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Al-Hoorie, A. & MacIntyre, P. (2020). *Contemporary Language Motivation Theory: 60 Years since Gardner and Lambert (1959)*. Bristol/Blue Ridge Summit, PA: Multilingual Matters. ISBN: 978-1-78892-518-1. 344 pp.

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As noted in the foreword to this valuable book, the 1959 paper by Gardner and Lambert entitled ‘Motivational variables in second language acquisition’ has long been regarded as the “official” starting point of modern scientific research on L2 motivation’ (p. xix). In pulling together this collection of essays by some of the key authors who have followed in their footsteps, Al-Hoorie and MacIntyre have provided today’s language learning motivation scholars and students of the field with an excellent resource.

Although prompted by the 60th anniversary of that co-authored paper, the book pays tribute primarily to Gardner’s contribution to the field – in their chapter, Hiver and Larsen-Freeman note his inclusion on any list of influential second language motivation researchers. The introductory chapter written by Robert Gardner himself gives a useful overview of his body of work and the origins of both the socio-educational model and the Attitude and Motivation Test Battery, which may be unfamiliar to some, and leads the reader in to the book proper. Biographical details pepper the chapters, with various contributors giving insight into Gardner’s career and personality. His generous and personable nature come across clearly, as does his commitment to his research, his students and his colleagues.

The book is broken up into four sections, containing 14 chapters in total. These cover firstly Gardner’s contribution to second language development and applied linguistics, then the impact on social psychology and sociology, followed by taking a historical and

methodological perspective and concluding with some over-arching discussion. The final chapter, Chapter 14, provides a short (five page) overview of Gardner's key contribution – 'refocus[ing] the field's attention to the feelings of second language learners and the sociocultural contexts where learning was taking place' and 'adding affective variables...to prioritize applied questions directed at helping real learners and teachers in real classrooms' (p. 307). In some ways, this chapter provides the perfect introduction to the book and may be where students new to the field prefer to start.

In common with all edited books, many readers will not read every chapter in order. Following Chapter 14, those less familiar with Gardner's work and looking for an introduction may turn to Oxford's consideration of time (Chapter 8). Here, she gives a helpful explanation of the terminology used in Gardner's work and provides a clear overview of the development of the theory and its relationship with other approaches to language learning motivation.

Chapter 7 may be a useful next calling point. Here, as well as giving some background to Gardner himself, Bonny Norton also gives a good outline of how the socio-educational model draws in identity, despite not being explicitly mentioned in the 1959 article. Norton illustrates the importance of identity and investment using examples from her own work of English learners' experiences in the classroom and makes clear links between her work and that of Gardner.

Other chapters apply Gardner's models in new settings or new ways. Chapter 2 applies Gardner's work in contexts beyond the model's native Canada, considering the AMTB in European multi/plurilingual contexts (specifically the Basque country and Catalonia). Chapter 6 applies the framework of integrative and instrumental motives to the naming of babies from bicultural families in Canada. This chapter highlights the signalling of belongingness to a particular cultural group that is behind, or read as being behind, the

naming of children, with a focus on the motivation to integrate with a community, whether it be the ‘mainstream’ (French or English-speaking) or ‘ethnic’ community (to use the authors’ terms). Future directions for research in this area are suggested.

Several chapters make links between Gardner’s work and other concepts or models, allowing more experienced readers to extend their knowledge. In Part 1, Chapter 1 links the socio-educational model to the comparatively recent field of positive psychology, specifically the PERMA framework (developed by Seligman, 2011). The authors consider links between the two and propose three new research areas to test these links. Chapter 4 looks at Vygotsky’s concept of *perezhivanie* – something akin to lived experience. The chapter sets out to add to the attention given to the emotional component of the affective dimension of motivation. This is explored in detail by a review of the L2 literature in this area, and interestingly, a new analysis of some L2 studies using a *perezhivanie* lens.

Chapter 3 looks at the emotional aspect of the socio-educational model, looking at correlations between the AMTB and the PANAS Scale (Positive and Negative Affect Schedule, which measures emotions such as interested/distressed, excited/upset, proud/nervous; Watson et al, 1988). Based on the findings of a study of Chinese undergraduates learning English in China and international foreign language learners (undergraduates and secondary school pupils of 50 nationalities), the authors conclude that integrative motivation is supported not only by attitudes, but also by positive emotions.

Chapter 5 begins Part 2 (social psychology/sociology) by looking at Clément’s socio-contextual model. There is a focus on linguistic minority communities, reporting on studies conducted with Francophones from Canada’s Saskatchewan province and other linguistic minority communities in Canada. The chapter provides an overview of an extensive body of research grounded in and linked to the socio-educational model. Chapter 12 looks at the

social psychology of language, giving a wide-ranging view of the history of the field and drawing in Gardner's impact.

Later chapters take a methodological view. Chapter 10 explores in detail Gardner's contribution to quantitative research, with Tremblay looking at Gardner's early academic career, when he studied statistics and computing during his PhD and early teaching career. He taught a graduate statistics course from 1961 to 2015, with even retirement (in 2000) not deterring him. The chapter then looks at the fundamental ideas that made up Gardner's statistics course over the years, mirroring developments in the field and linking them specifically to second language learning research. By contrast, in Chapter 9 Ema Ushioda looks at how her own work contributed a qualitative perspective to the study of motivation in second language learning. Her chapter explores the value of qualitative enquiry to L2 motivation research, framing the discussion round the idea of 'wine and conversation', apparently first suggested by Wallace Lambert in 1968.

No discussion of L2 motivation can escape Zoltán Dörnyei for long, and following his short foreword, Jennifer Claro's Chapter 11 brings his work into the discussion. She challenges the notion that Dörnyei's ideal L2 self might replace Gardner's conception of integrativeness, arguing instead for 'peaceful coexistence' (p.253) given the former's value as 'a most welcome and valuable addition to our current understanding of L2 motivation' (p. 252). For her, the key is identifying the referent, or locus of identification, of the concept – Gardner's and Dörnyei and Csizér's concepts of integrativeness both have external referents, whereas the L2 self has an internal referent. She criticises Dörnyei and Csizér's concept of integrativeness, made up of one three-item scale, in contrast to Gardner's 24 items, spread across three scales, as being too brief, too narrow and too unreliable.

Forming another link to Dörnyei's work, Chapter 13, which opens Part 4, looks at the links between Complex Dynamic Systems Theory and Gardner's socio-educational model.

Hiver and Larsen-Freeman draw together the chapters in the volume and argue that CDST provides ‘a theory through which to make sense of [the] empirical findings and conceptual models’ of L2 motivation (p. 298). Finally, a warm and personal epilogue by Howard Giles rounds off the volume perfectly.

Although some chapters are more closely linked to the original paper and the work of Gardner and colleagues than others, this book is invaluable to those looking for an overview of second language learning motivation. It draws together many theories and models of importance to scholars of language learning motivation and simultaneously provides a strong introduction to the socio-educational model, the AMTB and Gardner himself. A notable absence is a chapter on self-determination theory, which is mentioned only in passing, but many other frameworks and models are introduced and considered. New and established researchers alike will find something of value in this wide-ranging volume.

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