

## Book Review: In remembrance of Zoltán Dörnyei<sup>1</sup>

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[Al-Hoorie, A. H., & Szabó, F. (Eds.) (2022). *Researching language learning motivation: A concise guide*. Bloomsbury]

In commemoration of Zoltán Dörnyei's 60th birthday, *Researching Language Learning Motivation: A Concise Guide*, edited by Ali H. Al-Hoorie and Fruzsina Szabó with a foreword by Rebecca Oxford and an afterword by Lourdes Ortega, provides readers with an up-to-date examination of key research directions in language learning motivation. The editors, meaningfully, organize the book into five main parts which provides insights into a variety of topics including: 'social control in language learning motivation', 'sociological perspectives of L2 motivation', 'motivation and language engagement', 'selves approaches to L2 motivation', 'emotion and affect in language learning', and 'emerging topics in language learning motivation'. This book provides concise overviews of current key research concepts, especially newcomers in the field of L2 motivation. The Editors Ali H. Al-Hoorie and Fruzsina Szabó state in the *Introduction* that the book would be of interest "both to those who feel discouraged by the bewildering research output on language motivation and to those who come from sister sub-disciplines and are thus reluctant to invest much time and effort into reading on the topic of motivation" (p. 3).

In this brief introductory section, Al-Hoorie and Szabó describe the book's structure and purpose. Part One, *General Reflections*, contains three chapters. In Chapter 1, the author, Ema Ushioda, informs readers about the significant role of teachers as motivators in motivating students and then examines the important distinction between internal and external motivational factors. The chapter also provides 'autonomy-supportive approaches' as a solution for teachers to manage the tensions between internal and external control of motivation. The next author, Matthew E. Poehner, in Chapter 2, draws the readers' attention to L2 motivation employing a sociocultural theory (SCT) from a dialectical approach. In this way the chapter "has been to raise awareness among L2 SCT researchers of their own tendency to examine cognitive dimensions of psychological development with little attention to the emotive" (p. 25). In Chapter 3, Ofelia García reflects on the contributions of social theories in studying language learning motivation. She also argues that social theory and psychology could contribute to understanding the notion of language.

Part Two, *Language Engagement*, consists of four chapters and opens with Sarah Mercer's chapter, which provides an overview of the role of engagement for research in the field of second language acquisition, particularly motivational studies. In fact, the chapter directs teachers and researchers' attention towards understanding the key role of engagement. In Chapter 5, Phil Hiver examines aspects of engagement from the point of view of the psychology of language learning. He also recommends several directions for L2 teachers to study in this area. Alastair Henry in Chapter 6 delves into the theory of 'goal self-concordance' and how it can support 'effective regulation' in L2 learning. According to this theory, Henry claims, "to support sustained motivational endeavor, it is not enough that a goal is autonomously generated" (p. 62). The last chapter of this Part, Chapter 7 by W. L. Quint Oga-Baldwin and Emiko Hirosawa mainly focuses on self-determination theory (SDT) as a general motivational theory in language learning and how it can increase the motivation level for L2 learning. Then it shows how SDT applies to learning activities which are useful for teachers who want to engage their students in L2 learning activities.

Part Three, *Selves Approaches*, is comprised of four chapters and starts with Peter D. MacIntyre's chapter. First, this chapter outlines Dörnyei's L2 Motivational Self System theory (L2MSS) that helps teachers to better realize the practical implications of L2 motivation. Then it examines how well L2MSS benefited from perceived affordances of self theory. Mostafa Papi in Chapter 9 provide some important directions in which future selves (Ideal L2 Self and Ought-to L2 Self) can be used to promote language teaching in the field of second language acquisition. Chapter 10, by Amy S. Thompson, concerns learning a language other than English (LOTE) in rural contexts in the United States and provides directions for readers, especially teachers, to overcome language learning barriers in these contexts. In Chapter 11, Flordelis González-Mujico explores

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the impact of technology-assisted language learning on L2 selves. The chapter also elaborates on how technology can promote learning engagement and second language acquisition. This chapter may be useful for researchers investigating the impact of digital tools on L2 selves in second language acquisition.

Part Four, *Emotions and Affect*, includes four chapters. Chapter 12, by Jean-Marc Dewaele, mainly discusses research on emotions in the field of second language learning. This chapter is important for researchers who seek to investigate emotion. Kate Maher and Jim King in Chapter 13 present the role of emotional engagement in foreign language classrooms. The chapter also considers some of the approaches from using cognitive-behavioral theory (CBT) among silent learners and provides activities (e.g., thought diary, balanced thoughts, planning for positive engagement, and engagement diary) to promote emotional engagement which may be useful and practical for teachers. As the authors of chapter state, CBT, "can give learners skills that they can apply independently, making them autonomous in the pursuit of enhancing their language learning" (p. 152). In Chapter 14, Tammy Gregersen and Ahmed Al Khateeb investigate motivation contagion between language teachers and learners and examine the dynamic connection between them. Chapter 15, by Christine Muir, ends this part by exploring the impact of group-level motivational emergence in the context of directed motivational currents (DMCs). According to Muir, DMCs is "a powerful, goal-directed stream of energy aimed towards the achievement of a personally highly valued aim" (p. 166). Further, the chapter highlights the notion of both 'group emotion' and 'emotional contagion'. Emotional contagion refers to the spread of emotions from one member to another. This chapter may be useful for researchers who explored DMCs in L2 classroom.

The last Part, *Emerging Topics*, consists of six chapters. Chapter 16, by Ali H. Al-Hoorie and Phil Hiver, provides readers with a valuable overview of analyses for complex dynamic systems theory (CDST) research in second language development (SLD). The chapter is helpful, particularly for researchers who want to explore CDST in L2 context. In Chapter 17, Martin Lamb applies critical discourse analysis (CDA) to examine language motivation in Indonesia. Although this chapter shows that desired learning is an outcome of such learning context, I cannot see its connection to this theme of this Part. Vera Busse in Chapter 18, reflects on the findings from research in a multi ethnic school setting beyond multilingual education and L2 motivational research that may interest researchers. In Chapter 19, Zana Ibrahim considers the concepts of English as a lingua franca (ELF) and its implications to motivate English learners. Ibrahim provides a few ways such as 'L2-L2 interactions', 'modeling successful English users', and 'focusing on communicative strategies', for teachers to see the implications of ELF in a practical classroom. Chapter 20, by Robert S. Murphy, discusses seven neuro ELT maxims and presents how these maxims can be used to raise student motivation in the EFL classroom. Finally, in Chapter 21, Yoshifumi Fukada, Tim Murphey, Tetsuya Fukuda, and Joseph Falout explore the contribution of group dynamics on psychological and physical well-being and language learning motivation by considering anthropological, affective, biological, and social perspectives. This chapter may be useful and practical for EFL teachers.

There are some points where this book falls short. First, the editors do not draw closely on the previous conceptions of motivation (instrumental/integrative); although Ushioda has briefly mentioned these concepts in Chapter 2. Second, the book may not fully cover all facets of motivation, namely trait, state motivation and identity. Another issue is that the book pays little attention to motivational studies in the English as a foreign language (EFL) learning context. Nonetheless, these minor shortcomings should not detract the readers from the invaluable insights provided in this book. In closing, *Researching Language Learning Motivation: A Concise Guide* includes up-to-date information about language learning motivation and the authors, as they are experts in their fields, provide a great and useful resource for both teachers and researchers interested in the field of motivation.

**Note:** At the time of this book review, professor Zoltán Dörnyei had been struggling with his health. In the social media, Al-Hoorie stated that they colleague would give him a copy of *Researching Language Learning Motivation: A Concise Guide* before he passed away. Dörnyei passed away on June 10, 2022. May he rest in peace!

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