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## Supporting the Well-being of EFL Learners: A Study at IZTECH Preparatory School

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**Abstract:** Student wellbeing is of increased importance for language learning. A great number of research has shown that school-based well-being practices can contribute to academic and non-academic attainment (Dixon et al., 2020; Driscoll et al., 2012). In this framework, this study aims at investigating the well-being of university preparatory school students in Turkey. With a mixed-methods design, the study utilizes a 15-items PERMA questionnaire as the quantitative data collection instrument followed by focus-group interviews with questions developed from the survey results to get a deeper understanding of students' perspectives on the concept of well-being. Also, the participants kept personal narratives. Findings show that EFL students are at a medium level of well-being, and there are five benchmarks that affect their-wellbeing.

**Keywords:** Student well-being, EFL students, EFL classrooms, positive psychology, preparatory school

### İngilizce'yi Yabancı Dil Olarak Öğrenenlerin İyi Oluşluklarının Desteklenmesi: IYTE Hazırlık Okulu'nda Bir Çalışma

**Özet:** Öğrenci refahı, dil öğrenimi için artan bir öneme sahiptir. Çok sayıda araştırma, okul temelli refah uygulamalarının akademik ve akademik olmayan kazanımlara katkıda bulunabileceğini göstermiştir (Dixon et al., 2020; Driscoll et al., 2012). Bu çerçevede, bu çalışma Türkiye'deki üniversite hazırlık okulu öğrencilerinin iyi olma hallerini araştırmayı amaçlamaktadır. Karma yöntem tasarımıyla, çalışmada nicel veri toplama aracı olarak 15 maddelik bir PERMA anketi, ardından öğrencilerin refahlık kavramına ilişkin bakış açıları üzerine daha ayrıntılı bir anlayış elde etmek için anket sonuçlarından geliştirilen sorularla odak grup görüşmeleri kullanılmıştır. Bulgular, İngilizce'yi yabancı dil olarak öğrenen öğrencilerin orta düzeyde esenlik içinde olduklarını ve onların esenliklerini etkileyen beş ölçüt olduğunu göstermektedir.

**Anahtar Kelimeler:** Öğrenci refahı, İngilizce öğrencileri, İngilizce derslikleri, pozitif psikoloji, hazırlık okulu

### 1. Introduction

Understanding and reinforcing wellbeing are increasingly regarded as a multidisciplinary topic which should be touched upon at different levels within a procedure, incorporating people, institutions and society. A growing number of individuals, institutions, and policymakers around the world are paying attention to wellbeing. The literature offers a couple of reasons why we as teachers need to focus on well-being more because subjective wellbeing, life enjoyment, enthusiasm, joy, and different decisive infrastructures are linked with various preferable issues, involving fewer risky behaviours, better academic and career achievements, healthier friendships, and finer physical condition (Caprara et al., 2000; Diener & Chan, 2011; Huppert, 2009; Nidich et al., 2017; Wang et al., 1997). Given these advantages of well-being, schools should contemplate how to construct and consolidate learners' well-being.

## 2. Literature Review

### 2.1. The Concept of Well-being

There is no doubt that emotions play a prominent role in the English as a Foreign Language (EFL) context (MacIntyre et al., 2019). Some eminent figures of positivist psychology have proposed various frameworks to identify the core components of wellbeing (Huppert & So, 2013; Butler & Kern, 2016; Diener et al., 1985; Rusk & Waters, 2015), and conclusively two approaches to well-being emerged (Cooke et al., 2016). The former one is the hedonistic approach which focuses on desire and pleasure, life enjoyment and the existence of positive feelings (MacIntyre & Mercer, 2014). The latter one is the eudemonic perspective which focuses on more dimensions of life.

On the other hand, the phenomenon of well-being was also defined by Seligman (2011) with his five pillars all coming into the positive continuum of psychological well-being called positive emotion, engagement, relations, meaning, and achievement as PERMA.

In Seligman's (2011) PERMA model, positive emotions refer to perceived positive feelings embodying passion, hope, joy, and appreciation. Learners with positive emotions tend to have curiosity more, and this situation lets them to discover their life satisfaction to some extent, thus contributing to widening their angles (Mercer et al., 2016). For this reason, a positive spiral of upward spirals (Fredrickson, 2009) dramatically adds to learners' well-being.

Engagement shows the ability that the individuals can be completely immersed with the activities and utilize their interest to the inquiry. In other words, engagement refers to the psychological attachment to activities or organizations (e.g., being absorbed, interested, and engaged in life). Engagement appears after a series of cognitive interactions, emotional and behavioral actions (Reschly & Christenson, 2012). Some research shows that mindfulness practices can raise learners' attention, recognition, analytical capacity, and intellect (Froh et al., 2010; Wesson & Boniwell, 2007).

Relationships indicate that the individuals feel socially unified, nurtured about and protected by others, and contented with one's social connections. According to some studies, social approval and constructive partnership contribute to the learners a lot in dealing with learning stress (Davarniya et al., 2019). Likewise, a positive relationship between teachers and students undoubtedly increases positive engagement and learning (Ang, 2005; Battistich, 2004; Rimm-Kaufman & Sandilos, 2011).

Meaning refers to the concept that an individual's life is very important. In other words, meaning is related to feeling dedicated to individuals or events other than oneself. Namely, meaning reveals that one can have a sense of belonging and serve something they assume to be more essential than themselves. According to DeWitz et al. (2009), there is a positive correlation between a deeper sense of meaning and the better academic achievement among students.

Accomplishment involves showing progress towards ambitions, feeling competent at doing daily activities, and experiencing achievement. As Seligman (2011) states that individuals can pursue success and try to obtain meaningful outcomes. Enjoyment nurtures language education because it empowers students to be active in class and to look for strange cultural realms (Dewaele & MacIntyre, 2014), therefore, it is studiously correlated with language accomplishment (Saito et al., 2015).

Seligman (2011) states that these five pillars maximize one's overall well-being, are crucial areas that people seek for their own benefit and can be delineated and measured independently of one another.

To date, there have been many studies conducted to measure teachers' well-being via Seligman's PERMA framework (Kern et al., 2014; Lan & Saad, 2020; McIntyre et al. 2019); however, very few studies have been implemented to identify and explore EFL learners' well-being (Khaw & Kern, 2014; Kun et al., 2017). Given this, this research sought to answer the following questions:

1. What is the well-being level of EFL students at preparatory classes?
2. How do preparatory school EFL students perceive their well-being?

## 2.2. An Ecological Approach to Foreign Language Teaching

Ecological perspectives of language learning and teaching have grabbed the attention of language researchers as both native and non-native speakers who work progressively in multilingual and multicultural environments (Kramsch & Steffenson, 2008). The ecological system theory was initially used by Bronfenbrenner (1979) to characterize the stratum of factors that jointly build a context for the psychological development of a child. According to Bronfenbrenner (1979), there are different layers of an ecological approach which affects one's improvement, starting from the nearest (the microsystem) to further circumstances (the mesosystem and the exosystem) to the layer of the whole society (the macrosystem). The microsystem as the nearest layer includes the developing child's more sincere rapport with relatives; the exosystem embraces extended family and relatives; the mesosystem refers to a wider range of relationships with an eminent figure in a person's environment such as home-school interactions, and the macrosystem contains the components of an entire civilization of the society where the society lives, such as the national curriculum or cultural customs.

Originated from the field of psychology, the ecological approach has been used in the field of language policy planning, and multilingualism with circumstantial adjustments. In fact, it has been proposed that an ecological perspective can uniformly be related to examining the dynamic relationships among foreign languages in the marketplaces for language education, which fosters well-being. Some studies have been administered to explore how the eco perspective impacts language learning through the use of different methods. For instance, Lan and Saad (2020) conducted a quantitative study with 518 EFL students to determine their level of well-being and found that the participants had a medium level of well-being considering each sub-dimension of the PERMA model. Some studies employed personal narratives to delve into the dynamic of foreign language learning. In their qualitative research, SiekPiskozub and Jankowska (2018) collected a corpus of narratives from the participants to identify what impacted the learners' language learning and found out that teacher was the most prominent factor in identifying the learners' emotions, engagement, meaning, relationships and accomplishment. In another study, Oxford and Cuéllar (2014) concluded that language learning itself could be a prominent journey in self-discovery, prosperous in positive emotions linked to experiences of engagement, relationship, meaning, and accomplishment. Considering these discussions above, it is clear that the social context of well-being is a crucial dimension of well-being, and also well-being is not only intuitive and specific to one person but also equitable and social, and identifying wellbeing through appropriate tools is extremely important. For this reason, Seligman's (2011) PERMA models will be utilized in this study.

## 3. Methodology

### 3.1. Research Design

The mixed methods study design incorporates the power of both quantitative and qualitative approaches to answer research questions. This design combines quantitative and qualitative steps, and each step is initiated separately, followed by combining quantitative results and qualitative data for a deeper understanding of the research questions and phenomena (Johnson et al., 2007).

On a more specific level, a sequential explanatory design, commenced with a quantitative phase and was followed by a qualitative phase in this study. The aims of this study were to determine the level of well-being of EFL students and explore how they perceive their well-being. Therefore, for the first aim, quantitative data (the PERMA survey), and for the second aim the qualitative data (personal narratives and focus-group interviews) were collected. Finally, the two phases were integrated to triangulate the data.

### 3.2. The Setting and the Participants

This study was conducted at the school of foreign languages at a technical university at the academic year 2021-2022. The medium of instruction is English at the institute, and all graduate and undergraduate students are to follow the courses in English. Being one of the most preferable types of non-probability sampling, convenience sampling was used for the selection of the participants, which focused on collecting information from participants who were available for the researcher to approach. Convenience sampling is a method in which the researcher picks the participants considering whether they are accessible easily (Dörnyei & Csizer, 2009). Considering the hybrid education at the institute since COVID-19, convenience

sampling has been the best method to determine the most available participants. Given this, 85 EFL students who were accessible participated in the questionnaire, and 15 of them participated in writing their personal narratives and focus-group interviews.

**3.3. Data Collection Tools**

The present research includes two sets of data: quantitative and qualitative. Quantitative data was employed through a 15-items PERMA questionnaire (Appendix A) which was developed by Butler & Kern (2016) inspired by Seligman’s (2011) five pillars of well-being, and it was analyzed by SPSS 22. The PERMA Questionnaire is composed of 5 parts: Positive Emotions, Engagement, Relationship, Meaning, and Accomplishment. According to Singleton and Straits (2009), surveys are used to examine and interpret human behaviors and therefore often utilized in social and psychological research. In light of the result of pilot study, which was conducted with 150 EFL university students, the reliability of the survey was computed through Cronbach’s Alpha and the instrument was reliable (Cronbach’s Alpha,  $\alpha = .846$ ), exceeding the desired standard of  $\alpha > 0.70$ .

As for the qualitative phase, a narrative method was employed to get an insightful perspective of the phenomena. As Siek-Piskozub & Jankowska (2018) state that personal narratives enable richer and thicker data as well as contextualized data so that they can maximize the opportunity to have a better understanding of the educational macrosystem. Bearing this in mind, the participants were provided with a short instruction to write their English language learning journey both by the past and at the current situation. Moreover, focus-group interviews with 15 of the respondents were conducted on a voluntary basis. The rationale behind focus-group interviews is to create an interactive setting so that the participants can generate more ideas and reveal a good amount of data. Given this, each interview is composed of 3 participants, and the same questions in the PERMA survey was used. All the focus- group interviews are conducted face to face, and each interview lasted between 35-45 minutes.

**3.4. Data Analysis**

**3.4.1. Quantitative Phase**

As for the quantitative phase, the data was analyzed through SPSS 22 in order to obtain descriptive statistics. The purpose of using descriptive statistics is to show and describe data characteristics by statistically displaying frequencies, measures of central tendency, measures of dispersal, crosstabulations as well as standardized points (Cohen et al., 2011) in order to compile and examine the characteristics of the subjects in the research (Johnson & Christensen, 2019). For this reason, it is appropriate for the present research to describe statistics. Following the basic procedure in measuring the abstract components, this research displayed the summated scale in terms of the mean and standard deviation of constructs upon EFL students’ well-being (PERMA). Considering the EFL students, the summated scale was listed in terms of the mean and standard deviation of the scale. To verify the level of the scale, the composite mean obtained from the summated scale was utilized. As seen in Table 1, the interpretations for the level were also displayed in accord with the mean that was categorized as low, medium and high with an equal interval.

Table 1.  
*Interpretation of levels according to mean values*

Mean	Interpretation
0-4,49	Low
4,5-8,49	Medium
8,5-10	High

**3.4.2. Qualitative Phase**

Following the quantitative data analysis, the qualitative data was analyzed through deductive coding. In deductive coding, a pre-defined list of codes is established in a so-called coding frame before starting coding the data (Miles et al., 2013). Deductive coding enables the researcher to focus the coding on those lists which already exist in the literature, and it is often linked to theory testing or theory refinement (Linneberg & Korsgaard, 2019). Given this, each personal narrative and the transcriptions of the focus- group

interviews were read independently by two researchers, and the codes were arranged according to the basic components of PERMA (positive emotions, engagement, relationship, engagement and accomplishment).

**3.5. Ethical Considerations**

Ethical consideration is a compilation of fundamentals and values which should be followed while conducting research. For this reason, the participants were instructed about all the steps and the purpose of the study and asked to sign the informed consent forms at the beginning of the research. By doing so, confidentiality of the information given by the participants was also provided through the consent forms which ensure that any definitive information would not be mentioned or shared with the third parties. Moreover, there was no need to take official permission to use the PERMA profiler survey as the data collection tool because the authors who developed the survey noted on their website that academics can utilize the measure for research or non-commercial purposes.

**4. Findings**

This part of the study deals with the results of the statistical analysis of the collected data through the PERMA scale and the themes drawn from the personal narratives as well as the data obtained from the focus- group interviews. In accordance with the research questions, statistical tables and the themes will be presented in this part.

**4.1. EFL Students’ Level of Well-being**

In order to measure EFL students’ well-being, a 15-items PERMA questionnaire developed by Butler & Kern (2016) was administered, and the data was analyzed through SPSS 22. The PERMA survey included sub-dimensions of well-being as positive emotions, engagement, relationship, meaning and accomplishment. Descriptive statistics was utilized to present the overall characteristics of 85 participants.

Table 2.  
*Descriptive Analysis for Turkish EFL Students’ Well-Being (N=85)*

Dimension	N	Mean	Standard Deviation	Level
Positive Emotions	85	8.062	2.321	Medium
Engagement	85	8.329	2.334	Medium
Relationship	85	7.816	1.962	Medium
Meaning	85	8.261	2.478	Medium
Accomplishment	85	7.452	2.257	Medium
Overall Mean	85	7.984	1.679	Medium

All in all, the results presented in Table 2 display overall mean value upon well-being (PERMA) is medium (M=7.984 SD=1.679), showing that the level of Turkish EFL students’ well-being is at a moderate level.

**4.2. How EFL Students Perceive Their Well-being**

Data gathered from personal narratives and focus- group interviews were read individually by both researchers to describe important phenomena and to classify them into some initial codes. As a result, several schemes were developed with general categories.

In the coding stage, the following general themes were identified: i. the first contact with EFL; ii. the people they admire; iii. schools where they learned English; iv. Emotions, and v. teaching activities which the participants found useful.

As the next step, the PERMA model (Seligman, 2011) was adopted for operating the data because PERMA’s basic constructs reappeared in most of the narratives and in the scripts of the interview. PERMA stands for the first letters of the constructs which are: Positive emotions (feeling positive), Engagement in

the activities (being absorbed), Relationship (receiving and giving support), Meaning (making sense) and Accomplish (achievement). See Table 3 where the participants' codes are linked to the basic constructs of PERMA.

Table 3.  
*How EFL learners perceive well-being*

Themes	Quotes
Positive Emotions	<i>I am so proud of myself when I finish my essay. I feel as if I won a gold medal in a race. (P2)</i>
Engagement	<i>When I and my pair are assigned to a project like a poster presentation and debate, I cannot understand how time passes. (P7)</i>
Relationships	<i>I feel my classmates' support this term much more because I was with the other prep class students who just started university. (P1)</i>
Meaning	<i>Learning English is so valuable because I will be able to read English journals when I start my MA education. (P10)</i>
Achievement	<i>Rubric for writing is good for me. I can realize my mistakes very well when I compare the rubric and my paper. (P4)</i>

In the next step, I decided to gain an in-depth understanding of how well-being was perceived by EFL learners. My decision was motivated by the fact that language learning is born and lives in an ecology surrounded with many parameters. After the analysis of all narratives and interview scripts, four themes emerged in relation to the EFL students' perceptions of well-being.

#### ***i.motivation***

The most occurring pattern identified in the qualitative data was motivation. The participants often described incidents and experiences of how they were motivated to learn English and how these motivational factors affected their well-being. As participant 3 (P3) stated,

*Well... So far, I've tended to memorize English structures. I thought that I wouldn't use English so much. However, I realized that learning English is a must for me. I need to learn English as I'm going to do research in English when I started my MA next year. When I imagine myself doing research in English, I feel so happy. (P3)*

Like P3, another participant described similar feelings:

*English was not so important for me because I couldn't understand why I needed this. When I started the university, everyone said "English is very important to your career." Studying in a 100% English university is so entertaining. (P1)*

Some of the participants shared their source of motivation resulting from the career they will obtain in the future. On the other hand, some participants seemed to be motivated by the experience exchange with the instructor after the class. Participant 15 expressed her feelings as in the following words:

*I wish we had fewer English topics to cover in the class and more time to have a conversation with the teacher. I feel so motivated when my teacher shares her own MA and PhD days. I'm so curious about the next year when I will be able to use English in a real sense. I want to know what kind of difficulties and obstacles I will live with next year. (P15)*

Participant 5 also noted the source of motivation. His positive remarks also included an important complaint raised by most of the participants. In the previous term, MA students were studying in different classes as they were placed into classes according to their language proficiency levels. All the preparatory classes

were shuffled as a rule when the new term started, and most of the MA students who were at the same English level were brought together in the same class.

*This term, I'm so happy and motivated because I am studying with other MA students. My classmates are more mature this term, and I can also learn from them. (P5)*

### **ii. teacher personality**

Considering the other reoccurring themes, teacher personality was determined as one of the concepts that the students shared. The respondents elaborated more on the fact that teacher personality impacted their well-being. Eight respondents referred to their teachers' flexible behaviours towards themselves manifesting itself in their preference for "invisible" or "trouble-maker" students, who rarely participated or made mistakes repeatedly. As Participant 7 expressed:

*I preferred to sit silently in the class because I studied BA in Turkish, not in English unlike most of my classmates. My teacher was very supportive of me; she never made me feel embarrassed because of my silence. (P7)*

A similar case was described by Participant 9 who valued the positive attitude of the teacher when one of her classmates kept silent in the class. Although the student who sat silent was not herself, she expressed her opinions about the teacher's behaviour to another student as:

*I do not have a problem with English because I think that I am nearly competent at it. However, my bestie was not so good at it, and she was not confident with her English, especially with her pronunciation. She keeps silent most of the time even when the answer is yes. However, under no circumstances, our teacher was not angry with her. (P9)*

Another participant shared his enthusiastic opinion on her teacher's positive attitudes:

*To be honest, I sometimes made my teacher crazy by asking the same question for the tenth time. I once bombarded my teacher with 8 questions at a time. She spent a whole session answering, and she never got angry with me. (P1)*

### **iii. variety of in-class activities**

The participants appreciated the fact that various in-class activities had a positive impact on their wellbeing. Most of them had the feeling that not following the "only pen-paper" mindset made them feel cheerful and engaged with English more. They credited the use of a process-based approach where they could do varied tasks, got feedback and interacted with the other classmates. P13 appreciated the variety of in-class activities:

*If we used our course book all the time, I would get bored. However, doing projects help me enjoy the class. I do not feel threatened by one-shot exams and find a space to learn and edit my mistakes. (P13)*

Another participant valued the diversified in-class practices in her words:

*Going to break-out rooms on TEAMS discussing with my classmates make me so happy. I sometimes lost my attention when my teacher was lecturing, but I feel that I participated more with my peer in break-out rooms. (P15)*

Likewise, Participant 14 appreciated the idea of using educational tools in the class. He emphasized that he wanted to use websites and applications to practice English, which motivated him. However, he said that he could not find reliable sources before then.

*I really enjoy playing Kahoot with my friends. I can get focused more. I also like some websites like bamboozle, live worksheet and agenda web. I wanted to improve my English through online sources, but I did not use to rely on every website. (P2)*

#### *iv. extra-curricular activities*

The participants often described their positive feelings about the extra-curricular activities to practice English more. The participants stated that out-of-class activities were beneficial in a way that they were flexible, fun, and thought-provoking, and also it allowed for more interaction.

*Yesterday my classmates and I played new games. We played English Taboo. This game helped us learn new words. (P4)*

Another respondent who expressed an enthusiastic opinion on their extra-curricular activity explained:

*I really like activities when the teacher asks us to prepare posters with our friends. We can search the topic; find images and photos we want and design our poster as much as we want. (P13)*

Overall, the participants noted a variety of dynamics which affected their well-being in the class; and the most reappearing ones are motivation, teacher personality, variety of in-class activities, and extracurricular activities.

### **5. Discussion and Conclusion**

Recently, opportunities for the physical well-being, security, academic achievement, and high ethical values are desired across the globe (Cohen, 2006) because the literature shows that learners' positive mind has a profound impact on their intellectual development, social cohesion, motivation, and engagement (Goodday et al., 2017; Janke, 2020; Kaya & Erdem, 2021). Given this, more and more attention should be paid to benefit from the field of psychology to make the most of the foreign language teaching and learning practice in EFL settings. From this perspective, the present study seeks to discover how EFL learners perceive well-being as well as identify the level of EFL learners' wellbeing. Therefore, the research questions and the relevant literature will be discussed in this part of the study.

Considering the responses to the items in the PERMA model, the findings reveal that level of EFL learners' critical thinking is at a moderate level. In the literature, the result of the first research question shows some similarities with the study conducted by Lan and Saad (2020). In an attempt to determine the level of well-being of Chinese EFL students studying at a university, the authors conducted a quantitative study and applied the PERMA model. Similar to the result of this research, Lan and Saad (2020) have noted that Chinese EFL students have a medium level of wellbeing, and more attention should be given to increase EFL students' level of well-being and enrich their positive emotions in teaching and learning. Given this, it can be implied that it is of utmost important to create opportunities through which learners can have a sense of belonging and joy so that they can cope with problems and challenges in language education and manage their learning process.

When the second research question was considered, which sought to answer how EFL learners perceived their well-being, it was clearly observed that their well-being while learning a foreign language was characterized by different factors, such as their engagement with the activities, sense of achievement, the relationship and the support with other classmates and in-class and out of class activities. The findings of the second question in this sense show similarities with a growing body of studies in the literature (Dweck et al., 2014; Fang & Tang, 2021; Jing & Yu, 2015; Musso et al., 2019; Seligman, 2011; Tabbodi et al., 2015; Yang, 2021; Zheng, 2021). Tabbodi et al. (2015) in their study reported that the well-being level of students is found to be unsatisfactory. The researchers also added that one of the factors that encourage a person to feel happy is the perception. Additionally, Dweck et al. (2014) stated that how subtle aspects of praise can have important effects on students' well-being.

In addition to the similarities with the sub-constructs of the PERMA model, the findings of this research question are aligned with another existing evidence. Teacher attitude, one of the frequent reoccurring themes, was found as a key factor in affecting the well-being of EFL learners in a study conducted by Siek-Piskozub and Jankowski (2018). On a more detailed level, the researchers collected a rich corpus of narratives and analyzed them according to the PERMA model. Seeking to discover how teachers impacted the learners' well-being, they found that learners' emotions, engagement, meaning, relationships and accomplishment were interlinked with teachers' personality.



Overall, this study implies that foreign language learning is a changing system where distinctive elements reciprocally affect each other. In this sense, the ecological perspective can enable us to figure out the complexities of foreign language learning. Moreover, in Turkey, considering the school hours spent in preparatory classes, students spend much time at university. A typical preparatory class student takes around twenty hours a week. Given this, universities should become prominent figures in creating and keeping positive cultural values and endorsing well-being for today's university students. Although academic outcomes are generally ruled by objective tests and academic grades, subjective and multifaceted vision of well-being are equitably determiner in evaluating to what extent and how the students' trajectories in foreign language learning are characterized by other principles. To achieve this, we need to measure the idiosyncratic perspectives of well-being through various realms, such as Seligman's (2011) PERMA framework.

## 6. Limitations

One of the limitations of this study is the profile of the participants. The participants in the focus- group interviews were mostly from the Master of Arts Programs. Although the purpose of the study gathered through the qualitative data was to gain an understanding of how EFL learners at preparatory program perceived their well-being, the participants may lack representing the whole preparatory class students owing to the small population of Master of Arts students. Another limitation may result from the deductive coding. As the codes had not been established according to the Seligman's (2011) PERMA Model and had been established though inductive coding approach, richer data could have been set in relation the perceptions of EFL learners' well-being.

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**Appendix:** Seligman’s (2011) PERMA Model

		Strongly Disagree			Strongly Agree	
Questions		1	2	3	4	5
1	In general, how often do you feel joyful?					
2	In general, how often do you feel positive?					
3	In general, to what extent do you feel contented?					
4	How often do you become absorbed in what you are doing?					
5	In general, to what extent do you feel excited and interested in things?					
6	How often do you lose track of time while doing something you enjoy?					
7	To what extent do you receive help and support from others when you need it?					
8	To what extent have you been feeling loved?					
9	How satisfied are you with your personal relationships?					
10	In general, to what extent do you lead a purposeful and meaningful life?					
11	In general, to what extent do you feel that what you do in your life is valuable and worthwhile?					
12	To what extent do you generally feel you have a sense of direction in your life?					
13	How much of the time do you feel you are making progress toward accomplishing your goals?					
14	How often do you achieve the important goals you have set for yourself?					
15	How often are you able to handle your responsibilities?					