In this article, I would like to write the review of the book, entitled Motivational Dynamics in Language Learning. It was edited by Zoltán Dörnyei, Peter D. MacIntyre and Alastair Henry. The International Standard Book Numbers of this book are as follows: ISBN-13:978-1-78309-256-7 (hbk) and ISBN-13:978-1-78309-255-0 (pbk). This book has 429 pages and two parts. Before the first part of this book, there is a foreword and an introduction part. Before foreword, the names of the contributors of this book and their short biographies are given. Contributors of this book are listed by Dörnyei, MacIntyre and Henry (2015: p.p. ix-xi-xii-xiii) as follows:

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Tammy Gregerson is a Professor of TESOL at the University of Northern Iowa where she specializes in language teaching methodology. She taught English and trained teachers in Chile for 15 years and has also been involved in teacher education programs and conferences in Spain, Russia, Poland, United Arab Emirates, Italy, Portugal, France, Belgium and Austria. Her research interests include individual differences and nonverbal communication in applied linguistics. She is co-author of Capitalizing on Language Learners’ Individuality: From Premise to Practice (2014, Multilingual Matters, with Peter MacIntyre)
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Peter D. MacIntyre is a Professor of Psychology at Cape Breton University. His research focuses on the dynamic changes in emotion and cognition that take place as part of the psychology of communication. Recently, he co-authored Capitalizing on Language Learners’ Individuality: From Premise to Practice (2014, Multilingual Matters, with Tammy Gregersen) as a guide to translating theory into classroom action. He teaches a variety of courses, including advanced research methods, human sexuality, personality, advanced social psychology, motivation and emotion, and positive psychology.

Sarah Mercer teaches at the University of Graz, Austria where she has been working since 1998. She has a PhD from the University of Lancaster and her research interests include all aspects of the psychology surrounding the foreign language learning experience, focusing in particular on the self. She is the author of Towards an Understanding of Language Learner Self-Concept (2011, Springer) and is co-editor of Psychology for Language Learning (2012, Palgrave MacMillan, with Stephen Ryan and
Marion Williams) and Multiple Perspectives on the Self (2014, Multilingual Matters). She is also an associate editor at the journal System.

**Christine Muir** is a Postgraduate Teaching Fellow at the University of Nottingham and is currently completing her PhD under the supervision of Professor Zoltán Dörnyei. She graduated from the University of Edinburgh with an MSc in Language Teaching, having previously spent time teaching English in Russia, Finland, the Czech Republic and the UK. Her current research interests include Directed Motivational Currents, vision theory, time perspective and Dynamic Systems Theory.

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The foreword part of this book has five pages and it was written by John H. Schumann. As Schumann states (2015: p.xv):

“This book is a milestone in the study of motivation. It brings together several important advances. First, it recognizes dynamic systems theory as the epistemological basis for conceptualizing motivation. It provides an extensive tutorial on dynamic systems. It introduces research methodologies that allow, on several timescales, the study of individual motivational trajectories in second language acquisition (SLA). The book
challenges several assumptions about ‘scientific’ research in SLA. One is the assumption that truth is found in the study of inter-individual variability among large numbers of subjects. Another is that casual effects are either singular or few in number and that they operate linearly. An additional assumption is that categories and their labels refer to clearly identifiable entities in the world. The adoption of dynamic systems theory (DST) allows, indeed, compels us to eschew notions of single causes, linear casualty, immutable categories and highly specified endpoints.”

The first page of the book starts with the introduction part. The title of the introduction part of this book is Applying Complex Dynamic Systems Principles to Empirical Research on L2 Motivation. The authors of the introduction part of this book are Zoltán Dörnyei, Peter D. MacIntyre and Alastair Henry. The introduction part of this book has seven pages. In this part, it has been mentioned by Dörnyei, MacIntyre and Henry (2015: p. 1):

“ When nonlinear system dynamics was introduced into second language acquisition (SLA) research-under various rubrics such as chaos theory (Larsen-Freeman, 1997), emergentism (Ellis & Larsen-Freeman, 2006), dynamic systems theory (de Bot et al., 2007) and complexity theory (Larsen-Freeman & Cameron, 2008)- the new approach, which may be seen as the ‘dynamic turn’ in SLA, resonated with many scholars because nonlinear system Dynamics appeared to nicely describe several puzzling language learning phenomena. To offer but one illustration, the so-called’ butterfly effect’ explained why language teaching input sometimes had considerable impact on the learners’ progress, whereas at other times it led only to minimal, if any, uptake. The dynamic principles introduced also made intuitive sense research-wise.”

The title of the first part of this book is Conceptual Summaries. The first part of this book starts on the 11th page. In this part, Larsen-Freeman (2015: p.11) states that;

“In some ways, the fact that ‘theory’ is in the name of Complex Dynamic Systems Theory (CDST) is unfortunate. While the use of ‘theory’ is not incorrect, it tends to underestimate what is on offer. The purpose of this chapter is two-fold: First, to introduce ten lessons from CDST has far-teaching consequences, beyond what one might normally expect with a new theory. The fact is that CDST has fundamentally challenged our goal for research and our way of conducting it. No longer can we be content with Newtonian reductionism, a Laplacian clockwork universe with its deterministic predictability, and the use of statistics to generalize from the behaviour of population samples to individuals.
Given its potential for encouraging entirely new regimes of thought, it has been called a paradigm by some, by others a metatheory, and by still others a theoretical framework. The point is that its influence and its promise extend beyond that of most theories. This is because CDST is transdisciplinary in two senses of the term. It is transdisciplinary in that it has been used in many different disciplines to investigate issues ranging from the spread of disease, to the contribution of diversity in ecologies, to the formation of ant colonies and to an explanation for the demise of an ancient Pueblo people.

In the same part of this book, in the tenth unit, it has been mentioned by Dörnyei, Ibrahim and Muir (2015: p. 95):

“Most people will, at some point or other, have come across a curious phenomenon whereby somebody suddenly embarks on a project, invests a great deal of time and energy in it for a period of time and, as a result, often achieves something quite remarkable. Take, for example, an overweight university professor (specialised in motivation), who is coming to terms with the fact that all the time spent sitting in front of his computer, as well as attending delicious business lunches and sumptuous conference dinners, has been causing a very noticeable increase in his waistline, until one day something changes: his friends and family are surprised to see that he has enrolled in a gym, his evening pudding has turned into a single yoghurt, and at conference buffet lunches he does not go back for seconds (and even his first plate contains an uncharacteristic amount of vegetables). As a result, he loses over 20 pounds over a period of three months. Alternatively, consider for example a second language (L2)-related situation when someone decides to start learning a foreign language in preparation for an extended foreign trip, and becomes embroiled in the process to such an extent that she spends virtually all her free time studying the language, while also purchasing dictionaries and computer software to direct her learning, as well as voraciously reading guidebooks and surfing L2 websites to familiarize herself with the L2 culture and environment. In an extreme case she might bore family and friends rigid by talking of the trip and the language incessantly, may dream of the journey at night and cannot help but rehearse the language even while lying in bed.”

The sub-titles of the first part of this book is are as follows: 2- Ten ‘Lessons’ from Complex Dynamic Systems Theory: What is on Offer by Diana Larsen-Freeman 3- Attractor States by Phil Hiver 4- Rates of Change: Timescales in Second Language Development by Kes de Bot 5- Initial Conditions by Marjolijn Verspoor 6- Context and
The title of the second part of this book is **Empirical Studies**. The second part of this book starts on the 109th page. In the second part of this book, Chan, Dörnyei and Henry (2015: p.p. 243-244-245) denote that;

“At the beginning of the teacher focus group, the first author introduced the aims of the study, its method and the schedule of the session to the teacher participants. In order to facilitate the identification of learner archetypes, a list of adjectives in English (both positive and negative) was presented as a set of illustrative descriptors designed to reflect learners’ emotions, cognition, motivation and behaviour. A specific example of a possible learner archetype was also provided and the participants were encouraged to think of typical student’s representative of this type. After the introduction, the teachers were first asked in pairs, and then in the whole group, to brainstorm and come up with other possible archetypes. The descriptions of the seven learner archetypes generated by the teacher focus group are as follows.

(1) **A highly competitive and motivated student, with some negative emotions.** According to the teachers’ focus group, students in this archetype are intelligent, motivated individuals with a noticeable competitive edge. They tend to have high expectations of their teachers and expect to be given new and challenging activities and materials in class. They reflect on things to a great degree and tend to be somewhat nervous.

(2) **An unmotivated student with lower-than-average English proficiency.** This archetype is unique in a way because, although these students are placed in an elite English class, their proficiency in English is not comparable with their peers and they tend to be lower achievers in general. They are described as quiet, sombre and lacking confidence. In comparison to their elite class peers, they are perceived to be ‘lazy’, ‘not hardworking’ and that their schoolwork tends to be rather ‘slapdash’.

(3) **A happy-go-lucky student with low-English proficiency (usually found in the Year 7 remedial classes).** The teachers’ focus group described this archetype as represented by someone who is highly motivated in general and enjoys going to school, but someone who at the same time struggles with English and keeps having to ask questions in order to understand what is going
on in the class. Although their grades are relatively poor, their emotional stability and happy-go-lucky disposition allow them to move beyond their failures. As a result, setbacks in their schoolwork do not seem to frustrate them.

(4) A mediocre student with little L2 motivation. According to our teacher informants, this is a very common archetype. Despite having the abilities to achieve, students belonging to this category will often only do the minimum required of them owing to a lack of motivation. In English classes, they are receptive, well-behaved and can function well without any problems. They nearly always pass their tests. Nonetheless, they are perceived as not taking their learning particularly seriously and not possessing clear expectations for themselves. They are stable in their emotions, tending to be calm and placid.

(5) A motivated yet distressed student with low English proficiency. This archetype was described as being largely represented by quiet female students who tend to be hardworking, diligent and motivated. Students in this group tend to complete the tasks teachers ask them to do, submit all their homework on time and take comprehensive notes in class. However, they are also slow and rather rigid in their learning. What few learning strategies they have (e.g. their methods of revising for tests) tend to be ineffective. Consequently, these learners are unhappy with their work in that it fails to produce any enduring results. It is not uncommon for students in this archetype to be brought to tears when receiving a test paper and realizing that the considerable effort they have invested in their studies has not borne fruit.

(6) A ‘perfect’ English learner. Teachers saw this archetype-usually found in the elite classes of the school-as the L2 student who is intelligent, independent and focused. Such learners have a great sense of responsibility and are willing to carry out the tasks assigned to them; they are the type of students who, the teachers say, will readily give them a set of notes when the teacher has misplaced his or hers. They are confident, highly motivated, emotionally stable, have a genuine interest in the subject and engage eagerly in autonomous learning (e.g. they keep a vocabulary log, write grammar notes and keep a journal in English).

(7) An unmotivated student with poor English proficiency. This student type is very similar to the second of the archetypes in several respects, including being reserved, withdrawn, lazy and lacking motivation. Students belonging to this category are also said to be unhappy and lack confidence in their abilities. Teachers see them as difficult and their work as substandard. What makes them

This book presents different views on motivational dynamics in language learning. Apart from learning a second language, it also gives ideas and views on learning the third language. A dynamic approach to motivation is handled and explained in terms of different aspects of the classroom teachers have in their classes. Motivational factors are explained and sample interviews are shared. How anxiety and self-efficacy change motivation during the courses are also explained. This book can be read by all of the foreign language teachers, language teacher-trainers, professors or researchers to develop their views on motivation and motivational factors. The data-based studies help us to learn useful research models on applied linguistics and second language acquisition.

In conclusion, it can be said that this book offers empirical research studies which investigate the dynamics of language learning motivation and it shows the world
how and why motivation is a crucial factor in learning a foreign language effectively. Depicting my teaching areas and experience, I can say that this book is very useful for anyone who is involved in learning a foreign language or teaching a foreign language. I hope it will be used and read by the educators who teach foreign languages in different countries of the world.

References


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