

SHORT COMMUNICATIONS

Book review:

Matthew T. Apple, Dexter Da Silva, & Terry Fellner (Eds.),
Language Learning Motivation in Japan.
Bristol: Multilingual Matters 2013, 344 pp.

This publication gives an insight into a wide range of research and analysis of motivation in second language learning in Japan. The methods applied in the presented research include a broad spectrum of methods concerning motivation in learning English as a foreign language (EFL) on different levels of education – elementary, secondary and tertiary. The volume consists of 17 chapters covering a wide scope of research on motivation and de-motivation in second language learning in the Japanese context.

In Chapter 1 Ema Ushioda reviews the state of current research and assessment of motivation in foreign language learning in Japan. The author presents and discusses theoretical and empirical perspectives as well as a pedagogic and educational approach. The following study also provides an insight into factors affecting de-motivation in foreign language learning among certain groups of students. The next paper – Chapter 2 by Kimberly A. Noels is devoted to the significant role of autonomy in language learning and to testing the value of Self-Determination Theory's motivational model (Deci & Ryan, 1985; Ryan & Deci, 2002). The concept of self-determination is related to motivational orientation, engagement of students and knowledge of languages. The aforementioned chapter comprises theoretical and empirical research on the dichotomy between internal and external motivation in the context of Japan. A part of this study refers to certain teachers' activities that influence the phenomenon of external self-determined motivation.

The next sections of the publication consider relations between motivation and socio-psychological factors. Analyses of attitudes and motivations in sec-

ond language learning with regard to personal ties and a range of intercultural communication can be found in Chapter 3 by Tomoko Yashima. The presented motivational study is also related to inward-looking phenomena and Japanese attitudes toward the surrounding world. The following text – Chapter 6 by Rieko Nishida presents research on motivation in learning English as a foreign language among elementary school students. The conducted study refers to such demographic factors as age, gender and timely realization of learning activities. Another topic of this study are students' engagement and changes in motivation during the learning process.

Chapter 7 by Kay Irie and Damon R. Brewster is based on the theory of Zoltán Dörnyei regarding the L2 Motivational Self System (Dörnyei, 2005, 2009). The research finds that effectiveness of the L2 model depends not only on personal educational experience, but also on certain social phenomena. The Ideal L2 Self and L2 Self-Discrepancy Profiles could play a significant role in identifying specific components of the learning process. Further studies in Chapter 8 by Scott Aubrey and Andrew G.P. Nowlan regard intercultural communication between students of two universities. The statistical method of Structural Equation Modeling has been applied in this research in order to indicate the relationship between the tested variables.

Tatsuya Taguchi in Chapter 10 presents his study on motivation and social attitudes toward learning English within the framework of the L2 Motivational Self System. His statistical analyses reveal two major tendencies – students learning English had certain difficulties with focusing and putting effort into learning the language, while students displaying positive motivation to learn at the same time did not make an effort to learn more thoroughly. A similar scope of analysis is presented in Chapter 13 by J. Lake. The research has shown that students learning English often displayed low motivation and were subjected to de-motivation processes. The author reached the conclusion that certain developments at Japanese universities contribute to negative motivation among the students. Chapter 16 by Tomohito Hiromori summarizes the outcomes of research on the relationship between motivation and effective second language acquisition. Hiromori's study provides thorough qualitative and quantitative data on behavioral patterns. As the research shows, developing diversified and lasting motivational patterns is essential for an effective and successful second language learning process.

Other articles are devoted to research on the motivational sphere in relation to didactic strategies. Chapter 4 by Matthew Apple, Joseph Falout and Glen Hill consists of motivational analyses related to functioning in the language classroom among science and engineering students in Japan. Yoko Munezane in Chapter 9 presents structural relationships between such factors as the Ideal L2 Self, Ought-to L2 Self, Attitude Toward L2 Community and International Posture that affect motivation in Japanese EFL classrooms. This study has shown that

motivation in second language learning increased significantly throughout the academic semester. Michael P. Johnson in Chapter 11 discusses teaching English as a foreign language (EFL) together with changes in motivation among Japanese students of engineering. The author indicates factors explaining fluctuation in language learning motivation and links them with engineering's didactics. Johnson's findings are based on interviews with students. Although the interviewees acknowledged the value of English language comprehension, they displayed diversified learning motivation as well as a certain level of indifference.

Chapter 12 by Keita Kikuchi is devoted to research on de-motivation in second language learning. This chapter presents the scope of de-motivation studies in Japan as well as the reasons behind de-motivation among certain groups of students learning English as a foreign language. Joseph Falout, Yoshifumi Fukada, Tim Murphey and Tetsuya Fukuda, the authors of Chapter 14 argue that interactive learning activities caused the higher ability of students to learn both in and out of the classroom and resulted in their more positive attitudes to past and future learning experiences. Introduction of Present Communities of Imagining (PCOIz) could be a source of active students' engagement and limit de-motivation trends.

In Chapter 15 Ryo Nitta presents a study on motivational evolution within the EFL classroom. Based on an analysis presented in this paper, the author claims that successive experiences of learning in class result in higher motivation among students. The last text by Yoshiyuki Nakata in Chapter 17 discusses the influence didactic strategies have on motivation of second language students and on assessment of students' motivational patterns in relation to their own expectations.

The reviewed publication presents a wide and thorough scope of research on assessments and attitudes regarding motivation in second language learning. One of the major advantages of this book is its diversified notional structure and empirical analyses based on both quantitative and qualitative research, which undoubtedly provides every interested reader with a deep insight into this field of study. All of the texts that make up this insightful publication consider numerous and multi-faceted issues of cultural identity, motivation and de-motivation, language communities and other social phenomena related to language learning. This professional publication also provides its readers with basic aspects of L2 motivational research, which is an additional advantage.

References

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