Komorowska expresses her suspicion regarding the misinterpretation of the premises of positive psychology in educational institutions and seeks to elucidate the challenges learners encounter in learning a language and to empower teachers to contribute to learners’ growth.

In part two the first three articles by Tammy Gregersen, Liliana Piasecka, and Sylwia Kossakowska-Pisarek focus on the foreign language learners and show how positive interventions can facilitate successful language learning and learners’ wellbeing. Further in this part articles by Ewa Guz and Małgorzata Tetiurka, and Katarzyna Ożańska-Ponikwia, among others, try to explain the ways in which language learners’ achievements can be fostered through positive affects. Meanwhile, the article by Danuta Gabryś-Barker makes an attempt to underline the role of foreign language classroom atmosphere in promoting language learning, personal growth, and both teachers’ and learners’ wellbeing.

All the articles in part three of the book concentrate on the professional and humanistic facets of language teachers. These articles try to investigate teachers’ professional wellbeing, emotions, stress, as well as expectations from teachers and show the contribution of positive psychology to foster teachers’ professional competence and their personal ambitions to flourish.

The last part of this collection focuses on one of the most challenging aspects of language teaching: assessing language learner achievement. The articles in this part shed light on the ways the application of positive psychology in the process of the assessment of learner achievement make this process delightful and less painful.

Considering both language learners and teachers as humans and professionals, all the chapters of Positive Psychology Perspectives on Foreign Language Learning and Teaching delineate what positive psychology has on offer in regard to the wellbeing and success of learners and teachers. Since positive psychology is quite new in the field of foreign/second language learning and teaching, this book will definitely pave the way for readers to gain a thorough understanding of the application of positive psychology in language learning and teaching and for positive psychology to establish itself as a distinct discipline per se. Furthermore, this book foregrounds the significant role that positive psychology can play in educational milieus and personal lives of teachers and learners in terms of their academic achievement, hope, wellbeing, happiness, strength, hardiness, and resilience.

References