

STUDENTS' PERCEPTIONS ON POSITIVE PSYCHOLOGY IN ENGLISH LEARNING AT THANH DONG UNIVERSITY

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Abstracts: The study aims to explore university students' perceptions of positive psychology (PP) in English language learning, examining the relationships among students' emotional experience and enjoyment, their anxiety, and their multicultural traits and personal dispositions. The study engaged 63 participants from diverse majors, utilizing Foreign Language Enjoyment (FLE), Foreign Language Classroom Anxiety (FLCAS), and Multicultural Personality Traits (MPQ) questionnaires. Findings revealed that students experienced favorable levels of FLE and MPQ, suggesting a potential positive impact of emotional well-being on intercultural attributes. However, the study also highlighted a moderate level of FLCAS, emphasizing the importance of addressing language-related anxiety within the classroom. In addition, a positive correlation between FLE and MPQ indicated that students experiencing higher enjoyment levels additionally demonstrated more positive multicultural traits. In contrast, a negative correlation between FLCAS and MPQ revealed that students with greater language anxiety tended to possess fewer positive multicultural attributes. These outcomes underscored the complex interplay between emotions, anxiety and intercultural competencies within the language learning context. The results suggested integrating strategies to enhance positive emotions and alleviate anxiety within language classrooms, fostering a conducive environment for intercultural skill development. The study also underscored the need to incorporate multicultural content to harness emotional well-being for improving intercultural competence. Additionally, recommendations encompassed adopting student-centered approaches and supportive resources to ensure holistic language acquisition experiences.

Keywords: Foreign Language Enjoyment (FLE), Foreign Language Classroom Anxiety (FLCAS), Multicultural Personality Traits (MPQ), Positive Psychology, students' perceptions

1. Introduction

English language proficiency has become an essential skill in today's globalized world, offering numerous economic, educational, and social opportunities. In the context of Vietnam, where the demand for English language skills is rapidly increasing, universities play a crucial role in equipping students with the necessary linguistic competencies. However, the process of language learning can often be associated with various challenges, including anxiety, nervousness, and lack of confidence, which might hinder students' ability to fully engage and succeed in language acquisition (Dörnyei, 2005; Fredrickson & Cohn, 2008; Hoa, 2015; Huong & Ha, 2023; Phuong, 2021). In response to these challenges, the field of education has turned its attention to the principles of Positive Psychology (PP), a branch of psychology that focuses on promoting well-being, resilience, and personal growth (Budzinska & Majchrzak, 2021;

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Dewaele et al., 2019). According to Fang and Tang (2021), PP seeks to create an environment where students not only learn the language but also experience a sense of enjoyment, motivation, and self-efficacy in their learning journey. Oxford and Cuellar (2014) and Oxford (2016) illustrate that integrating PP principles into language education is an emerging approach that aims to address the emotional and psychological aspects of language learning. Given the transformative potential of PP in the realm of education, there is a growing interest in investigating its impact on English language learning, particularly in culturally diverse contexts like Vietnam (Thang, 2022; Phuong & Yasri, 2023; Tuong & Anh, 2020). However, limited research has explored how Vietnamese university students perceive the integration of PP principles in their English language learning experiences. Therefore, this study aims to bridge this gap by examining students' perceptions of PP elements, such as enjoyment, anxiety, and personality traits, in the context of English learning at a university in Vietnam. The rationale for this study lies in its potential to contribute valuable insights to both the fields of PP and language education. Understanding how PP interventions influence students' emotional states, learning outcomes, and overall language proficiency can inform educators, curriculum designers, and policymakers in designing more effective and holistic language learning programs. By identifying factors that promote enjoyment, mitigate anxiety, and enhance personality traits conducive to successful language acquisition, this study can guide the development of pedagogical strategies that foster a positive and supportive English learning environment. Ultimately, this research endeavor holds the promise of enriching the educational experiences of Vietnamese university students and shedding light on the broader applicability of positive psychology principles in language education worldwide.

In the context of English language education at universities in Vietnam, there is a pressing need to address the multifaceted challenges that students often encounter during their language learning journey. These challenges encompass not only linguistic aspects but also psychological and emotional dimensions that can significantly impact students' motivation, engagement, and overall success in learning English (Hoa, 2015; Ha & Huong, 2023; Khanh & Ngoc, 2022; Phuong & Yasri, 2023; Anh et al., 2022; Thang, 2022). One of the key challenges is the prevalence of language learning anxiety, manifested as feelings of apprehension, nervousness, and lack of confidence when using English in various contexts (Thang, 2022; Thang et al. 2022). This anxiety can stem from various sources, such as fear of making mistakes, negative past experiences, and the pressure to perform well academically. MacIntyre et al. (2019) advocate that language learning anxiety has the potential to hinder students' language acquisition by impeding their willingness to participate actively in classroom activities, engage in interactions, and take risks necessary for language development. Furthermore, the traditional focus on linguistic competencies in language education, according to Abdolrezapour and Ghanbari (2021), and Hui et al. (2020), often overlooks the importance of incorporating PP factors that can enhance students' learning experiences. While PP principles, such as enjoyment, emotional stability, and cultural empathy, have demonstrated their efficacy in other educational contexts, their application and impact on English language learning in the Vietnamese university context remain underexplored. Therefore, the central problem of this research is to investigate how the integration of PP principles, specifically focusing on enjoyment, anxiety, and personality traits, influences students' perceptions of English language learning at a university in Vietnam. By delving into this problem, the study aims to unravel the complexities of students' experiences and shed light on the potential benefits of integrating PP strategies into language education. Addressing this problem can guide educators and policymakers in developing more comprehensive and effective approaches to English language instruction that

foster both linguistic proficiency and students' overall well-being.

This research seeks to explore several key objectives. Firstly, it aims to understand how students' enjoyment of the English learning process influences their engagement and overall language learning outcomes. Secondly, the study seeks to uncover the effects of language learning anxiety and lack of confidence on students' willingness to actively participate in English communication. Additionally, the research aims to establish a connection between students' personality traits, such as cultural empathy and open-mindedness, and their experiences in learning English. Furthermore, the study intends to analyze students' perspectives on the integration of positive psychology principles in English education. Lastly, the research endeavors to provide practical recommendations for incorporating positive psychology strategies into teaching methods and curriculum development to enhance English language education within the context of Vietnamese universities.

2. Literature Review

2.1. Positive Psychology in Education

Positive Psychology (PP), as a burgeoning field within psychology, has found a meaningful application in the realm of education (Boudreau et al., 2018; Chen, 2020; Liu et al., 2022; Oxford & Cuellar, 2014; Segal & Leighton, 2016; Sparks & Ganschow, 2007; Thang, 2022). Grounded in the philosophy of focusing on strengths, virtues, and well-being, PP seeks to cultivate a flourishing educational environment that goes beyond traditional emphasis solely on academic achievement (Oxford, 2014; Segal & Leighton, 2016). Instead, it aims to foster holistic development, resilience, and a positive outlook among students, stated by Wang et al. (2021). PP's impact on education is underscored by its alignment with student-centered approaches. This approach shifts the educational paradigm from a deficit-based model to one that emphasizes harnessing students' inherent strengths and talents. Abdolrezapour and Ghanbari (2021), Budzinska and Majchrzak (2021), and Byrd and Abrams (2022) highlight how incorporating PP principles can create supportive learning environments that not only enhance academic achievement but also promote mental health and well-being. Moreover, PP interventions have been shown to address the emotional and psychological challenges students face, thereby fostering engagement and motivation. Dewaele et al. (2019) and Fang & Tang (2021) shed light on how positive emotions and engagement play pivotal roles in language learning, which further substantiates the potential of PP to optimize learning outcomes across disciplines. PP's relevance extends beyond students to educators themselves. Studies such as Mercer (2017) emphasize that educators' well-being is intricately linked to effective teaching practices and student success. This underscores the holistic nature of the educational ecosystem, where the well-being of both learners and educators synergistically contributes to a positive learning environment. Crucially, the applicability of PP interventions isn't confined to theoretical frameworks; it resonates with students' perceptions and experiences. The research by Shao et al. (2020), Shen (2021), Tarihoran et al. (2019), and Wang et al. (2021) delve into how students perceive and value the integration of positive psychology elements in their educational journeys. This student perspective underscores the practical importance of PP in creating an environment that resonates with learners' needs, aspirations, and well-being.

In essence, PP's integration in education marks a paradigm shift that transcends the traditional focus on academic attainment. It acknowledges the interconnectedness of emotional, social, and cognitive aspects of learning, enriching the educational experience for both students and educators. As evidenced by a robust body of literature, positive psychology is not just a

theoretical concept; it is a transformative approach that has the potential to shape more meaningful and holistic educational practices.

2.2. Positive Psychology in Language Learning

The application of PP in the realm of English language learning holds promise for revolutionizing how students approach the acquisition of language skills. By incorporating PP principles into English language education, educators can create a dynamic and supportive learning environment that not only enhances linguistic competencies but also nurtures students' overall well-being and motivation (Van De Zee et al., 2013; Shao et al., 2020).

One of the core tenets of PP in the context of language learning is the cultivation of enjoyment and engagement. Dewaele et al. (2019) emphasize that positive emotions and a sense of enjoyment contribute to heightened motivation and increased language learning outcomes. When students find joy in their language learning experiences, they are more likely to be intrinsically motivated to participate actively, interact with the language, and invest effort in their studies. Furthermore, PP interventions can play a pivotal role in alleviating language learning anxiety and boosting students' confidence. Language learning anxiety, a common barrier to effective language acquisition, can hinder communication and engagement (Ha & Huong, 2023; Khanh & Ngoc, 2022; Thang et al., 2022). Integrating positive psychology strategies, as highlighted by Fang & Tang (2021), can mitigate anxiety, fostering a more conducive environment for risk-taking and experimentation in using the English language. PP also addresses the psychological aspects of language learning, including self-efficacy and growth mindset. By instilling a growth mindset, where learners believe in their capacity to develop language skills through effort and learning from mistakes, educators can empower students to embrace challenges and persist in their language learning journey. This aligns with the findings of Macintyre et al. (2019), who emphasize the role of humor and a positive classroom atmosphere in promoting language learning attitudes. Moreover, PP principles contribute to the development of essential life skills, such as resilience, adaptability, and effective communication, which are inherent to successful language learning. The studies conducted by Hui et al. (2019) and Liu et al. (2020) underscore the potential of PP interventions to mitigate stress and enhance psychological well-being, thereby creating a fertile ground for effective language learning. Ultimately, the integration of PP in English language learning resonates with students' perceptions and experiences. As evidenced by the research of Shao et al. (2020), Shen (2021), and others, students appreciate and benefit from an environment that prioritizes enjoyment, engagement, and holistic development. These findings reinforce the significance of integrating PP strategies into language instruction, highlighting that fostering positive emotions and psychological well-being can lead to more effective language learning experiences.

In conclusion, the incorporation of PP principles in English language learning is a transformative approach that transcends traditional methodologies. By nurturing enjoyment, reducing anxiety, fostering a growth mindset, and promoting holistic well-being, educators can create an environment where language acquisition becomes not just a skill but a joyful and enriching journey. PP's application in English language learning underscores its potential to reshape educational paradigms, providing students with tools not only for language proficiency but also for personal growth and lifelong learning.

2.3. Students' Perceptions of Positive Psychology in Education

Understanding students' perceptions of PP in education is a vital aspect of gauging the effectiveness and relevance of integrating PP principles into the learning environment.

The research conducted by Shao et al. (2020), Shen (2021), Tarihoran et al. (2019), and Wang et al. (2021) collectively sheds light on how students perceive and experience the incorporation of PP elements in their educational journeys. Students' perspectives offer valuable insights into how PP interventions impact their learning experiences and well-being. Shao et al. (2020) find that students often appreciate the emphasis on enjoyment and engagement that PP brings to the classroom. This resonates with the findings of Tarihoran et al. (2019), which highlight that students value a learning environment that prioritizes their emotional experiences and holistic growth. Shen (2021) delves into the student perception of PP interventions as tools for reducing stress and promoting well-being. This research underscores how students acknowledge the role of positive psychology strategies in addressing the emotional challenges often associated with education, indicating a growing awareness of the interconnectedness of psychological and academic well-being. Moreover, the studies collectively suggest that students' positive perceptions of PP interventions correlate with enhanced motivation, which leads to increased engagement and improved academic performance. Wang et al. (2021) highlight that students' positive attitudes toward the incorporation of PP elements result in a deeper sense of ownership and agency in their learning process, contributing to a more student-centered educational experience. The findings from these studies collectively illustrate the potential benefits of PP in education from a student's point of view. Students appreciate an educational environment that not only prioritizes academic outcomes but also recognizes their emotional well-being and personal development. This alignment of educational values with students' perceptions suggests a positive synergy between pedagogical approaches that incorporate PP and students' desires for a fulfilling and holistic learning experience.

In conclusion, students' perceptions of PP in education offer a valuable perspective on the impact of these interventions on their learning journey. The research by Shao et al. (2020), Shen (2021), Tarihoran et al. (2019), and Wang et al. (2021) collectively demonstrates that students value the emphasis on enjoyment, engagement, well-being, and holistic development. These findings underscore the importance of integrating PP principles in education to create a supportive, engaging, and enriching learning environment that aligns with students' aspirations and needs.

2.4. Previous Studies in Vietnamese Teaching Contexts

The studies conducted within the Vietnamese context have examined various facets of well-being, happiness, stress, and psychological outcomes among different segments of the population. Phuong and Yasri (2023) explored happiness and self-determination among students across academic levels, finding a positive correlation between happiness and positive learning motivation. Huong et al. (2022) characterized happiness patterns in the workplace, identifying distinct types of happiness related to job satisfaction and offering insights into the multidimensional nature of workplace happiness. Anh et al. (2022) investigated the mediating effects of psychological well-being and positive emotion in the relationships between self-compassion, mindfulness, stress, and self-esteem, contributing to the understanding of mental health factors among university students. Tuong and Anh (2020) delved into the psychological outcomes associated with self-warmth and self-coldness in Vietnamese adolescents, emphasizing their influence on well-being and stress levels. Quan (2022) addressed the pressing

issue of student stress within Vietnamese universities, revealing the existence of stress and suggesting potential solutions such as workload reduction and stress management training. In Thang et al. (2022), the PERMA Profiler scale was used to assess the well-being of students at the University of Languages and International Studies, Vietnam National University, Hanoi, during a period of Covid-19-related social distancing. The research aimed to comprehensively evaluate students' overall well-being and variations among different academic years. It also explored correlations between well-being and its constituent components (positive emotions, engagement, relationships, meaning, and accomplishment), as well as interrelationships among these elements. The findings revealed a strong positive correlation between the core happiness components (P, E, R, M, A) and the extended component (H) in students, particularly with "Positive Emotions (P)" and "Meaning (M)" showing the closest relationship with overall happiness scores. Conversely, "Negative Emotions (N)" and "Loneliness (L)" had inverse correlations with overall happiness scores, suggesting that higher levels of positive emotions, satisfaction, and a sense of purpose corresponded to higher overall happiness scores during the Covid-19-induced social distancing period. Conversely, experiencing more negative emotions and loneliness was associated with lower overall happiness scores. Hoa (2015) conducted a study with the following objectives: (i) to assess the levels of motivation among students in their pursuit of English language learning, (ii) to pinpoint sociocultural factors that exert an influence on this motivation, and (iii) to scrutinize the interplay between students' motivation and their academic performance. The outcomes of this investigation revealed that the majority of students exhibited motivation and displayed a favorable attitude toward the acquisition of the English language. However, their motivation was primarily utilitarian, driven by instrumental goals such as passing examinations, rather than intrinsic enjoyment or a genuine quest for knowledge. Furthermore, a significant and positive correlation emerged between students' motivation levels and their achievements in English language learning. This implies that enhancing motivation, particularly concerning critical motivational factors such as the learning environment and group cohesion, could be a viable strategy for improving students' academic performance. These findings hold valuable insights for both educators and researchers, offering potential avenues to enhance students' achievements through the development of effective pedagogical approaches aimed at bolstering student motivation.

Despite the valuable insights provided by these studies, several research gaps still persist in the Vietnamese context. Firstly, the interplay between positive psychology constructs, such as happiness and well-being, and their impact on academic performance remains underexplored. Secondly, while studies have focused on individual constructs like happiness, well-being, and stress, the holistic understanding of their interconnectedness is limited. Moreover, there is a lack of investigation into the effectiveness of intervention strategies targeting psychological well-being and stress management within Vietnamese educational institutions. Additionally, the influence of cultural factors on the perception and experience of these psychological constructs warrants further investigation.

2.5. Theoretical Frameworks

2.5.1. Foreign Language Enjoyment Questionnaire

The theoretical framework of Foreign Language Enjoyment (FLE) proposed by Dewaele and MacIntyre (2014) provides a comprehensive understanding of the role of positive emotions, particularly enjoyment, in the context of foreign language learning. Grounded in the principles of PP, this framework highlights the importance of emotional experiences in language acquisition and how these emotions contribute to motivation, engagement, and

ultimately, language learning outcomes.

At the core of the FLE framework is the concept of positive emotions and their impact on learners' attitudes and behaviors. Dewaele and MacIntyre argue that positive emotions, such as enjoyment, create a favorable learning environment by enhancing learners' motivation, increasing their willingness to participate, and promoting a sense of well-being. These positive emotional experiences can lead to a self-reinforcing cycle where increased enjoyment leads to improved motivation, which in turn leads to better language learning outcomes.

The FLE framework also distinguishes between two dimensions of enjoyment: social and private. The social dimension refers to the pleasure derived from interactions with others while using the foreign language. This could include engaging in conversations with classmates, teachers, or native speakers. The private dimension relates to personal experiences of enjoyment, such as the satisfaction of understanding the language, discovering cultural elements, or achieving language-related goals. Furthermore, the FLE framework acknowledges the dynamic interplay between emotions and motivation. Positive emotions like enjoyment can act as intrinsic motivators, driving learners to engage in language-related activities willingly. In this sense, the framework aligns with self-determination theory, which emphasizes the importance of intrinsic motivation for fostering effective and sustainable learning. The FLE framework has practical implications for language educators. By recognizing the significance of enjoyment in language learning, teachers can design pedagogical strategies that cultivate positive emotions in the classroom. Creating a positive and engaging learning environment, incorporating authentic materials, and providing opportunities for meaningful interactions can all contribute to enhancing students' enjoyment and motivation. Research based on the FLE framework has demonstrated the relationship between enjoyment and language learning outcomes. Studies utilizing the FLE questionnaire have found that learners who experience higher levels of enjoyment tend to exhibit increased motivation, engagement, and overall proficiency in the foreign language.

Overall, the theoretical framework of FLE proposed by Dewaele and MacIntyre (2014) offers a valuable lens through which to understand the role of positive emotions, particularly enjoyment, in foreign language learning. By highlighting the interplay between emotions, motivation, and learning outcomes, this framework provides insights that can guide educators and researchers in fostering a more engaging and effective language learning experience.

2.5.2. Foreign Language Classroom Anxiety Scale Questionnaire

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz, and Cope (1986), is a widely recognized instrument used to assess the level of anxiety that individuals experience while learning a foreign language.

The FLCAS was designed to measure various dimensions of anxiety that can arise in the context of language learning, providing valuable insights into the affective and emotional aspects of the language acquisition process. The FLCAS consists of three subscales. Firstly, "Communication Apprehension" assesses anxiety related to speaking in the foreign language in front of others. It includes concerns about making mistakes, being judged, and feeling self-conscious during verbal interactions. Secondly, "Test Anxiety" focuses on anxiety related to language tests, exams, and evaluations. It includes items that measure worries about performance, grades, and the pressure associated with assessments. Thirdly, "Fear of Negative Evaluation" addresses anxiety related to perceived negative judgments from teachers, peers, or native speakers. It includes concerns about being ridiculed, criticized, or rejected due to

language errors. The FLCAS is grounded in the recognition that language learning anxiety can have a significant impact on learners' willingness to engage in language-related activities, their overall motivation, and even their language proficiency. High levels of anxiety can hinder effective communication, impede learning progress, and lead to negative emotional experiences in the classroom.

Research utilizing the FLCAS has highlighted the prevalence and potential consequences of language learning anxiety. Studies have found that anxiety can lead to decreased participation in language activities, avoidance of speaking opportunities, and decreased self-confidence. Furthermore, high levels of anxiety have been associated with lower language proficiency and diminished overall learning outcomes. The FLCAS has provided valuable insights into the emotional challenges that learners may face in foreign language classrooms. By identifying the specific dimensions of anxiety, educators and researchers can design interventions and strategies to alleviate anxiety, create a more supportive learning environment, and foster effective language learning experiences.

In summary, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) serves as a crucial tool for assessing the anxiety experienced by language learners. By capturing the affective dimensions of language learning, this instrument contributes to a deeper understanding of the challenges learners face and informs efforts to create more effective and supportive language education practices.

2.5.3. Multicultural Personality Questionnaire

The Multicultural Personality Questionnaire (MPQ), developed by Van Der Zee et al. (2013), is a widely used instrument designed to assess individuals' multicultural personality traits. The theory of multicultural personality is grounded in the understanding that individuals possess specific personality traits that influence their ability to navigate and adapt to multicultural environments. These traits are considered essential for promoting cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility, all of which are crucial for successful cross-cultural interactions.

Cultural Empathy: This trait assesses an individual's ability to understand and appreciate the perspectives, values, and behaviors of people from different cultures. It involves being sensitive to cultural differences and demonstrating empathy toward others' experiences.

Open-mindedness: Open-minded individuals are receptive to new ideas, beliefs, and cultural practices. This trait reflects a willingness to explore and engage with different cultural perspectives without judgment or bias.

Social Initiative: Socially initiative individuals actively seek opportunities to connect with individuals from diverse backgrounds. They are proactive in initiating and maintaining cross-cultural relationships, contributing to a more inclusive and diverse social network.

Emotional Stability: Emotional stability pertains to the ability to manage one's emotions effectively in intercultural interactions. Individuals high in emotional stability are less likely to be overwhelmed by cultural differences or intercultural conflicts.

Flexibility: Flexibility involves adapting to new cultural environments and adjusting one's behavior, communication style, and attitudes to fit the context. Flexible individuals can navigate changing cultural norms and expectations.

The MPQ has been widely used in research to examine the relationship between multicultural personality traits and intercultural competence, cross-cultural communication, and adaptation to diverse cultural environments. Studies employing this questionnaire have

demonstrated that individuals with higher scores in cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility tend to exhibit better intercultural communication skills and higher levels of overall cross-cultural competence.

In short, the MPQ developed by Van Der Zee et al. (2013) plays a significant role in assessing individuals' personality traits relevant to multicultural interactions. By capturing the dimensions of personality that contribute to effective functioning in diverse cultural contexts, this instrument provides valuable insights into individuals' potential for successful intercultural engagement and adaptation.

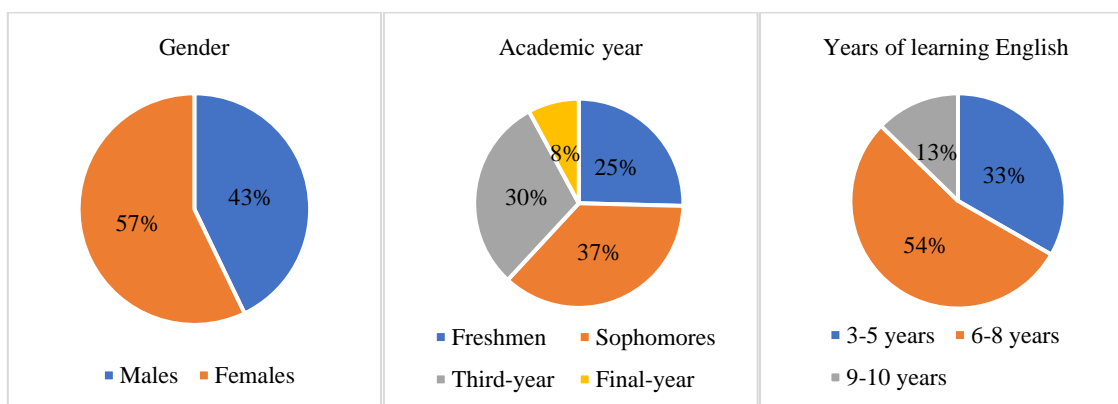
3. Methodology

3.1. Setting and Participants

The research was conducted at Thanh Dong University, a private university founded in 2009, characterized by its student-centered approach and interactive learning pedagogy. The institution's educational philosophy emphasizes engagement, participation, and an immersive learning environment. The academic curriculum caters to students pursuing various fields, spanning majors such as Laws, Economics, Languages, Pharmacy, Land Management, State Administration, Tourism and Hotel Management, among others.

The choice of Thanh Dong University as the teaching context for this study may have been influenced by several factors. Firstly, conducting research at one's own institution is often more accessible and logistically feasible. Being a lecturer at Thanh Dong University, the researcher has easier access to participants, data, and resources, reduces the cost and time associated with data collection. In addition, the researcher has an in-depth understanding of the institution's specific context, culture, and academic practices. This familiarity can be advantageous in designing and implementing the study. The next merit is that Thanh Dong University could have provided a readily available pool of participants. The researcher might have had a sufficient number of students willing to participate in the study, making it convenient for data collection. Furthermore, this university's diversity in terms of students' academic majors and English language learning experiences may align with the research objectives. This diversity can help capture a broad range of perceptions and experiences. Finally, in terms of ethical considerations, the researcher has considered ethical considerations, such as obtaining informed consent and ensuring participant confidentiality, more manageable within his own institution.

The study comprised 63 students, primarily focusing on bachelor-level learners across different academic years – freshmen, sophomores, third-year, and final-year students. While hailing from diverse majors, the majority of participants were from the Northern part of Vietnam. These students brought varying learning styles, habits, and educational backgrounds to the study. The demographic information was demonstrated in Figure 1 below.

Figure 1*Demographic Information*

The study involved a diverse group of students at Thanh Dong University, a private university in Vietnam, representing various genders, academic years, and years of English language learning. The gender distribution was relatively balanced, with 57% females and 43% males, ensuring a comprehensive perspective. Students from different academic years participated, with a focus on sophomores and third-year students, allowing for insights into the evolution of perceptions over time. A significant proportion (54%) had six to eight years of English learning experience, reflecting diverse language proficiency levels. All the participants met standardized entrance exam requirements, indicating a baseline academic proficiency, and the university provided customized English language classes to cater to the varied range of students enrolled.

The study aimed to explore students' perceptions of English language learning in this dynamic setting. It delved into how students' motivations and perspectives towards learning English are shaped by their varying majors, years of study, regional backgrounds, and individual learning approaches. The comprehensive and inclusive nature of the participant pool offered the researcher an opportunity to gain insights into how a diverse student body approaches English language learning within an institution that promotes an interactive and student-centric educational model.

3.2. Research Questions

The current study aims to explore students' perceptions of PP in English language learning, including the relationships among their emotional experience and enjoyment, their anxiety, and their multicultural traits and personal dispositions. Therefore, two main research questions were addressed.

- What are the students' perspectives on positive psychology in their English language learning at Thanh Dong University?

Sub-questions:

+ What are the students' perspectives on emotional experience and enjoyment in their English language learning?

+ What are the students' perspectives on anxiety in their English language learning?

+ What are the students' perspectives on multicultural traits and personal dispositions in their English language learning?

- To what extent are the students' levels of enjoyment correlated with their levels of

anxiety, multicultural traits and personal dispositions in their English language learning at Thanh Dong University?

The research questions outlined above will serve as the foundation for the subsequent sections, which will discuss the research design and the development of data collection instrument, enabling a structured and systematic approach to investigate students' perspectives on positive psychology in the context of the study.

3.3. Research Design and Data Collection Instrument

The research design adopted for this study employed a quantitative approach. The quantitative research design allowed for systematic data collection, enabling the measurement of specific constructs such as emotional experience, enjoyment, anxiety, and multicultural traits. The use of established scales and adapted questionnaires ensured the reliability and validity of the data collected (Hoy, 2010). Participants' responses were quantified using descriptive statistics, such as means and standard deviations, which provided insights into the distribution and central tendencies of their perceptions.

While the study primarily focused on quantitative data collection through the administration of questionnaires, the structured design facilitated the exploration of the relationships among variables, such as the correlations between enjoyment, anxiety, and multicultural traits. According to Cohen et al. (2017), the quantitative nature of the research design allowed for statistical analysis, contributing to a deeper understanding of the interplay between these constructs within the context of English language learning.

In this study, the sampling frame, derived from university records, forms the basis for participant selection. It is a comprehensive list of all students enrolled in English language programs at Thanh Dong University. By employing this sampling frame, the study ensures the impartial and inclusive selection of participants, reducing the risk of bias (Dumais & Gough, 2012). This approach enhances the external validity of the research. Furthermore, the research utilized a list of attendance provided by the Office of Student Affairs and Academic Affairs for random participant selection. This method minimizes researcher bias and guarantees fairness. It reflects the university commitment to impartiality in participant recruitment. The systematic and standardized approach strengthens internal validity and the potential for biased conclusions.

3.4. Questionnaire

The questionnaire designed for this study drew inspiration from well-established instruments in the field of language learning, specifically adapting the Foreign Language Enjoyment Questionnaire (FLE) by Dewaele & MacIntyre (2014), the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), and the Multicultural Personality Questionnaire (MPQ) by Van Der Zee et al. (2013). All the questionnaire items were designed with five-point Likert Scale which consisted of "Strongly agree, Agree, Neither agree nor disagree, Disagree, and Strongly Agree". These adaptations were tailored to the unique context of the private university setting, incorporating elements that resonate with the institution's student-centered approach and diverse academic landscape.

Foreign Language Enjoyment (FLE): The FLE questionnaire aligns with the PP approach, which emphasizes the significance of positive emotions, strengths and engagement in enhancing overall well-being and performance. In the context of language learning, positive emotions like enjoyment are believed to contribute to heightened motivation, increased engagement and improved learning outcomes. The FLE questionnaire was modified to suit the university's dynamic learning environment, reflecting its emphasis on interactive pedagogy and

diverse majors. The adapted FLE items probed students' enjoyment levels in both social and private dimensions of English language learning. The social dimension, comprising 15 items encompasses the pleasure derived from interactions with others while using the foreign language. This can involve conversations with classmates, teachers or native speakers. The private dimension which includes 6 items, reflects the enjoyment experienced through personal achievements, such as understanding the language, exploring cultural content, or achieving linguistic milestones.

Foreign Language Classroom Anxiety Scale (FLCAS): The FLCAS was customized to consider the university's student body composition, which encompassed individuals with varying learning styles and regional backgrounds. The adapted FLCAS items were designed to explore anxiety in relation to different language learning activities and evaluations experienced within diverse academic majors. By addressing specific situations that students encountered in the university's context, the adapted FLCAS sought to reveal how anxiety factors into their language learning experiences. There are three types of dimensions in FLCAS, including anxiety (15 items), nervousness (9 items) and lack of confidence (9 items). Anxiety items were designed to capture the general feeling when learning a foreign language; nervousness dimension was geared towards measuring the heightened state of tension and physical agitation that individuals may experience in language-related situations; and the lack of confidence subscale addressed individual's doubts about their language ability and feeling of uncertainty when engaging in language learning activities.

Multicultural Personality Questionnaire (MPQ): The MPQ was adjusted to align with the multicultural nature of the university's student population. The adapted MPQ items aimed to explore how students' multicultural personality traits influence their attitudes toward learning English, taking into account the varying majors and backgrounds represented among the participants. This adaptation aimed to reveal how traits such as cultural empathy (8 items), open-mindedness (8 items), social initiative (8 items), emotional stability (8 items), and flexibility (8 items) are linked to perceptions of language learning within the diverse academic landscape.

Incorporating these adapted questionnaires into the study design allowed for a nuanced exploration of students' experiences within the university's unique educational environment. By integrating elements from these established instruments while tailoring them to the specific context, the questionnaire aimed to capture the interplay between enjoyment, anxiety, multicultural personality traits, and perceptions of English language learning among the diverse student body. The adaptation process was guided by the intention to ensure the instruments resonated with the institution's mission and the participants' diverse experiences, ultimately contributing to a more accurate and insightful representation of students' perceptions.

3.5. Data Analysis

Descriptive analysis involves computing key statistics such as M, standard deviation, and frequency distributions for each dimension of FLE, FLCAS, and MPQ via SPSS version 22.0. These statistics provide an overview of students' experiences, anxiety levels, and multicultural personality traits in language learning.

Since A Cronbach's alpha above 0.70 is generally considered acceptable for research purposes, these values of 0.77 for FLE, 0.72 for FLCAS, and 0.98 for MPQ indicate acceptable to good reliability. This suggests that the items within each instrument consistently measure their respective constructs. Descriptive analysis and Cronbach's alpha values contribute to

understanding students' enjoyment, anxiety, and multicultural traits, enhancing the credibility of the instruments used in the study. Moreover, Pearson correlations were employed to discover the relationship among students' learning enjoyment, their anxiety and their multicultural traits and personal dispositions.

4. Findings

4.1. Students' Perception on Emotional Experiences and Enjoyment

The FLE dimension of the study is depicted through the descriptive statistics of individual items that encompass students' perceptions of their emotional experiences and enjoyment in the English language learning environment. Among the specific items, "Making errors is part of the learning process" garnered the highest mean score of 4.35, suggesting a positive attitude towards embracing mistakes as an essential part of the learning journey. Additionally, the items related to teacher attributes, such as "The teacher is encouraging" (M=4.19) and "The teacher is friendly" (M=4.35), highlight the importance of teacher-student interactions in fostering a supportive and enjoyable classroom atmosphere. Items concerning the classroom environment also garnered noteworthy Mean scores, with "The teacher is supportive" (M=4.71) indicating high perceived teacher support and "We laugh a lot" (M=2.90) illustrating the presence of humor within the classroom setting. The results also showcase variations in means, with items like "I'm a worthy member of the foreign language class" (M=2.21) and "We form a tight group" (M=3.37) reflecting diverse perceptions among participants regarding their sense of belonging and group cohesion. Overall, the descriptive statistics shed light on various facets of students' enjoyment within the English language learning context. The findings highlight the significance of a positive classroom atmosphere, supportive teachers, humor, and a willingness to embrace mistakes as pivotal factors contributing to students' enjoyment of the language learning experience.

4.2. Students' Anxiety Within the English Language Environment

The FLCAS data presents a comprehensive view of participants' self-reported anxiety levels within the language learning environment. With responses from 63 participants, the collected data provide a nuanced understanding of the various scenarios and circumstances that trigger anxiety, highlighting both moderate and low levels of anxiety across different contexts.

Among the responses, certain items suggest a lower magnitude of anxiety, exemplified by the response to "I wouldn't bother me at all to take more foreign language classes" (M=1.97). This response indicates a relatively comfortable stance towards language classes that do not seem to elicit notable anxiety. Similarly, the mean score of 2.38 for the item "I am usually at ease during tests in my language class" reflects a sense of ease when academic evaluation is involved. Conversely, a range of items signifies a moderate level of anxiety. The mean score of 3.51 for "I feel confident when I speak in foreign language class" and 3.49 for "I would not be nervous speaking the foreign language with native speakers" denotes a reasonable level of self-assuredness in using the foreign language. Interestingly, certain items underscore higher levels of anxiety among participants. For instance, the item "I am afraid that my language teacher is ready to correct every mistake I make" yielded a substantial mean score of 4.48, reflecting concerns about constant scrutiny and correction. Additionally, the response of 3.92 for "I feel very self-conscious about speaking the foreign language in front of other students" suggests pronounced apprehension related to public language use. Moreover, the dataset unveils a diverse range of anxiety triggers, from classroom interactions to native speaker interactions.

The multifaceted nature of anxiety within the language learning context is evident from the mean scores and standard deviations associated with each item.

In conclusion, the FLCAS dataset provides a comprehensive understanding of the anxiety landscape in foreign language classrooms. The varying degrees of anxiety across different scenarios underscore the need for tailored strategies that address specific anxiety triggers. This data holds significant implications for educators and institutions aiming to create supportive and anxiety-reducing language learning environments, thereby fostering a more conducive setting for language acquisition and proficiency.

4.3. Students' Perceptions on Multicultural Traits and Personal Dispositions

The analysis of students' perceptions regarding multicultural traits and personal dispositions provides a comprehensive view of the diverse array of self-perceived attributes among the participants. The data reflects a spectrum of emotional and interpersonal tendencies.

Empathetic qualities emerge prominently in the dataset. Students frequently report paying attention to others' emotions ($M=3.21$) and being good listeners ($M=3.96$). They also often notice when someone is in distress ($M=4.20$) and enjoy other people's stories ($M=4.01$). These findings collectively suggest a heightened sense of emotional awareness and an inclination towards supportive interpersonal interactions.

Concurrently, the data indicates that students often seek predictability, regularity, and routine in their lives. They often work according to plans ($M=3.95$), and schemes ($M=3.90$). They also often look for regularity in life ($M=4.40$) and have a preference for routine ($M=3.92$), signifying a desire for stability and order.

However, a subset of students exhibits anxiety-related traits, as they often worry ($M=3.62$), get upset easily ($M=3.71$), and feel nervous ($M=3.43$). They also often report being under pressure ($M=4.67$), reflecting a higher level of emotional sensitivity and susceptibility to stress.

In terms of personal dispositions, students display a range of inclinations. Some are inclined to take the lead ($M=2.31$), while others prefer to leave initiative to others when making contacts ($M=3.75$). Some students find it challenging to initiate contact ($M=2.82$), while others take the initiative ($M=3.04$) and tend to speak out ($M=3.53$). The dataset also reveals that a subset of students often act as the driving force behind endeavors ($M=4.56$) and make contacts easily ($M=3.07$). These dispositions reflect variations in assertiveness, sociability, and leadership qualities among the students.

In summary, the data emphasizes the diversity of students' self-perceived attributes, encompassing emotional empathy, adaptability, a preference for routine, and anxiety-related traits. This multidimensional perspective on students' personal dispositions highlights the complexity of their individual characteristics and emotional tendencies within the context of multicultural traits and personal dispositions.

4.4. The Correlations Among Students' Enjoyment, Anxiety, Multicultural Traits and Personal Dispositions

The presented correlation matrix in Table 1 underscores the intricate interplay among university students' enjoyment levels in English language learning, their foreign language classroom anxiety, and their multicultural traits and personal dispositions.

Table 1

The Correlations Among Students' Enjoyment Level, Their Anxiety and Their Multicultural Traits and Personal Dispositions

		FLE	FLCAS	MPQ
FLE	Pearson Correlation	1	.330**	.398**
	Sig. (2-tailed)		.008	.001
	N	63	63	63
FLCAS	Pearson Correlation	.330**	1	.319*
	Sig. (2-tailed)	.008		.011
	N	63	63	63
MPQ	Pearson Correlation	.398**	.319*	1
	Sig. (2-tailed)	.001	.011	
	N	63	63	63

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

The findings reveal statistically significant correlations that illuminate the relationships between these variables. The Pearson correlation coefficients reveal notable associations among the variables. Firstly, a positive and significant correlation emerges between students' enjoyment levels and their multicultural traits ($r=0.398$, $p=0.001$). This suggests that students who experience higher levels of enjoyment in the language learning process also tend to exhibit more positive traits related to cultural empathy, open-mindedness, and adaptability.

Secondly, a positive correlation is observed between students' enjoyment levels and their foreign language classroom anxiety ($r=0.330$, $p=0.008$). This connection implies that students who report higher levels of enjoyment also experience elevated levels of anxiety in language classroom contexts. This paradoxical relationship may indicate that individuals who are more engaged and invested in their language learning experiences may also be more sensitive to performance-related pressures.

Additionally, a significant positive correlation is noted between foreign language classroom anxiety and multicultural traits ($r=0.319$, $p=0.011$). This suggests that students who experience higher levels of language classroom anxiety also tend to possess more positive multicultural attributes. This intriguing association might imply that a certain degree of anxiety prompts students to develop heightened social awareness and adaptability as coping mechanisms in diverse environments.

These correlation findings collectively unveil the intricate interplay between students' emotional experiences, anxiety levels, and their intercultural attributes within the language learning context. The interconnectedness of these variables underscores the multidimensional nature of students' experiences and highlights the need for nuanced approaches in enhancing language education practices that cater to emotional well-being, cultural adaptability, and effective language acquisition.

5. Discussions

Comparing the findings of the current study with previous research, encompassing both domestic and foreign investigations, illuminates key themes concerning emotional experiences, well-being, and psychological attributes in educational and intercultural contexts. The resonance between the current study and domestic research is evident in the examination of students' perceptions of emotional experiences and enjoyment in English language learning. Analogous to Phuong and Yasri's (2023) exploration of happiness and self-determination, both studies underscore the significance of positive emotional encounters and their ramifications for motivation and engagement within educational settings. Similarly, the characterization of happiness patterns in the workplace by Huong et al. (2022) aligns with the present study's focus on students' enjoyment levels, reinforcing the universality of emotional well-being's influence across diverse contexts. Moreover, the findings align with the broader notion of well-being and happiness explored by Thang et al. (2022), where positive emotions, a sense of meaning, and a supportive environment were linked to higher overall happiness scores. Conversely, Hoa (2015) highlights the pragmatic motivations of students, which might not necessarily be aligned with enjoying the learning process but are more focused on utilitarian goals like passing exams.

In line with the mediating effect investigation of Anh et al. (2022), the correlations unveiled in the present study between enjoyment, anxiety, and multicultural traits elucidate the intricate interplay between emotional and psychological factors. Both studies accentuate the interrelation of these dimensions and their profound impact on individuals' experiences and outcomes. Concurrently, Tuong and Anh's (2020) examination of psychological outcomes mirrors the current study's focus on emotional experiences and personal attributes, collectively emphasizing the pivotal role of self-awareness and psychological dispositions in shaping interactions and well-being. Furthermore, while Thang et al. (2022) and Hoa (2015) offer valuable insights into happiness and motivation, respectively, the current study bridges these concepts by revealing how emotional experiences, anxiety levels, and intercultural attributes intertwine, emphasizing the importance of addressing these aspects in language education. Among domestic studies, Quan's (2022) exploration of stress levels in Vietnamese university students converges with the present study's investigation of foreign language classroom anxiety. This parallel scrutiny underscores the shared recognition of emotional challenges within academic environments and underscores the pressing need for stress alleviation strategies to foster a conducive learning milieu. Additionally, the results complement Thang et al.'s (2022) exploration of emotional well-being, as anxiety can significantly impact students' overall happiness and well-being. The comparison with foreign studies accentuates the international congruity in the correlations observed between enjoyment, anxiety, and multicultural traits, mirroring Shao et al.'s (2020) exploration of emotional experiences and intercultural attributes. These concordant findings underscore the inseparability of emotional and cultural dimensions in influencing individuals' encounters and relationships within diverse contexts. Furthermore, the identification of varied workplace happiness profiles by Huong et al. (2022) aligns harmoniously with the current study's revelations concerning students' perceptions of multicultural traits and personal dispositions. Both investigations underscore the intricate nature of emotional experiences and the centrality of individual attributes across distinct contextual domains.

Notably, the findings represent a significant contribution to the existing literature, shedding light on various facets of students' perceptions and experiences in the context of English language learning. First and foremost, the positive attitude observed among students

towards embracing mistakes as an integral part of the learning journey challenges traditional assumptions. This insight highlights the importance of nurturing a growth mindset within language education, an aspect often overlooked in previous studies. Furthermore, the study emphasizes the pivotal role of teacher attributes, such as encouragement and friendliness, in shaping the classroom atmosphere. These observations extend the understanding of teacher-student interactions beyond mere pedagogical roles and emphasize the substantial influence teachers have on students' language learning experiences. In addition, the study's exploration of the multifaceted nature of anxiety, with diverse triggers ranging from fear of correction by teachers to self-consciousness when speaking in front of peers, adds depth to the understanding of foreign language classroom anxiety. The paradoxical relationship between enjoyment and anxiety levels provides another layer of complexity. This finding challenges conventional wisdom and highlights the need for a more intricate understanding of students' emotional experiences in language learning, a facet previously oversimplified in the literature. Finally, the study's practical implications for language education underscore the significance of addressing specific anxiety triggers, promoting emotional well-being, and enhancing cultural adaptability within language classrooms. These implications offer a direct pathway for improving language education practices, connecting research insights with actionable strategies for educators.

Despite the valuable insights gained from this study, it is crucial to acknowledge its limitations, which offer avenues for future research and refinement. Firstly, the limitation of a relatively small and humble sample size, consisting of only 63 students from a single university, is an important consideration in the context of this study. While the research has provided valuable insights, this limited sample size presents certain constraints on the generalizability and external validity of the findings. With only 63 participants, the study may not capture the full diversity of perspectives and experiences that exist within a more extensive and diverse population of English language learners. It limits the ability to make comprehensive and far-reaching conclusions about students' perceptions in a broader educational context. Moreover, the study's focus on a single university introduces potential biases. The unique characteristics and academic culture of Thanh Dong University may influence the perceptions and experiences of its students. This makes it challenging to ascertain whether the findings are representative of students in other educational institutions in Vietnam or students with different demographic profiles. The diversity of university settings, educational levels, and geographic regions in Vietnam could result in varying experiences and perceptions that are not adequately represented by the study's sample. Additionally, the reliance on a small sample size limits the ability to conduct robust subgroup analyses. For instance, the study might not have sufficient statistical power to detect differences in perceptions between different academic majors or among students in various academic years. This could be essential for gaining a more nuanced understanding of how these factors affect students' experiences. To address these limitations, future research should consider expanding the sample size to encompass a more diverse range of institutions, academic levels, and geographical regions. This broader sampling approach would facilitate the generalizability of findings and provide a more comprehensive understanding of students' perceptions in different contexts.

Secondly, the reliance on self-reported data through questionnaires may introduce response biases. Social desirability bias could lead participants to provide responses they believe align with societal expectations, potentially affecting the accuracy and authenticity of their perceptions. To mitigate this limitation, incorporating additional research methods, such as behavioral observations or longitudinal studies, could provide a more holistic perspective on students' experiences. Furthermore, the study's cross-sectional design offers a snapshot of

students' perceptions at a specific point in time. Longitudinal studies that track participants' perceptions and experiences over an extended period would enable researchers to explore the dynamic nature of emotional experiences, anxiety levels, and personal attributes as they evolve throughout the language learning journey. Additionally, while the study sheds light on correlations between variables, the cross-sectional nature prevents causal relationships from being firmly established. To delve deeper into causal links, experimental or intervention studies that manipulate specific factors and observe their effects on students' perceptions would be valuable. Lastly, the study's focus on a specific cultural and educational context may limit the transferability of findings to other settings. Cultural nuances and educational systems can significantly influence perceptions and responses. Comparing findings with similar studies conducted in different cultural and educational contexts would enrich the understanding of how these variables interact across diverse backgrounds.

In conclusion, while this study provides valuable insights into students' perceptions of emotional experiences, anxiety, and personal attributes within the English language learning context, its limitations highlight the need for caution when generalizing the findings. Addressing these limitations through broader sampling, mixed methods, longitudinal designs, and cross-cultural comparisons would contribute to a more comprehensive and nuanced understanding of the complex interplay between emotions, perceptions, and language learning outcomes.

6. Conclusions

In light of the comprehensive analysis of students' perceptions within the English language learning context, this study culminates in several significant conclusions that contribute to our understanding of emotional experiences, anxiety levels, and personal attributes in educational settings.

In FLE dimension, students displayed positive attitudes towards embracing mistakes as part of the learning process. This, along with the importance of teacher-student interactions and a supportive classroom atmosphere, underscores the significance of a positive and engaging learning environment. Variations in perceptions of belongingness and group cohesion highlight the need for customized strategies promoting inclusivity.

Regarding students' anxiety in the English language learning environment, the FLCAS dataset offers a nuanced view of anxiety triggers. The presence of both moderate and low levels of anxiety in diverse contexts underscores the multifaceted nature of language classroom apprehension. This necessitates context-specific strategies to mitigate anxiety and create a supportive learning atmosphere, accentuating the importance of addressing anxiety within language education.

The exploration of students' perceptions of multicultural traits and personal dispositions through the MPQ dataset reveals a complex interplay between personal attributes and intercultural competence. Diverse personality traits, from empathy to adaptability, illustrate how individuals engage with multicultural contexts. These attributes have the potential to enhance intercultural interactions, promote adaptability, and contribute to a more inclusive environment.

Moreover, the correlation analysis uncovers the interconnectedness of students' enjoyment levels, anxiety, and multicultural traits. These correlations emphasize the intricate interplay between emotional experiences, psychological factors, and intercultural attributes within the language learning context.

The current study's findings carry important implications for educators, institutions, and policymakers aiming to enhance the English language learning experience and students' overall well-being. These implications are underscored by recommendations that align with the study's objectives and results. Firstly, to promote a positive and supportive classroom environment, educators can integrate strategies that encourage open communication, teacher-student interactions, and peer collaboration, creating an atmosphere where students feel comfortable expressing themselves and embracing mistakes as part of the learning process. Furthermore, recognizing the paradoxical relationship between enjoyment and anxiety requires a balanced approach. Educators can employ stress-reduction techniques, such as mindfulness and relaxation exercises, to address anxiety triggers and create a more relaxed learning atmosphere. Additionally, providing opportunities for students to engage in activities that align with their personal dispositions, such as group discussions or creative projects, can contribute to heightened enjoyment and reduced anxiety. The correlation between enjoyment, anxiety, and multicultural traits suggests that educational institutions should promote intercultural competence as an integral component of language learning. Incorporating cultural diversity and intercultural communication into the curriculum can help students develop a greater understanding of different perspectives, enhancing their personal attributes and contributing to a more inclusive and harmonious learning environment. Incorporating findings from both domestic and foreign studies further emphasizes the importance of tailoring interventions to specific cultural and educational contexts. This underscores the need for institutions to adopt a context-sensitive approach when implementing strategies to enhance students' language learning experiences and emotional well-being. In addition, the study's recommendations extend to teacher training programs. Educators should be equipped with the tools to create an environment that nurtures positive emotional experiences and minimizes anxiety. Professional development opportunities that focus on effective teaching methods, empathy, and communication skills can empower teachers to effectively support students' emotional and language learning needs.

In conclusion, the implications of this study emphasize the pivotal role of emotions, enjoyment, anxiety, and personal attributes in shaping students' English language learning experiences. Implementing the recommendations highlighted in this study can lead to more holistic and effective language education practices, fostering not only language proficiency but also emotional well-being and intercultural competence among students.

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APPENDICES

Students' perception on emotional experiences and enjoyment

	Mean	Std. Deviation
I can be creative.	2.98	.582
I can laugh off embarrassing mistakes in the foreign language class.	2.67	.475
I don't get bored.	2.43	.499
I enjoy it.	3.16	.482
I feel as though I'm a different person during the foreign language class.	2.84	.846
I learnt to express myself better in the foreign language class.	3.44	.713
I'm a worthy member of the foreign language class.	2.21	.408
I've learnt interesting things.	3.24	.856
In class, I feel proud of my accomplishments.	3.24	.756
It's a positive environment.	3.37	.485

It's cool to know a foreign language.	3.67	.741
It's fun.	3.41	.496
Making errors is part of the learning process.	4.35	.481
The peers are nice.	3.51	.896
The teacher is encouraging.	4.19	.503
The teacher is friendly.	4.35	.481
The teacher is supportive.	4.71	.658
There is a good atmosphere.	4.19	.692
We form a tight group.	3.37	.604
We have common "legends", such as running jokes.	2.92	.414
We laugh a lot.	2.90	.712

Students' anxiety within the English language environment

	Mean	Std. Deviation
I never feel quite sure of myself when I am speaking in my foreign language class.	3.25	.740
I don't worry about making mistakes in language class.	3.56	.501
I tremble when I know that I'm going to be called on in language class.	3.71	.991
It frightens me when I don't understand what the teacher is saying in the foreign language.	2.92	.485
I wouldn't bother me at all to take more foreign language classes.	1.97	.538
During language class, I find myself thinking about things that have nothing to do.	2.73	.447
I keep thinking that the other students are better at languages than I am.	2.92	.829
I am usually at ease during tests in my language class.	2.38	.633
I start to panic when I have to speak without preparation in language class.	3.27	.447
I worry about the consequences of failing my foreign language class.	3.65	.481
I don't understand why some people get so upset over foreign language classes.	4.10	.665
In language class, I can get so nervous I forget things I know.	3.54	.737
It embarrasses me to volunteer answers in my language class.	3.87	.582
I would not be nervous speaking the foreign language with native speakers.	3.49	.644
I get upset when I don't understand what the teacher is correcting.	4.27	.515
Even if I am well prepared for language class, I feel anxious about it.	2.87	.609
I often feel like not going to my language class.	2.86	.759
I feel confident when I speak in foreign language class.	3.51	.504
I am afraid that my language teacher is ready to correct every mistake I make.	4.48	.618

I can feel my heart pounding when I'm going to be called on in language class.	3.57	.499
The more I study for a language test, the more confused I get.	2.97	.822
I feel pressured to prepare very well for language class.	2.95	.851
I always feel that the other students speak the foreign language better than I do.	3.05	.490
I feel very self-conscious about speaking the foreign language in front of other students.	3.92	.655
Language class moves so quickly I worry about getting left behind.	2.87	.684
I feel more tense and nervous in language class than in my other classes.	3.24	.712
I get nervous and confused when I am speaking in my language class.	3.32	.591
When I'm on my way to language class, I feel very sure and relaxed.	2.97	.915
I get nervous when I don't understand every word the language teacher says.	2.22	.580
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.25	.933
I am afraid that the other students will laugh at me when I speak the foreign language.	2.44	.501
I would probably feel comfortable around native speakers of the foreign language.	2.40	.493
I get nervous when the language teacher asks questions which I haven't prepared.	2.63	.679

Students' perceptions on multicultural traits and personal dispositions

	Mean	Std. Deviation
I often pay attention to others' emotions.	3.21	1.290
I am a good listener.	3.96	.755
I often feel sense when others get irritated.	4.20	.621
I often get to know others profoundly.	3.15	.717
I often enjoy other people's stories.	4.01	.701
I often notice when someone is in trouble.	4.50	.755
I often sympathize with others.	3.37	.826
I often set others at ease.	3.62	1.061
I often work according to strict rules.	1.95	.966
I often work according to plan.	3.95	1.338
I often work according to strict scheme.	3.90	1.399
I often look for regularity in life.	4.40	1.204
I often like routine.	3.92	1.461
I often want predictability.	3.07	1.472

I often function best in a familiar setting.	4.37	1.453
I often have fixed habits.	4.34	1.585
I often take the lead.	2.31	1.983
I often leave initiative to others to make contacts.	3.75	1.959
I often find it difficult to make contacts.	2.82	2.112
I often take initiative.	3.04	2.242
I am often inclined to speak out.	3.53	2.329
I am often the driving force behind things.	4.56	2.259
I often make contacts easily.	3.07	2.565
I am often reserved.	3.84	2.613
I often worry.	3.62	2.774
I often get upset easily.	3.71	2.870
I am often nervous.	3.43	3.033
I am apt to feel lonely.	3.39	3.190
I often keep calm when things don't go well.	3.81	3.325
I am insecure.	3.32	3.399
I am under pressure.	4.67	3.371
I am not easily hurt.	3.98	3.671
I try out various approaches.	3.31	3.787
I am looking for new ways to attain his or her goal.	3.85	3.866
I start a new life easily.	4.57	3.886
I like to imagine solutions to problems.	4.21	4.076
I am a trendsetter in societal developments.	4.40	4.211
I have feeling for what's appropriate in culture.	4.28	4.311
I seek people from different backgrounds.	3.37	4.572
I have broad range of interests.	4.78	4.502

NHẬN THỨC CỦA SINH VIÊN VỀ TÂM LÝ HỌC TÍCH CỰC TRONG VIỆC HỌC TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC THÀNH ĐÔNG

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Tóm tắt: Nghiên cứu này nhằm tìm hiểu nhận thức của sinh viên đại học về tâm lý học tích cực trong việc học tiếng Anh, kiểm tra mối quan hệ giữa trải nghiệm cảm xúc và sự thích thú của sinh viên, sự lo lắng cũng như đặc điểm đa văn hóa và khuynh hướng cá nhân của họ. Nghiên cứu có sự tham gia của 63 người từ nhiều chuyên ngành khác nhau, sử dụng bảng hỏi về *Niềm đam mê ngoại ngữ (FLE)*, *Nỗi lo lắng trong lớp học ngoại ngữ (FLCAS)* và *Đặc điểm tính cách đa văn hóa (MPQ)*. Kết quả chỉ ra rằng sinh viên đã trải qua mức độ *Niềm đam mê ngoại ngữ (FLE)* và *Đặc điểm tính cách đa văn hóa (MPQ)* cao, cho thấy tác động tích cực tiềm ẩn của tình trạng hạnh phúc về mặt cảm xúc đối với các thuộc tính liên văn hóa. Tuy nhiên, nghiên cứu cũng nhấn mạnh mức độ *Nỗi lo lắng trong lớp học ngoại ngữ (FLCAS)* vừa phải, nhấn mạnh tầm quan trọng của việc giải quyết sự lo lắng liên quan đến ngôn ngữ trong lớp học. Ngoài ra, mối tương quan tích cực giữa FLE và MPQ chỉ ra rằng những sinh viên có mức độ thích thú cao hơn cũng thể hiện những đặc điểm đa văn hóa tích cực hơn. Ngược lại, mối tương quan nghịch giữa FLCAS và MPQ cho thấy những sinh viên lo lắng về ngôn ngữ nhiều hơn có xu hướng sở hữu ít thuộc tính đa văn hóa tích cực hơn. Những kết quả này nhấn mạnh sự tương tác phức tạp giữa cảm xúc, sự lo lắng và năng lực liên văn hóa trong bối cảnh học ngôn ngữ. Nghiên cứu đã đề xuất các chiến lược tích hợp nhằm nâng cao cảm xúc tích cực và giảm bớt lo lắng trong các lớp học ngôn ngữ, thúc đẩy môi trường thuận lợi để phát triển kỹ năng liên văn hóa. Nghiên cứu cũng nhấn mạnh sự cần thiết phải kết hợp nội dung đa văn hóa để khai thác sức khỏe cảm xúc nhằm nâng cao năng lực liên văn hóa. Từ đó, các khuyến nghị cũng được đưa ra, bao gồm: việc áp dụng các phương pháp lấy người học làm trung tâm và các nguồn lực hỗ trợ để đảm bảo trải nghiệm tiếp thu ngôn ngữ toàn diện.

Từ khóa: niềm đam mê ngoại ngữ (FLE), nỗi lo lắng trong lớp học ngoại ngữ (FLCAS), đặc điểm tính cách đa văn hoá (MPQ), tâm lý học tích cực, nhận thức của sinh viên