

The impact of positive psychology on EFL trainee teachers' views on their well-being in the pandemic

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Abstract

The pandemic that took us all by surprise and occurred across the world with different degrees of intensity resulted in the situation where there is an urgent need to develop coping strategies that would minimize the damage of lockdown and being left at the mercy of technology in our professional lives. This article demonstrates how my students, future teachers of English at the BA level, reacted to the pandemic and how the course they were participating in impacted their well-being. The course in question is positive psychology in TEFL, a part of TEFL methodology module. It is introduced in the programme of studies as an innovative and individualized approach to teaching a foreign language. But in fact, it offers much more as positive psychology is a whole new attitude to one's life: "One of the main pillars of positive psychology is the role our emotions (affectivity) play in various contexts of life; thus this is also true of the language classroom" (Gabryś-Barker 2021: 187). Positive psychology also emphasizes the role of our strengths and weaknesses and the impact of the so-called enabling institutions (such as schools, universities) (Seligman 2002, MacIntyre et al. 2016). The students' reflections are gathered on the basis of narrative inquiry and as such they are analyzed according to the framework of qualitative content analysis.

Keywords

pandemic, positive psychology, reflections, narratives, pre-service teachers

Wpływ psychologii pozytywnej na dobrostan przyszłych nauczycieli języka angielskiego**Abstrakt**

Czasy pandemii stanowiły dla nas ogromne wyzwanie i konieczność stworzenia sobie strategii funkcjonowania w czasie lockdownu, kiedy to tak bardzo zależni zaczęliśmy być od technologii, zarówno w kontaktach z ludźmi, jak i w pracy zawodowej czy studiach. Artykuł poświęcony jest sytuacji studenta, przyszłego nauczyciela języka angielskiego, który znalazł się w nieznanej sobie sytuacji, która generować mogła stany osamotnienia, depresji i bezsilności, a tym samym brak autentycznego kontaktu z rówieśnikami, tak ważny w tym wieku, generować może poważane zaburzenia dobrostanu (ang. *well-being*). Zadaniem przeprowadzonego badania było ukazanie, czy i w jakim stopniu zajęcia z pozytywnej psychologii mogą wspomóc dobre samopoczucie studentów i ich funkcjonowanie zarówno w uczelni wirtualnej, jak i w życiu osobistym i rodzinnym. Opracowany kurs z pozytywnej psychologii łączył w sobie jej elementy z metodyką nauczania języka angielskiego, tym samym był częścią kształcenia zawodowego studentów. Głównym założeniem pozytywnej psychologii jest rola emocji, umiejętność ich monitorowania i radzenia sobie ze stresem w przypadku emocji negatywnych, jak również wykorzystywanie swoich mocnych stron i praca na tych słabszych oraz rolę instytucji w tych procesach (np. rolę uczelni), a więc elementy szczególnie istotne w sytuacji kryzysowej, takiej jak pandemia. Studenci uczestniczący w kursie poproszeni zostali o napisanie tekstu refleksyjnego na temat ich doświadczenia z psychologią pozytywną i jej wpływem na ich dobrostan podczas pandemii. Zebrane dane zostały opracowane przy zastosowaniu metod analizy jakościowej.

Słowa kluczowe

pandemia, psychologia pozytywna, refleksja, teksty narracyjne, przyszli nauczyciele języka angielskiego

1. Introduction: The focus of positive psychology (some background information)

This article does not aim to present positive psychology in any depth but only intends to present its main assumptions and the models proposed for it. According to Seligman (2002), the main founder of positive psychology, this (fairly) new branch of psychology is striving to study conditions which allow one to be happy, to demonstrate what makes our lives worth living and how we can reach a state of well-being. It is concerned both with human strengths (signature strengths) and weaknesses. What is more, the novelty of positive psychology consists in its understanding that “Most people are resilient [...] Happiness, strengths of character, and good social relationships are buffers against the damaging effects of disappointments and setbacks” Petersen (2008, np). In the context of education, Petersen observes that what we need is holistic education valuing not only mind (the cognitive dimension) but also heart (the affective dimension), thus schools should not only train students in developing critical thinking but also in caring, providing conditions for the autonomy of an individual and connectedness with others.

The three pillars of positive psychology; positive emotions, signature strengths and enabling institutions are well-illustrated in two proposed models. The first model – PERMA (Seligman 2002) describes a five-element understanding of the construct of well-being: Positive emotion(s), Engagement, Relationships, Meaning, Accomplishment/Achievement. Oxford (2016a, 2016b) proposed a much more elaborate model of EMPATHICS (2016b) which stands for: Emotion and empathy, Meaning and motivation, Perseverance, including resilience, Agency and

autonomy, Time, Habits of mind, Intelligences, Character strength, Self-factors, especially self-efficacy (for a detailed discussion see Oxford 2016b, Gabryś-Barker 2021). According to Oxford (2016a), her EMPHATICS model is meant for teachers and learners but goes well beyond the educational context and can be applied to the personal development of any one through its universality and in-depth content embracing both cognitive, affective and social aspects of human functioning.

2. Positive psychology as an EFL teacher training in the time of the pandemic (background to the study)

This paper is about the situation in which students are taken away from their universities, sit in front of the computers all day long and any contact with the outside world is so limited that it may result in depression, acts of desperation and feelings of exclusion, especially felt at a young age. The genuine contacts and not those virtual ones, often constitute the essence of young people's lives and daily experiences, an important dimension of their well-being. I guess, the same relates to us, teachers. At the same time, we have more responsibility and it is not just for ourselves, but also for our students. Although they are mature, we play a significant role in their professional development and also to some extent, their personal well-being. The time of a trial, such as this pandemic, puts us teachers to the test on how we can contribute to our students' coping strategies. I believe this involvement will become an important part of our coping strategies.

The study presented here focuses on the reflections of trainee teachers on their experience of positive psychology classes, introduced as part of a TEFL module in the programme of studies to become FL teachers. The present study is a follow-up to a study conducted earlier in the pre-pandemic period (Gabryś-Barker 2021). In the pre-pandemic time, the aim of the study was to determine whether a course in positive psychology could contribute in any way to altering students' thinking about

what teaching a FL language means (ibid). The general aim of the present study conducted during the pandemic is to determine how the students cope in the time of difficulty and whether the positive psychology course was in any way a facilitative tool for them.

The 15-session course provided a thorough theoretical background in positive psychology (the PERMA and EMPATHICS Models, three pillars) and placed it within the educational field of language instruction, demonstrating its validity in improving effectiveness of teaching and learning foreign languages by focusing on the practical application of its principles in the form of language tasks to be used in teaching a foreign language (sources: Oxford 2016a, Helgesen 2012, Mercer or Gregersen 2020). The practical part of the classes consisted of a series of peer teaching activities. Each of the activities was defined in terms of its language focus (e.g. a selected language function or grammar issue to be practised) and in terms of its affective objectives (e.g. being able to express gratitude, taking care of one's emotions/body). These tasks focused on the following themes related to positive psychology:

Remember good things, Do kind things, Say thank you, Friends and family, Forgive, Health and your body, Mindfulness and Work with problems and stress (source: Helgesen 2012 at www.ELTandHappiness.com).

3. Methodology of the study

3.1. The aim of the study

As mentioned earlier, positive psychology as a university course for pre-service teachers of EFL was introduced as an innovative and individualised approach to classroom foreign language instruction. Following on from this, the aim of the course was to emphasize the holistic character of learning in which cognitive processing as well as the emotions involved play a mutually complimentary role. At the time of the coronavirus pandemic,

the above aims were rephrased for the purposes of present day reality and resulted in a more urgent need to focus on the immediate situation the students found themselves in. There was also no real possibility of trying positive psychology tasks in a peer-teaching format due to the limitations of online instruction and interaction at that time. As a consequence, the introduction to positive psychology became a course, whose merits could mostly be seen as a tool in coping with the pandemic on the more individual level of each student in the group and only mark the possibility it has for the students' future teaching practice – an eye-opening experience (just to cite one the students) and also an element of a coping strategy in times of difficulty and insecurity.

To recapitulate, the aim of this study was to diagnose the impact of positive psychology on the well-being of the trainees expressed in their response(s) to positive psychology and its significance in times of uncertainty, insecurity and anxiety such as the present moment.

3.2. Subjects

The course was implemented in two fairly homogenous groups of 27 students in a university department, School of English. All of the students followed the programme of studies leading to a BA degree in teaching foreign languages. In the study all twenty-seven students were involved on an obligatory basis in the data collection process, as it was a requirement to receive the final assessment in their TEFL course. The subjects, as future teachers of English and German, had some exposure to teaching practice at school in the form of lesson observations, but have never taught in class themselves. The pandemic broke the usual sequence of students' school placements (to be continued at a later stage), provided the pandemic and sanitary conditions allow for it to take place. So the students' active teaching was reduced to relatively minimal experience, usually of one-to-one instruction.

3.3. Data collection tool

The instrument employed to collect students' reflections was a narrative text written by them. The choice of this instrument was determined by the possibilities it offers, mostly individual insights into one's own perceptions of the investigated phenomenon. Trahar (2011: 48) emphasizes that

[...] narrative inquiry focuses on the meanings that people ascribe to their experiences [...] narrative inquiry concerns more than can be observed in daily practice. It also investigates the different ways in which people interpret the social world and their place within it.

The data collection took place two months after the outbreak of the pandemic. The narratives written by the students were administered as a take-home open test (a limited time, the possibility of using notes), in which they were instructed to comment on the basis of their own personal experiences of positive psychology instruction as having any bearing on their well-being in the time of pandemic. The students were given the following instruction:

Please comment on how positive psychology can be of assistance for you as an EFL student in the time of difficulty such as the present pandemic. (250 words)

4. Insights from the subjects (personal narrative data)

Did positive psychology course facilitate the well-being of the students and their thinking about future job of FL teaching? How did they react to its ideas in times of difficulty and insecurity brought about by the pandemic? The analysis of the narratives demonstrated that their focus related to general attitude to positive psychology, the power of positivity, reflectivity and self-awareness, adjustments, routines, being active, well-being (life satisfaction, family/peers, nature) and enabling institut-

ions. All quotations from students are original and presented here in their unedited version.

4.1. General attitude to positive psychology

The perceptions of the main assumptions of positive psychology discussed in the sessions of the course expressed by the students show that positive psychology was seen as offering a way of handling the situation of a life-threatening disease. In the personal perceptions of students, positive psychology provides a facilitative way of thinking in times of emotional turmoil caused by anxiety and insecurity:

There is no doubt that the current situation has transformed our lives in many ways. Fortunately, due to positive psychology everyone can learn that even in such an unexpected situation we may still stay positive by following e.g. models like PERMA, EMPHATICCS or 7 Habits of Happy People. (s. 3)

Accepting negativity, positive psychology is nevertheless seen as focusing on positivity, which can be adopted as a coping strategy:

All of this positive thinking can help me get through this pandemic a lot easier. It may not be easy from the beginning, but in no time at all you can get a much better, positive perspective and help yourself get by, not only during a crisis, but also in everyday life! (s. 23)

As another student said, “In my opinion, positive psychology plays an important role during this difficult time and it should be of assistance for people” (s. 27).

The individual responses emphasize the need for a deepened reflection, re-assessment and re-appraisal of one’s life as it was before, for openness to others and importantly, the need to attach importance to our daily experiences and to those around us (even if they are only available online for the time being). Above all, the cultivation of positive thinking and

individual well-being is seen as paramount through engagement in different activities of mind and body.

4.2. Positivity, reflectivity and awareness of oneself

An underlying approach to positive psychology and its thinking is expressed in the significance of being positive and searching for ways of developing such an attitude to life and the daily functioning of an individual by embracing positive subjective experience, breaking away from routines, enjoying little things, cherishing positive emotions and connecting with others (Table 1).

Table 1
Positivity comments

Focus	Reflection	Subject
Embrace positive subjective experience	<i>Positive psychology helps me to survive in the time of the pandemic, and makes me aware of the fact that thanks to positive thinking, positive subjective experience, and positive individual traits I am ready not only to exist but also to do something beneficial. The pandemic period is not the back of beyond but it is a chance to do kind things, think problems out, and develop yourself.</i>	s. 1
Break away with routines	<i>PERMA model may help us in breaking with our tedious routines and discovering meaning in our lives, especially nowadays, when we are in lockdown and most of us receive mainly disturbing news. When it comes to positive emotions, it does not mean that we should experience mainly good ones, but the others as well, but what is significant is to celebrate and experience them to the fullest. This factor helped me especially during a pandemic, e.g. by noticing small things that I am thankful for.</i>	s. 3
Enjoy little things	<i>[...] it may now seem like a strange time to talk about being positive. Remaining optimistic in a crisis is prominent. Today, more than ever is the time for us to be</i>	s. 15

	<i>aware of the fact that producing tiny moments of joy and happiness may help us to deal with the fright, anxiety and tiredness. First of all, everyone should save the tiny moments of the day even during this time. Savour moments, for example, take a break to drink favourite cup tea or coffee, take a relaxing bath or even look out of the window for a while.</i>	
Cherish positive emotions	<i>I firmly believe that positive emotions played a major role during the pandemic. They helped us to feel better, happier and healthier. Joy, gratitude or serenity allowed us to even for a second forget about Coronavirus.</i>	s. 2
Connect with others and use your character strengths	<i>People should stay in contact with their friends, family– it is effortless due to developed technology. Supporting each other and cultivating kindness among our environment will support both sides emotionally. Expressing gratitude, saying thank you, seeking and providing a conversation may save lives. Positive emotions are what makes up the good life. One of the practical effects of positive emotions is focusing on our character strengths, e.g. creativity.</i>	s. 20

The students see the overwhelming power of positivity as the focus of the main pillars of positive psychology: positive emotions expressed in our attitude to life and others, character strengths that we need to find in ourselves in order to use them to their full potential and enabling institutions, which offer support in the times of difficulty – be it a family, a peer group or a university itself. This positivity constitutes the essence of the great majority of reflections on the impact positive psychology is having on the students.

One of the ways of being able to develop positivity, not only in times of difficulty, is to see the value of reflection. The students point out that the positive psychology course applied in the context of FL teacher training is also a tool for them to

become more aware of themselves and to be able to assess their attitude to life and change it for a better, healthier life and leading to an authentic sense of well-being:

After contact with the assumptions of positive psychology and the values it represents, I began to think about the way I perceive my life and the amount of happiness and peace that I experience in it. I came to the conclusion that many of us are full of sadness and lack of joy in life. Thanks to the course I decided to change my attitude on how I am looking on the world and people around me. (s. 6)

At the same time, positive psychology seems to be especially valued in the time of the pandemic:

The time of pandemic can be very difficult for our mental health. For me, very helpful was positive psychology. It didn't only help me to think positively, but also to learn something about myself and discover my strengths. The three pillars of positive psychology are: positive emotions, positive individual traits, and positive institutions. During the pandemic, I learnt more about each of them. (s. 9)

The above reflection can be expanded by the following comment, in which the subject sees the value of positive psychology in assessment and questioning of the past and drawing conclusions for the present (and possibly for the future):

Referring to my own experiences, positive psychology has a big impact on my life. Comparing my approach to life before the pandemic and life now, I can say that I have wasted many days on stress and worry. Currently, a cup of coffee in the garden gives me incredible joy. I don't need anything more. (s. 13)

These comments reflect the perceptions of how the past and present are interconnected and also how the time of the pandemic has allowed the students to reflect and learn more about each of three main assumptions of positive psychology in action (positive emotions, positive individual traits, and positive

institutions). With focus on others, positive psychology focuses on individual well-being:

Be kind to yourself. [...] practice self-compassion [...] being tender toward our acquaintances, however, we often forget about ourselves. Rather than treating yourself with criticism, offer yourself some encouragement (s. 23)

4.3. (New) Routines, engagement and adjustments

The students – very strongly – expressed the need to nurture their old familiar routines which offer security and confidence in insecure times. However, at the same time, being active mentally and physically and developing new habits adjusted to the new reality lets them develop a new perspective on their functioning and well-being in creating new routines, being active mentally and physically and adjusting to the new situation (Tables 2–4).

Table 2
(New) Routines

Focus	Reflections	Subject
(New) Routine(s)	<p><i>The most important thing is to preserve our habits, routines and manners. Many of us may feel like working and studying from home is a big change but we should not treat our acquaintances any differently than usual. All of us should strive to keep our virtual workplace a safe place and maintain our positive thinking nature</i></p> <p><i>I tried to focus on good things that happened before everything got closed, I developed new routines at home so I had something that kept my life going during lockdown, I decided to wake up, go to sleep, eat at regular times and also take up exercise on certain days. I kept in touch with my friends and I also tried to notice good things - I could spend more time with my beloved family and I had more time to take up a new hobby. I also set</i></p>	<p>s. 24</p> <p>s. 7</p>

	<p><i>can be doing physical exercises. Regular exercises have a positive impact on anxiety or depression. Furthermore, they reduce stress and make a better day.</i></p> <p><i>During Coronavirus pandemic I have started to do exercises. At the beginning, it did not give me happiness. However, over time, I have started to feel better mentally and physically.</i></p> <p><i>Staying in good shape is a vital part of maintaining a healthy mind. Luckily for us there are options of working-out while we are at home. Cultivating a healthy diet and a training schedule will definitely help to keep us in a good mood and together with all the other methods I talked about earlier should turn this difficult time of isolation into a productive chapter in our positive life's. Moreover, I decided to do something about myself, so I would not be in a bad mood. It is important that we tend ourselves. I started to take care of my body and mind regularly, by working out at home and reading books and articles. It increased my sense of motivation, empathy, determination and open-mindedness. In addition, the help and feedback from lecturers and university, secured my worries about pandemic and my education.</i></p>	<p>s. 14</p> <p>s. 24</p>
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Table 4**Adjustments in daily functioning**

Adjustments	<p><i>Personally I felt like the pandemic and how it changed how our society works had great effects on my mental well-being. I always thrived on routine so it was a huge change for me. Remembering simple rules of PP helped me to adjust to this unusual situation. It is very easy to lost oneself in the barrage of bad news and emotions. We have to remember that it is fine to sometimes detach ourselves from all of it. And positive psychology can help immeasurably with feeling fulfilled and content with your life again even when quarantining in your home.</i></p>	s. 5
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	<p><i>At the beginning of the virus outbreak, I was devastated, however I tried to focus on the positive aspects, thinks like: now I will have the time to fix some things at home that were on my to do list for a while, I can reflect a bit more on my life in generally (that can be scary!). I made peace with the fact that I wouldn't be able to go outside anywhere and then realized that I did not do it that often from the beginning. I also think about how, when the lockdown is lifted and the pandemic is over, it will be awesome and great to finally go out with friends and do all the things that I previously took for granted. Positive psychology helped me to focus on positive things, face the horrendous loss of freedom and take care of my physical and mental health as it reminds us that we should always look on the bright sight of life. To enhance positive emotions I spent some time thinking about my memories, feelings, and hopes for the future. To be content with my past I decided to stick my favourite photos on my wall to remind me of all the happy memories I have, and the people I love. At that time, many people may have experienced hopelessness. For me, the solution to this problem was writing a diary about the future and my plans. The Internet enables us to discover our type of personality and the intelligence we have. To find my strengths I solved a quiz on the Internet and discovered my type of personality. It made me very happy and optimistic, because I thought that I can deal with my problems. I think that everybody should focus on their strengths and accept their weaknesses to be truly happy in life. Nonetheless, I believe that whenever feelings like emptiness, hopelessness, or reluctance get top of somebody, the best solution is to think about 7 Habits of Happy People. With hindsight, I noticed that by following these rules I feel that I have more</i></p>	<p>s. 12</p> <p>s. 25</p> <p>s. 5</p> <p>s. 9</p> <p>s. 3</p>
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	<i>energy and above all I do not complain as much, as I used to.</i>	
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4.4. Well-being in the time of the pandemic

It is difficult to talk or indeed to get any life satisfaction in the time of lockdown, limited face-to-face contact and reduced physical activity. But, on the other hand, other avenues have opened up as, in the words of these students:

I always said I didn't have time to paint pictures. Currently, I find time every day for a moment of painting, where in theory I have the same time as before the pandemic. Being with family and friends from old years also has a positive impact on me. I often hear that I smile more often. Reflection on good moments from my life makes me smile. Also, being able to take care of my health and body has a positive effect on my mental state. (s. 13)

My experience from the pandemic: I would say that family is the most influential. Spending time with my family contributed to the reduction of stress. Spending more time with family has been an advantage of the pandemic. Finding pluses in each difficult situation is the key to well-being. I have contacted with my friends through Skype. It have consoled me too. The third thing which comforted me was lots of work. When I have a lot to do, I do not think about difficulties and danger. (s. 11)

The subjects see the value of positive psychology in creating for them an appropriate climate for functioning effectively and for learning itself:

Definitely, positive psychology helps me in studying. I always try to do and remember kind things. It creates pleasant atmosphere for me and my relatives [...] the most important thing is to take care about your both mental and physical health. (s. 8)

Also, a most valued factor (and one that was not fully appreciated before) is the role of family, whose connections have been greatly strengthened through the pandemic:

The presence of loved ones is usually a great emotional support. Some people do not have the option of staying at home or they live alone – in this case Positive Psychology can work wonders. (s. 20)

Having felt detached initially, with time the students developed their own strategies of overcoming this detachment and physical separation from their friends and peers:

Pandemic is a challenge for us all, that is why I am thankful that I am still healthy. I share the joy and love with my family and friends. In PERMA, “R” means “Relationship”. I was afraid that time of separation means I lose my friends from school. I was mistaken, the pandemic time only strengthened our bonds [...] Positive psychology helps me with dealing with present conditions of life. It teaches me to stay calm and to not forget about people who support me. (s. 22)

Consolation is also offered by nature:

Take a deep breath of fresh air. Nowadays, restrictions allow us to take a peaceful walk in a forest or in a park. Spending time in nature helps to decrease stress level and quicken recovery from anxiety [...]. I always help out my mother in the garden during weekends. This simple duty helps me to relax and forget about the current situation (s. 20)

4.5. Enabling institutions

It seems that of no less importance than the other dimensions of positive psychology translated into the daily functioning of the students was the power of enabling institutions. Naturally, for these students such an institution was, and still is, their university, providing not only the regulations but also a whole system of support in times of online instruction and mental instability. These activities were assessed in a very positive way:

The positive institutions such as the university, turned out to be very helpful for me during the pandemic. The university enabled me

to stay in touch with other people and gave me a purpose in life. It prevented me from feeling lonely and hopeless. (s. 9)

There also seemed to be positive institutions relying on strengths to better create a community of people. I was not alone with science, for which I am very grateful to my university. Teachers who made every effort to ensure that the material was implemented in its entirety and were willing to help with all my questions, showed support, commitment and cordiality. (s. 22)

People have tendency to think negative instead of think positive. But being strong plays a significant role in this whole situation and it is important as well. Creation and functioning of positive institutions means the structure of institutions that try to support workers and students. Health Service do its best to prevent the disease from spreading and they deserve great recognition. Hospitals burst at the seams and yet the medical workers work at full stretch. Doctors and nurses watch over us so that we could stay healthy. Let's be grateful and do not forget to say "thank you" to all of them. (s. 19)

5. Positive psychology course during the pandemic (closing comments)

This article has commented on the situation in which students have been taken away from their universities, sat in front of the computers all day long and any contact with the outside world is so limited that it may result in depression, acts of desperation and feelings of exclusion, especially felt at this young age. Genuine contacts, and not these virtual ones, often constitute the essence of young people's lives and daily experiences, an important dimension of their well-being. The original comments based on the narratives presented here bring out the elements of positive psychology models of PERMA (positive emotions, engagement, meaning, achievement) and EMPATHICS (among others: resilience, empathy, self-efficacy, agency) as well as well-being understood as a self-focus that brings comfort, health and happiness, realisation of targets and control over one's life.

The trainees' approach to positive psychology course was unanimously optimistic. It seems that what students took from the course was its contribution to their personal development

and well-being and as such, the course - in the words of one of the students, "stood out from other courses at the university". Unfortunately, the course suffered from the lack of direct contact between the teacher and the students and between the students themselves. The peer teaching aspect of the course was not a genuinely hands-on experience, as the post-presentation open discussion of the tasks' merits, difficulties and challenges replaced genuine participation in positive psychology activities. The objectives of the course shifted from the methodology of teaching languages towards reflection on one's well-being in the time of the pandemic and the development of self-awareness and personality growth, well-being and the ability to better relate to their peers in a climate of understanding, cooperation and searching out for the positive. This is very strongly demonstrated by the narrative reflections provided by the students and presented above.

It seems there is a need for this type of instruction in teacher training programmes. Hopefully, the understanding gained during positive psychology classes will have a more lasting impact on trainees' own classroom practice in relation to developing their well-being and the well-being of their pupils in the future by means of positive psychology language tasks. Numerous publications on (future) teacher and learner well-being point to the fact that the concept of well-being and ways of becoming more aware of how to reach it should become the concern of teacher training programmes. One such option is offered by a positive psychology course implemented in a FL teacher training programme of studies.

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