social psychology and communication to unite and to, well, communicate with each other.

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Part of the Applied Linguistics in Action Series from Longman, Dörnyei makes explicit the transition from theoretical approaches to motivation in classroom practice. Although the title does not explicitly state it, the focus within the text is on motivation for language learning and its unique research tradition. Overall, the text provides a superb introduction to this domain. A broad sweep of current theories is presented with perspectives on their historical development. Research strategies and methods are given a prominent place within the text. Sacrifıced along the way, however, is a detailed treatment of the complexity of issues in the study of motivation. Primarily for this reason, the audience for this text likely will be drawn from applied linguists and language education scholars rather than quantitatively oriented psychologists.

The 12 chapters are divided into four sections: What is Motivation?, Motivation and Language Teaching, Researching Motivation, and Resources and Further information. The structure moves smoothly from a broad discussion of the nature of motivation itself through treatments of motivation theories for language learning and into a practical, informed discussion of research methodology issues. The Sources and Resources section provides useful tools for those interested in beginning research in the area. The section has been placed on the Longman Web site as a supporting document to the book. Running commentary from Dörnyei provides an introduction to the theories in the area as well as an informed perspective on the development of the field in recent years. Dörnyei deserves credit for anticipating the needs of those new to the study of motivation for language learning.

The structure of the book is well suited to the task at hand. The text is infused with numerous well-selected quotations, definitions, clarifications, and examples of research. These provide a direct glimpse into the perspective brought by the original sources, as interpreted by Dörnyei. Dörnyei relies especially on material from Gardner, Ushioda, and Brophy. This reflects the pains to which Dörnyei has gone to sample from established and new scholars in the field as well as from general theories on motivation.

If there is a complaint to be made, it is that the text too often has the feel of a book of lists. Any understanding motivation requires an explicit examination
of trade-offs, of approach and avoidance tendencies, and of necessarily conflicted and multilayered processes. Sorting out the effects of various interacting processes on language learning at both the macro and micro levels is extraordinarily difficult to do theoretically and clearly requires empirical investigation. Dörnyei acknowledges the issue by stating, “There appears to be a worrisome tendency for the new, educationally relevant constructs and approaches (and I hasten to add that some of my own work also falls into this ‘danger zone’) to become increasingly conceptual, without having sufficient research grounding” (p. 107).

Dörnyei is quite correct in viewing the tendency toward purely conceptual treatments of motivation as dangerous for the development of the field. To forestall descent into a conceptual abyss, interested persons are given tools with which to begin generating research support for the ongoing theoretical work. Dörnyei appends a set of questionnaires that he has used in three different studies. These are nicely supplemented within the text proper by repeated and eloquent pleas for a blend of qualitative and quantitative methods. Certainly a strength of the text is the chapter on making motivation a researchable concept. Dörnyei presents an introduction to methodology suitable to a novice researcher. This strategy, along with the nature of the theoretical review, make this text highly appropriate for students in graduate-level education courses. Practicing teachers at any level who are interested in conducting research with their classes would profit from the research methods refresher. The text is less likely, however, to benefit experienced researchers, unless they require an introduction to the domain of research into motivation for language learning.

Yet there is food for thought for the reader more familiar with the research literature. If there is a single contribution of the text to highlight, it is the detailed description of Dörnyei and Otto’s Process Model for task motivation in language learning. Originally published as a working paper at the now closed Centre for Applied Linguistics Research at Thames Valley University, this important paper would otherwise have been difficult to acquire in the future. Dörnyei has rescued and invigorated the model, placing it in context with models as varied as Gardner’s Socioeducational Model and Schumann’s Neurobiological Model. The extensive treatment of Dörnyei and Otto, although thoroughly justified, leaves little room for a thorough or nuanced treatment of the other models. For those models, depth is sacrificed for breadth.

Dörnyei admits a predilection toward quantitative methods, based on his lived experiences as an empirical researcher (p. 185). The comment that “there is no question that a deep interview with a language learner can provide far richer data than even the most detailed questionnaire” (p. 193) shows how strongly the pendulum has swung toward qualitative methodologies, even among those with a quantitative orientation. The combination of qualitative and quantitative methods advocated by Dörnyei might be required on a disciplinary level, and the field should become increasingly comfortable with insights from both styles of investigation. On the level of the individual researchers, however, the synergy might be more difficult to achieve, given that the two research approaches adopt very different views of core issues in the research process, some of which are referenced by Dörnyei. The field risks a splintering if integration does not take place. To the extent that calls for combined methodologies within studies bear fruit, authors such as Dörnyei can take credit for moving the field in a rich direction.
Fostering motivation in the language classroom is a central theme running through many of Dörnyei’s publications. By its very title, the present text continues this emphasis on bringing theory to practice, with a focus on the language learner. A selection of motivational techniques is presented, but Dörnyei avoids the temptation to create a recipe book. Instead, macro strategies are presented in a framework informed by theory. The background theory is sketchy in places, as one might expect, although Dörnyei makes an effort to cross-reference relevant sections of the book. Proposing a long list of recommendations likely would be discouraging to the reader because “all such a list is likely to achieve is to increase our feeling of inferiority, by making us realize how many things we do not actually do” (p. 137). This points to an interesting quandary: How does one satisfy the need for concrete advice on increasing motivation while providing sufficient empirical justification for such recommendations? In general, empirical support for the efficacy of motivational techniques in the language-learning classroom is lacking.

Dörnyei’s observations on the place of motivation within applied linguistics are particularly insightful. He notes that theories of motivation have been developed with the disciplinary boundaries of psychology. Even those theories particularly focused on language learning have been developed by social psychologists such as R. C. Gardner and Richard Clément. The background of most teachers and researchers in applied linguistics lies within linguistics proper, not in psychology, and certainly not in social psychology. Nevertheless, the role of psychological variables often is acknowledged by applied linguists and deserves more than a courtesy glance. Given this framework, a text sensitive to the needs of applied linguists to understand the theory and research strategies behind the study of motivation within this domain seems both necessary and welcome. Dörnyei has hit the mark well with this effort.

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