
| RESEARCH ARTICLE

Positive Psychology in the Foreign Language and Translation Classroom

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| ABSTRACT

Results of surveys with a sample of EFL and translation instructors and students showed that many instructors feel that their role is limited to preparing the teaching material, in-class instruction, writing exams, grading assignments and other paperwork. They declared that students have many academic problems in EFL and translation and interpreting course. They added that they are unaware of positive psychology and how to apply its principles in their courses. Students' responses and comments on social media showed that they have a negative image of themselves. They feel inadequate and are always afraid of failing their courses. If they fail, they blame it on their bad luck, on the instructor or exams. Some are not willing to try, hate school and studying. They are under stress if they have a writing or translation assignment, a class presentation, or a test. They cram and lose sleep. Based on findings of the surveys, this study proposes a model for applying the principles of positive psychology in EFL and language classrooms to help the students become happy and relaxed learners, overcome stress and anxiety, develop positive attitudes, positive affirmations, emotional resilience, positive thinking and make more achievements and improvements. The model consists of strategies and tips for improving students' English language and translation skills, providing psychological help (e.g., student-instructor communication, giving moral support, feedback, reading simplified self-help books, watching motivational videos), and developing students' pragmatic skills (goal setting, time management, study skills, presentation, and note-taking skills). In addition, it provides some strategies for effective teaching.

| KEYWORDS

Positive psychology, foreign language learning, translation instruction, teaching and learning, self-improvement

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1. Introduction

Positive Psychology¹ is a branch of psychology that focuses on studying what makes life most worth living. It is based on the idea that people can be inspired to achieve their maximum potential and develop their best selves. It focuses on positive states and traits that contribute to greater positive experiences, positive institutions, emotional resilience, visualizing success and mindfulness, factors that help people achieve a sense of fulfillment, and manage stress more effectively. It also focuses on what contributes to people's happiness, emotional health, strengths, virtues, and gratitude, in addition to focus on people's behavior, feelings and thoughts, the strengths that enable them to prosper (as individuals and whole communities), build the good in life and improve their way of life to the highest level. Noble and McGrath (2008) added that educational wellbeing is based on having positive emotions, positive relationships, a sense of purpose, and engagement through strengths, social and emotional competence. Moreover, Luangpipat (2018) asserted that students' self-efficacy is related to their academic achievements directly and indirectly. It helps them achieve better results in learning and minimizes the effect of negative educational experiences that lower their self-efficacy.

Another theory that is closely related to Positive Psychology, especially in educational settings, is the *learned helplessness theory*. According to the American Psychological Association, learned helplessness² occurs when a person repeatedly faces uncontrollable,

¹ positivepsychology.com/what-is-positive-psychology-definition/

² Learned helplessness: Examples, symptoms, and treatment (medicalnewstoday.com)

stressful situations, then does not exercise control when it becomes available. They develop a victim mentality because they feel and have “learned” that they are helpless in a particular situation, whether educational or not, and they no longer try to change it, even when it is possible to change the situation (Al-Jarf, 2021i).

1.2 Positive Psychology and Foreign Language Learning

Many studies in the literature were conducted to find out the significance of the positive psychology theory in foreign/second language learning. For example, Budzinska and Majchrzak (2021) and MacIntyre and Mercer (2014) applied the positive psychology theory to language teaching and learning by describing its principles with reference to the humanistic movement in language learning, studies of the good language learner, theories of motivation, concepts related to the self and the concept of affective filter. Budzinska and Majchrzak (2021) also focused on positive emotions, affectivity, empathy, engagement, enjoyment, having a positive self-system, positive institutions, positive language education, and how resources taken from positive psychology can benefit both the language teachers and students.

In addition, the following studies focused on specific aspects of positive psychology:

- 1) **Self-efficacy:** Luangpipat (2018) investigated differences in sources of self-efficacy that existed among students from different countries and different majors. She found that experience was the highest source of positive self-efficacy, and social persuasion was the least influential source. She recommended that teachers and administrators encourage strategies for developing positive self-efficacy in students to help them learn, and to help those with individual differences become autonomous learners.
- 2) **Motivation and autonomy:** Csizér and Illés (2020) indicated that students’ motivation can be enhanced by engaging them at their own pace in activities that enable them to act as L2 users and by drawing on their reality and creativity in the language learning process. When classes are a venue of real communication, they will have a positive effect on students’ motivation.
- 3) **Emotional factors:** Students’ satisfaction/dissatisfaction with the communication needs created positive/negative emotions in international students learning Ukrainian as a foreign language. It affected their instructional and communicative activities, and their cognition process. When students do not feel that they are progressing in language learning and have problems in listening comprehension, they will have negative emotions such as concern, disappointment, dispossession, indifference, or apprehension. Therefore, effective instructional strategies should provide the students with verbal, extra-linguistic communication. The students should also have an active role and use emotional stimulation to activate communication and learning effectively (Tsurkan, Ilkiv, Maksymiuk, Struk & Shatilova, 2020).
- 4) **Emotions, enjoyment and anxiety:** Advanced EFL Mexican college students engaged in free voluntary reading activities: a discussion of a famous bilingual individual, a 45-s mindfulness activity, and a reflection designed to promote a growth mindset. Results of the treatment showed that a variety of achievement emotions have emerged during the course and revealed that EFL instructors should help students experience pleasant achievement emotions by including activities like the ones in the treatment in classroom instruction (Reilly, 2021).
- 5) **Resilience and well-being:** A study with Turkish college students showed that all the variables in the resilience and well-being model (life orientation, gratitude, self-esteem, and perceived social support) have significant positive interrelationship with each other. Need satisfaction enhanced Turkish students’ resilience and well-being levels. Gratitude contributed to their psychological need satisfaction through social support and perceived self-esteem (Kardas and Yalcin, 2021)
- 6) **Social adjustment:** Ma (2020) conducted a study that helped facilitate Chinese international students’ social adjustment and overcome language barriers by performing several activities such as becoming actively engaged in interactions, realizing their English capabilities, shared intersubjectivity and contradictions, active mobilization and structural guidance, support within their zone of proximal development, i.e., gap between what a learner has mastered and what they can potentially master with support and assistance, and experiencing positive emotions while carrying out the activities.
- 7) **Psychological capital:** It refers to self-efficacy, resilience, hope, and optimism. Khajavy, Makiabadi and Navokhi (2019) evaluated Iranian EFL college students’ psychological capital, willingness to communicate, motivation, and achievement. Results showed that students’ psychological capital was a significant positive predictor of their willingness to communicate, their motivation, and academic achievement in EFL.
- 8) **Engaged School Leadership:** It is characterized by goal achievement, engagement, commitment, care, coping accomplishment, and flow. Research findings showed that *goal achievement*, *commitment*, and *accomplishment* are

significantly related to *flow*; *care* is significantly related to *commitment* and *coping*, whereas *flow* is significantly related to *engagement* (Beard, 2018).

- 9) **Executive functioning:** Marshall (2016) concluded that college students' executive functioning skills that are involved in goal-directed activities, predicted positive affect, grit, optimism, and life satisfaction. In other words, metacognitive skills such as holding information in the working memory, planning behavior sequences, and monitoring tasks are more connected to the positive psychology attributes in comparison with behavior regulation skills such as inhibiting, shifting attention, and regulating emotional control.

Other studies in the literature focused on aspects of negative psychology that should be avoided in language teaching and learning. For example, Wang and Du, (2020) indicated that anxiety had a direct and negative impact on achievement in Chinese, whereas positive attitudes toward the learning situation have a positive impact on students' motivation to learn the Chinese language. The researchers found a low negative impact of anxiety on language learning accomplishment. Similarly, positive attitudes toward the learning environment have a strong impact on motivation. Both anxiety and motivation predicted achievement in Chinese language learning. Likewise, Dewaele, Witney, Saito and Dewaele (2018) found that lower levels of anxiety in the foreign language classroom were connected with higher attitudes towards the foreign language, and stage of language development. Foreign language classroom anxiety was less related to the teacher and foreign language teaching practices than enjoying the foreign language. In addition, boredom is mainly caused by monotony, repetitiveness, and predictability of what is going on in the language setting. Higher levels of foreign language enjoyment are connected with higher positive students' attitudes towards the foreign language, foreign language use in the classroom, the foreign language teacher, amount of time allocated to speaking, and stage of foreign language development (Kruk, Pawlak & Zawodniak, 2021).

Furthermore, numerous studies in the literature focused on activities and interventions that enhance students' motivation, autonomy and self-efficacy such as the following:

- (i) **A textbook for grade 8 Afrikaans** as a second language was developed in which positive psychology interventions were integrated. Those interventions included the psychosocial system approach, Maslow's self-actualization, Hettler's wellness approaches, the 24-character strengths identified by Peterson and Seligman's PERMA (Positive Emotions (P), Engagement (E), Positive Relationships (R), Meaning (M) and Accomplishment/ Achievement (A). The intervention provided the students with activities that enhanced their wellbeing in a natural but structured framework using existing school subjects, staff and infrastructure. The intervention proved to be a powerful tool for facilitating wellbeing and growth in Grade 8 students in South Africa learning Afrikaans as a second language (Gush & Greeff, 2018).
- (ii) **Extramural digital activities:** The Second Language Motivational Self System consisting of the "*Ideal L2 Self*" and the "*Ought-To L2 Self*" was used to explore how EFL Korean students are connected with foreign language enjoyment. Surveys of EFL middle school, high school and university students who engaged in extramural digital activities such as watching videos, playing digital games, listening to audios, reading, engaging in technology-enhanced socialization, engaging in face-to-face socialization, and writing essays. English Digital Learning and the "*Ideal L2 Self*" significantly predicted foreign language enjoyment of all three groups of EFL learners, whereas the "*Ought-To L2 Self*" predicted only middle school students' foreign language enjoyment. The results suggest that EFL students' engagement in extramural digital activities and their motivation to learn EFL affected their emotions towards learning EFL (Lee & Lee, 2021).
- (iii) **Keeping a confidence-building diary.** Shelton-Strong and Mynard (2021) had Japanese EFL students keep a confidence-building diary for a week in order to understand the benefits of maintaining a positive attitude towards learning a foreign language, which emotions they had, which activities they were engaged in, and how the activities influenced their motivation to learn a foreign language. Results showed that the confidence-building diary was effective in promoting positive feelings and supporting EFL Japanese students' basic psychological needs that are necessary to enhance and maintain their motivation for sustained foreign language learning.
- (iv) **A psycho-educational intervention** was designed to facilitate students' autonomous learning and increase their self-esteem and self-efficacy. The psychological character strengths of 214 students were assessed on the first day of college. Two weeks later, the three highest strengths were given to the students in the form of study skills modules. Results of the intervention demonstrated that the students' levels of autonomous learning increased significantly, and they became more confident. Students' awareness of their character strengths was associated with autonomous learning, self-esteem, and self-efficacy (Macaskill and Denovan, 2013).
- (v) **A unit of study through an enabling program** was developed to introduce freshman students to proactive solutions and strategies such as schedules and timers, rewards for appropriate behavior, providing choices, free access, language training,

social stories, and modeling, to develop students' capacity, strengths, and virtues rather than focusing on their past language learning weaknesses. The unit of study had a positive effect on students who completed it (James & Walters, 2020).

- (vi) **The "Flourishing in a Second Language" project.** Strambi, Luzeckyj & Rubino (2017) developed a freshman language curriculum that integrated Positive Psychology, Language-integrated Learning principles and Transition Pedagogy and Content to create language learning experiences that are relevant to the students, and that align students' interests, language teaching and learning goals, and the cognitive challenges posed by the tasks. The project re-designed language learning activities for freshman students and included content and strategies for enhancing students' psychological, emotional, and social wellbeing and facilitating transition.

As for the application of the principles of Positive Psychology in language teaching and learning in Saudi Arabia, and integration of activities based on Positive Psychology in language teaching and learning in Saudi Arabia, the literature review showed lack of studies that integrate the principle of Positive Psychology in EFL and translation courses for college students in Saudi Arabia to help Saudi students overcome their language learning and translation difficulties, and achieve self-efficacy, resilience, motivation, enjoyment and well-being. Therefore, this study aims to: (i) find out whether EFL and translation instructors at Saudi universities know about Positive Psychology and whether they apply its principles in their courses; (ii) identify the kinds of academic problems students have in EFL and translation courses; (iii) give examples of the kinds of anxieties, negative attitudes, negative thinking, academic problems, frustration that EFL and translation students at Saudi universities have; (iv) define the kinds of skills students need to acquire to fulfill their linguistic, academic, pragmatic and psychological needs; (v) give practical guidelines based on the principles of positive psychology that can be applied in EFL and translation classrooms to help students develop positive attitudes, positive affirmations, emotional resilience, positive thinking, overcome stress and anxiety, become happy and relaxed learners, and make more achievements and improvements in their EFL and translation courses.

2. Methodology

2.1 Sample of Instructors

A total of 45 language and translation instructors from five Saudi universities (King Saud University, King Abdul-Aziz University, Princess Noura University, King Khalid University, and Imam University) participated in the study. The instructors have a Ph.D. or M.A. degree in TESOL, translation, applied linguistics or linguistics and teach different English language, linguistics, and translation courses. Their teaching experience ranges between 1 and 20 years.

2.2 Sample of Students

A sample of 65 Saudi college students majoring in EFL and translation was selected from the same departments and universities as the instructor sample. All the students in the sample have an account on Instagram and Facebook. They were in different college levels and enrolled in different EFL and translation and interpreting courses.

2.3 Instruments

A survey with open-ended questions was developed and administered to the sample of instructors in this study to find out the problems and anxieties that EFL and translation students have in their courses, whether they are familiar with Positive Psychology and whether they apply its principles in the courses that they teach to EFL and translation students and what they consider their role as college instructors.

Similarly, students in the sample answered a survey with open-ended questions that asked them to give examples of the academic, psychological and pragmatic problems that they have in their EFL and translation courses. In addition, students' comments on their courses, assignments, and exams on social media such as Instagram and Facebook were collected.

2.4 Data analysis

EFL and translation instructors and students' responses to the surveys and students' comments on social media were analysed in terms of the principles of positive psychology vis: (i) positive/negative experiences; (ii) positive/negative states and traits; (iii) positive/negative institutions; (iv) helping students manage anxiety; and (v) contributing to students' learned helplessness or enjoyment, emotional health, happiness, resilience and self-efficacy.

3. Results and Discussion

3.0 Instructors' Views

Analysis of the instructors' responses to the questionnaire showed that their students have the following problems: (A) *Academic*

(Linguistic) Problems such as poor general English proficiency level. They have misconceptions about L2 learning. They rarely practice English out of class. (B) Psychological problems such as high absence rate. The students give up easily. They have negative thinking, low self-esteem, and lack of self-confidence. They cannot cope with the course requirements. (C) Pragmatic problems such as inability to manage their time. The students do not know why they are studying a particular course. They only study for grades and if they have exams. They depend on memory and do not take notes, and do not keep track of things in writing. If they do, they take notes on the book, or scraps of paper. Their notebook is not organized and has no divisions. They do not know how to study and how to prepare for tests and exams.

Moreover, analysis of the EFL and translation instructors' responses showed that all instructors never heard of Positive Psychology and are not familiar with its principles and do not apply them in their courses. They added that they do not know how to apply positive psychology in their language and translation courses and do not know how to reduce students' anxieties.

The instructors believe that their role is limited to preparing the teaching material, in-class instruction, writing exams, grading assignments and other paperwork. They complain of students and that the students know nothing and are academically poor. Some wrote:

- *I cannot wait for the weekend.*
- *I cannot wait the semester to come to an end.*

3.1 Students' Views

Students' responses to the surveys showed that many EFL and translation students at the sample institutions have a negative image about themselves as language learners and student-translators. They feel inadequate and they are always apprehensive and worried about failing. If they fail, they blame it on their instructors, exam questions or on their bad luck. Some students are not willing to try again. They hate studying and cannot wait to finish the courses and graduate. They feel stressed out whenever they have a class presentation, a writing or translation assignment, a term paper or a midterm exam. When they have a test, they cram and lose sleep. They always strive to give their instructor a good image of themselves.

On social media, the students made comments such as:

- *Today I am going say good-bye to this hateful course.*
- *Finally, I am done with the Problems of Translation, I feel a mountain of worries has been lifted off my chest. Damn this course. I was thinking about it, was studying for it and how to study it even before the party.*
- *The Problems of Translation course requires endless studying.*
- *I have not started studying yet, do not make me feel guilty.*
- *I just want to pass. I do not want to learn.*
- *Problems of translation is a never-ending course. I've been studying since morning and have only covered 25% of the material.*
- *Every time I have a nightmare while I am sleeping, I realize that the course grades are out in Edugate.*
- *I feel an unimaginable state of depression and feel sleepy whenever I open the material (to study) for this course.*
- *I have to write a term paper and it should be #1. Do you know anybody who writes papers? I do not need to learn. I just need to get a good grade because I have Security and Political Translation tests.*
- *I have the option to either to commit suicide or study.*
- *Miss Dawlat is very nice, but her course is awful. I pray to God to help me out.*
- *I hope I never see this mess again for the rest of my life after I am done with the legal and problems of translation courses.*
- *Do you know anybody who translates legal texts?*
- *I have nothing in my life except exams: an exam today an exam tomorrow. Come get your grades. This last one would make my adrenaline have a party in my body.*

These comments reflect high anxiety, lack of enjoyment, motivation, autonomy, and low self-efficacy. The students' main goal is to pass exams and courses with high grades rather learning, acquiring skills, communicating in the foreign language, and being able to apply knowledge to daily tasks. They do not seem to have a goal, lack study skills, test-taking skills and time management skills.

Findings of the present study are consistent with other studies conducted by Al-Jarf (2009e) and Al-Jarf (2009f). In Al-Jarf (2009e), many Saudi students studying in the UK, even after 3 months of enrolling in the language institute, have poor English (faulty grammar, faulty pronunciation, confuse similar words, lack fluency, have poor spelling, do not read and do not write), although the students take 20 hours of English per week. In Al-Jarf (2009f), students' emails to the author showed that 47% of the undergraduate students, who are not the authors' students, asked her for help with assignments, 31% asked academic questions about their courses; and 19% wanted to know how to improve their English. In addition, studies by Al-Jarf (2002); Al-Jarf (2004);

Al-Jarf (2005); Al-Jarf (2007); Al-Jarf (2012b); Al-Jarf (2015b); Al-Jarf (2019); Al-Jarf, R. (2021a); Al-Jarf (2021b); and Al-Jarf (2021g) reveal Saudi EFL college students' listening, speaking, reading, writing, vocabulary and grammar weaknesses and how those weaknesses were remedied and improved by the different treatments in those studies.

4. Applying the Principles of Positive Psychology in The Foreign Language and Translation Classroom

To promote EFL and translation students' self-efficacy, autonomy, and well-being, help them develop positive thinking, positive attitudes, build their resilience, cope with and manage challenging learning situations, this study recommends applying the principles of positive psychology by focusing on 3 areas: (i) improving students' academic skills; (ii) providing psychological help; (iii) developing students' pragmatic skills (Al-Jarf, 2014d; Al-Jarf, 2010b), each of which is explained below.

4.1 Improving Students' Academic Skills

EFL and translation instructors can enhance students' English language and translation skills as follows:

- using out-of-class extension language and translation activities.
- finding a native-speaking partner.
- integrating speaking activities such as giving oral presentations, using online debates, student-created podcasts, answering problem-solving questions, integrating participation goals and others (Al-Jarf, 2021d).
- reading simplified novels and short stories, linguistic landscapes such as street signs (Al-Jarf, 2021k; Al-Jarf, 2016; Al-Jarf, 2015b).
- practicing extensive reading (Al-Jarf, 2009c; Al-Jarf, 2009d).
- writing a daily journal.
- integrating participation goals to help the students generate ideas in writing practice (Al-Jarf, 2021g).
- teaching students electronic searching skills, i.e., how to search for websites and material online (Al-Jarf, 2013a).
- integrating a variety of technologies in listening, speaking, reading, writing, vocabulary, grammar, interpreting and translation practice such as: (I) TED Talks and digital multimedia language labs for interpreting instruction for interpreting practice (Al-Jarf, 2021m; Al-Jarf, 2021e); (II) Twitter and online discussion forums for practicing translation (Al-Jarf, 2020c; Al-Jarf, 2017a); (III) online courses to enhance students' reading, writing, vocabulary and grammar skills (Al-Jarf, 2019; Al-Jarf, 2013b; Al-Jarf, 2010a; Al-Jarf, 2009b; Al-Jarf, 2007; Al-Jarf, 2005; Al-Jarf, 2004; Al-Jarf, 2002); (IV) mind maps to help students connect and retain information (Al-Jarf, 2021j; Al-Jarf, 2015a; Al-Jarf, 2009a); (V) online videos (Al-Jarf, 2012a); (VI) blogs for practicing writing (Al-Jarf, 2022a; Al-Jarf, 2022b); (VII) a variety of mobile apps and mobile flashcards (Al-Jarf, 2021b; Al-Jarf, 2022d; Al-Jarf, 2022f; Al-Jarf, 2021i; Al-Jarf, 2020d); (VIII) audiobooks (Al-Jarf, 2021h); (IX) MP3 lessons to develop listening and speaking skills (Al-Jarf, 2012b); (X) internet websites with online grammar, writing and vocabulary tasks (Al-Jarf, 2022e; Al-Jarf, 2017b; Al-Jarf, 2014e); (XI) web-conferencing tools (Al-Jarf, 2014b; Al-Jarf, 2013c); (XII) social media such as Facebook for writing practice (Al-Jarf, 2014a; Al-Jarf, 2014c); and (XIII) a text-to-speech software for improving oral reading skills.
- Translating Wikipedia articles, participating in interpreting contests, and collecting and analyzing translation errors from T.V. (Al-Jarf, 2021f).

4.2 Providing Psychological Help

EFL and translation instructors should encourage the students to talk about their academic problems. A social media page on Facebook or Twitter, an online discussion forum or a blog can be created for that purpose (Al-Jarf, 2020a; Al-Jarf, 2006). Students can post questions about their problems and receive answers from their instructor and classmates. The instructor can diagnose and translation guides. She should also provide on-going students' problems and difficulties with tests and assignments. She should always provide moral support and language learning feedback on tests and assignments, assure the students that it is O.K. to make mistakes and that there is always a chance to retry, improve and do better (Al-Jarf, 2021a; Al-Jarf, 2021c; Al-Jarf, 2020c; Al-Jarf, 2020b).

The students should know that is not the end of the world to fail. They can always try and do better. Teach the students to substitute negative words and phrases with positive ones. They can read simplified self-help books and students' success stories and watch motivational videos. They can keep a progress diary, i.e., monitor their own progress.

4.3 Developing Students' Pragmatic Skills

Pragmatic skills include the following:

- (i) **Setting academic and professional short-term and long-term goals by asking what, why, when, where, how, where they see themselves 1, year, 5 years and 10 years from now and relating each course they are taking to their goals.**

(ii) Time Management skills

A common problem is that the students feel that they are having too much urgency especially before exams. They always feel rushed and under time pressure. When they have an exam, they skipping classes to study, cramming and stay up late. They have poor time management leads to burnout, high stress, and poor-quality work. They sacrifice important long-term projects because they are too busy dealing with urgent ones. The instructor should help the students create a semester calendar, a weekly calendar, a priority and urgency table, and a daily to-do list. In the Yearly Calendar in the Appendix, the students enter major events such as holidays and final exams. In each Monthly Calendar in the Appendix, they only enter main tasks such as tests, paper or presentation deadlines, department or college events for that month. In the Weekly Calendar in the Appendix, first the students use it to analyze their current use of by entering in each one-hour slot their schedule of classes over the week, daily commitments, times when they have meals, when watch TV, take a nap, do house chores, go shopping, have a doctor's appointment, go to the gym and any other activity they do regularly even if they do it once a week. Later on, they use a blank copy of the Weekly Schedule in the Appendix and fill it the last day of the week for the upcoming week. They enter the fixed commitments and what they would like to do in the free (blank) time slots for the whole week. Every night, they fill in the Daily To-Do List in the Appendix for the following day only.

Students need to prioritize and classify activities and tasks according to importance and urgency: (i) *important and urgent* tasks that need to be done right away; (ii) *important and not urgent* tasks that have long-term importance and consequences but are not urgent such as planning, preparation, rest, and prevention; (iii) *not important and urgent* tasks that are urgent but not very important such as phone calls, and chatting with drop-in visitors; (iv) *not important and not urgent* things such as TV watching, checking social media, and gossiping). Students should spend more time on tasks that are important and valuable, choosing what to do now, what to do later, what not to do at all, and what to stop doing.

They can use a time management system on their mobile, iPad or laptop, a paper calendar, a wristwatch, or a clock. They need to write down the tasks they need to complete, control paperwork (notebook, handouts, worksheets, homework, reports, projects, tests). They should maintain an organized work environment (desk, briefcase, and computer files).

At the end of the week, they should ask themselves: "*what have I accomplished in the past week?*" They need to check their to-do list and cross out the tasks they have finished on a particular day.

(iii) Study Skills

Help the students develop their study skills, how to organize their ideas using mind maps and graphic organizers; how to read (types of reading), how to visualize objects, actions or events while speaking or writing; how to remember (mnemonic devices); how to summarize information in points in order to remember. The students need to develop note-taking skills such as using shorthand; taking notes in outline form; jotting down main ideas and key words; how to organize their notebook. Teach the students presentation skills (what to do before presenting in class such as searching topic, making an outline, preparing a Powerpoint, rehearsing; what to do while presenting; and what to do after the presentation). Encourage the students to discover their learning style by responding to online checklists, inventories, or questionnaires such as:

- <http://www.ldpride.net/learning-style-test.html>
- <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
- <http://www.learning-styles-online.com/inventory/>
- http://www.metamath.com/multiple/multiple_choice_questions.html

4.4 Teaching Strategies

At the beginning of the semester, the instructor should prepare a course description and outline in which she states the course objectives to be achieved and skills to be acquired; what is expected of the students; what is to be covered weekly; information about assessment (what each test will measure and the material they will cover); a specific study guide such as a listening, speaking, reading, vocabulary, or grammar study guide. When you present the material, proceed from the general to the specific, the whole to the part, the known to the unknown, the concrete to the abstract, the examples to the generalization (inductive approach), and from the generalization to the examples (deductive approach). Connect the information and show relationships by using mind maps, graphics, and diagrams. Connect the material with world knowledge, i.e., students' background knowledge or real-life examples. Focus on application, analysis, synthesis, transfer of learning rather than rote memorization. Teach mnemonic devices appropriate for the course you are teaching. Students should not be isolated in class. The instructor should not call on those who raise their hands. Every student should be given a chance to try and answer a question or participate in the discussion. Pay attention

to each student in class. Monitor students' progress. When you assign a class presentation, an assignment, a project, a term paper, guide the students throughout the process. Tell the students about learning theories, how we remember and about transfer of learning.

5. Conclusion

The author used the strategies described above for improving students' academic and pragmatic skills and for providing psychological help with her students over many semesters. Results of the training showed that those strategies had positive effects on students' attitudes and self-image, motivation, self-confidence, skill improvement, enjoyment, and lower anxiety as in the studies reported in section 4.1.

Finally, the application of principles of positive psychology in online EFL and translation courses during the COVID-19 Pandemic and post-Pandemic eras due to the abrupt change to the distance learning mode or combination of distance learning and face-to-face instruction is of utmost importance and still open for further investigation by future research in Saudi Arabia.

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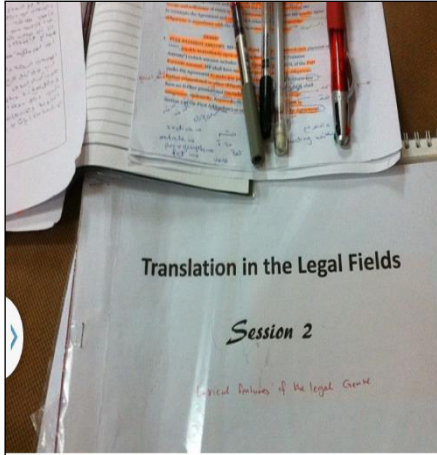
Appendix

كل ماتجيب الكوابيس وأنا نايمه واقوم منها اعرف درجة من 1991_huda
الدرجات نزلت وافتح البوابة فعلا الاقي مادة من مواد درجتها نزلت ،، اذا على
نزلت .. متردده اشوف otb_reem
خفت ياهدو otb_reem
ان شاء الله درجتك اعلى مني لا تخافين 1991_huda @otb_reem
الله يفرحك ويظمن قلبك
ربي يظمن قلبك هددوووووووووووو alex0samy
بمممممه dofa2013

سي في تنبئة

view all 9 comments

تجيني كآبه مو طبيعية ونوووم اذا فتحت 1991_huda
هذه المادة
view all 10 comments
عادي اختار انتحر ولا 1991_huda @otb_reem
اذاكرها
) لانتتحرين ولانتذاكرين طلعي لي امثله otb_reem
) لا والله 1991_huda @otb_reem
بالعكس حلوة المادة و ممتعة .. دسمة بس benydory
رائعه اشتقت لمس دولت
مس دولت جميلة بس المادة ماش الله يخارجنا n90n5



♥ dofa2013, sa5mm004, _ta10, shalmufli7i, ashwaq_86, alex0samy, alfaify

1991_huda 😊😊 وآخر مادة أدرسها بحياتي

نختمها بهذه المادة

ta10 🙏🙏🙏

ألقاها من المشروع ولا القضايا ولا فورية 1991_huda
ولا القانونية ولا الأدبية ولا التبعية ولا التناحية ولا التخصصية
هذا جزء اللي يراكم المواد الدسمة اخر ترم 😊😊
يااa



♥ sa5mm004, dinaalsibai, alfaifi_10, _ta10, shalmufli7i, safibrahem, alex0samy

1991_huda ان شاء الله هذا الحووووسه ماعد أشوفها

طول حياتي بعد اختبار القضايا والقانونية بالتوفيق dinaalsibai آمين الله يسهل لكم ta10

Sample of Students Comments and Reactions on Social Media

Yearly Calendar

JANUARY							FEBRUARY							MARCH							APRIL										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
						1			1	2	3	4	5			6	7	8	9	10	11	12			3	4	5	6	7	8	9
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	10	11	12	13	14	15	16				
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	17	18	19	20	21	22	23				
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26	24	25	26	27	28	29	30				
23	24	25	26	27	28	29	27	28	27	28	29	30	31	27	28	29	30	31													
30	31																														
31																															

MAY							JUNE							JULY							AUGUST								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4							1	2							1	2
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13		
8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20		
15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27		
22	23	24	25	26	27	28	26	27	28	29	30	24	25	26	27	28	29	30	28	29	30	31							
29	30	31												31															

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1							1							1	2							1	2
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17		
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24		
25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31						
							30	31																					

Monthly Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

For Analyzing Your Current Use of Time

	Mon	Tues	Wed	Th	Fri	Sat	Sun
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
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2-3							
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4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

Weekly Schedule

	Mon	Tues	Wed	Th	Fri	Sat	Sun
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
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6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

Daily To-do List

8-9	
9-10	
10-11	
11-12	
12-1	
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4-5	
5-6	
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8-9	
9-10	
10-11	
11-12	

Prioritizing Tasks

Important and urgent: ○ ○	Important and not urgent: ○ ○
Not important and urgent: ○ ○	Not important and not urgent: ○ ○