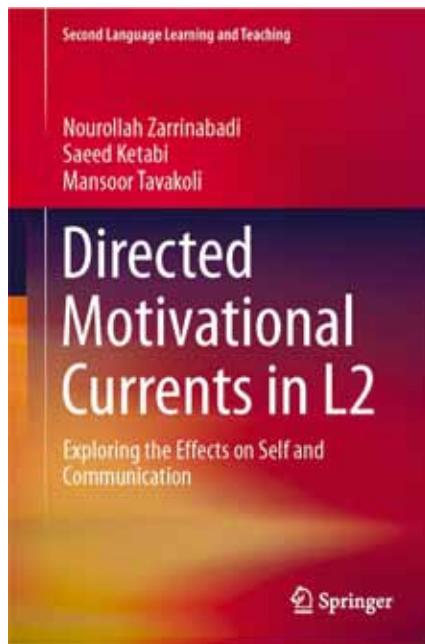


Directed Motivational Currents in L2: Exploring the Effects on Self and Communication. Nourollah Zarrinabadi, Saeed Ketabi, and Mansoor Tavakoli (eds.) (2019). Cham (Switzerland): Springer. ISBN: 2193-7648 . pp. xvii-118

RUI LI

School of Foreign Languages, Hunan University, China

DOI: <https://doi.org/10.30827/portal.in.vi37.22306>



Over half of a century, second language (L2) motivation theory has been heatedly discussed and continuously developed by L2 teachers, language practitioners, applied linguists and psycholinguists who attempted to examine the effects of motivational variables on L2 learners' learning outcomes. Recently, the state-of-the-art development of L2 motivation theory is the idea of Directed Motivational Currents (DMC), which refers to "a prolonged period of engagement in a series of tasks which are pleasant mainly because they transport the person towards a highly valued goal" (p.3). As a speculative empirical endeavor in this regard, this book aimed to examine the existence of DMC to gain a better understanding of how a DMC was triggered and launched, importantly, this book also discussed the impact of DMC on L2 learners' individual differences, e.g., self-concept, self-confidence, autonomy and willingness-to-communicate (WTC).

To investigate the effects of DMC on learners' self and communication, this book is organized into seven chapters: introduction (chapter 1), literature review on DMC in L2

(chapter 2), WTC (chapter 3), language learner autonomy, self-confidence and self-concept (chapter 4), methodology (chapter 5), results (chapter 6) and conclusions (chapter 7).

Chapter 1 surveys the research background of DMC, research statements, research objectives, research significance along with the definitions of related key terms with respect to L2 motivation, DMC, WTC, L2 self-confidence, self-concept and language learner autonomy.

As the sections of literature review, to yield research gaps regarding effects of DMC on L2 learners' self and communication-related variables, chapter 2, 3 and 4 review the theoretical underpinnings and empirical literature pertinent to the study.

More specifically, chapter 2 first presents a brief overview of research on L2 motivation, and then explains the DMC constructs, core characteristics and related mainstream motivation theories.

Chapter 3 deals with the highly focused individual difference, viz. WTC, in relation to the origin of WTC, WTC in L2, related situational and stable factors of WTC as well as existing studies on L2 WTC.

Likewise, to further identify the role of DMC played in L2 learners' self-related variables, chapter 4 continues to present the theoretical and empirical literature on language learners' autonomy, self-confidence and self-concept, respectively.

Chapter 5 introduces the methodological issues in this study, such as research setting of the study, participants involved in the study, research design of the study, together with the qualitative data collection procedures and analysis.

According to the proposed DMC modes in the matter of goal/vision-orientedness, a salient facilitative structure and positive emotionality, chapter 6 presents the qualitative research results and discussions for the research questions related to the effects of DMC experience on L2 learners' individual differences, i.e., self-concept, self-confidence, autonomy and WTC.

Chapter 7 is the conclusion section, which devotes to first summarizing the main findings of the study, and then discussing the findings related to the effects of experiencing DMC on self-concept, self-confidence, autonomy and WTC. It also explains the pedagogical implications, suggestions for future research and limitations of the study.

By empirically exploring the effects of DMC on L2 learners' self and communication, this volume will present some important research resources for language learners, teachers, teaching practitioners, linguists and psycholinguists on motivation and individual differences in terms of self-concept, self-confidence, autonomy and WTC. The results of this study will also contribute to advancing our understanding of motivation theory in general, and of the nature and effects of DMC on L2 learners' individual differences in particular.