

# A Review

By

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## 1. Introduction

This book as its name shows is about motivation, language identity and the L2self. Primarily a point should be stated about the structure of this book. It is a kind of collection of articles from famous writers in the major of language teaching like Al-Shehri, Clément, Csizer, Ding, Dörnyei, Gatbonton, Kim, Kormos, Kubanyiova, Lamb, Lyons, MacIntyre, Mackinnon, Magid, Noels, Papi, Ryan, Segalowitz, Taguchi, Trafimovich, Ushioda, White, Yashima, so when someone studies the book, he/she will become familiar with different aspects of motivation these writers paid attention to.

Zoltan Dörnyei and Ema Ushioda, editors of this book, bring these articles with sample tests. Thus when a person studies each chapter which is an article, he/she will have its test at the end of the chapter and can analyze the editors' findings.

The first step of this book review is familiarizing the reader with the content of the book which is summary.

## 2. Summary

Two chapters offer critical or alternative perspectives: MacIntyre, Mackinnon, and Clément (chapter 3), express caution about re-theorizing L2 motivation from a self-perspective and urge us not to throw out the baby with the bathwater, suggesting instead that possible selves and integrative motivation be viewed as complementary rather than competing frameworks, Ushioda (chapter 11), problematizes ontological assumptions in linear models of motivation in general and presents an alternative relational view of motivation and identity emergent through interaction (p.7).

Two chapters develop connections between Dörnyei's self-approach and other major theoretical frameworks: Kim (chapter 14), draws on sociocultural activity theory to examine the interface between the ideal and ought-to self, Noels (chapter 15) critically explores self-determination and autonomy theory and finds connections with the motivational self-system. Three chapters integrate discussion of possible selves with related theoretical constructs: Yashima (chapter 7) relates ideal self to the notion of international posture in the Japanese EFL contexts; Lamb (chapter 12) integrates concepts of ideal and ought-to selves with concepts of identity and Bourdieuan habitus in his qualitative analysis of Indonesian learners of English as does Lyons (chapter 13) in his analysis of the unique language learning setting of the French Foreign Legion. Finally, two chapters extend the self-approach to the analysis of language teacher motivation and teacher development: Kubanyiova (chapter 16) applies the self-approach to examine conceptual change (and lack of change), among EFL teachers in Slovakia during in-service training, while White and Ding (chapter 17) use the ideal and ought-to self-perspectives to illuminate understanding of how teachers engage with the new practice of e-language teaching (p.6 & 7)

The first chapter named "motivation, language identities and the L2 self is a theoretical overview". The aim of this chapter is to sketch some of the contributing factors and developments which have brought questions of self and identity to the core of L2 motivation theorizing (p.2). This chapter mentions Dörnyei's two main kinds of selves.

**Ideal self:** representation of the attributes that someone would ideally like to possess (personal hopes, aspirations, or wishes), (p.3).

**Ought-to self:** the attributes that one believes one ought to possess (someone's duties, obligations, or responsibilities), (p.4). The anthology begins with Dörnyei most up-to date and detailed theoretical elaboration of the L2 motivational self-system (chapter 2), which provides key background for the remaining chapters. Three chapters by Taguchi, Magid and Papi (chapter 4), Csizer and Kormos (chapter 5), and Ryan (chapter 6), report on extensive empirical investigations of the L2 motivational self-system, focusing on learners of English from a range of countries (Japan, China Iran, Hungary), and levels of education (secondary school, university, and adult education). Three chapters develop particular theoretical or empirical perspectives relating to Dörnyei's model: MacIntyre, Mackinnon, and Clément (chapter 10), discuss the development of a measurement scale to assess possible selves; Al-Shehri (chapter 8) explores the role of imaginative capacity and visual learning style in *fashioning* ideal selves; Segalowitz, Gatbonton, and Trafimovich (chapter 9), consider how aspects of ethnolinguistic affiliation and identity are psychologically realized through the L2 Motivational Self System, affecting selective engagement in L2 use which in turn, impacts on cognitive-perceptual processing and ultimately L2 proficiency (p.6).

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### 3. Critique

The central ideas in this book closely mentions Dörnyei's theory of selves, and in each chapter, it brings an article for supporting or not supporting Dörnyei's theory.

Bringing an article for each chapter can be a positive way for writing a book or not. The positive point is that anyone who is reading this book can understand one more point after finishing each chapter without starting the next one, and of course, there is no need to finish the book to get the main aim of Dörnyei and

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Ushioda, the editors of the book. Because this book is a kind of edit, so the editors use many points from other books. They bring important points from other journals, articles and so on. When someone is reading the book, there are so many citations within the paragraphs, this shows the strength of the book and the editors, but if the person who is reading this book is not so much skillful in reading these kinds of books, maybe he/she will become complicated.

The use of tables and statistics is another useful point which has been used in this book that helps the reader to understand the materials better. However, the tables are not so clear to understand especially for those who do not have so much experience in reading these kinds of tables.

This book has an author index at the end with the page numbers, which helps the reader to find the author's names.

Another part is the subject index, which brings the important subjects with page numbers, and this is also another positive part of the book which helps the reader.

The references which the editors bring at the end of each chapter, is complete and well-formed, like this part in each chapter, which has introduction, method, conclusion and summary.

### **4. Recommendation**

I want to recommend to the readers that this book is suitable for the readers who want to know some important points, studies and theories about motivation and become familiar with Dörnyei's theory of L2 self, which he introduces in this book. It will help the reader to understand important points about this subject, with just reading one book, and without referring to any other book. Although for those who want to know more about the topic, referring to references is recommended to find other sources.

Reading this book, is somehow difficult for unskilled readers, because of tables, statistics, and so much citations within the lines of the book, however if an unskilled person starts reading it, he/she can learn many good points about this kind of reading if he/she do this with some patience.

### **Bibliographic Citation**

Dörnyei, Z, and Ushioda, E, Editors, 2009 *Motivation, Language Identity and the L2 Self*, P118.2. Trinity College, Dublin, Ireland.