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The reviewer

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Motivational Strategies in the Language Classroom

Z. Dörnyei

Cambridge University Press 2001. (Cambridge Language Teaching Library) 155 pp., £12.95

ISBN: 0 521 79377 7

Teaching and Researching Motivation

Z. Dörnyei

Longman 2001. (Applied Linguistics in Action Series) 295 pp., £16.00

ISBN: 0 582 38238 6

There has to be something special about an author who can produce two different books about the same topic with two rival publishers in the same year, and an edited collection (with Richard Schmidt) as well. Now at Nottingham University, Zoltan Dörnyei has already established himself as one of the leading researchers on motivation in language learning through his prolific output of papers and books on this and related topics in applied linguistics, while based in Hungary, the US, and the UK. But do we need two books on motivation? Each book is designed to fit into a different kind of list. *Motivational Strategies in the*

Language Classroom is primarily addressed to language teachers, and also to teacher trainers and course-book writers, and thereby follows the lead of Cambridge University Press's well-established series in offering an approach to a central problem in language teaching which is grounded in theory and research. *Teaching and Researching Motivation*, on the other hand, was only the third title in a new series venture by Longman, and its title is, well, minimalist. This, nearly twice the length of the first, gives an erudite and clear exposition of modern theoretical approaches to motivation in psychology, social psychology, and education in the first two chapters, and discusses second language learning from a variety of points of view in 7 of its 12 chapters. It is addressed to those who teach and research in the field of motivation: applied linguists, psychologists, and those who educate teachers, rather than those who might see their task as motivating language learners. The two books are therefore very different in intended readership and concept, which, if they are successful in their aims, makes Dörnyei's achievement even more remarkable.

That clear difference in intended readership implies that the shorter of the two would be easier to recommend to the readers of this journal, and not just because it is shorter. *Motivational Strategies in the Language Classroom* opens with a succinct chapter summarizing the major motivational theories of the last couple of decades, and underlining the importance of the temporal aspect: different motivational forces operating on choice, perseverance, and reflection (pre-action, action, and post-actional influences). The rest of the book is organized around 35 fairly general strategies (in imperative mood) for the teacher, each of which is broken down into more specific operational instructions. These arise in the development of the book through four chapters (Chapter 1 'Creating the basic motivational conditions'; Chapter 2 'Generating initial motivation'; Chapter 3 'Maintaining and protecting motivation'; and Chapter 4 'Rounding off the learning experience: encouraging positive self-evaluation'). The first of the strategies gives the format:

Strategy 1

Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.

More specifically:

- Share your personal interest in the L2 with the students
- Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life. (p. 33)

This strategy form is intended as a way of putting into practice the implications of some theory or research results being discussed. In this instance, the work of Csikszentmihaly on students' ability to sense teachers' lack of commitment or involvement in the activity demanded of the students, and their positive response to enthusiasm. This chapter (Chapter 2) discusses the relationship between student motivation and the basic tenets of good classroom practice, such as taking a personal interest in the students, developing a good classroom atmosphere, setting up a cohesive learning group or groups, and work-oriented discipline. The following chapter (Chapter 3) talks about reasons to choose to learn a foreign language, how to get students interested in the benefits of success and the process of learning, and how to make the teaching reflect the needs and interests of the students within the constraints of an institutionally-decided syllabus or language policy. Logically, the next chapter (Chapter 4) discusses ways of defending the motivation thus engendered, and helping students to find ways of persevering when the going gets difficult, frustrating, or long drawn out. The last of these core chapters (Chapter 5) presents discussion of motivation in later stages, particularly of the important issue of attributions of success or failure, and how they can affect future achievement.

In the final chapter, ('Conclusion') Dörnyei introduces the concept of the 'good-enough' motivator, realistically lowering teachers' expectations to what is achievable, and pulls all the strategies together in an invitation to keep a record of what the teacher tried and what seemed to work. The text is liberally sprinkled with quotations from the literature (in highlight boxes captioned 'Well said ...'). The author is careful to recognize cultural differences, which may make some of the recommendations inappropriate in particular contexts. However, this reader did begin to wonder just who the students were; there are so many different teaching contexts, even in one country, magnified tenfold if one considers different continents, that it is impossible to believe that lessons for the whole range of language learners can be structured on the same motivational principles. What may work for secondary students may not for adults in an evening class, or fee-

paying students in the private sector, or EAP/EOP students in further or higher education. Very little is said about the contexts of language teaching, and by the same token, much of what is said is equally true of teaching other subjects. However, it is a focused and practical treatment, grounded in a thorough knowledge of the research.

Teaching and Researching Motivation, the longer of the two books, devotes a far greater proportion of its space to theory and research, and less to classroom suggestions. The material of *Motivational Strategies in the Language Classroom* is essentially an expansion of Chapters 5 and 6 of this one. The first three chapters present in considerable (but always clear) detail, the general theories of motivation and the more specific work in language learning (particularly of Gardner's group, Crookes and Schmidt's ground-breaking *New Agenda*, and Dörnyei's own work with a number of collaborators). This first section discusses in much greater depth, with impressive resources of research results in educational and other settings, the theories which the other book compresses into the first chapter, pointing out in passing that no single theory so far has addressed all the issues associated with the motivation concept.

The second section consists of four chapters treating motivation in educational settings, including language classrooms. For this reviewer, it was a welcome surprise to find two chapters here on two very important topics which often get short shrift in standard treatments: student demotivation and teacher motivation. In fact, as a purely personal reaction, Chapter 7 on teacher motivation, which includes discussion of teachers' feelings towards teaching as a job, a profession, and a career; stress; career structures—or the lack of them—and work on L2 teachers, is the best in the book. The interaction between teacher motivation and student motivation rounds off the chapter.

The third section looks at research methods for doing motivational studies, both in general terms (as in the comparative advantages of quantitative and qualitative research) and in more specific terms, such as how to design questionnaires and motivation scales. This section, which also includes discussion of how to make motivation (which, after all, is difficult to observe directly) into a researchable phenomenon, and of specific studies as worked examples, will undoubtedly be useful to MA and PhD students who wish to tackle this quite popular area. However, I worry that the complications of research design really require a

much longer treatment, so this can hardly be a stand-alone research manual, especially for a research area which is, by the author's own admission, many-faceted and very complicated.

Overall, I feel *Teaching and Researching Motivation* is carefully titled and targeted, and will be very useful to students and researchers alike in its presentation of some quite complicated, but highly relevant, ideas. As well as the problem mentioned in connection with *Motivational Strategies in the Language Classroom*, of who the 'students' really are, two further issues come to mind. First of all, the book is about teaching and researching motivation, but is in an applied linguistics series. The implication, which is explicit in the discussion, is that motivation in language learning should be researched in the light of mainstream motivational thought and theory; but there is no discussion of the corollary, which is what studies of motivation in language learning can say about those general theories, by way of testing, confirmation, or refutation. There surely must be some two-way traffic here. Secondly, there is little or nothing in the book on how motivation drives second language acquisition processes. It is as if the old boundaries between work inspired by psychology, and work drawing more on linguistics, had never been breached. Language is different from other school subjects and other areas of achievement like sport because it is social, yes, and there is much on the implications of that; but it is also different because it defines us as human. Second language acquisition theories often start out from the perspective of first language acquisition, for which no motivation in the sense described in the book is necessary. Second language acquisition is sometimes thought to recapitulate that process, and there are many research results bearing on this. In such a theoretically sophisticated book it seems strange not to find this aspect debated, in the wider interests of applied linguistics.

Readers of this journal will probably be drawn to *Motivational Strategies in the Language Classroom* for professional interest, but both are clearly written, well organized, and well resourced, and certainly recommendable to their respective intended audiences.

The reviewer

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(Allen and Unwin 1981), *Strategy and Skill in Learning a Foreign Language* (Arnold 1995), *Research Methods for English Language Teachers* (co-authored with Jo McDonough Arnold 1997), and most recently *Applied Linguistics in Language Education* (Arnold 2001), and a number of articles.

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Advising and Supporting Teachers

M. Randall with B. Thornton

Cambridge University Press 2001, 286 pp., £15.85

ISBN: 0 521 63896 8

Advising and Supporting Teachers forms part of the Cambridge Teacher Training and Development series, which is intended 'to provide a comprehensive, organized, and authoritative resource for language teacher training and development'.

This particular book 'explores the way that language teachers can best be advised and supported in their teaching situations' (p. 1), and specifically examines the provision of feedback, on the basis that such feedback 'is centrally important to the way that teachers learn and develop' (p. 2), and therefore that 'feedback discussion is the critical part of the process of providing advice and support to teachers' (p. 8). It is addressed to anyone responsible for giving advice, feedback, and support to teachers, including 'teaching practice supervisors, mentors, INSET tutors, state education inspectors, Directors of Studies running teacher appraisal and induction programmes, and teachers working together as "critical friends" in more informal teacher development.' [back cover copy]

Observation and feedback is widely considered to be one of the most productive processes for facilitating teacher development. But it is also often found to be problematic—for teachers, who can feel anxious, threatened, unfairly judged, and so on, as well as for advisers, who can have difficulty in dealing with such reactions, in giving negative feedback supportively and so on. *Advising and Supporting Teachers* will help enable a better understanding of the process of giving, receiving, and negotiating feedback, the different agendas that the two parties may bring to the advisory encounter, and the range of options open to the adviser at various stages. The authors are sensitive to differences due to individual and institutional