Book Review: Danuta Gabryś-Barker, Dagmara Galajda, *Positive Psychology Perspectives on Foreign Language Learning and Teaching*, Springer International Publishing: Switzerland 2016, 366 pp.

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Positive psychology is the scientific study of how people thrive and its goal is to help people lead better lives (MacIntyre and Mercer, 2014). Over the past decades positive psychology has established its place in general psychology. But in the field of second language acquisition (SLA) positive psychology is still in its infancy and little research has focused on its application in this field. So far the only book dealing with the positive psychology theories and their applications and implications in SLA is MacIntyre, Gregersen, and Mercer's (2016) edited volume entitled "Positive Psychology in SLA".

Positive Psychology Perspectives on Foreign Language Learning and Teaching is a recent collection of articles which theoretically, empirically, and practically investigate the pivotal concerns in foreign language learning and teaching (FLLT) through the lens of positive psychology. This edited volume encompasses four major themes each of which deals with an aspect of positive psychology in FLLT. Part one of this book aims at introducing positive psychology tenets in FLLT. Peter MacIntyre and Rebecca Oxford, two pioneering researchers in positive psychology in SLA, present their views on the key trends in the application of positive psychology in language learning and teaching and the creation of a model called EMPATHICS (Emotions and Empathy, Meaning and Motivation, Perseverance, Agency and Autonomy, Time, Hardiness and Habits of mind, Intelligence, Character strengths, and Self factors) for language learners' wellbeing. Also, Hanna

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

- MacIntyre, P.D., & Mercer, S. (2014). Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*, 4(2), 153–172.