Powers in Language

Teachers' well-being

Although teachers are encouraged to be reflective, when reflection becomes harsh self-judgement, teaching efficacy is negatively impacted. I have realized that self-blaming moments occur a lot in language teaching. Since language teachers encounter growing pressure and stress due to the complexity in the language teaching process as well as sociocultural and linguistic distances between learners' or/and teachers', EFL teachers sometimes struggle with a low level of self-confidence. For instance, as a non-native language teacher, I have not always been able to express myself fully in English and, as Mercer et al. (2016) stated, this can easily destroy self-efficacy. Therefore, to make up for this shortage of confidence, I have both consciously and unconsciously negatively judged my own abilities as well as language learners' efficacies and efforts. In addition, I sometimes blamed shortcomings in the workplace for negative feelings. Therefore, I realize that part of my energy that could be used effectively had been wasted on the *Saboteur* that Chamine (2012) has classified as the *Judge*. Chamine (2012) suggested that provided that individuals do not become governed by the *Judge Saboteur*, they can grow their creativity and activate innovation. According to "the dual tendency" assumption, humans have a dual tendency towards innovation and creation, or habituation (Crossley, 2001). In this respect, based on Chamine (2012), if the *Innovative Sage power* is active, an individual can develop new ideas without an overemphasis on evaluation and judgement. For instance, to cope with the sociocultural distances and bridge these gaps for both the non-native language teacher and the language learners, I provide opportunities for cultural exploration and discussion. To deal with the linguistic

distance, especially during grammar teaching, I would make efforts to be creative and provide them with cross-linguistic hints and clues that relate to other languages they know. Thus, as Cummins (1981a) believed, language learners' current linguistic knowledge can be honored and can be shown as an asset to learning a new language. This previous knowledge can serve to support language learners' understanding of basic skills and concepts and can facilitate, rather than impede, the acquisition of the new language.

5.3.3.2.3 Hyper-Achiever Saboteur Versus Relevant Sage Powers in Language Teachers' Well-being

Regarding the obstacles that the *Judge Saboteur* causes, Chamine (2013b) believed that the *Judge* focuses on multiple efforts to solve encountered adversities thereby making solutions more feasible. He also suggested that *the Hyper-Achiever Saboteur* might be problematic as it convinces people that if they work hard, they can always achieve more. Chamine added that beyond a certain level of stress and workload, productivity decreases. He affirmed that higher stress activates your *Saboteurs* and, as Kauts and Saroj (2012) stated, high stress causes decline in teachers' effectiveness. As a consequence, denying easier solutions and believing in high workload are the deceptions that have been generated through the *Saboteurs* like *Judge* and *Hyper-Achiever* that ultimately bring about stress, hamper teacher well-being, and decrease teaching effectiveness. I can again connect these ideas to my own professional experiences. As a non-native language teacher, language teaching has been fairly demanding in some moments, particularly at the beginning of my career, as I constantly had to translate the thoughts in the mind from my mother tongue into English. This could also be very similar to the experience of language learners when they begin to try to communicate in English.

Thus, I have realized that due to these kinds of pressures, hard work is not always the only solution. To be an effective teacher or user of a new language, teachers and learners need to unload some of this pressure and stress and realize that learning is challenging and one has to make their way slowly and consistently.

Chamine (n.d.a) pointed to another self-sabotaging aspect of the *Hyper-Achiever Saboteur* and affirmed that hyper-achievers are highly focused on their external success and consider others as a mean to achieving their own goals, thereby failing to notice emotional and relationship needs. Regarding the connection between success and happiness, Chamine (2012) posited that, based on the previous research, external circumstances only play a minor role in long-lasting happiness. In the same vein, Lyubomirsky, Sheldon, and Schkade (2005) affirmed that external circumstances can temporarily cause people to become happy but this feeling can rapidly disappear. In this respect, I have considered that compared to the learners' engagements, motivations, and progress in English classes, the quality of teaching and learning facilities in the classroom and the amount of pay I received did not very significantly impact my performance. Related to the concept of *Hyper-Achiever Saboteur*, Galler (2015) concluded that teachers' emotions shape social interactions in the classroom. Additionally, teachers' positive emotions can develop students' behavioural repertoires and facilitate communication with students resulting in better management (Jennings & Greenberg, 2009) as well as boosting student attention leading to a more positive classroom climate (Fredrickson & Branigan, 2005). Based on my experience, teaching language is an ideal context for establishing good teacher-student relationships because it offers opportunities for daily contact between them. I believe that the positive climate articulated through

developed interaction is likely to have a high influence on teachers' motivation to engage with learners and to recognize the learning issues that could help them to improve language teaching skills. Connected to this idea, SDT (Deci & Ryan, 2000) highlighted that positive interaction between people is one of the inner resources that can develop well-being and effectiveness. In addition, Ghanizadeh and Moafian (2010) indicated that a positive "interpersonal relationship" between teachers and learners can minimize the difficulties in language classes and play an influential role in teaching effectiveness.

Connected to what I discussed around language teachers' motivation to discover language learners' difficulties, I discovered that it resonates with the *Explore Sage* power (Chamine, 2012). Openness and curiosity are the characteristics of this power that enable individuals to understand a problem or a situation deeply and enhance performance. As discussed earlier, this power echoes Fredrickson's (2004) Broaden-and-Build Theory, which states that curiosity and openness encourage people to engage in their environment so as to explore novel things, learn, and flourish. Therefore, based on Seligman's (2011) research and other bodies of research in these areas of well-ness (e.g., Deci & Ryan, 2000; Ghanizadeh & Moafian, 2010; & Jennings & Greenberg, 2009), it seems clear that a positive emotional relationship between teacher and students is crucial to teacher achievement and performance. My own experiences reinforce this assertion. In short, despite the fact that external motivation plays a role in people's effectiveness and well-being, language teachers cannot rely solely on it as the source of their feelings of success. In the same way that the *Hyper-Achiever* denies the essential emotional aspects for true success and effectiveness by focusing on external achievements, the *Empathize Sage*

power can allow a teacher to enhance well-being in the classroom through employing positive feelings over the process of instruction.

Considering the *Empathize Sage* power and based on related work by Seligman (2011) to promote well-being and boost effectiveness, teachers need to be energized and equipped with *Positive emotions*. In this respect, I considered what Chamine (2012) has offered as *the Empathize Sage* power. He suggests that people can turn each adversity into a gift, thereby becoming more optimistic, increasing self-satisfaction, and decreasing stress. As explained previously, this power enables people to be aware of negative emotions' destructive characteristics and feel compassion for self and others. Thus, this state of mind, as Seligman (2011) believed, can decrease stress and increase the enjoyment of living in the moment resulting in improved well-being and enhanced performance. Although the statement by Seligman around *Positive emotions*' applications and the perception of the *Empathize Sage* power's effectiveness are on the surface a taken for granted assumption, I believe that in practice, for a language teacher, activating the *Empathize Sage* power and employing *Positive emotions* would not be effortless nor easily accomplished. As a language teacher, the purpose and motivation that I possess in my profession have enabled me to feel and show appreciation and compassion to others and myself. My understanding and analysis of the *Empathize Sage* has led me to believe that I have been able to and have needed to activate this power in my teaching. Although staying motivated during hard times has been one of the challenges in my language teaching, I have been able to activate the *Empathize Sage* by observing learner progress during the term. Doing so has always resulted in a sense of contentment and cheerfulness,

the *Positive emotions* that Seligman (2011) considered essential in developing well-being.

5.3.3.2.4 The Hyper-Rational and Victim Saboteurs Versus Relevant Sage Powers in Language Teachers' Well-being

As I discussed before, Chamine (2012, n.d.a) identified the *Hyper-Rational Saboteur* as a *Relationship* destroyer *Saboteur* that causes intolerance in dealing with others' emotions so that people might consider the affected person very arrogant and unfriendly. This extreme focus on data and logic as well as marginalization of emotions will damage relationships and motivation (Tooby & Cosmides, 2008). On the other hand, considering the PERMA model and also PP literature (e.g. Freeman & Garety, 2004; American Psychiatric Association: DSM-IV, 2000), there is another *Saboteur* that exhibits *the Victim* voice and distorts *Relationship* in a way that exaggerates emotions in order to gain attention from others. To investigate these *Saboteurs* from a language teacher's well-being perspective, I can refer to the teaching moments when language learners were frustrated with grammar difficulties and exceptions. This is exactly when a language teacher should realize that they may be too focused on the logic and may be neglecting the emotional side of teaching a language. In the field of language education, the affective domain and its impact on language learning has been underscored for many years. For example, Stevick (1976) posited that "success in language learning depends less on materials, techniques, and linguistic analyses and more on what goes on inside and between the people in the classroom" (p. 4). In this regard, Stern (1983) stated that "the affective component contributes at least as much and often more to language learning than the cognitive skills" (p. 386). Moreover, it is sometimes difficult in

language teaching to make up my own psychological and occupational deficits. At times, I have acted inefficiently in the face of adversity. Therefore, in order to compensate for insecurities, instead of accepting my ineffectiveness in some areas, I have exaggerated my learners' lack of perseverance and the amount of support and facilities that I have been provided as a way to explain negative feelings. Consequently, by neglecting the emotional side of teaching or conversely, by over focusing on destructive emotions, I have negatively impacted the important relationship with my pupils which is key to professional well-being.

To be aware of the dangers of the mind and to not be governed by over rationality, I reflected upon Chamine's ideas as a way to remind myself of the effects of affections on the quality of relationships that literature (e.g., Ghanizadeh and Moafian, 2010; Jennings & Greenberg, 2009) considered influential in language teachers' well-being. A person who has the *Empathize Sage* power active develops affections such as content and compassion (Chamine, 2012). Thus, I can conclude that language teachers who have developed this power may experience positive interpersonal interactions with language learners that could have a positive effect on their well-being. In addition, to not be deceived by the self-sabotaging factors of the *Victim Saboteurs*, the *Navigate Sage* can enable language teachers to persevere in the face of difficulties by having values and purpose front and center (e.g., Chamine, n.d.a; Cohen, 2017; & Seligman, 2008). Connected to the *Navigate Sage* power is the *Explore Sage* power that can also be viewed as an asset that enables a language teacher to be aware of fundamental problems (Frederickson, 2004). Moreover, considering ACT (Hayes, Strosahi, & Wilson, 2012), which is grounded in acceptance of ineffectiveness and concentration on mindfulness, I

realized that to conquer the mind's negative tendency towards blaming others, the *Activate Sage* power is important for me as a language teacher in order to stay calm and not exaggerate learners' inefficiencies. To do so, since Mayahi & Mayahi (2014) concluded that some of the deficits experienced by EFL learners are the result of teachers' lack of knowledge and skills, I would reflect on my possible instructional and personal actions that will promote both success and well-being in language classes.

5.3.3.2.5 The Controller and Avoider Saboteur Versus Relevant Sage Powers in Language Teachers' Well-being

One of the self-sabotaging roles that the mind takes is *Controller* and this destructive force tends to attempt to control inner and/or outer worlds in order to gain the satisfactory result (Chamine, 2012; Burns, 2012; & Shapiro, 2014). This self-sabotaging process also draws on another *Saboteur* that Chamine named *Avoider*. This negative tendency causes a person to avoid difficulties leading to procrastination and over focusing on positivity. Relating these *Controller* and *Avoider Saboteurs* to the work of language teachers, I can point to the time during language teaching when I have intentionally or unintentionally tried to take control of learning moments and learners' language improvement as well as avoid challenges and difficulties to attain my instructional purposes. Based on the discussion around the *Empathize Sage* power, instead of controlling the language learning environment, a language teacher can make use of compassion for students as well as the passion for their profession to become brave and motivated. As Richards (2006) stated, it is necessary to recognize the key role of a language teacher as a facilitator "who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to

reflect on language use and language learning” (p. 23). Consequently, language teachers can face common adversities and accept the possible difficulties related to learners’ abilities. According to Chamine, the *Activate Sage* power’s assistance can support language teachers in their reflections about teaching and bring mindfulness in order to better understand adversities that may be perceived as being caused by learners (Richards & Lockhart, 1994; Hayes, Strosahi & Wilson, 2012). Additionally, language teachers need to understand the key role of learner autonomy in the language learning process and how they can effectively support and encourage this autonomy in order to enhance learning (Little, Dam, & Legenhausen, 2017).

5.3.3.2.6 The Pleaser and Hyper-Vigilant Saboteurs Versus Relevant Sage Powers in Language Teachers’ Well-being

The *Pleaser* and the *Hyper-Vigilant* have already been considered as the *Saboteurs* which damage the *Engagement* factor in humans’ well-being. An individual governed by these *Saboteurs*, according to Chamine (2012), seeks credit from others and is constantly concerned that situations will take a wrong turn, thus causing anxiety, dissatisfaction, and stress. Consequently, the individual fails to be thoroughly involved in a task (Chamine, 2012; Cohen, 2017; & Fredrickson, 2009).

What I have experienced is that pleasing every language learner is very demanding and unproductive. Language learners possess various ideas and criticisms about their language-learning environment that may not always be helpful or based on professional knowledge of language teaching methodology. Although I have made efforts to care about different voices in the class and nurture a positive climate for the learners, I realized that professional satisfaction is achievable not by pleasing everybody but by

following the determined values and identified purposes. Based on Chamine (2012), this is how the *Navigate Sage* power acts in the mind. Based on my own experience, the prerequisite that allows language teachers to determine and follow identified purposes and values is a sense of peace, calm, and risk-taking. In this regard, Cervantes (2013) proposed that language teachers should guide students in a trial-and-error process by encouraging them to take risks, providing them with contexts in which learners can take risks, and helping learners develop a positive attitude towards errors. Consequently, language teachers will not be able to provide this context for the language learners unless they are risk-takers themselves and reduce their own anxiety around challenges and risk. According to Cervantes, if learning and teaching are the result of taking risks, then risk-taking is worth trying. Teachers need not only to encourage language learners to take risks, but to be models of risk-taking themselves. Connected to this are the *Explore* and *Innovation Sages* that focus on staying away from habituation and provoking curiosity resulting in innovating without evaluation (Chamine, 2012; Fredrickson, 2009; Dalton, 2004). Based on these ideas, I believe that as an exploratory and innovative language teacher, I need to be aware of extraneous factors such as cultural, environmental, and linguistic distinctions that exist between the mother tongue and target language (Berg, Petron & Greybeck, 2012; Mercer et al., 2016) and to not let these factors frustrate me in efforts to bring innovation to instructional activities.

5.3.3.2.7 The Restless and Stickler Saboteur Versus Relevant Sage Powers in Language Teachers' Well-being

As has been mentioned previously, Chamine proposed that the *Judge Saboteur* is the top *Saboteur* that activates other negative emotions. Connected to this idea, the anxiety that is the by-product of continuous judgement of self and others can cause loss of focus and distraction in performance derived by the *Restless Saboteur*. In my own language teaching, I have experienced this phenomenon. Instead of constantly focusing on deficiencies such as insufficient skills at teaching various aspects of a foreign language, Chamine's *Activate Sage* suggests being realistic rather than perfectionist, staying optimistic, and focusing on strengths to promote professional well-being as well as instructional performances. In this way, a language teacher can experience greater success and predictability, thus mitigating the destructive effects of the *Restless Saboteur*. As I mentioned earlier, predictability is not always attainable, especially in language teaching contexts, because a language teacher cannot predict and be prepared for all directions that a conversation in the class may take (Horwitz, 1996).

Furthermore, other negative emotions that I have dealt with in language teaching are worry and frustration, destructive effects of *Stickler and Restless Saboteurs* (Chamine, 2012), concerning language learners' motivation. Since the language learners' motivation can influence teachers' motivation (Zumwalt & Craig, 2008), the lack of motivation experienced by some of my language learners has resulted in worry as well as disappointment with myself, my method of instruction, and language learners' progress. The challenges and obstacles that language learners might experience such as sociolinguistic barriers, cultural disconnects, and limited target language contexts (Berg,

Petron & Greybeck, 2012; Meyer, 2000) can decrease their motivation to learn the English language. As a result, as a language teacher, I may lose my intrinsic motivation (Deci & Ryan, 2000) that includes love, passion, and dedication to the language, my pupils, and my teaching itself. Chamine has referred to this constant frustration with self and others and named it the *Stickler Saboteur*. To deal with the *Stickler Saboteur* and evolve well-being, Chamine offered the *Explore Sage* that connects to the PERMA model element of *Accomplishment*. According to Chamine's findings, the sense of dissatisfaction and perfectionism caused by the *Stickler* can be diminished through a sense of achievement brought about by an innate curiosity and openness to novel things. For instance, as a language teacher, instead of getting frustrated about cultural distances, I can take advantage of these distinctions and engage learners by comparing two cultures and investigating the differences so that they can explore cultures and build their intercultural competencies (Byram, Gribkova, & Starkey, 2002). Connected to this idea is Chamine's (2012) conception around turning each adversity into an opportunity inherent in the *Activate Sage*. This idea also echoes aspects of Acceptance and Commitment Therapy (ACT) (Hayes, Strosahi, & Wilson, 2012) that advocates for a certain acceptance of adversity, staying calm, and focusing on mindful strategies to eliminate the difficult feelings and circumstances and move forward without the distraction of overly negative emotions such as anxiety and frustration that Chamine has labelled *Saboteurs*.

My experiences in language teaching have brought me to another realization: teachers' own perception of an effective teacher can support them to not be governed by negative emotions such as dissatisfaction. Aligned with this personal perception, Dembo and Gibson (1985) indicated that teachers' own awareness of an effective teacher can

impact both teaching and learning performances. Considering Dembo and Gibson's ideas on this topic and my own experiences, I have perceived that as every single language teacher comes from a different sociocultural context, independent thinking, being critical of what you see and hear, and questioning information and irrational assumptions can develop language teachers with innovation as well as effectiveness. Aligned with this idea, Chamine (2012) identified the *Innovation Sage* power that enables an individual to break out of the self-articulated limitations, assumptions, and habits that prevent a person from engaging in innovation.

During the process of independent thinking, there are a few positive traits that I considered essential to develop my effectiveness. Since language teaching and learning are demanding processes, personality factors such as patience, warmth, creativity, and a sense of humor can diminish teaching and learning adversity. In addition, I have realized that articulating ideas, talking about the probable issues, and expressing my beliefs and values about teaching contribute to a sense of professional well-being. Considering the value of communication with my pupils, I have noticed that building trusting relationships with my students has created a safe, positive, and productive teaching environment for me. Moreover, I understood that this developed relationship could also support my students to learn English more quickly and develop stronger language skills. As a good communicator, a language teacher does not only speak in ways that support learners, but also engages in being a good listener, thus contributing to their student well-being and their own well-being as a language teacher. Additionally, Horwitz (2007) and Huy Pham (2014) suggest that an appropriate sense of humor can encourage language

learners to take risks and develop communication skills while not having a detrimental impact on class discipline.

So far, I have discussed the findings around PI key factors and how they can contribute to language teachers' well-being. To do so, I delved into the literature and my own personal experiences as a language teacher in order to expand upon how *Saboteurs* and *Sage* powers may promote language teachers' wellness. Before summarizing this discussion, in the following section, I will discuss the findings related to the PQ questionnaire and how they have added to my understanding of the potential of PI in promoting language teachers' well-being.

5.3.3.2.8 The PQ Questionnaire and Language Teachers' Well-being

To gain a better and more thorough understanding of Chamine's (2012) conceptualizations of well-being and to gain insight into my own *Saboteurs and Sages*, I took the PI questionnaire (see Appendix). The experience of taking this survey allowed me to consider my own experiences of negative and positive emotions as a language teacher as well as to reflect on how the results could more broadly relate to language teacher well-being. As I have always been aware of my weaknesses as both an ordinary person and as a language teacher, I was not surprised with the results I received. The result showed that my mind is in *Sage* 52% of the time as opposed to *Saboteur* and it revealed that my mind is often consumed with fighting with *Saboteurs*. Thus, it is not serving my real needs but rather, as Chamine suggests, it is working against my best interests and focusing on surviving in the face of the threats. I returned to my study and reviewed the literature to explore this PQ result.

First of all, I began reviewing the literature again to regain insights about what hinders well-being. In this regard, I reflected on what Seligman (2011) posited around negative emotions. He believed that negative emotions hamper elements that contribute to well-being. Moreover, Fredrickson (2009) investigated what she labelled as the threatened mind and concluded that negative emotions hinder individuals' abilities to receive new ideas. In addition, Kelbern (2018) pointed to the people whose personalities are so greatly impacted by negative emotions that they suffer from depression. Concurring with this idea, Tugade, Fredrickson, and Barrett, (2004) offered a solution and proposed that boosting positive emotions may help individuals to recover from stressful events as well as to find meaning in negative experiences in order to promote an optimistic perspective.

Moreover, I reconsidered the language teachers' well-being literature to see how the other studies viewed this concept and whether solutions were suggested. Gallo and Tassinari's (2017) study revealed that language teachers' well-being is comprised of the emotions they experience and the identities they create based on those emotions. Furthermore, Wolff and De Costa (2017), based on the research of Morris and Feldman (1996), added that the emotions that language teachers experience while doing their job can manage and regulate their functions. In this respect, Benesch (2017) affirmed that people constantly compare how they feel and how they are supposed to feel according to social expectations. Furthermore, Miller and Gkonou (2018) concluded that these expectations cause teachers to focus on managing or suppressing their emotions to follow the norms, thereby adding more stress that can bring about ineffectiveness. In this respect, Benesch's (2012) and King's (2015) studies determined that this negative affect

influences both language teachers' emotions and practices within their teaching context and consequently impacts their long-term well-being. Thus, what solutions are proposed? In a general sense, Headey, Kelley, and Wearing (1993) and Seligman (2013) suggested that life satisfaction, happiness, self-regard, serenity, cheerfulness, and love are some positive factors that boost well-being. Moreover, Dörnyei (2008) suggested that if a teacher is equipped with this positivity, it may result in enhanced self-efficacy that can influence learning atmosphere and students' learning satisfaction, all of which lead to increased job satisfaction. This job satisfaction, as Seligman (2013) concluded, will motivate people to keep going. Likewise, Yeo (2011) stated that the goal of achieving satisfaction causes people to persevere when encountering adversity and to maintain a passion for long-term goals.

All of these ideas around work satisfaction resonate with the *Accomplishment* element of the PERMA model. Seligman (2011) considered *Accomplishment* as an element that inspires people to set a goal, work towards it, and have perseverance in the face of adversity. He added that *Accomplishment* is another important component that contributes to people's abilities to nurture well-being. As a language teacher, I have often encountered students who are very impatient and disappointed in the face of adversity related to the learning process. As language learners, they are very perplexed about the new language and the cultural context in which it is embedded. They consider every aspect of learning very demanding. I believe that in order to support them in their challenging language-learning journey, language learners need to see the actual applications of what they are learning. For instance, being able to use recently learned vocabulary and language structures in a personalized context can allow them to make

connections and create meaning. Consequently, they are more satisfied and, as a result, they are motivated to continue. Moreover, this may also contribute to the job satisfaction for language teachers, helping them to stay perseverant, to keep their passion for teaching alive, and to work hard towards their professional goals.

Considering all the discussions above, I concluded that in order to take advantage of the potential of the mind that can enable language teachers to experience positive feelings and facilitate well-being, they need to stop listening to the self-sabotaging voices in their mind and activate that part of the mind which acts as a friend and considers each challenge as an opportunity. Moreover, based on Chamine (n.d.b) suggestions provided to me after completing the PQ questionnaire, I concluded that I need to go further than eliminating and fighting against negative emotions (i.e., *Saboteurs* or inner enemies) in order to improve my well-being and increase my effectiveness as a language teacher. Instead, I need to focus on developing positive emotions and their strengths (*Sage* powers or inner friends) through the techniques suggested by Chamine (2012). In this way, I can work toward experiencing a more satisfying personal and professional life.

Regarding the possible ways to develop the inner friend and weaken the inner enemies, Chamine (2012) has suggested some strategies to weaken the *Saboteurs*, strengthen the *Sage* powers, and also some techniques to build what he labeled the PQ brain muscles that might be effective in well-being development. Since investigating the techniques and strategies to develop PI is out of scope of this study, I have not previously discussed them comprehensively. However, I have perceived that some of these techniques are in line with what I personally believe as a language teacher and are also

convergent with some ideas presented in the literature. For this reason, I will briefly discuss these ideas in terms of the possible implications for language teacher well-being.

Regarding weakening the *Saboteurs*, Chamine (2012) believed that the most effective strategy for weakening the *Saboteurs* is to simply observe and label *Saboteur* thoughts or feelings every time a person notices them. To support his idea, Chamine referred to Tolle's (2008) metaphor of "egoic mind", his collective word for all the *Saboteurs*. According to Tolle, the egoic mind is like a snowman that melts away under the light of conscious awareness and that weakening the egoic mind, or Chamine's *Saboteurs*, involves exposing them to the "hot light of awareness" through observing and labeling them when they appear. I considered this strategy in terms of my own personal and professional life. As I have already mentioned, based on my personal experiences, teaching and learning a language is a demanding process, and a teacher might lose motivation in the face of these challenges and difficulties. I feel that it is effective in this case, to be aware of the negative emotions that try to pull me down and to not accept these emotions as part of my identity. Over this process of awareness, I can also build my positivity by looking at the strengths present inside me. It would assist me in staying optimistic and in responding to the egoic mind in a way that boosts my state of mind and ultimately increasing my effectiveness. To access the wisdom of the *Sage* perspectives when the stress and difficulty of a situation have supercharged the *Saboteurs*, Chamine offered the three-gifts technique. To employ this strategy, as Chamine explained, an individual would consider at least three scenarios where their supposedly bad situation could be turned into a gift or opportunity. He suggested that even in the darkest and toughest situation, people can find positivity. Chamine's suggestions bring to mind

Tugade, Fredrickson, and Barrett (2004)'s insights about optimism. They posited that developing positive emotions enables people to bounce back from stressful events and to notice the meaning in negative experiences. Although I have never applied this specific technique in my challenging experiences with teaching language, I have taken advantage of this strategy from a slightly different perspective. For instance, a group of students once complained about my teaching methodology. At first, I felt disappointed and I blamed my students or their situations. But after some reflection on their feedback, it caused me to want to learn more and observe some of my colleagues' classes to glean new ideas and ways to deal with challenges that I could use in my own profession. Thus, in this way I turned a negative situation into an opportunity to become more assertive and resourceful. The third strategy that Chamine suggested relates to field of neuroscience and it is completely out of the scope of my research. It includes daily routines and physical exercises to activate that part of the brain that Chamine believed can activate the *Sage* and its five powers.

In addition to Chamine's suggested techniques to activate *Sage* powers, I discovered another strategy by Seligman (2011) that I personally make use of in my teaching. In order to concentrate more on positive emotions, as a language teacher I reflect daily on the aspects of my teaching that make me feel positive and grateful in my workplace, about my teaching, and about my students. According to Seligman (2011) and Holmes and Mathews (2005), reflection on activities that make teachers feel positive with respect to their profession can contribute to well-being. For instance, language teachers can prepare a list that Holmes and Mathews named the "bliss list"; this list can cause them to stay mindful of the positive experiences that they have had.

5.4 Summary

There are several moments in language teaching that may cause language teachers to be influenced by various types of ten *Saboteurs* such as the *Judge*, *Hyper-Achiever*, *Restless*, and *Stickler*. Language teachers might suffer from shortage of self-confidence due to the factors related to sociolinguistic and cultural distances. They might experience frustration related to the barriers and limitations in the language teaching and learning process. They may become stressed attempting to reach higher levels of achievement or they may exaggerate language teaching and learning adversities to make up for their own incompetencies. It is possible that language teachers may also try to overly control the class and avoid challenges in order to gain a more satisfactory result from the language instruction. Moreover, they may rely too heavily on seeking out language learners' attention and positive feedback. Finally, they may expect greater success and predictability than is possible, thus probably leading to anxiety and frustration (Chamine, 2012, Mercer et al., 2016; Obilisteanu & Niculescu, 2015; Cervantes, 2013; Horwitz, 1996; & Meyer, 2000).

On the other hand, it could be some powers and values such as the *Empathize*, the *Explore*, the *Innovative*, the *Navigate*, and the *Activate Sage* may be applied to develop language teachers' well-being, thus leading to instructional effectiveness in their language classes. In conclusion, it is important to underscore some of the key connections between Chamine's (2012) discussion around the *Sage* powers and the literature related to language teacher well-being (e.g., Crossley, 2001; Seligman, 2008; Hayes et al., 2012; Berg et al., 2012; Dembo & Gibson, 1985; & Saeidi & Jabbarpour, 2011). For instance, to explore novel ideas in language teaching, teachers can activate openness and curiosity.

They can also make use of compassion and mindfulness to motivate self and learners in order to be able to deal with challenges. Moreover, through self-reflection on language teaching performance and feedback, language teachers can put in perspective the extraneous factors that can diminish motivation in language teaching and learning. Additionally, during the language instruction journey, to facilitate positive performance and deal with difficulties and disturbing thoughts, language teachers can determine the values and purposes connected to teaching and learning the target language as well as include positive moments in teaching language such as sense of humor, fairness, politeness, and encouragement.

5.5 Implications

In this section, I want to return to the purpose of this research. The goal of this study was to explore the potential of the new concept of PI through the lens of PP, and in particular the PERMA model. Ultimately, this exploration was aimed at determining what insights the PI concept and the supporting literature could bring to the field of language teaching in terms of language teacher's well-being. Over this process, I have taken into account the Broaden-and-Build Theory, the SDT, and other research findings in PP to expand our understanding of these ideas as they relate to the language teaching context. Through the support of the PERMA model framework and literature, as a language teacher and researcher, I could recognize some connections between PI and the PERMA model and was able to glean some insights that could be applied to the field of language teaching and language teacher well-being.

To discover the essence of PI, I began to examine carefully the central ideas of *Saboteurs* and *Sage* and I applied the PERMA model as a valid framework to explore

important linkages between these ideas. I discovered that people with different characteristics might be influenced by different *Saboteurs*. According to my investigations, Chamine (2012)'s *Saboteurs* can hamper the PERMA well-being elements to varying degrees. Through this study, I have revealed that each *Saboteur* can also be reversely connected to and supported with one or more the PERMA elements. These *Saboteurs* are those negative emotions that individuals have experienced — blaming self, situations, and others for deficiencies; exaggerating the difficulties that occur during the performances; being worried and frustrated with achievements; losing peace, comfort, and content over met the performances; and losing focus under the pressure of work. These emotions can hinder teacher effectiveness.

The foundational implication of this study is that by presenting the *Saboteurs* concept, Chamine has described the potentially destructive elements that can distort well-being. In other words, although the PERMA model and *Saboteurs* elements are examined from different perspectives — PERMA from a positive well-being conceptualization and *Saboteurs* elements from an awareness of negativity as a starting point for refocusing on positivity — their aims are very similar. For instance, negative emotions such as frustration in the face of adversity related to target language teaching; high stress linked to a desire for greater achievement; focusing on external success; impatience in dealing with learners' emotions; and failing to notice emotional and relationship needs in language teaching and learning process are among the *Saboteurs* that language teachers face. Finding ways to acknowledge these negative emotions and then to focus on developing positive elements such as those proposed in the PERMA model are foundational to the implications I propose. In this respect, firstly, the *Sage* powers enable

people to be aware of the potentials and competencies they have to experience happiness, contentment, comfort, and success. Secondly, the *Sage* powers make individuals aware of negative emotions, their destructive characteristics, and how they act to diminish abilities. They also prepare the mind to be energized and equipped with various strengths that will assist a language teacher to consider and include well-being aspects in teaching activities.

I have come to an understanding that, as Chamine believed and the literature supported (e.g., Seligman, 2011; Duckworth, Quinn, & Seligman, 2009; Kauts & Saroj, 2012; & Campbell, Kyyriakides, Muijs & Robinson), further conditions are needed than educational competencies to promote success for both students and teachers that results in a flourishing well-being. The first major implication of this study is that to diminish emotional issues that arise during language instruction, improve learning engagement, and to mitigate the effect of sociolinguistic and cultural distances, a language teacher needs to open the mind's door to positive emotions, curiosity, innovation and creativity, meaning, and calm. To do so, what a language teacher requires is to provoke motivation by bringing value and purpose to the learning environment. In this regard, Chamine (2012) has referred to internal value and meaning that contribute to well-being and consequently, to people's effectiveness. According to Seligman (2008), provided that people can discover value and meaning within themselves, they can become more motivated and can experience a more satisfying and happy personal and professional life. Furthermore, Seligman (2011) declared that *Meaning* refers to an individual's purposeful existence in the world. Similarly, Chamine (2012) considered inside value and meaning to be very helpful in determining the path that people pave in their life. He proposed that if people have the *Sage* powers dominant in the mind, they will be able to identify

different ways to take action and perform tasks and choose the ones best matched with their inside value, purpose, and meaning.

Chamine (2013a) affirmed that in order to bring internal meaning and value to life, people can take advantage of two approaches including activating the PQ brain (i.e., *Sage powers*) and changing aspects of the activities in progress in professional and/or personal life. Considering the first approach, activating *Sage powers*, according to my understanding of Chamine's ideas, people need to be aware of the power they have in their mind to distinguish between paths based on value and meaning and those that are lacking in this regard. In this way, they can work toward choosing activities that are both effective and that promote well-being. Moreover, my investigations into both Chamine's concepts and literature related to PP have revealed that to have meaning and value present inside the mind, a language teacher can activate *Sage powers* by utilizing affective strategies. In a similar way, Saeidi and Jabbarpour (2011) believed that because language teaching and learning are demanding processes, there are a few affective factors such as sense of humor, positive attitude, fairness, encouragement and politeness that language teachers should employ to minimize adversity, enhance their teaching process, and facilitate student achievement. Moreover, regarding the second approach, changing aspects of activities, I considered again Chamine's (2012) statement that "the power of the PQ conversation is that it moves everyone to a place of curiosity about how they can improve themselves rather than focusing on how someone else should change" (p. 169). Instead of being governed by negative emotions such as blaming students for their failures, teachers need to continually reflect on their context and be open to trying different instructional activities including approaches that stimulate interaction (e.g.,

Brown, 2007; Ellis, 1994), a focus on authentic tasks (e.g., Nunan, 2010; Harmer, 2001), and action-oriented language scenarios (e.g., CEL, 2001; Colling & Hunter, 2013) to encourage and engage learners in activities that they may encounter in the real world. By doing so, language teachers can recognize components of their teaching that do not work and identify ones that may be more effective or applicable. Connected to this, Mercer et al. (2016) believed in constant reflection on the interaction between language teachers and their contexts as a way to facilitate well-being. Mercer et al. also stated that by doing so, language teachers will be able to identify the aspects of their lessons that do not work and therefore, make changes or new decisions.

Furthermore, I explored that there are several direct and indirect linkages between the factors that Seligman (2011) considered very helpful to improve well-being and the ones that Chamine (2012) has identified as friends and named them the *Sage* powers. In this respect, I also reflected on a few PP studies and could discover many supporting ideas. Based on the previous discussions, language teachers need to access to the complex of positive traits, skills, knowledge, values, and meaning. Regarding positive traits, what a teacher requires is building resilience and character strengths and to do so as Seligman says that person needs to apply the PERMA model. To enhance well-being, a language teacher needs to revive the potential powers hidden inside to include the significant elements of PERMA in their personal and professional life. Therefore, based on the work of Seligman (2011), the second major implication of this study is that since there is an important interaction between teachers and language learners, teachers' levels of positivity and engagement, the quality of relationship that they have with learners, and their sense of accomplishment can ultimately influence language learners' well-being.

Additionally, based on my own experiences and the work of Chamine, and Seligman, I believe that possessing knowledge about the harms that *Saboteurs* can cause to the vital elements of well-being can help a language teacher to avoid being governed by the negative emotions that destroy the quality of interaction and engagement.

Acknowledging and labeling these negative emotions can support language teachers to focus on and channel the strengths they possess. In this respect, according to PP literature (e.g., Cohen, 2017; Seligman, 2008; Tooby & Cosmides, 2008) and the analysis of PI through the lens of PERMA, there is an understanding that Chamine's study has contributed to the conversation regarding the importance of the quality of interactions as well as the value inherent in naming destructive emotions as a way to conquer them.

Moreover, through this study, I also realized that Chamine's discussion on over-emphasis or/and under-emphasis on logic is one of the possible issues that can impact a language teacher's and learner's interpersonal interactions and well-being. In this respect, both neglecting the emotional side of teaching causes language teachers to underplay or the influence of affect in the classroom. Conversely, over-focusing on emotions can impact teachers' ability to deal with teaching and learning adversities, to face challenges, and to fixate on insecurities (Ghanizadeh & Moafian, 2010; Jennings & Greenberg, 2009).

Therefore, Chamine's suggestion to carefully reflect meaning, purpose and value in a person's work can facilitate the quality of interactions with those in the workplace (e.g., teachers and learners) thus leading to flourishing well-being. Connected to this idea, Chamine also offered some affective qualities including appreciation and compassion that can be an asset to empower the mind to temper over-rationality in order to improve communication with others. Aligned with this, the literature (e.g., Miller & Gkonou,

2018; Davis, Summers & Miller, 2012; Ghanizadeh & Moafian, 2010; & Jennings & Greenberg, 2009) suggests that language teachers who possess affective traits such as contentment and compassion can enhance interpersonal interaction with language learners which may lead to improvements in language teacher well-being.

Although the purpose of this study was to investigate language teachers' well-being from the positive emotional point of view, I discovered that somewhat contrary to Chamine's (2012) claims around the significance of positive emotion in exploring the mind's potential powers, his work has mostly focused on negative emotions. Chamine chose to discuss *Sage* powers only as mental and emotional tools to mitigate and diminish the negative influences of *Saboteurs*. However, broadly speaking, the revealed linkages between the PERMA and PI's central ideas support the application of this new concept in a similar or complementary way to PERMA. Therefore, the third major implication of this study is the need to acknowledge and name negative aspects of the language teaching environment. Consequently, depending on the kind of characteristics and competencies teachers possess and situations in which they find themselves, PI can help language teachers to enhance their well-being and effectiveness through recognizing the *Saboteurs* and their deceptions, labeling them, and taking advantage of the inner powers that humans potentially possess.

The PQ questionnaire (see Appendix) suggested by Chamine (2012) may be a tool that language teachers can use to help identify the inner self-sabotaging voices that may be impacting their well-being. Being able to recognize and define these negative emotions can support teachers in determining ways to activate positive emotions, *Sage* powers, in order to work constructively towards improved professional well-being. This

particular implication underscores the importance of self-reflection. Regarding the inner powers that Chamine considered influential in people's well-being development, in order to find the compassion, value, purpose, and motivation required of language teaching, it is essential to nurture the emotions that Seligman (2013) considered essential to well-being (e.g., life satisfaction, happiness, positive self-regard, serenity, cheerfulness, and love). Developing these aspects of well-being will contribute to language teacher self-efficacy. As Dörnyei (2008) believed, this self-efficacy can influence the learning atmosphere in class and students' learning satisfaction, all of which lead to increased job satisfaction. It is essential that language teachers not give into negative forces in the face of adversity and find ways to persevere in order to gain this satisfaction (Seligman, 2013; Yeo, 2011). Techniques such as conscious awareness of one's egoic mind as well as the three-gifts technique suggested by Chamine and supported by Tolle (2008) and Tugade, Fredrickson, and Barrett (2004), can help language teachers observe and label these emotional obstacles and become aware of the consequences that each could bring to their work. Moreover, these elements can boost the state of mind by accessing the wisdom of the *Sage* perspectives that can ultimately enhance well-being by focusing on positive points in a demanding instructional moment. Regarding the three-gifts technique, as Chamine suggested and Mercer et al. (2006) also proposed, being optimistic and seeing the glass as half-full when difficulties arise can lead a language teacher to notice the meaning in negative experiences and even take advantage of adversity including sociolinguistic and cultural barriers. In this way, they can gain opportunities that may enhance a teacher's instructional skills as well as language learner efficacy, both of which may have a positive effect on language teacher wellness. For instance, Chamine (2012)

suggested going deep into the issues “to discover underlying needs and aspirations and then devising creative solutions that address those needs and aspirations” (p. 220). A language teacher can reflect carefully on the probable reasons why, in some situations, the process of learning is not progressing or why some aspects of instruction are not working as planned or expected. By engaging in deep reflection, language teachers could discover changeable aspects of their environment and make decisions about steps needed to initiate positive change. In this regard, inquiry about students’ expectations, concerns, and feedback all enable language teachers to gain perspective and insight into the learning and teaching process. This interaction with learners serves to promote communication and provides input to consider when modifying instructional methods or providing more learning supports. In addition, the search for *Meaning* and *Accomplishment*, as promoted by the PERMA model and some of Chamine’s *Sages*, can help a teacher set instructional goals and select the paths best suited to achieving these instructional purposes.

5.6 Suggestions for Further Research

The current research is a descriptive study that investigates and analyzes PI and its potential in order to contribute to a better understanding of language teacher’s well-being. By conducting this theoretical study, I have articulated a solid framework for PI based on the well-established theories and research in the field of PP and specifically related to the PERMA model. The findings of this study could inspire future research and empirical studies to explore the actual impact of PI on teacher performance and also student achievement. Moreover, future research could focus on identifying the participants’ top *Saboteurs* through *Saboteur* Assessment and delve into the ones most

prevalent among language teachers. There are also some strategies offered by Chamine (2012) to master *Sage* powers that could be a springboard for future research to explore how these strategies might be implemented in a language teaching environment. Furthermore, since Chamine (2012) posited that, in addition to PP, PI is grounded in the other three disciplines: Neuroscience, Cognitive Behavioural Psychology, and Performance Science, PI could be investigated through these lenses as well.

5.7 Possible Limitations of the Research

The limitations to this study relate to the fact that Chamine (2012) did not directly present how his concepts were supported in the literature. Although he made reference to studies, no empirical literature existed related to Chamine's theories and ideas. It is for this reason that in this study, I have explicitly delved into each aspect of the PI concept to determine how the relevant literature supported or rejected his claims. Until this theoretical study was completed, I did not feel that I could use the PI materials as the basis for an empirical study. Consequently, I felt it was important to first examine in depth the well-known theories and PP research findings in order to establish trustworthy groundwork for the concept of PI for future research. Additionally, I did not have access to the validity and reliability index of the PQ assessment, thus my PQ results needed to be examined. I was only able to explore the PQ results based on my own expectations and knowledge of the Positivity Ratio (Fredrickson, 2009). Lastly, in spite of my prior perceptions about the ideology and terminology that PI represents (i.e., that it focuses on the positive aspects of well-being), this study revealed that PI focuses first on negative emotions in order to connect to aspects of PP. This particular way of conceptualizing well-being could also be seen as a limitation of this study.

5.8 Conclusion

Through the lens of PP and, in particular, the PERMA model, this study provided insights into PI as well as how its central ideas could be applied to language teachers' well-being and consequently, how it might impact their performance in the language classroom.

To summarize the results, the achievements showed that the mind governed by *Saboteurs* can prevent an individual from employing the internal potential and powers to enhance well-being. I discovered that invisible negative or positive fake characteristics of *Saboteurs* can directly and indirectly damage peace of mind and hinder well-being as described through PERMA. Upon investigation, I came to an understanding that each element of the PERMA model has some connection to PI key elements of *Saboteurs* and *Sage* powers. In addition, this study revealed that unlike the PERMA model and PP, Chamine (2012) has mostly investigated well-being from a negative point of view by identifying the elements that distort well-being. By focusing the *Saboteurs*, Chamine brought awareness to the mind's tendency towards negative affect and showed how these *Saboteurs* can destroy well-being and effectiveness. Contrary to these enemies in the mind that can weaken the PERMA components of well-being, this study also considered some powers of the mind recognized by PI concept that cause well-being to flourish. All of these powers live inside the mind and are largely intertwined. Furthermore, in order to revitalize the PERMA model components, humans need to employ inner powers. In other words, these powers enable humans to keep positive when experiencing challenging situations in order to decrease stress and enjoy life activities. PERMA encourages a focus on positivity and inspires people to apply it in a personalized and relevant way.

Considering seminal theories and studies, I noticed that PI findings echo various aspects of the-Broaden-and-Build Theory, SDT, and PP literature. Chamine hypothesized that the threatened mind with negative forces cannot be innovative or be aware of the available facilities that can cause ineffectiveness. Thus, experiencing happiness and listening to positive voices will enable individuals to persevere when faced with adversity. Connected to this, to develop and construct this well-being people also require additional inner resources such as mastering their emotions, connecting to others, experiencing care for others, and being in harmony with an integrated self (Deci & Ryan, 2000).

Regarding the language teacher's well-being, language teachers need to consider the PERMA model and how it applies to the personal and professional aspects of their lives. Because there are some key connections between PI's central ideas and the PERMA key elements, PI could be used as a way for language teachers to improve well-being. Returning to Fredrickson's (2004, 2009) study, to which Chamine (2012) has made reference, Seligman's (2011, 2013) findings, and Deci and Ryan's (2000) SDT theory, I concluded that the PI concept and particularly, the *Saboteurs* and the *Sage* powers could be considered and applied in the field of language teachers' well-being. The inner powers and values that Chamine (2012) has mentioned and identified are supported by studies in PP and also with literature related to language teaching. I have also discovered that Chamine has classified the positive emotions as *Sage* powers; these are opposite yet directly connected to the *Saboteurs*, the mind's destructive characteristics. While this study has confirmed for me that teachers can boost their well-being by carefully considering the PERMA elements, it has also demonstrated that the central

ideas of PI, *Saboteurs* and *Sage*, may have the potential to help language teachers to develop their well-being and enhance their performances.

Recognizing and labeling the *Saboteurs* and understanding their possible interferences with positive emotions is one of the applications of PI that can bring clarity to the struggles that a language teacher might experience. Importantly, it validates that these emotions exist. Moreover, affective factors inherent in *Sage* powers that can enhance positive feelings and effectiveness (Mercer et al., 2016; Kauts, Saroj, 2012; Meyer, 2000; Seligman, 2011; Hayes et al., 2012; Dembo & Gibson; 1985) enable language teachers to conquer the egoic mind (Tolle, 2008) and, as Chamine posited, to shift the entire mind-set from anxiety, disappointment, guilt, and blame to curiosity, creativity, excitement, and resolute actions. Since the *Sage* perspective accepts every outcome and circumstance as an opportunity to discover issues and find solutions, it could be helpful for language teachers to utilize this positivity in order to find strengths potentially inherent in challenging situations and demanding teaching moments (Tugade, Fredrickson, and Barrett, 2004). Therefore, they can provide a professional context in which characteristics such as empathy, innovation, exploration, navigation, and activation can flourish, thus leading toward well-being and effectiveness.

References

- Abdolvahabi, Z., Bagheri, S., & Kioumarsi, F. (2012). The relationship between emotional intelligence and self-efficacy in research among Tehran physical education teachers. *European Journal of Experimental Biology*, 2(6), 2337–2343.
- Abuhamdeh, S., & Csikszentmihalyi, M. (2012). The importance of challenge for the enjoyment of intrinsically motivated, goal-directed action. *Personality and Social Psychology Bulletin*, 38, 317– 330.
- Ackerman, C. (2018, April 20). *What is positive psychology & why it is important? Definitions + examples*. Retrieved from <https://positivepsychologyprogram.com/what-is-positive-psychology-definition>.
- Agne, K. J., Greenwood, G. E., & Miller, L. D. (1994). Relationships between teacher belief systems and teacher effectiveness. *Journal of Research and Development in Education*, 27, 141–152.
- Ahrens, T., & Chapman, C. S. (2006). Doing qualitative field research in management accounting: Positioning data to contribute to theory. *Accounting, Organizations, and Society*, 31(8), 819–841.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: V. N. Vahia.
- Anil, B. (2017). Applying innovative teaching methods in a Second Language classroom. Unpublished Article.
- Anthony, M. (2012). *Discover your soul template: 14 steps for awakening integrated intelligence*. Rochester, VT: Inner Traditions.

- Armat, M., Assarroudi, A., Rad, M., Sharifi, H., & Heydari, A. (2018). Inductive and deductive: ambiguous labels in qualitative content analysis. *The Qualitative Report*, 23(1), 219–221. Retrieved from <http://nsuworks.nova.edu/tqr/vol23/iss1/16>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education*. Massachusetts, MA: Wadsworth, Cengage Learning.
- Aspinwall, L. G. (1998). Rethinking the role of positive affect in self-regulation. *Motivation and Emotion*, 22(1), 1–32.
- Australian Institute of Professional Counsellors. (2010). *Happiness and positive psychology*. Retrieved from <http://www.counsellingconnection.com/index.php/2010/08/30/happiness-and-positive-psychology/>
- Ayres, L. (2007a). Qualitative research proposals – part I: posing the problem. *J. Wound Ostomy Continence Nurse*, 34, 30–32. doi: 10.1111/j.1464-0597.2008.00351.x
600
- Obilisteanu, G., & Niculescu, B. O. (2015). Teacher control in Second Language classes. *International Conference Knowledge-Based Organization*, 7(2), 618–623.
- Barr, J. J. (2016). Developing a positive classroom climate. *The Idea Center*, 2(56), 1–1.
- Bay, E., Bündoğdu, K., & Kaya, H. I. (2010). The perceptions of prospective teachers on the democratic aspects of the constructivist learning environment. *Electronic Journal of Research in Educational Psychology*, 8, 617–642.

- Becker, E. S., Goetz, T., Morger, V., & Ranellucci, J. (2014). The importance of teachers' emotions and instructional behavior for their students' emotions and experience sampling analysis. *Teaching and Teacher Education, 43*, 15–26.
- Benesch, S. (2012). *Considering emotions in critical English language teaching: Theories and praxis*. New York, NY: Routledge.
- Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. New York, NY: Routledge.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursing Plus Open, 2*, 8–14.
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Boston, MA: Allyn and Bacon.
- Berg, H., Petron, M., & Greybeck, B. (2012). Setting the foundation for working with English language learners in the secondary classroom. *American Secondary Education, 40*(3), 34–44.
- Berliner, D. C. (1983). Developing conceptions of classroom environment. *Educational Psychologist, 18*, 1–3.
- Bernard, H. R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. Walnut Creek, CA: Alta Mira Press.
- Bhattacharjee, A., & Mogilner, C. (2013). Happiness from ordinary and extraordinary experiences. *Journal of Consumer Research, 41*(1), 1–17.
- Böckler, A., Herrman, L., Trautwein, F., Holmes, T., & Singer, T. (2017). Know Thy Selves: Learning to understand oneself increase the ability to understand others. *Journal of Cognitive Enhancement, 1*(2), 197–209.

- Bowker, G. C., & Star, S. L. (2000). *Sorting things out: Classifications and its consequences*. Cambridge, England: The MIT Press.
- Brackett, M., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion- regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools, 47*, 406-417. doi: 10.1002/pits.20478
- Brophy, J. & Good, T. (Eds.). (1992). *Handbook of research on teaching* (3rd ed.). New York, US: Macmillan Publishing Company.
- Brundage, G. C. (2007). *EFL foreign teacher stress in Korea: Cause and coping mechanisms*. Unpublished survey study.
- Bryan, T., & Bryan, J. (1991). Positive mood and math performance. *Journal of Learning Disabilities, 24*(8), 490–494.
- Bulger, S. M., & Mohr, D., & Walls, R. (2002). Stack the deck in favour of your students by using the four aces of effective teaching. *Journal of Effective Teaching, 5*(2), 167–182.
- Burnard, P. (1991). A method of analyzing interview transcripts in qualitative research. *Nurse Education Today, 11*, 461–466.
- Burns, D. D. (2012). *Feeling good: The new mood therapy*. New York, NY: New American Library.
- Byram, M., Gribvoka, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching*. Strasbourg, France: The Council of Europe.

- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 709–725). New York, NY: Macmillan Library Reference.
- Calvo, R., & Cheung, F. (2017). Does money buy immigrants happiness? *Journal of Happiness Studies, 19*(6), 1657–1672.
- Campbell, R. J., KYyriakides, L., Muijs, R. D., & Robinson, W. (2003). Differential teacher effectiveness: towards a model for research and teacher appraisal. *Oxford Review of Education, 29*(3), 347–362.
- Caprara, C., Barbaranelli, L., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*, 473–490.
doi:10.1016/j.jsp.2006.09.001
- Catanzaro, M. (1988). Using qualitative analytical techniques. In N. F. Woods & M. Catanzaro (Eds.), *Nursing: research theory and practice* (pp. 437–456). St. Louis, MO: The CV Mosby Company.
- Cervantes, I. M. (2013). The role of risk-taking behavior in the development of speaking skills in ESL classrooms. *Revista de Lenguas Modernas, 19*, 421–435.
- Chamine, S. (2012). *Positive intelligence: Why only 20% of teams and individuals achieve their true potential and how you can achieve yours*. Texas, TX: Greenleaf Book Group Press.
- Chamine, S. (2013a, June 20). *Know your inner saboteurs: Shirzad Chamine at TEDxStanford*. Available from <https://www.youtube.com/watch?v=-zdJ1ubvoXs&t=6s>

- Chamine, S. (2013b, October 7). *Shirzad Chamine: "Positive Intelligence" Talks at Google*. Available from <https://www.youtube.com/watch?v=ta5IkSsc8qk&t=1418s>
- Chamine, S. (n.d.a). *Positive intelligence*. Retrieved from www.positiveintelligence.com
- Chamine, S. (n.d.b). *Positive Intelligence Quotient*. Retrieved from <https://c004.novisurvey.net/TakeSurveyPage.aspx?s=fc2eb3579f2d4368ab21c937def409b2&tsid=15ad0bc12456452c86ec7ceb8c04cddf&c=en-US>
- Chute, E. (2014, December 29). Can positive student-teacher relationships improve math scores? Retrieved from <http://www.postgazette.com/news/education/2014/12/29/Can-positive-student-teacher-relations-improve-math-scores/stories/201412230167>
- Coelho, Paulo. (1988). *The Alchemist*. New York, NY: HarperCollins.
- Cohen, I. S. (2017). *When it's never about you: The people pleaser's guide to reclaiming your health, happiness and personal freedom*. Oxford, England: Hart and Co Publishing.
- Cohrs, C., Christie, D. J., White, M. P., & Das, C. (2013). Contributions of Positive Psychology to peace toward global well-being and resilience. *American Psychological Association, 68*(7), 590-600.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed-methods approaches*. London: Sage.
- Reed-Danahay, D. E. (1997). Introduction. In D. E. Reed-Danahay (Ed.), *Autoethnography: Rewriting the self and the social* (pp. 1-17). Oxford, England: Berg.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: SAGE Publication Inc.
- Crossley, N. (2001). *The social body: Habit, identity and desire*. London: Sage Publications.
- Csikszentmihalyi, M. & Shernoff, D. J. (2008). Flow in Schools. In M. J. Furlong, R. Gilman, & E. S. Heubner (Eds.). (2008), *Handbook of positive psychology in the schools*. NJ: Erlbaum.
- Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. New York, NY: Jossey-Bass Publishers.
- Csikszentmihalyi, M. (2014). *Flow and the foundations of positive psychology, the collected works of Mihaly Csikszentmihalyi*. New York, NY: Springer.
- Csikszentmihalyi, M., & Asakawa, K. (2016). Universal and cultural dimensions of optimal experiences. *Japanese Psychological Research*, 58(1), 4–13.
- Csikszentmihalyi, M., & Schneider, B. (2000). *Becoming adult: How teenagers prepare for the world of work*. New York, NY: Basic Books.
- Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1993). *Talented teenagers*. New York, NY: Cambridge University Press.
- Cummins, J. (1981a). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles, America: Evaluation, Dissemination and Assessment Center California State University.

- Curtis, J. R., Wenrich, M. D., Carline, J. D., Shannon, S. E., Ambrozy, D. M., & Ramsey, P. G. (2001). Understanding physicians' skills at providing end-of-life care: Perspectives of patients, families, and health care workers. *Journal of General Internal Medicine, 16*, 41–49.
- Dalton, B. (2004). Creativity, habit, and the social products of creative action: Revising Joas, incorporating Bourdieu. *Sociological Theory, 22*(4), 603–622.
- Davis, H. A., Summers, J. J., & Miller, L. M. (2012). *An interpersonal approach to classroom management*. Thousand Oaks, CA: Corwin Press.
- Day, C., & Gu, Q. (2010). *The new lives of teachers*. London, England: Routledge.
- Day, C. & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, Culture & Society, 16*(1), 7–23.
- Day, C. (2008) Committed for life, Variations in teachers' work, lives and effectiveness. *Journal of Educational Change, 9*(3), 243–260.
- Deci, E. L. & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1) 68-78.
- Denzin, N. K., & Lincoln, Y. S. (2000). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 1–28). London, England: Sage.
- Dörnyei, Z. (2007). *Motivational strategies in the language classroom*. Cambridge, England: Cambridge University Press.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford, England: Oxford University Press.

- Dörnyei, z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge, England: Cambridge University Press.
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge, England: Cambridge University Press.
- Du, X. (2009). The affective filter in Second Language Teaching. *Journal of Asian Social Science*. 5(8), 162–165.
- Duckworth, A. L., Quinn, P. D., & Seligman, M. E. P. (2009) Positive predictors of teacher effectiveness. *The Journal of Positive Psychology*, 4(6), 540–547.
doi:10.1080/17439760903157232
- Ehrenreich, B (2010). *Right-sided: How the relentless promotion of positive thinking has undermined America*. Waterville, ME: Thorndike Press.
- Elliot, A. J., & Thrash, T. M. (2002). Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals. *Journal of Personality and Social Psychology*, 82(5), 804–818.
- Ellis, C., & Bochner, A. P. (2000). Autoethnography, personal narrative, reflexivity: Researcher as subject. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 733-768). London, England: Sage.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: a focus on trustworthiness. *Sage Open*, 4, 1–10.
Retrieved from <http://sgo.sagepub.com/content/4/1/2158244014522633.full.print>

- Entwistle, N., Tait, H., & McCune, V. (2000). Patterns of response to approaches to studying inventory across contrasting groups and contexts. *European Journal of Psychology of Education, 15*(1), 33–48.
- Fisher, S. (2014). *Positive education: Positive education tutoring, coaching and consultant*. Retrieved from <http://sherrifisher.com/positive-education>
- Fredrickson, B. L. (1988). What good are positive emotions? *Review of General Psychology, 2*, 300–319.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218–226.
- Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society B: Biological Sciences, 359*(1449), 1367–1378.
- Fredrickson, B. L., & Losada, M. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist, 60*(7), 678–686.
- Fredrickson, B. L. (2009). *Positivity*. New York, US: Crown Publishing Group.
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion, 19*(3), 313–332.
<http://doi.org/10.1080/02699930441000238>
- Fredrickson, B. L., & Levenson, R.W. (1998). Positive emotions speed recovery from the cardiovascular sequelae of negative emotions. *Cognition and Emotion, 12*, 191–220.
- Fredrickson, B. L., Mancuso, R. A., Branigan, C., & Tugade, M. M. (2011). The undoing effect of positive emotions. *Motivation and Emotion, 24*(4), 237–258.

- Freebody, P. (2003). *Qualitative research in education*. London, England: Sage.
- Freeman, D. & Garety, P.A. (2004). *Paranoia: The psychology of persecutory delusions*. Hove, England: Psychology Press.
- Frenzel, A. C., Götz, T., Stephens, E. J., & Jacob, B. (2009). Antecedents and effects of teachers' emotional experiences: an integrative perspective and empirical test. In P. A. Schutz & M. Zembylas (Eds.), *Advances in Teacher Emotions Research: The Impact on Teachers Lives* (pp. 129–148). New York, NY: Springer.
- Frenzel, A. C., & Stephens, E. J. (2013). Emotions. In N. C. Hall & T. Goetz (Eds.), *Emotion, motivation, and self-regulation: A handbook for teachers* (pp. 2–56). Bingley, England: Emerald Group Publishing.
- Frisby, B. N., & Martin, M. M. (2010). Instructor-student and student-student rapport in the classroom. *Communication Education*, 59(2), 146–164.
- Frisby, B. N., Berger, E., Burchett, M., Herovic, E., & Strawser, M. G. (2014). Participation apprehensive students: The influence of face support and instructor-student rapport on classroom participation. *Communication Education*, 63(2), 105–123.
- Frydenberg, E. (Ed.). (1997). *Adolescent coping: Theoretical and research perspectives*. New York, NY: Routledge.
- Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2009). *Handbook of Positive Psychology in schools*. Abingdon, England: Routledge.
- Galler, D. (2015). *Emotional Intelligence and positive classroom climate. An exploration of how outstanding teachers use Emotional intelligence to create positive*

- classroom climates*. (Unpublished doctoral dissertation). Retrieved from <https://rucore.libraries.rutgers.edu/rutgers-lib/48177/PDF/1/play/>
- Gallo, E., & Tassinari, M. G. (2017). "Positive feelings about my work: I needed it!" Emotions and emotion self-regulation in language teachers. *Apples – Journal of Applied Language Studies*, 11(2), 55-84.
- Gardner, H. (1983) *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
- Garland, E. L., Farb, N. A., Goldin, P. R., & Fredrickson, B. L. (2015). The Mindfulness-to-meaning theory: Extensions, applications, and challenges at the attention–appraisal–emotion interface. *An International Journal for the Advancement of Psychological Theory*, 26(4), 377–387.
- Garret, P., & Young, R. (2009). Theorizing affect in foreign language learning: An analysis of one learner's responses to a communicative Portuguese course. *The Modern Language Journal*, 93(2), 209–226.
- Getzels, J. W., & Csikszentmihalyi, M. (1976). *The creative vision*. New York, NY: Wiley.
- Gibbs, G. R. (2007). *Thematic coding and categorizing, analyzing qualitative data*. London, England: SAGE Publications Ltd.
- Gierlinger, E. (2007). Modular CLIL in lower secondary education: some insights from a research project in Austria. In C. Dalton-Puffer & U. Smit (Eds.), *Empirical perspectives on CLIL classroom discourse* (pp. 79–118). Frankfurt am Main:

Peter Lang.

Ginott, H. G. (1976). *Teacher & child: A book for parents and teachers*. New York, NY:

Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods (Vol 1&2)*.

London, England: Sage Publications.

Gkonou, C., & Mercer. S. (2017). Understanding emotional and social intelligence among English language teachers. *ELT Research Papers, 17*(3), 1–43.

Glaser-Zikuda, M., Stuchlikova, I., & Janik, T. (2013). Emotional aspects of learning and teaching: Reviewing the field, discussing the issues. *Orbis Scholae, 7*(2), 7-22.

Goleman, D. (1996). *Emotional intelligence*. New York, NY: Bantam Books.

Graham, S. W., & Gisi, S. L. (2000). The effects of instructional climate and student affairs services on college outcomes and satisfaction. *Journal of College Student Development, 41*, 279–29.

Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measure to achieve trustworthiness. *Nurse Education Today, 24*, 105–112.

Green, S. (2011). Positive education: Creating flourishing students, staff and schools. *Australian Psychology Society, 33*(2). Retrieved from

<https://www.psychology.org.au/publications/inpsych/2011/april/green/>

Greenberg, M. (2012, April18). *When the voice inside your head turns bad*. Retrieved from <https://www.psychologytoday.com/ca/blog/the-mindful-self-express/201204/when-the-voice-inside-your-head-turns-bad>

- Gundogdu, K., & Silman, F. (2007). Teaching as a profession and effective teaching. In Z. Cafoglu (Ed.), *Introduction to education: Handbook of basic concepts* (259–292). Ankara, Turkey: Grafiker.
- Haidt, J., & Gable, S. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9 (2), 103–110. doi: 10.1037/1089-2680.9.2.103
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14 (8), 835–854.
- Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record*, 103, 1056–1080.
- Harris, R. (2018, July 22). *Build genuine happiness from the inside out*. Retrieved from <http://thehappinesstrap.com>
- Haybrond, D. (2011). Happiness. *The Stanford encyclopedia of philosophy* (July 2011 ed.). Retrieved from <https://plato.stanford.edu/entries/happiness/#MeaHap>
- Hayes, D. (2008) Becoming a teacher of English in Thailand. *Language Teaching Research*, 12 (4), 471-494.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change* (2 ed.). New York, NY: Guilford Press.
- Hazelton, S. (2013). *Great days at work: How positive psychology can transform your working life*. London, England: Kogan Page.
- Headey, B. W., Kelley, J., & Wearing, A. J. (1993). Dimensions of mental health: Life satisfaction, positive affect, anxiety, and depression. *Social Indicators Research*, 29, 63–82.

- Helmke, A. (2012). Unterricht diagnostizieren und evaluieren: Voraussetzungen für die Verbesserung der Unterrichtsqualität. *Schulverwaltung Spezial*, 14 (4), 16-19.
- Herrnstein, R. J., & Murray, C. A. (1996). *The bell curve: intelligence and class structure in American life*. New York, NY: Simon & Schuster. Retrieved from http://repository.upenn.edu/gse_pubs/236
- Herzenstein, M., & Gardner, M. (2009). All positive emotions are not created equal: The case of joy and contentment. In A. L. McGill, Shavitt, S., & M. N. Duluth (Eds.), *Association for consumer research* (Vol, 36, pp. 123–126).
- Hobson, A. J., & Maxwell, B. (2017). Supporting and inhibiting the well-being of early career secondary school teachers: Extending self-determination theory. *British Educational Research Journal*, 43(1), 168–191.
- Holmes, E. (2005). *Teacher well-being. Looking after yourself and your career in the classroom*. New York, NY: Routledge Falmer.
- Holmes, E. A., & Mathews, A. (2005). Mental Imagery and emotion: A special relationship. *Emotion*, 5(4), 489–497.
- Holt, N. L. (2003). Representation, legitimation, and auto-ethnography: An auto-ethnographic writing story. *International Journal of Qualitative Methods*, 2, 18-28.
- Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26, 1530–1543.
- Hoque, E. (2009). *A language teacher: Qualities that a teacher must have*. Unpublished article.

- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365–372.
- Horwitz, E. K. (2007). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Boston, MA: Pearson Education.
- Hopper, T., & Hoque, Z. (2006), “Triangulation approaches to accounting research”, In Hoque, Z. (Ed.), *Methodological issues in accounting research: Theories and methods* (pp. 477–486), London, England: Spiramus Press.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288.
- Hudley, C., & Graham, S. (1993). An attributional intervention to reduce peer-directed aggression among African American boys. *Child Development*, 64, 124–138.
- Huebner, E. S., & Hills, K. J. (2014). Assessment of subjective well-being in children and adolescents. In D. H. Saklofske, V. L. Schwann, & C. R. Reynolds (Eds.), *The Oxford handbook of child psychological assessment*. New York, US: Oxford Press.
- Hunt, J. (1965). Intrinsic motivation and its role in development. *Nebraska Symposium on Motivation*, 12, 189–282.
- Huy Pham, H. N. (2014). *The use of humour in EFL teaching: A case study of Vietnamese university teachers' and students' perceptions and practices* (Unpublished Ph.D.'s thesis). University of Canberra, Australia.
- Ingersoll, R. (2011). *Power, Accountability, and the Teacher Quality Problem*. In S. Kelly (Ed.), *Assessing teacher quality: Understanding teacher effects on*

- instruction and achievement* (pp. 97–109). New York, NY: Teachers College Press.
- Isen, A. (2010). Some ways in which positive affect influences decision making and problem solving. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of emotions* (3 ed., pp. 548–573). New York, NY: Guilford Press.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
- Joppe, M. (2000) The Research Process, *The Quantitative Report Journal*, 8(4), 597–607. Retrieved from <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>
- Karsli, M. D. (2007). *Egitim Bilimine Giris (Introduction to Education)*. Ankara, Turkey: Pegem A.
- Kaufhold, J., & Johnson, L. (2005). The analysis of the emotional intelligence skills and potential problem areas of elementary educators. *Education*, 125(4), 615–626.
- Kauts, A & Saroj, R. (2012). Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage. *Journal of History and Social Sciences*. 3(2), 2229–5798.
- Kelbern, C. A. (2018). *Personalities and identity: Which shapes your life?* Bloomington, IN: LifeRich Publishing.
- Keyes, C. L. M. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. *Journal of Consulting and Clinical Psychology*, 73(3), 539–548.
- Keyes, C. L. M., & Ryff, C. D. (2003). Somatization and mental health: A comparative

- study of the idiom of distress hypothesis. *Social Science and Medicine*, 57, 1833–1845.
- Khatoun, F. (2015). Role of positive emotions in the development of psychological well-being. *Indian Journal of Positive Psychology*, 6(2), 155–159.
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in Nursing and Health*, 40(1), 23–42.
- Kimura, Y. (2010). Expressing Emotions in Teaching: Inducement, Suppression, and Disclosure as Caring Profession. *Educational Studies in Japan: International Yearbook*, 5, 63–78.
- King, J. (2015). “It’s Time, Put on the Smile, It’s Time!” The Emotional Labour of Second Language Teaching Within a Japanese University. In C. Gkonou, D. Tatzl, & S. Mercer (Eds.), *New directions in language learning psychology* (pp. 97-112). Cham, Switzerland: Springer.
- Klassen, R. & Tze, V. M. C. (2014) Teachers’ self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review* 12, 59-76.
- Kosterec, M. (2016). Methods of conceptual analysis. *Filozofia*, 71(3), 220–230.
- Kristjansson, K. (2012). Positive psychology and positive education: Old wine in new bottles? *Educational Psychology*, 47(2), 86–105.
- Kubanyiova, M. (2009). Possible selves in language teacher development. In Z. Dörnyei & E. Ushioda (Rds.), *Motivation, language identity and the L2 self* (pp. 314–332).
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. New York, NY: Routledge.

- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53, 27-35. doi: 10.1080/00131910120033628
- Landau, E. (2015, April 3). Why happiness is healthy. Retrieved from <https://www.cnn.com/2014/03/20/health/happiness-wellbeing-health/index.html>
- Lavazza A. (2016). Happiness, psychology, and degrees of realism. *Frontiers in Psychology*, 7, 1148. doi: 10.3389/fpsyg.2016.01148
- Lea, C., & MacLeod, A. K. (2018). Bringing life to mind: A qualitative and quantitative approach to identifying the information used in life satisfaction judgements. *Journal of Happiness Studies*, 5, 1300–1322.
- Lewis, M., & Haviland, J. M. (Eds.). (1993). *Handbook of emotions*. New York, NY: Guilford Press.
- Li, K. (2012). The improvement of foreign language teacher's affective variables in universities for ethnic minorities. *English Language Teaching*, 5(12), 70–75.
- Linley, P. A., Harrington, S., Joseph, S., Maltby, J., & Wood, A. M. (2009). Positive psychology applications. In S. J. Lopez (Ed.), *Handbook of positive psychology* (2nd ed., pp. 35–48). Oxford, England: Oxford University Press.
- Little, D., Dam, L., & Legenhausen, L. (2017). *Language learner autonomy: Theory, practice and research*. London, England: Multilingual Matters.
- Loh, C. E., & Liew, W. M. (2016). Voices from the ground: The emotional labour of English teachers' work. *Teaching and Teacher Education*, 55, 267–278.
- Lukka, K., & Mouritsen, J. (2002), "Homogeneity or heterogeneity of research in management accounting?" *European Accounting Review*, 11(4), 805–811.

- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, *131*, 803–855.
doi:10.1037/0033-2909.131.6.803
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, *9*(2), 111–131.
- Macdonald, D. (1999). Teacher attrition: A review of literature. *Teaching and Teacher Education*, *15*(8), 835–848.
- Magnusson, D., & Stattin, H. (1998). Person-context interaction theories. In R. M. Lerner (Ed.), *Handbook of child psychology* (Vol. 1, pp. 685–759). New York, NY: Wiley
- Marashi, H., & Zafaranchi, Z. (2010). The relationship between EFL teachers' emotional intelligence and their effectiveness in managing young learners' classrooms. *Journal of Empirical Legal Studies*, *1*(4), 85–112.
- Markham, M. (1999). Stressors and coping strategies of ESL teachers. *Journal of Instructional Psychology*, *26*(4), 268.
- Masten, A. S., & Reed, M. J. (2005). Resilience in development. In S. J. Lopez & C. R. Synder (Eds.), *The Oxford handbook of Positive Psychology* (2nd ed.). Oxford, England: Oxford University Press.
- Mayahi, N., & Mayahi, F. (2014). “Isn't it our fault?” Teachers' language knowledge and skills. *Procedia - Social and Behavioral Sciences*, *98*, 1119 – 1127.
- Mayring, P. (2000). Qualitative content analysis. *Forum: Qualitative Social Research*, *1*(2). Retrieved from <http://www.qualitativeresearch.net/index.php/fqs/article/view/1089/2385>

- Mayring, P. (2014). *Qualitative content analysis: Theoretical foundation, basic procedures and software solution*. Klagenfurt, Austria: GESIS Leibniz Institute for the Social Sciences. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0168-ssoar-395173>
- Mendez, M. (2013). Auto-ethnography as a research method: Advantages, limitations and criticism. *Colombian Applied Linguistics Journal*, 15(2), 279–287.
- McBer, H. (2000, September 12). Research into teacher effectiveness. *Report 216*. London, England: Department for Education and Employment. Retrieved from http://ateneu.xtec.cat/wiki/form/wikiexport/_media/formgest/equips_directius/st02/bloc_5/5_rr216investigacio_professors_eficients.pdf
- McIlveen, P. (2008). Auto-ethnography as a method for research and practice in vocational psychology. *Australian Journal of Career Development*, 17, 13-20.
- McLeod, J. D., & Fettes, D. L. (2007). Trajectories of failure: The educational careers of children with mental health problems. *American Journal of Sociology*, 113(3), 653–701.
- McKnight, P. E., & Kashdan, T. B. (2009). Purpose in life as a system that creates and sustains health and well-being: An integrative, testable theory. *Review of General Psychology*, 13(3), 242-251
- Mega, C., Ronconi, L., & De Beni, R. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology*, 106(1), 121–131.

- Mehmood, T., Qasim, S., & Azam, R. (2013). Impact of Emotional Intelligence on the performance of university teachers. *International Journal of Humanities and Social Sciences*, 3(18), 300–307.
- Mercer, S., Oberdorfer, P., & Saleem, M. (2016). *Helping language teachers to thrive: Using Positive Psychology to promote teachers' professional well-being*. Basel, Switzerland: Springer International Publishing.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook of new methods*. Thousand Oaks, CA: Sage Publications Inc.
- Miller, E. R., & Gkonou, C. (2018). *Language teacher agency, emotion labor and emotional rewards in tertiary-level English language programs*. Amsterdam, Netherlands: Elsevier.
- Moos, R. H. (1979). *Evaluating educational environments*. San Francisco, CA: Jossey-Bass.
- Morris, J. A., & Feldman, D. C. (1996). The Dimensions, Antecedents, and Consequences of Emotional Labor. *The Academic of Management Review*, 21(4), 986–1010.
- Morrison, W., & Peterson, P. (2013). School as a setting for promoting positive mental health: Better practices and perspectives. Pan-Canadian Joint Consortium for School Health.
- Neuendorf, K. A. (2002). *The content analysis guidebook*. New Delhi, India: Sage Publications India Pvt. Ltd.
- Nizielski, S., Hallum, S., Lopes, P. N., & Schütz, A. (2012). Attention to student needs mediates the relationship between teacher emotional intelligence and student

- misconduct in the classroom. *Journal of Psychoeducational Assessment*, 30(4), 320–329.
- Noble, T., & McGrath, H. (2015). Prosper: A New Framework for Positive Education. *Psychology of Well-being, a Springer Open Journal*, 5 (2), 1–17.
- Nyaribari, Laodichah. (2016). Sovereignty of the mind. GNU Free Documentation.
- Oades, L. G., Robinson, P., Green, S., & Spence, G. B. (2011). Towards a positive university. *The Journal of Positive Psychology*, 6(6), 432–439.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307–332.
- Pan, Y. H. (2014). Relationships among teachers' self-efficacy and students' motivation, atmosphere, and satisfaction in physical education. *Journal of Teaching in Physical Education*, 33, 68–92.
- Park, N. (2004). Character strengths and positive youth development. *The Annals of the American Academy of Political and Social Science*, 591, 40–54.
- Parkinson, B., Fischer, A. H., & Manstead, A. S. R. (2005). *Emotion in social relations: Cultural, group, and interpersonal processes*. Philadelphia, PA: Psychology Press.
- Patton, M. (2002). *Qualitative evaluation and research methods (3rd ed.)*. Thousand Oaks, CA: Sage Publication.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Journal of Educational Psychology*, 37, 91–106.
- Peterson, C. (2009). Positive psychology. *Reclaiming children and youth*, 18(2), 3–7.

- Peterson, C., Park, N., & Seligman, M. E. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies*, 6, 25–41.
- Polit, D., & Beck, C. (2004). *Nursing research: Principles and methods (7th ed.)*. Philadelphia, PA: Lippincott Williams and Wilkins.
- Pollock, J. E. (2007). *Improve student learning one teacher at a time*. Alexandria, Egypt: Association for Supervision and Curriculum Development.
- Ponterotto, J. G. (2006) Brief note on the origins, evolution and meaning of the qualitative research concept ‘thick description’. *The Qualitative Report* 11(3), 538–54.
- Potter, W. J., & Levine-Donnerstein, D. (1999). Rethinking validity and reliability in content analysis. *Journal of Applied Communication Research*, 27, 258–284.
- Preissle, J. (2006). Envisioning qualitative inquiry: A view across four decades. *International Journal of Qualitative Studies in Education*, 19, 685–695.
- Prilleltensky, I. (2014). Education as Transformation. In T. Corcoran (Ed.), *Psychology in Education. Bold Visions in Educational Research* (pp. 17–35). Rotterdam, Netherlands: Sense Publishers.
- Rahimi, A., & Askari Bigdeli, R. (2104). The Broaden-and-Build theory of positive emotions in second language learning. *Procedia-Social and Behavioral Sciences*, 159, 795–801.
- Reed-Danahay, D. (1997). *Auto/ethnography: Rewriting the Self and the Social*. London, England: Bloomsbury Academic.
- Regier, D. A., Narrow, W. E., Rae, D. S., Manderschied, R. W., Locke, B. Z., &

- Goodwin, F. K. (1993). The de facto US mental and addictive disorders service system. Epidemiologic catchment area prospective 1-year prevalence rates of disorders and services. *Archive of General Psychiatry*, 50(2), 85–94.
- Reinhard, P., Thomas, G., Wolfram, P., & Raymond, P. (2002). Positive Emotions in Education. In E. Frydenberg (Ed.), *Meeting goals, visions, and challenges* (pp. 149–173). Oxford, England: Oxford University Press.
- Reschly, A. L., Huebner, E. S., Appleton, J. J., & Antaramian, S. (2008). Engagement as nourishing: the contribution of positive emotions and coping to adolescents' engagement at school and with learning. *Psychology in the Schools*, 45, 419–43.
- Richards, J. C. (2006). *Communicative language teaching today*. New York, NY: Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in Second Language classrooms*. Cambridge, England: Cambridge University Press.
- Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge, England: Cambridge University Press.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic. *Journal of Econometric Society*, 73(2), 417–458.
- Rogers, B. (2012). *The essential guide to managing teacher stress*. London, England: Pearson.
- Rukmini, S., Sudhir, P. M., & Math, S. B. (2014). Perfectionism, emotion regulation and their relationship to negative affect in patients with social phobia. *Indian Journal of Psychological Medicine*, 36(3), 239–245.
- Ryan, R. M. (2009) *Self-determination theory and wellbeing*. *Well-being in developing*

- countries (WeD)*. Retrieved from: www.welldev.org.uk/wed-new/network/research-review/Review_1_Ryan. Pdf.
- Saeidi, M., & Jabbarpour, N. (2011) EFL teachers' socio-affective strategy use in relation to students' academic achievement. *International Journal of Academic Research* 3(3): 746–750.
- South Australia Health and Research Institute. (n.d.). *PERMA+ Optimism, Physical Activity, Nutrition and Sleep*.
- Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in Nursing & Health*, 33(1), 77–84.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied Psychology*, 57, 152–171.
- Schreier, M. (2014). Qualitative content analysis. In U. Flick (Ed.), *The SAGE Handbook of Qualitative Data Analysis* (pp. 170–183). Suntec City, Singapore: SAGE Publications Asia-Pacific Pte. Ltd.
- Schutte, N. S., & Malouff, J. M. (2004). A meta-analytic review of the effects of mindfulness meditation on telomerase activity. *Psychoneuroendocrinology*, 42, 45–80.
- Schutz, R. (2017, March 12). *Stephen Krashen's theory of Second Language Acquisition. English made in Brazil*. Retrieved from: <http://www.sk.com.br/sk-krash.html>
- Seligman, M. E. P. (2008). Positive health. *Applied Psychology: An International Review*, 57, 3–18.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Simon & Schuster.

- Seligman, M. E. P. (2013). *Building a state of well-being: A strategy for South Australia*. Government of South Australia: Crown.
- Seligman, M. E. P., & Matthews, M. D. (Eds.). (2011). Comprehensive soldier fitness [special issue]. *American Psychologist*, 66(1). doi: 10.1037/a0021898
- Seligman, M. E. P., Ernst, R. M., Gillham, J, Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35, 293–311.
- Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5–14. doi: <http://dx.doi.org/10.1037/0003-066X.55.1.5>
- Shapiro, F. R. (April 28, 2014). "Who wrote the serenity prayer?". *The Chronicle Review*. Retrieved from <https://www.chronicle.com/article/Who-Wrote-the-Serenity-Prayer-/146159/>
- Sheldon, K., & Lyubomirsky, S. (2006). How to increase and sustain positive emotion: The effects of expressing gratitude and visualizing best possible selves. *Journal of Positive Psychology*, 1, 73–82.
- Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *Canadian Center of Science and Education*, 9(1), 163–172.
- Steskal, S. (2015). *Exploring career choice motivation of trainee teachers of English: A narrative study with a special focus on teacher identity and beliefs* (Unpublished master's thesis). Karl-Franzens-Universität: Graz, Austria.
- Stanford, M. S., Houston, R. J., Mathias, C. W., Greve, K. W. Pittman, N. R., & Adams, D. (2001). A double-blind placebo-controlled crossover study of phenytoin in

- individuals with impulsive aggression. *Psychiatry Research*, 103(2), 193–203.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford, England: Oxford University Press.
- Stevick, E. W. (1976). *Memory, Meaning and Method*. Rowley, MA: Newbury House.
- Strauss, G. P., & Allen, D. N. (2009). Positive and negative emotions uniquely capture attention. *Applied Neuropsychology*, 16, 144–149.
- Streubert Speziale, H., & Carpenter, D. (2007). *Qualitative research in nursing: Advancing the humanistic imperative* (4th ed.). Philadelphia, PA: Lippincott Williams and Wilkins.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327–358.
- Tolle, E. (2008). *A new earth: Awakening to your life's purpose*. New York, NY: Penguin.
- The Bill and Melinda Gates Foundation. (2010). *Learning about teaching: Initial findings of the measures of effective teaching project*. Retrieved from <https://docs.gatesfoundation.org/documents/preliminary-findings-research-paper.pdf>
- Thorne, S. (2008). *Interpretive description*. Walnut Creek, CA: Left Coast Press.
- Tooby, J., & Cosmides, L. (2008). Evolutionary psychology and emotions. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pp. 114–137.)

- Tugade, M. M., Fredrickson, B. L., & Barrett, L. F. (2004). Psychological resilience and positive emotional granularity: Examining the benefits of positive emotions on coping and health. *Journal of Personality, 72*, 116-119.
<http://dx.doi.org/10.1111/j.1467-6494.2004.00294.x>
- U.S. Public Health Service (1999). The Surgeon General's Call to Action to Prevent Suicide. Washington, DC: Department of Health and Human Services U.S. Public Health Service. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 314–332). Bristol, England: Multilingual Matters.
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences, 15*, 398–405.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist, 41*(1), 19–31.
- Vella-Brodrick, D., Park, N., & Peterson, C. (2009). Three Ways to Be Happy: Pleasure, Engagement, and Meaning and Findings from Australian and US Samples. *Social Indicator Research, 90*(2), 165–179.
- Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2014). EI training and pre-service teacher well-being. *Personality and Individual Differences, 65*, 81–85.
- Walsh, K., & Tracy, C. (2004). *Increasing the odds: How good policies can yield better teachers*. Washington, DC: National Council on Teacher Quality. Retrieved from www.nctq.org/nctq/images/nctq_io.pdf

- Warford, M. K. & Reeves, J. (2003). Falling into it: Novice TESOL teacher thinking. *Teachers and Teaching: Theory and Practice*, 9, 47-65.
- Waters, L. (2014). Balancing the curriculum: Teaching gratitude, hope and resilience. *A Love of Ideas*, 117–124. Retrieved from <https://www.strengthswitch.com/wp-content/uploads/2017/05/Waters-2014-balancing-the-curriculum-teaching-hope-gratitude-and-resilience.pdf>
- Weber, R. P. (1990). *Basic content analysis*. Beverly Hills, CA: Sage.
- White, M. (2010). *Positive education in Geelong Grammar School*. (Lecture delivered for MAPP)
- Williamson, T. (2007). *Philosophy of philosophy*. Oxford, England: Blackwell Publishing.
- Wilson, S., & Cameron, R. (1996). Student teacher perceptions of Effective Teaching: a developmental perspective. *Journal of Education for Teaching*, 22(2), 181–195.
- Wolff, D. & De Costa, P. I. (2017). Expanding the Language Teacher Identity Landscape: An Investigation of the Emotions and Strategies of a NNEST. *The Modern language Journal*. 101(1), 76-90.
- World Health Organization. (1948). *World Health Organization Constitution*. In Basic Documents. Geneva, Switzerland: Author.
- World Health Organization. (2018). *Constitution of WHO: principles*.
- Xu, L. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies*, 2(7), 1397–1402.
- Yearley, L. H. (1990). *Mencius and Aquinas: Theories of virtue and conceptions of courage*. Albany, NY: State University of New York Press.

- Yeo, S. E. (2011). *Resilience, character, strengths, and flourishing: A positive education workshop for Singapore teachers (Master's thesis)*. Retrieved from https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://www.google.ca/&httpsredir=1&article=1021&context=mapp_capstone
- Zeidner. M., Matthews. G., & Roberts. R. D. (2012). *What we know about Emotional Intelligence: How it affects learning, work, relationships, and our mental health*. Cambridge, England: MIT Press.
- Zembylas, M. (2003a). Emotions and teacher identity: A post-structural perspective. *Teachers and Teaching: Theory and Practice*, 9(3), 213–238.
- Zembylas, M. (2003b). Interrogating ‘teacher identity’: Emotion, resistance, and self-formation. *Educational Theory*, 39(2), 135–149.
- Zumwalt, K., & Craig, E. (2008). Who is teaching? Does it matter? In M. Cochran-Smith, S. Feiman-Nemser & D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 404-423). New York; [Manassas, VA]: Routledge; Co-published by the Association of Teacher Educators.

Appendix A: PQ Assessment Questionnaire

1. What is the greatest degree that you felt intrigued, enchanted, or fascinated?
 Not at All A Little Moderately A Lot Extremely
2. What is the greatest degree that you felt worried, anxious, or stressed?
 Not at All A Little Moderately A Lot Extremely
3. What is the greatest degree that you felt affectionate, compassionate, or loving?
 Not at All A Little Moderately A Lot Extremely
4. What is the greatest degree that you felt guilty, remorseful, or regretful?
 Not at All A Little Moderately A Lot Extremely
5. What is the greatest degree that you felt playful, fun loving, or light-hearted?
 Not at All A Little Moderately A Lot Extremely
6. What is the greatest degree that you felt afraid, scared, or spooked?
 Not at All A Little Moderately A Lot Extremely
7. What is the greatest degree that you felt awe, wonder, or admiration?
 Not at All A Little Moderately A Lot Extremely
8. What is the greatest degree that you felt hate, distrust, or dislike?
 Not at All A Little Moderately A Lot Extremely
9. What is the greatest degree that you felt inspired, enthralled, or uplifted?
 Not at All A Little Moderately A Lot Extremely

10. What is the greatest degree that you felt scornful, disdainful, or contemptuous?
 Not at All A Little Moderately A Lot Extremely
11. What is the greatest degree that you felt self-confident, self-assured, or secure?
 Not at All A Little Moderately A Lot Extremely
12. What is the greatest degree that you felt defensive, resentful, or self-pitying?
 Not at All A Little Moderately A Lot Extremely
13. What is the greatest degree that you felt restless, impatient, or antsy?
 Not at All A Little Moderately A Lot Extremely
14. What is the greatest degree that you felt happy, joyful, or delighted?
 Not at All A Little Moderately A Lot Extremely
15. What is the greatest degree that you felt angry, ill-tempered, or furious?
 Not at All A Little Moderately A Lot Extremely
16. What is the greatest degree that you felt peaceful, tranquil, or content?
 Not at All A Little Moderately A Lot Extremely
17. What is the greatest degree that you felt humiliated, ashamed, or demeaned?
 Not at All A Little Moderately A Lot Extremely
18. What is the greatest degree that you felt appreciative, grateful, or pleased?
 Not at All A Little Moderately A Lot Extremely
19. What is the greatest degree that you felt frustrated, irritated, or annoyed?

Not at All A Little Moderately A Lot Extremely

20. What is the greatest degree that you felt moved, touched, or blissful?

Not at All A Little Moderately A Lot Extremely

21. What is the greatest degree that you felt unhappy, sad, or discontent?

Not at All A Little Moderately A Lot Extremely

22. What is the greatest degree that you felt optimistic, hopeful, or expectant?

Not at All A Little Moderately A Lot Extremely

23. What is the greatest degree that you felt envious, covetous, or jealous?

Not at All A Little Moderately A Lot Extremely

24. What is the greatest degree that you felt clear-headed, centered, or grounded?

Not at All A Little Moderately A Lot Extremely

Glossary

Positive Psychology: Is an innovative research focus within the field of psychology that “investigates human thoughts, feelings, and behaviours from a strength point of view rather than a weakness point of view” (Ackerman, 2018, “What Is Positive Psychology: A Definition”, para. 5).

The PERMA model: Is a widely recognized and influential model in Positive Psychology which is an acronym for the five facets of well-being including Positive emotions, Engagement, Relationship, Meaning, and Accomplishment. Seligman (2011) believed that the PERMA model takes into consideration more than just happiness and positive emotions.

Positive Intelligence: Positive Intelligence is an indication of the control you have over your own mind and how well your mind acts in your best interest (Chamine, 2012).

“With Positive Intelligence you can both measure and significantly improve the percentage of time that your mind is serving you rather than sabotaging you. This will permanently shift the balance of power inside your mind so you can achieve more of your vastly untapped potential—and help others do the same” (p.12).

Positive Quotient: “Your mind is your best friend, but it is also your worst enemy. PQ is the relative strength of these two modes of your mind. High PQ means your mind acts as your friend far more than as your enemy, low PQ is the reverse” (Chamine, 2012, p. 8).

Saboteurs: “Are the internal enemies. They are a set of automatic and habitual mind patterns, each with its own voice, beliefs, and assumptions that work against your best interest” (Chamine, 2012, p. 29).

Sage: Represents the deeper and wiser part of you. It can resist falling victim to the lies of *Saboteurs*. It accesses to five powers of mind (Chamine, 2012).

The Broaden-and-Build Theory: Fredrickson (2001) suggested that when people are open to new ideas and actions, they broaden their perspectives, learn, and flourish as individuals.

The Self Determination Theory: According to SDT, motivation and well-being are developed when innate psychological needs for competence, relatedness and autonomy are satisfied, and decreased when such needs are prevented (Deci & Ryan, 2000).

The Flow Theory: Csikszentmihaly (2014) described flow as the state of absorption in one's work as characterized by intense concentration and loss of self-awareness— a feeling of being perfectly challenged, neither bored, nor overwhelmed and the sense that time is flying. In other words, there is a state in which people are so involved in an activity that nothing else seems to matter.

Qualitative Descriptive: Sandelowski (2000) indicated that a QD study has a naturalistic perspective and examines a phenomenon in its natural state and added that qualitative descriptive research should be seen as a categorical, less interpretive than an interpretive description approach because it does not require the researcher to move as far from or into the data, and does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs.

Content Analysis: Content or document analysis is a research method applied to “textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents” (Ary, Jacobs,

Sorensen & Razavieh 2010, p. 457) for the purpose of identifying specified characteristics of the material.

Auto-ethnography: “entails the scientist or practitioner performing narrative analysis pertaining to himself or herself as intimately related to a particular phenomenon”

(McIlveen, 2008, p. 3)

Curriculum Vitae

Candidate's full name: Nooshin Siami

Universities attended:

Master of Education, 2017-current

University of New Brunswick, Fredericton, NB

Master of Arts in TEFL, 2015-2017

Shiraz University, Shiraz, Iran

Bachelor of Arts in English Translation

Qazvin Payam-e-Noor University, Qazvin, Iran