

EFL learning, personality trait, and distance language learning: A Positive Psychology Perspective

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Abstract

This research study seeks to study the role of rote learning (RL) in language learning strategies by Chinese EFL students. This research reflects on the culturally aware perceptions of Chinese EFL students about their RL memory techniques' expectations rather than others (MSs). Literature shows that Chinese students of EFL are generally thought to be RL-dependent and passive students. Although recent studies have given new explanations of principles of personality traits in contemporary secular cultures (CHCs), there seems to be no particular or structural inquiry into how and why Chinese students retain their belief. This research study is based on quantitative primary data collected through questionnaires for further data analysis using the smart PLS software to measure the positive psychology perspective of Chinese EFL learner, all personality traits, and distance from language learning. Descriptive statistics, the one-way ANOVA test, reliability test, and the test of equality measure the results related to Chinese EFL learners and their personality traits from a psychological perspective. The research found that there is a significant and positive relation between EFL learners, personality traits, and distance language learning, positively impacting the psychological perspectives.

Keywords: psychology (P), English for a Foreign Language (EFL), Personality Trait (PT), Distance Language Learning (DLL), Rote Learning (RL).

Research Type: Research paper

Introduction

During the past few decades, with the help of some research on international language education has identified that the learners' predetermined ideas about the learning of language could play an important role in influencing conclusion-making throughout learning. Some researchers determined that learners' contribution to absolute beliefs had an immediate effect on the techniques they learn. It is necessary to examine the structure of beliefs to determine the impact of beliefs and opinions on language learning. Schemes for learning are essential for learning language because they are instruments for active, self-governed association. These instruments are responsible for making learning strategies an important constituent of the process of learning. Self-determination of learners can be enhanced by these learning plans. It is essential to study the association among significant language learning schemes and EFL (English as a foreign language) learner's ideas. Language learning has been an integral aspect of the skills required for world citizenship of the 21st century (American Council related to the Teaching of Foreign Languages). According to a recent report of the Committee on Economic Development (2006) understanding, American students need to enhance their understanding of foreign and cultural languages to fulfill the country's

economic, political, and national security needs, which are essential skills for effective global communication. (Faramarzi, Sajad et, al. 2015)

English has become the most global language, and it is used internationally for communication around the world. In China and other developing countries, the English language has played an important role economically and socially. Researchers stated that to learn a foreign language not only means to learn another second language. It is to learn up-to-date methods of perception and reasoning. Positive Psychology is committed to the development of humans independently, as well as in groups and societies, which ultimately produces a positive effect for human strength building. Emotional Intelligence had achieved great recognition in general psychology for its important role in human achievements at the starting of the 21st century before the emergence of Positive Psychology. The three most important learner properties are learner ideas and beliefs, keenness, and inspiration. Li, C. (2019).

In China, researchers collected data from 425 Chinese undergraduate university students of an online academic writing course related to the English language. The conclusion was that English self-monitoring had a significant and positive impact on learning strategies and anxiety. The number of EFL students has increased rapidly over the past few years. Therefore, online English language

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courses for Chinese university students have expanded. Some people think that the major component of learning English is to learn English vocabulary and grammar effectively. In contrast, others stated that speaking English in a better way is significant. According to research, it is posited that the EFL of Chinese mainly depends on rote learning (RL) and these learners receive no feedback from their instructor. The "open door policy" was the policy that activated the importunity of English studying and interest of Chinese individuals in the English language before two decades, explaining why China contains a large number of people which are English learners. Due to this, all other international and foreign countries are focused on Chinese English learners. It is believed that various cultural ideas and ways can describe many characteristics of EFL and possibilities of learning plans.

The actions responsible for making the learning simpler, quicker, more efficient, self-governed and more interchangeable are learning strategies such as Foreign Language (FL) or second language (SL). Vocabulary is also a vital element of language learning. Some learners agree to this point of view while others disagree, but all the groups of EFL students agree that vocabulary learning is the most important part of learning any foreign language. Emotional Intelligence plays an efficient role in learning and teaching any language. There occurs a strong association between Foreign Language Enjoyment (FLE) and EFL. In Positive Psychology, EI has risen to prominence with a central aim to better humans individually and in societies. At the beginning of learning any foreign language, the Chinese students face stress while exhibiting various competence levels. It was also found that any second language's listening and writing is easier than speaking the language.

Many university students in China learn foreign or English language to improve and complete their degree while other students consider the English language as an opportunity for excelling in their respective profession in the future. From this, it can be concluded that those individuals or students who only learn English to complete their degree or pass any English test have less stimulation than individuals who opt for English as a career and job. The learner belief is a complicated construct, and on account of its contradictory nature as well as the plethora of scholarly ideas on the subject, it is difficult to define the term. Researchers identified the Chinese EFL learner's beliefs into four subgroups. In 1970, learning anxiety becomes the main focus of foreign language education research. State, trait, and situation-specific anxiety are the three main types includes in the research of uncertainty. An important relationship exists between self-regulation and uncertainty in language learning because self-regulation is

the method used to balance the negative impacts of anxiety on learning. Actions are performed by the psychical force known as Motivation. This can be defined according to learning the second language as a learner's intention to learn a EFL learning. Learners are ready and enjoy learning a foreign language for their aims and needs. (Petrides, K. V., et, al 2000)

It's also essential to remember that distance learning foreign language education lacks "an appropriate methodological framework for the field based on a combination of perspectives." In theory, this study concerns the area of teaching and learning foreign languages, and in doing so, studies the complex relationship between learners' characteristics and the learning environment. (Petrides, K. V., et, al 2001). The study contributes to the theoretical connection between language learning theories and distance learning theories. The complexities and difficulties inherent to foreign language learning are becoming increasingly important for students, 20 of whom present a multidisciplinary interaction of the student's distance learning languages' forces, "unique, systemic and psychology."

Chinese EFL Learners evaluated the Online English learning motivation many times with the help of researchers. The people of China obtain their fundamental identification mainly from Chinese civilization and traditions. Throughout five thousand years ago, China has produced a unique culture. Chinese people became capable of speaking different languages used for conversation only because of a 4,000 years old writing system in China. Confucianism (system of thought and behavior) is a major system in China that came into being through the instructions of Confucius. Within international language learning research, there are both positive and negative beliefs from both Eastern and Western researchers. Chinese learners are not willing to give their opinion in the learning class compared to students of Europe. Thus, some researchers stated Confucian culture in China as a difficult obstacle in the way of learning. (Petrides, K. V., et, al 2001)

Positive Psychology is committed to ensuring the growth and development of people, cultures, and environments by shifting the dominant focus away from human weaknesses, and towards learning, developing, and building human strengths. Since the publishing of the influential special issue on Motivational Psychology, American psychologists have been able to quickly expand the application of this branch of study across various educational settings. It particularly prospered in SLA with its specific contributions to the well-being of students and Language performances. In terms of measuring happiness, the researcher suggested the use of the 'EMPATHICS'

concept, a nine-dimensional theoretical framework. (Petrides, K.V., et, al 2007)

The present research study is structured into five sections. Section one explains the introduction and research of background related to the Chinese ELF educations learning. In section two, the author reviews existing literature on the subject while section three outlines the methodology used for the purposes of this study. Section four goes on to state all resulting findings and their descriptions or interpretation. The last part of the research study presents the study's conclusions as well as recommendations for future researchers.

Research Objectives:

This study has four main objectives:

- 1) To encourage a practical interpretation of the literature definition of RL;
- 2) To explore the culturally related views of Chinese EFL learners concerning their preferences to RL strategies;
- 3) To challenge strong convictions on the detrimental influence of Chinese culture on learning;
- 4) To provide EFL teachers engaging with Chinese EFL students with guidance.

Literature review:

Atieh Abedini (2011) studied the connection among EFL learners' reliance on learning language, their strategies to learning language, and the proficiency of their language in his research paper. To investigate this relationship, the researcher collected data from 203 undergraduate students from different universities. This research paper aimed to study the learner beliefs related to the learning of the English language, their concerns about language learning strategies, learning inventory, and anxiety about the proficiency of language through MELE (Michigan English Language Evaluation). For this purpose, the author made some open-ended and some close-ended questionnaires. These analysis results indicated that those who have more reasonable and positive beliefs about EFL generally utilize more strategies to language learning and the proficiency level of these people was higher than others. (Saito, Y., ET, AL 1996). It was also explained that there is a great need to meet the learners' expectations in the classroom as some learners face difficulty or lose interest during language learning courses if the strategies to learn a language do not meet their expectations. In this research paper, Atieh also suggests that those learners who get disillusioned from language learning should quit such a course and look for a more suitable one that meets these candidates' interests.

Georgia P. Kourakou (2018) conducted a research to explain Emotional Intelligence's connection with learners'

accomplishment of different goals related to EFL. Georgia explains that to get positive outcomes at an academic level, an inspiring environment, secure psychological emotions of teachers, and learners' goals were important factors to be considered. The basic aim of this research paper was to fill this gap in literature, throw light on the essence of establishment and their possible collaboration, and enhance the knowledge of this field of study to make foreign learning and teaching easier. Georgia gathers data for this reason through a survey of 27 EFL staff who are involved in secondary education and some 531 students from various schools. This survey indicated that individual' emotional intelligence was not related to the objectives of learners' performance. In contrast, the positive connection of learners' emotional Intelligence as a quality with learners' performance achievements goals was observed, while Emotional Intelligence showed a negative correlation with avoidance of low-performance goals. In this research paper, the author also presents some suggestions that offer insights into how to improve the system for language learners.

The second-language theories of Krashen (1982; 2013), which include the hypothesis acquisition-learning, the hypothesis of the natural order, the regulators' hypothesis, the hypothesis of perception, and the hypothesis of affective theory, constitute one of the study's empirical structures. The hypothesis for acquisitions sets the foundation for the theory, which differentiates between two paths to a foreign language: the language acquisition (a sub-conscious process) and the learning of languages (a cognitive and conscious process). The learning process is compared with children's first language learning (Krashen, 1982). In addition to generally understanding and applying the rules of the language, language learning is also characterised by an intuitive sense as to what seems right and wrong. On the other hand, learning a language is generally formal, clear learning of language laws (Krashen, 1982). The learners are certain of what they are learning and how they learn, which contributes to what Krashen (1985) considers "language awareness."

The fundamental paradigm of the principle of comparisons, the second theory of education, explains how human beings have parallels within simple communication systems (Kock, 2001). The learned divergence theorem states that, while people have identical diagrams, learning diagrams are not as formal as intrinsic diagrams since the learned schemes are obtained by interaction with the environment (Kock, 2001). Scholars and language teachers participated in foreign language discomfort for decades. However, there have been mixed studies on the effect of uncertainty on foreign language learning. Scovel (1978), in his literary analysis of the effect of uncertainty on language

learning, explored multiple studies that presented contrasting results, which is generally understood as the turning point when contemplating ambiguity in the learning of a foreign language (Horwitz, 2010).

The connections between different types of action and achievement were positive, negative, and negligible in French, German, and Spanish schools (1975). Language discomfort in the French audio-language class has a strong negative relationship. In Spanish classes, the relationship between test anxiety and the final grades was positive, but test anxiety had no effect on the final grades in regular German and French grades. Simultaneously, anxiety was related not to academic achievement in one of the groups tested as a personality trait. (Andrei, F., ET, AL 2015).

Finally, when Kleinmann (1977) explored ambiguity with the additional assistance model of uncertainty, he found that students with strongly nervous languages were more inspired by the use of complex models, while students with little anxieties attempted to handle native systems.

Wei Wang (2020) explains that learner anxiety, learner motivation, and learner belief are the learner's main characteristics. These characteristics have been playing an important role in the performance of language learning for many decades. It also explained that for online learners' continuous effort and estimating the learning results of online learners, self-regulation is condemnatory. Despite huge and swiftly growing numbers of online English language learners, some researchers have clarified the association between the characteristics (anxiety, learner beliefs, and motivation) of English learners and self-regulation in the online learning environment. This research aimed to fill up this gap by utilizing SEF (structural equation framework) inspection to investigate their association. For this purpose, Wei Wang collected the sample data through questionnaires from different age groups to assess learners' online learning anxiety, learners' beliefs, online self-regulation EL, and students learning motivations. The data was gathered from 425 undergraduates of Chinese universities registered as online English writing students at an academic level. These learners were the major source of data collector for this research. The outcomes showed that learning anxiety has a negative impact, whereas learners' beliefs positively impact online English learning. Apart from this, in this interrelation, the learning motivation of the online English language acted as a mediator. It also noted that the perceived worth of learning English and the learner's strong beliefs had promoted self-regulation and enhanced learning motivation. At the same time, excessive learning anxiety negatively affected the learner's motivation and their self-regulation in online English learning. Some limitations of

this research paper are also highlighted with a view to facilitating further research work in this area. Anastasia S. Bollinger (2017) also conducted in-depth research on how to analyze the differences between learners' achievements in various language learning environments i.e., distance or traditional in different college settings with learners' EFL anxiety level categorized into low, moderate, and high. For this purpose, the scale of EFL (English as a Foreign Language) anxiety has been provided to learners of French and Spanish at the Central College of Georgia. Apart from this, English as a foreign language acquirement was determined by manipulating the course's learners' final score. In this research paper, Anastasia's research is incorporated by utilizing its causal-comparative model, and for this model, data were collected, analyzed, and explained with different tests and one-sided ANOVA. This research explained that there was no remarkable change in learner achievement between distance and traditional learning in FL classes. At the same time, it was noted that there were notable changes in learner achievements among different levels of foreign language learning anxiety. Apart from this, the grades of FL anxiety also showed significant differences between learners in the distance and traditional learning FL classes. The implications of this research could potentially help the instructor with pedagogical recommendations to fulfill learners' expectations with numerous abilities in their respective learning environments.

Yin Xing Jin (2018) investigates the impacts of learner emotional support, positive learner attitude, and perceived instructor on their EFL anxiety in the classroom. 144 level 1(L1) learners of Chinese 2nd-year university filled up the FL anxiety scale, positivity scale, and the scale of student-teacher emotional support. For this purpose, Yin explained the hierarchical regression survey, and the results of this survey showed that a positive attitude among learners leaves a significant negative impact on the predictor of EFL anxiety. According to this model, the association between anxiety and perceived support of learners leaves off a significant positive impact. While at every point of the survey, instructors' perceived support did not show much significant impact on foreign language classroom anxiety. Furthermore, the author explained the results of this research in detail along with their previous consequences and explained the practical utilization of foreign language learning and teaching in Chinese universities (Salovey, P., & Mayer, J. D. 1990).

In this research paper, to study the students' beliefs related to foreign language learning and their choices of methods of learning in different categories, Mailing Tang (2014) utilize Horwitz's beliefs related to learning a foreign language and Oxford inventory methods of learning foreign

language among five hundred forty-six graduated learners in China. The association between the method of learning and learner beliefs was also explained in the paper. The results indicated that firstly, in terms of learner's beliefs, there were remarkable changes in the proficiency level of language and differences of sex/gender. Secondly, it was noted that there was a huge difference in proficiency level of language and gender-age range. Thirdly, there was a direct correlation between inventory methods of learning and learners' beliefs to learn the foreign language. At the same time, learner anxiety was found to have a negative impact on the learner's behavior. In this research paper, Mailing Tang (2014) also suggested that there is a need to make classroom instruction of learning English as a foreign language more productive and effective as possible so that learners could understand EFL in a better way and consequently enhance their proficiency level.

Chengchen Li (2019) states that extensive research has been conducted on the relationship of negative emotions and Emotional Intelligence, with a special analytical focus on learner anxiety in different contexts of foreign language learning. However, the association between positive emotions and Emotional Intelligence remains unexplored in recent years. Chengchen Li (2019), incited by the PP (positive psychology) movement, researched positive emotions and Emotional Intelligence. For this purpose, he explained FLA (Foreign Language Anxiety) in detail. About 1,718 questionnaires have been administered to English learners in different high schools in China. This survey's findings show a medium-level association among foreign language anxiety, learners' emotional Intelligence, and foreign language enjoyment. Apart from this, a post-test model and pre-test design were also assumed, and six weeks of positive psychology-based emotional intelligence mediation were conducted for 56 learners. The author also conducts some semi-structural interviews with 5 learners in the class and their instructor as well. The results of ANCOVA test indicate that in improving Emotional Intelligence, emotional intelligence intervention proves effective, it also investigated that to alleviating negative emotions in the classroom, and there was a need to boost more positive emotions. From this research, it was studied that there is a close association between trait EI and classroom emotions. Furthermore, the practical and theoretical implication of L2 education have also been discussed in this research paper.

Research Methodology

This analysis aims to measure whether there are any statistically meaningful variations in EFL learning achievement (dependent variable). The Anxiety Scale in the

Foreign Language Classroom has been used to measure students' anxiety level studying in a regular and distance learning foreign language program at a school in the Middle Chinese region. Two t-tests and a one-way ANOVA have been applied to estimate foreign language students' achievement and their anxiety based on their discomfort and environment.

Design:

This study adopts a quantitative approach in order to comparatively evaluate the differences between students, and in doing so, enable the author to generalise findings from the sample to a given population. The purpose of this non-experimental cause comparative analysis was to determine if the achievement of foreign language students at a group education facility in China was statistically substantially different depending on their level of foreign language learning (independent variables). This analysis has been designed to compare sources. Many research studies on anxiety in foreign language classrooms use a causal-comparative design.

Population:

In this research, data was collected against structured questionnaire-related variables, and this data was gathered from the Chinese students engaged in EFL learning with a view measure the positive psychological impact on EFL learning and distance language learning perspective. This research paper uses data from over 200 respondents.

Variables:

This research paper is based on positive psychology principles as related to the EFL learner, personality traits, and distance language learning among Chinese students.

EFL learning:

English as a Foreign Language (EFL) learning teaches English in a country where English is not spoken. Students studying English in China, for example, are classified as EFL students because English is not the country's official language. If the same students were studying English in the United States, they would be known as ESL students.

Personality trait:

The OCEAN model is a suggested categorization or hierarchy of personality characteristics, also known as the Big Five characteristics, developed in the theories of psychological characteristics during the early 1980s. Since factor analysis (a statistical technique) is used for personality surveys, conceptual similarities are shown: such words are also added to the same individual to define personality aspects. For instance, anyone with knowledge would be characterized more frequently as 'still organized' than 'complicated.' These relations provide five large

dimensions for the regular definition of human personality, temperament and psychology. (Sucaromana, U. 2012).

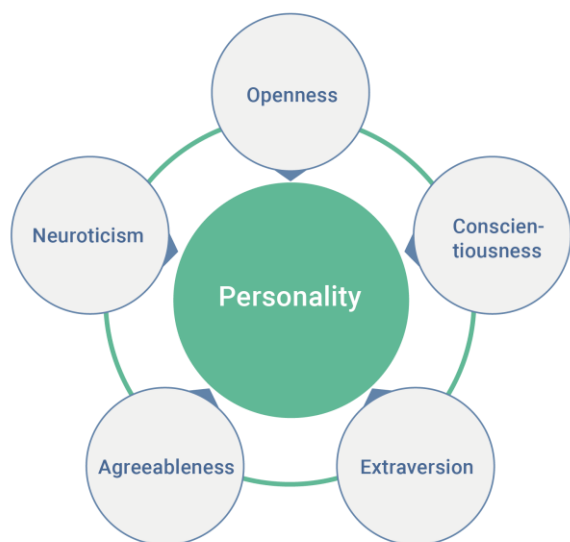


Figure 1. Personality Traits

Five causes are identified by the theory:

- openness to new experiences (creative/curious vs. cautious/consistent)
- conscientiousness (efficiency/organization vs. opulence/carelessness)
- extraversion (solitary/reserved vs. outgoing/energetic)
- agreeableness (compassionate/friendly vs. critical/rational)
- neuroticism (resilient/confident vs. sensitive/nervous)

The five elements are depicted with acronyms OCEAN or CANOE. Every potential global driver is based on various correlated and more dynamic primary factors. All qualities associate with open knowledge and include affirmativeness, anticipation, comfort, action and positive emotions. These characteristics are influenced by family life and childhood. According to twin studies and other findings, individuals' genetic inheritance accounts for around half of their variation, while their environment accounts for the other portion. Conscientiousness, extraversion, openness to experience, and neuroticism were relatively stable from childhood to adulthood, as per researchers. Strzałka, A. (2016).

Distance language learning:

Distance language learning represents another variable of this research. Distance language learning plays a vital role in student psychology and personality. For students under pressure to organize business and/or life responsibilities, distance education, particularly distance language learning, provides a flexible time management system (Saito, K., et, al 2018). Furthermore, it is now possible to receive instruction from approved universities and educational institutions.

Distance language learning helps one learn a language without needing to be physically present. More specifically, many students have often found the thought of spending a large amount of money for any college programme to be a barrier.

Distance language learning has converted the school environment into a cost-effective solution that saves students money on transportation and textbooks.

Another major concern is the consistency of teaching. By analyzing the recorded materials from each session, students can easily focus on their weak points. Since certain standard courses do not encourage students to log class lessons, this form of regression testing method is not usable in typical classes.

Hypothesis:

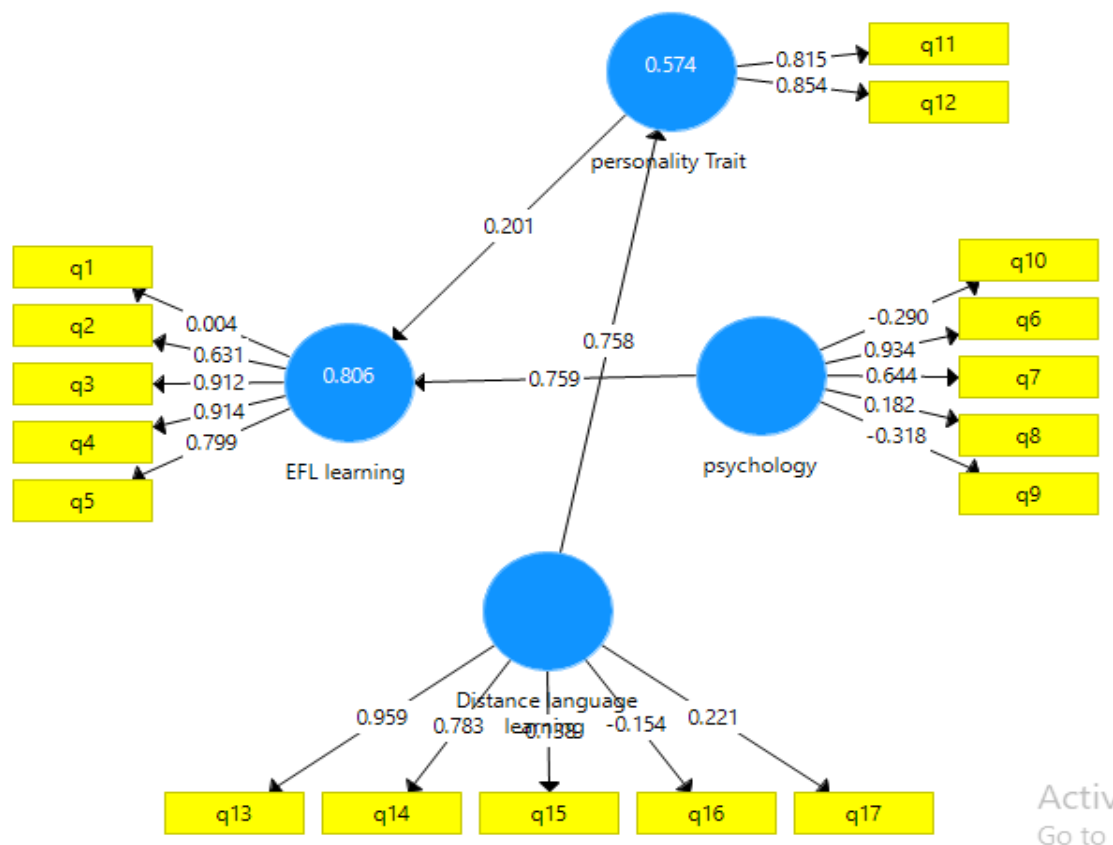
H0= There is no relation between psychology, EFL learning, personality trait, and distance language learning.

H1= There is a positive relationship between psychology and EFL learning.

H2= There is a significant relationship between human psychology and personality trait.

H3= There is an associate link between student psychology and distance language learning.

The Algorithm model represents that relationship of one variable to another variable. Psychology shows a positive relation between EFL learning and student psychology at a rate is 0.759. Personality trait and distance language learning show a positive link between them at rates of 0.574 and 0.758, respectively. The first five questions focus onEFL learning. Another set of five questions focus on psychology. Question eleven and twelve questions show personality trait values at rates of 0.815 and 0.854. Similarly, the other five questions show that distance language learning shows that rates are 0.959, 0.783, -0.154, and 0.221.



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Figure 2. PLS Algorithm Model

Results and Discussions:

Table 1

Distance language learning:

Distance language learning	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Bias	CI Low	CI Up	Alpha adj.	z(1-alpha)
1: q13,q14,q15,q16	0.062	0.060	0.013	4.827	0.000	-0.002	0.043	0.085	0.010	2.334
2: q13,q14,q16,q15	0.072	0.070	0.014	5.105	0.000	-0.002	0.050	0.097	0.010	2.334
4: q13,q14,q15,q17	0.042	0.041	0.011	3.654	0.000	-0.001	0.024	0.061	0.010	2.334
6: q13,q15,q17,q14	-0.008	-0.008	0.004	1.864	0.031	0.000	-0.016	-0.001	0.010	2.334
10: q13,q15,q16,q17	0.016	0.015	0.015	1.070	0.143	-0.001	-0.008	0.042	0.010	2.334

The above table represent the results for distance language learning with the help of original sample values, value of sample mean, the value of standard deviation, and the t-statistic value. These tables present that the probability value of distance language learning above column shows bias and CI low values and CI up values. Result analysis shows the Alpha adj values and z (1- Alpha) values. The original sample rates stand at 0.062, 0.072, 0.042, -0.008 and 0.016, respectively explaining the positive relation of

distance language learning. Second result explains that 0.060, 0.070, 0.041, -0.008 and 0.015 respectively shows the positive average value of mean. The standard deviation values were observed to be 0.013, 0.014, 0.011, 0.004 and 0.015 showing almost 15% deviate from the mean. Another result vis-à-vis T-statistic values explain that positive and negative result. The analysis shows yields values 4.827, 5.105, 3.654, 1.864 and 1.070 showing that all results present positive relation of distance language learning and

psychology. P- value explains that probability values of distance language learning rate are 0.000, 0.031, and 0.143

respectively. In addition, results also describe the bias, cl low values, cl up , alpha adj and z- alpha values

Table 2

EFL learning

psychology	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Bias	CI Low	CI Up	Alpha adj.	z(1-alpha)
1: q10,q6,q7,q8	-0.070	-0.070	0.014	4.878	0.000	0.000	-0.094	-0.047	0.010	2.334
2: q10,q6,q8,q7	-0.196	-0.196	0.033	5.867	0.000	0.001	-0.252	-0.142	0.010	2.334
4: q10,q6,q7,q9	0.028	0.029	0.015	1.834	0.034	0.002	0.001	0.051	0.010	2.334
6: q10,q7,q9,q6	-0.223	-0.224	0.049	4.501	0.000	-0.001	-0.303	-0.140	0.010	2.334
10: q10,q7,q8,q9	0.033	0.035	0.027	1.210	0.113	0.002	-0.014	0.075	0.010	2.334

Table 2 presents the original sample, sample value of mean, and standard deviation values against all sets of questions used in the study. The result shows that original sample values stand at -0.070, -0.196, 0.028, -0.223 and 0.033, respectively, showing a negative link between them. Its standard deviation values yield the rates of 0.014, 0.033,

0.015, 0.049 and 0.027 with all rates representing positive rate of deviation from mean. Its probability values are 0.00, 0.001, 0.034, 0.00 and 0.002 respectively, showing a significant relationship between them. The t-statistic values shows the following rates: 0.014, 0.033, 0.015, 0.049 and 0.027, indicating a positive relation between positive psychology and EFL learning.

Table 3

R-Squares Analysis

	R Square	R Square Adjusted
EFL learning	0.806	0.804
personality Trait	0.574	0.572

Table 3 illustrates the values of R-square and values of adjusted R-square to help determine whether the linear model is fit for analysis or not. According to the result value of EFL learning and its R-square value (0.806), the 80% model is fit for analysis. The another results relate with

adjusted R-square its value is 0.804 also explain that 80% adjusted values. Second result related to the personality trait its value of R-square is 0.574 and adjusted r-square values is 0.572 showing that a 57% personality trait is fit for analysis.

Table 4

F-Square Analysis

	Distance language learning	EFL learning	personality Trait
Distance language learning			1.349
EFL learning			
personality Trait		0.127	
psychology		1.813	

Table 4 shows the results of f-square analysis between distance language learning, EFL learning, and personality trait; its rate are 1.349, 0.127 and 1.813, respectively. This

shows a positive relation to distance language learning, personality trait and distance language learning.

Table 5
Reliability and validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Distance language learning	0.592	0.551	0.453	0.325
EFL learning	0.718	0.868	0.822	0.541
personality Trait	0.566	0.570	0.821	0.697
psychology	0.789	0.439	0.275	0.301

Table 5 measures the reliability and validity of the variables of the study i.e. distance language learning, EFL learning, and psychology. The result show that Cronbach's Alpha rates are 0.592, 0.718, 0.566 and 0.789 respectively showing positive values. The rho. A values stand at 0.551, 0.868, 0.566 and 0.789, respectively, showing a significant relation.

This result shows that composite reliability test analysis values of all variables is 0.453, 0.822, 0.821, 0.275. On the basis of these results, average variance rate is calculated at 0.325, 0.541, 0.697 and 0.301, showing a significant link between distance language learning, EFL learning, and personality trait values.

Table 6

Fornell-Larcker Criterion	Distance language learning	EFL learning	psychology
Distance language learning	0.570		
EFL learning	0.307	0.735	
personality Trait	0.758	0.675	
Psychology	0.339	0.884	0.548

The result shows that the Fornell larcker criterion test analysis yields the values of 0.50, 0.307, 0.758, and 0.339, respectively, showing a positive link. The values of EFL

learning are 0.735, 0.675, and 0.884, respectively, defined that also positive relation. Similarly, results vis-a-vis value of psychology show a significance value of 0.548.

Table 7

Discriminant Validity

Heterotrait- Monotrait Ratio (HTMT)	Distance language learning	EFL learning
Distance language learning		
EFL learning	0.640	
personality Trait	1.039	1.002
psychology	0.859	0.718

Table 7 explains the Heterotrait Monotait Ratio among all variables i.e. distance language learning, EFL learning, personality trait, and psychology. The ratio in between distance language learning and EFL language is 0.640 showing a 64% rate of significance. The ratio in between psychology and EFL learning is 0.718 (71%) and the ratio between distance language learning and psychology is 0.859 (85%). The result demonstrates the presence of discriminant validity between variables.

learning, positive psychology, and EFL learning. The level of model fitness is based on a structured model and an estimated model. The structured model shows 0.25 and 10.05 shows 25% and 10%, respectively. Similarly, the estimated model presents a positive model related to the model fitness with values at 0.26 and 10.565, respectively, showing positive link model fitness. The collinearity statistic values of all questions 1 to 17 1.017, 2.286, 1.184, 3.841, and 3.507, respectively.

Table 8 presents model fitness results and the statistical collinearity analysis of all data regarding distance language

Table 8

Model fitness test and Collinearity statistic:

Fit Summary	Saturated Model	Estimated Model
SRMR	0.256	0.263
d_ULS	10.057	10.565

Fit Summary	Saturated Model	Estimated Model
d_G	n/a	n/a
Chi-Square	n/a	n/a
NFI	n/a	n/a
Collinearity Statistics (VIF):		VIF
Outer VIF Values		
Question 1		1.017
Question 2		2.286
Question 3		1.184
Question 4		1.184
Question 5		3.841
Question 6		3.507
Question 7		1.337
Question 8		2.453
Question 9		2.084
Question 10		5.477
Question 11		8.203
Question 12		4.173
Question 13		4.173
Question 14		4.948
Question 15		4.165
Question 16		6.010
Question 17		3.947

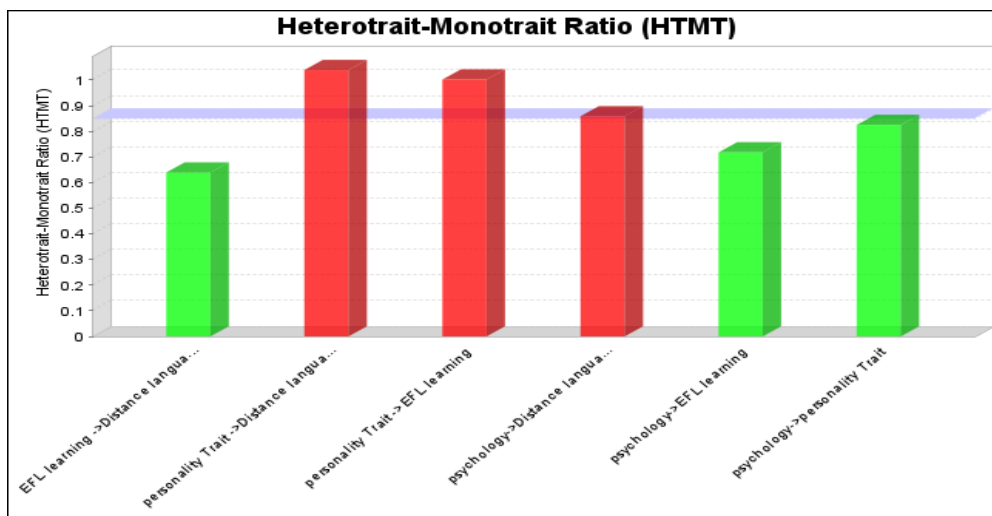


Figure 3. Heterotrait-Monotrait Ratio (HTMT)

The graph shows that HTMT ratio related to the EFL learning, personality trait and psychology. The ratio represent that level of 0.9 - 1 as calculated with the help of

the red and green demarcations, and the Heterotrait Monotrait shows a positive relationships between them.

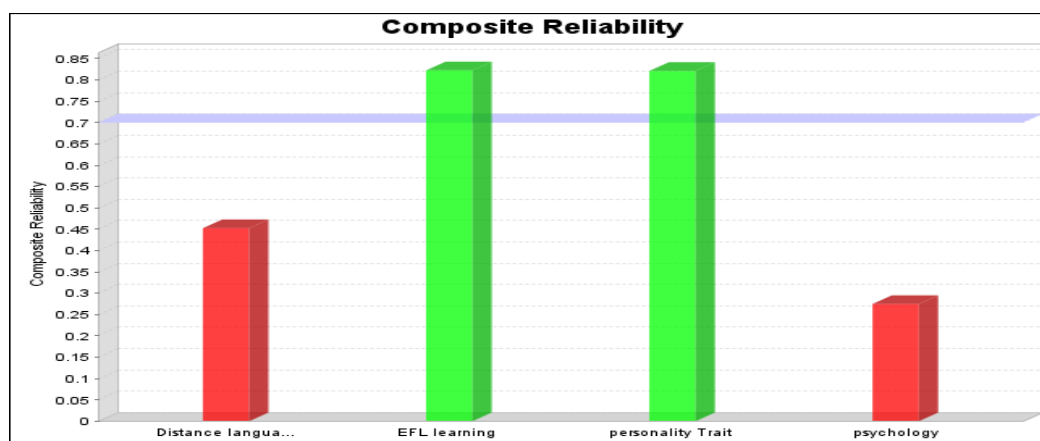


Figure 4. Composite Reliability:

Results indicate that composite reliability is related to the distance language learning process, the level of EFL learning, and the positive psychology perspective. The EFL

learning and personality trait reliability show a higher composite reliability than from distance language learning and psychology.

Table 9

Mean, Standard Deviation, T- value, P- value:

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
q1 <- EFL learning	0.003	0.002	0.029	0.089	0.929
q10 <- psychology	-0.373	-0.371	0.027	13.709	0.000
q11 <- personality Trait	0.565	0.564	0.023	25.006	0.000
q12 <- personality Trait	0.631	0.632	0.025	25.684	0.000
q13 <- Distance language learning	0.596	0.589	0.025	23.509	0.000
q14 <- Distance language learning	0.415	0.411	0.039	10.784	0.000
q15 <- Distance language learning	-0.247	-0.241	0.055	4.510	0.000
q16 <- Distance language learning	-0.102	-0.096	0.043	2.351	0.019
q17 <- Distance language learning	0.241	0.242	0.054	4.467	0.000
q2 <- EFL learning	0.202	0.202	0.019	10.748	0.000
q3 <- EFL learning	0.332	0.331	0.008	40.764	0.000
q4 <- EFL learning	0.336	0.335	0.011	31.364	0.000
q5 <- EFL learning	0.328	0.326	0.013	24.854	0.000
q6 <- psychology	0.574	0.569	0.030	19.337	0.000
q7 <- psychology	0.416	0.412	0.022	18.534	0.000
q8 <- psychology	0.064	0.064	0.026	2.464	0.014
q9 <- psychology	-0.240	-0.239	0.046	5.200	0.000

The above table presents the results of mean, standard deviation, t-statistic values, the value of probability related to question 1,2,3,4 and variables included EFL learning, personality trait and psychology. The values of EFL learning show 0.029 and its t-statistic value is 0.929 present that there is positive but insignificant relation between them. Secondly, the relation between Question 2 and psychology, its rate of t statistic is 1.709 and its probability value is 0.000, showing a positive and significant relation between them.

Similarly, another variable i.e. is personality trait shows a positive and significant relation at the rate is 25.006 and 0.000 respectively. The distance language learning shows 4.467 rate of t-statistic and its probability value is 0.000 showing 100% significance.

Discussions

The findings supported the mediation hypotheses, indicating that the impact of FLE was partially mediating

TEI's understanding of students' real English accomplishment. Moreover, the interaction between EFL learning and perceived English as well as actual English is partly mediated by FLA. We should generalize how students use their emotional Intelligence to alleviate anxiety and improve pleasure when studying a second language. As previously mentioned, the cognitive and motivational benefits of increasing FLE can potentially combine to help learners achieve better L2 results and perceive their chances of success in more optimistic terms. Gkonou and Mercer (2017) Proposed funding of the socio-emotional knowledge of English students, which also continues and concludes with the TEI theoretical construction examined in the paper, calls for a conservative intervention in the aspects of English language education with a balanced input on data frameworks, cognitive and academic competences. We also contend that intellectual capability plays a function identical in L2 teaching and learning, considering the importance of learners' emotional stability in classroom communication.

In the field of SLA, emotional factors were traditionally overlooked by the tradition of general educational psychology as an "irrational source." In the 1970s and 1980s, the importance of humanistic language instruction came to be seen in more comprehensive terms, emphasizing not just perceptual but also affective factors. Language learning has become essential in an increasingly globalized world. In response to these teaching theories, Krashen proposed the influential Affective Filter Theory and emphasized the important role of EFL learning. His hypothesis influenced many subsequent studies focusing primarily on a negative emotion: fear (Gkonou, et, al. 2017), which ignore that language learners experience other than emotions when they move towards FLs. Since 2012, Positive Psychology, with the underlying hypothesis of the expand-and-construction hypothesis (Fredrickson, et, al. 2001) and control-value theory, has encouraged the 'positive renaissance' of the SLA research. Remarkably more SLA scholars today are continuing to take a practical look at the thoughts of L2 language learners. Results indicate a positive relationship between distance language learning, positive psychology, and EFL learning in China. This research study helps to move the focus away from students' negative emotions, especially depression, and toward both positive and negative classroom emotions. (Gürsoy, E., & Akin, F. 2013)

This research offers pioneer insights on the subject's recent foreign language education research does not adequately explore the gaps between formal and foreign language literacy distance (Pichette, et, al. 2009, White, 2014). There seems to be no research contrasting the

depression rates in foreign language students in both regular and distance learning. Due to the extraordinary reality of foreign language learning lessons (Hurd, 2007a), it is important to measure the relation between uncertainty and the learning environment vis-a-vis students' achievements. Educators and curriculum planners are encouraged to use theoretically directed scientific analysis to make informed decisions and enhance the process of formal learning and teaching within China.

Conclusion

This study's findings showed that the majority of respondents were moderately or highly emotionally intelligent and that about a third of them considered English to be repetitive. While most Chinese secondary school students deem their TEI relatively well established, it was under-developed by about a quarter. Their TEI scores were lower than the postgraduate scores from the US and China. This discrepancy can be attributed to a variety of reasons, the most important of which is experience. As one would expect, TEI improves with practice. (Gkonou et, al. 2017) also observed that English language teachers' EI increases through acquiring the English language teaching experience.

Similarly, we should believe that their learning experience based on this research's findings will enhance English language learners' EI. The positive associations between TEI and accomplishments and TEI and real performance were observed in EFL contexts of the Chinese university. This has been repeated at the high school level (Shao et al., 2013; and Yu et al., 2015), showing that emotionally capable students are more enthusiastic about their English skills and are more confident (Oxford, 2016).

The positive associations between TEI and accomplishments as well as TEI and real performance observed in EFL contexts of the Chinese university have been repeated at the high school level (Shao et al., 2013 and Yu et al., 2015), showing that emotionally capable students are more enthusiastic about their English skills and are more confident (Oxford, 2016). Similarly, the association between TEI and real English achievements was much greater than that of TEI. This seems to back up the following theoretical hypotheses regarding FLE's broadening and construction effects: More happiness allows learners to extend their experiences and engage more in language learning; however, enjoyment, among other optimistic feelings, helps to promote psychological strength and self-confidence.

The current analysis has three massive issues. First, considering the broad sample size and the fact that the participants came from three senior high schools of specific

educational levels, they were remarkably homogeneous in terms of age, instructional level, area, learning context, and cultural background. The author is conservative in generalizing the findings because the whole population of Chinese EFL high school students in China is not usually reflected in our analysis. Secondly, the study used a quantitative approach, which is essentially variable, which can be restricted, so the nuances resulting from individual variability are not exposed. For TEI and FLE to be best grasped at "forest" and "tree" levels, future applicable studies are encouraged to use a mixed-method approach

combining primary and secondary data sources (Dewaele, to appear).

Despite its limitation, the current analysis has major theoretical and empirical implications. In purely theoretical terms, the results obtain help actualize the foundational principles of Positive Psychology psychological principles in the context of Chinese EFL learning. Moreover, the discovery of a positive relationship between TEI and FLE, by comparing it to consequences of EFL learning, for example, offers scientific support to the psychological construct of TEI.

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