
Book Review

International Perspectives on Motivation: Language Learning and Professional Challenges.

Ema Ushioda (Ed). London: Palgrave Macmillan, 2013.
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This collection of articles on motivation around the English language teaching (ELT) world is the first in a new series titled *International Perspectives on ELT*. The editors' purpose in compiling this particular collection is not to piece together an all-encompassing global jigsaw of English language teaching from distinct local fragments, but rather to exploit the "connectivities that are part of ELT's global presence" (p. x). Other volumes in the same series offer selections of articles discussing teacher research, materials, classroom interaction, and teaching English to young learners from an array of international viewpoints. In this volume, a truly worldwide range of authors from five continents, who come from a variety of teaching contexts, have contributed articles on both student and teacher motivation.

The editor of this collection, Ema Ushioda, along with her frequent collaborator Zoltan Dörnyei, has played an important role in shaping the direction of research on motivation in recent years (see Ushioda, 2011; Dörnyei & Ushioda, 2009; 2011). Most significantly their work, together and individually, stemming from the L2 Motivational Self System (Dörnyei, 2005)

has been particularly influential. In the opening article, Ushioda argues that the prominence of ELT on the international language education scene has resulted in increased diversity rather than homogeneity across educational environments. This means that the traditional binary distinction between English as a second language (ESL) and English as a foreign language (EFL) is no longer appropriate in the pluralistic societies of the twenty first century. Furthermore, the tendency to map integrative and instrumental motivations directly onto ESL and EFL respectively is even more unsuitable in these multilingual cultures. Ushioda contends that although the sheer variety of modern teaching milieus does not allow for direct associations between context and motivation, there is much to be learned from the commonalities of teacher and student experiences and concerns across the global scope of ELT. The goal of finding themes that are common across differing teaching and learning environments is furthered by the addition of ‘engagement priorities’ at the end of each chapter. These are made up of questions or potential avenues of exploration that help to illuminate “the broader pedagogical or theoretical implications of the local issues under focus” (p. 14). As a collection of papers on motivation in ELT, this volume seeks to move away from the one-size-fits-all works of the past and move toward an approach that starts from localized contexts and builds on them to create wider perspectives.

The collection is loosely organised into six areas of research. These are classroom practices, English as a medium for learning, English for academic/professional purposes, youth culture and technology, self and identity goals, and the changing global landscape for teachers.

Indonesia and Romania are the backdrops for the discussion into classroom practices. Martin Lamb and Budiyanto use several vignettes from a rural junior high school in Indonesia to demonstrate issues of identity work and support their contention that cultural content can be a positive influence in EFL contexts. Teenage learners are again the focus in Romania where Florentina Taylor suggests a learner centred approach to classroom practice is complimentary to constructivist methodology. She also stresses the importance of the link between motivated teachers and the motivation levels of learners.

A colonial legacy resulting in both Francophone and Anglophone sections of society is the topic of an article by Kuchah Kuchah regarding the choice of language for medium of instruction in Cameroon. Despite French's traditional role as the language of the powerful elites, English's position as the international lingua franca, and more interestingly, micro factors such as the role of teachers, has led to a large number of Francophone children choosing English-medium education. The topic of English as a medium for learning is also discussed through a piece of action research carried out by Darío Luis Banegas into content and language integrated learning (CLIL) in Argentinian secondary schools. In this case, CLIL was chosen as a pedagogical option in response to the lack of motivation in students who have already accumulated significant language abilities outside of school. This was one of several articles in the collection that noted the disparity in levels amongst students caused by the proliferation of private learning opportunities available to wealthier students.

Australia and Bahrain provide the locales for the chapters on English for academic and professional purposes respectively. In Australia, Lindy Woodrow delves into the fluctuations in motivation of international students during their foundation study period and first year at university. Diane Malcolm's research in Bahrain shows that students face a similarly difficult transition from being high-level students in the native language setting of their high schools to struggling to come to terms with the English-language educational environment at a medical university. Her research notes the importance of the *future self*, envisioning themselves as qualified doctors, as a motivating factor in these students.

A Japan-based researcher provides one of the chapters on technology and teacher/learner motivation. In this article, Glenn Stockwell provides a useful summary of some of the issues affecting participants in the learning process in light of the increased use of technology in classrooms. The other chapter is an interesting discussion by Alastair Henry into the dissonance between the in and outside of school experiences of English due to the prevalence of English-medium digital gaming amongst young learners in Sweden. He suggests that students would experience more feelings of authenticity in their classroom experience, and thus more motivation, if teachers provided more opportunities

for self-expression and creativity.

Issues of self and identity goals are addressed by a chapter on two studies carried out by Xuesong Gao in China that highlight the importance of localised support networks. Although the learners in the studies had almost no occasions to use their language skills outside of the learning environment, they utilised strong *ideal self* motivating factors to sustain their drive to study English. A paper by Lane Igoudin discusses adult ESL students in the United States and the variety of motivational strategies that they employ. Igoudin also provides a summary of motivational strategies for teachers to employ that leans heavily on learner-centred techniques. Finally, Pamela Aboshiha covers the topic of a changing global ELT landscape for native-speaker teachers working in a variety of international contexts and their attitudes towards theoretical research.

As Ushioda has been at the forefront of the incorporation of psychological theories of self into ELT motivation, it is to be expected that the majority of the articles in the collection follow that tradition of research. Her opening chapter in the book provides an excellent overview of the history and current state of motivation research in the field of ELT. It also highlights the key role having motivated teachers who are secure in their personal identities plays in creating motivated learners. The book is aimed squarely at the teacher/researcher and the wide array of contexts covered in the collection has something that will likely resonate with most educators in the ELT field.

In general the individual chapters manage to maintain a relatively uniform tone of approach to their research and attendant pedagogical implications. One exception is the article regarding teacher attitudes by Aboshiha. In spite of the series goal to “have practical relevance, speaking to language teachers and educators rather than to those interested only in research” (p. xi), Aboshiha’s paper is a quite strong critique of native-English speaking educators’ attitudes. In particular, her assertion that there is an “unproductive divide” (p. 229) between researchers and educators, and that the primary responsibility of correcting this lies with educators, does not sit easily alongside the other papers in this volume. As the collection is aimed at teaching practitioners, the statement that educators need to read more papers in order to engage more with theoretical developments

seems ill-suited for the intended audience.

Taken as a whole, this compilation of articles is a useful addition to the literature concerning motivation in ELT. The wide variety of contexts and teaching methodologies that appear in the articles give the book a breadth of scope that provides an interesting glimpse of English teaching around the world. In terms of illuminating modern theories of motivation from the perspective of localized topics of research, the collection is undoubtedly successful. However, despite Ushioda's contention that the classifications of EFL and ESL are no longer applicable to modern, multilingual settings, many of the chapters still use them to describe the contexts in question. Additionally, the engagement priorities are in some cases useful pointers to how the current research can be expanded into other contexts. Unfortunately though, they occasionally appear to have been added without a great deal of consideration.

Ushioda's chapters, which bookend the collection, prove the most useful for those looking for an elegant synopsis of contemporary motivation research across a wide range of international contexts. The opening chapter concisely summarises modern motivational theories and the larger issues at play in the current world of ELT. The concluding chapter provides an overview of the localised research contained within this volume and ties together the distinct threads of theory and pedagogical practice. As the articles in this collection illuminate a number of concerns that many educators have in regard to motivation in the classroom, this book would prove most useful to those teacher/researchers wishing to gain a greater understanding of that field.

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