# Introduction

## A Handbook

In his contribution to the debate about the proliferation of handbooks in *The Modern Language Journal*, Henry Widdowson (2011) wryly observes that far from being hard to put down, their usual heft makes them hard to pick up. For although the term 'Handbook' originally implied that it was a practical guide, light enough to be held in the hand while engaged in some practical task, the modern academic version is usually not so much a guide as a reference work, designed to be a comprehensive and authoritative review of a particular field of scholarship at a particular point in time. In the same debate Susan Gass points out that handbooks may have a 'normalizing' impact on the field, as recognized experts are assembled together to determine what is known, what is not yet known, and what are accepted methods of constructing new knowledge. One reason that handbooks have proliferated in recent times is that knowledge is being created at such an unprecedented pace that publishers believe there is a market for works that effectively summarize the 'state-of-the-art', with the target readership including specialists in one area who wish to learn about another area, as well as novice researchers who want to survey the lie of the land before planning their own explorations.

In this volume our goal has been to combine the virtues of a reference work with those of a guidebook. As the first collected volume of 'state-of-the-art' chapters in the field, the aim is to present a comprehensive picture of scholarly work in second language (L2) motivation. As editors, putting together Parts 1 and 2 was relatively easy; we brainstormed a range of topics in which there seemed to be sufficient weight of writing and research, either in the past or currently, to warrant a handbook-type treatment. We then invited leading

experts to write about them. With regard to topic coverage, we feel we have achieved a degree of comprehensiveness. Of course, there may be potentially important topics not covered, for example the motivational impact of language testing and assessment, institutional rewards and punishments, and the relationship between motivation and self-confidence. However, because there is not yet a substantial body of established knowledge to report, we decided they did not merit their own chapter, though they make appearances in others.

So that the handbook could function as a guidebook for current and future scholars in the field, we decided to include a section (Part 3) showcasing L2 motivation research in action – that is, chapters which report what is known about L2 motivation in particular global contexts, or among particular types of learner. We also wanted to include a section (Part 4) where chapters focus on aspects of L2 motivation that are only beginning to attract the interest of researchers, and which promise to become fruitful lines of enquiry. Authors were asked not only to summarize existing knowledge and understanding of their topic, but to point readers towards the key questions that still need to be addressed and, where appropriate, advise on methods of investigation. The final chapter, by Ema Ushioda, deals directly with research methods in L2 motivation, describing how they have evolved over the past few decades and the direction they may, or should, go in the future.

**Of Motivation**

Motivation is wanting. It is a condition of an organism that includes a subjective sense (not necessarily conscious) of desiring some change in self and/or environment.

Presumably this includes some predisposition to act in ways that will facilitate that change. (Baumeister, 2016: 1-2)

An integral part of being human, motivation has been an important and valued strand of psychological science since the 1930s, as modern societies – governments and businesses – sought to understand what people wanted, why they wanted those things and, more cynically, how those wants could be manipulated. It gained renewed impetus in the late 20th century from the cognitive revolution, which generated a host of goal-related theories, and more recently by the revival of interest in more fundamental motives like need satisfaction and threat avoidance. This prodigious academic enterprise is recognized in the compilation of several authoritative handbooks on motivational theory (e.g., Eliot, Dweck & Yeager, 2017; Ryan, 2012; Eliot, 2008) as well as at least two on educational applications (Christenson, Reschly & Wylie, 2012; Wentzel & Wigfield, 2009).

This handbook is the first to cover a sub-field of those educational applications; as far as we are aware, there is as yet no handbook of motivation for mathematics learning, or science learning, or for that matter on teacher motivation. It is therefore worth asking why language learning motivation has generated a degree of scholarly attention, research and writing such as to warrant publication of a handbook. We think there are at least three reasons.

First, as Stephen Ryan describes in his chapter (also see Dörnyei & Ushioda, 2011), for better and worse, the field of L2 motivation has to a large degree evolved independently of mainstream motivational psychology, developing its own unique constructs that appear to be especially relevant to understanding why people want to learn, or do not want to learn,

another language. The 'ideal L2 self', for instance (see Kata Csizér's chapter), has no equivalent in other fields of education, yet has struck an immediate chord with many educators working in teaching environments around the world where English is not just a subject on the school curriculum but a passport to personal advancement, and where "the constant reinvention of selves… seems to be part and parcel of being a good citizen" (Block, 2018: 452). In fact, the close relationship between language and identity is a vivid thread running through the story of L2 motivation since its inception in 1950s Canada (see the first chapter by Robert Gardner) and long predates the mainstreaming of identity-based motivation (Kaplan & Flum, 2009). So although the field has, to its great benefit, borrowed liberally from mainstream psychology in recent years, scholars have a sense of working within an identifiable sub-discipline with its own history, accomplishments and community.

Another reason relates to the sheer quantity of language learning and teaching that is going on around the world, some of it very high stakes and some of it not. Put simply, there are a lot of people wanting, or needing, to learn new languages. As the Douglas Fir Group observe (2016: 19), "[t]he phenomenon of multilingualism is as old as humanity, but multilingualism has been catapulted to a new world order in the 21st century". Globalization, advances in communication technology and increasing geographical mobility have brought languages into contact on an unprecedented scale, confronting people with the challenge of learning other languages, and teachers and institutions with the challenge of facilitating and encouraging that learning. Above all, globalization has promoted (and is promoted by) the spread of English, spawning a vast industry of ELT publishers, exam boards and private language schools, alongside higher education institutions which educate pre- and in-service English teachers, conduct research and produce academic publications. This intense intellectual energy has been channeled into the broad academic fields of Applied Linguistics

and Second Language Acquisition, in which L2 motivation studies traditionally sit. The prominence of these domains is witnessed by the proportionally larger number of Q1-ranked journals related to language learning (SJR, 2019), as compared to other areas of education. Yet, within these larger academic fields, L2 motivation seems to be particularly flourishing; Boo, Dornyei & Ryan (2015) count 416 pieces of work published in major journals or edited anthologies between 2005 and 2014, in what they call an "extraordinary surge" (p. 145) of academic interest. What is it about language learning that has demanded the attention of so many motivation scholars?

**For language learning**

The third reason for the existence of this handbook could be that learners of language face unique challenges to their motivation. Making progress in most curriculum subjects demands incremental steps forward in building knowledge and developing conceptual understanding; the syllabus lays out what is to be learned each term, and an assiduous learner with a capable teacher can reasonably expect to be rewarded for their efforts by satisfactory exam results. In the era of communicative language teaching, languages are no longer conceived solely in terms of accumulating knowledge of structures, rules and lexis but as a set of competences, involving deployment of the four skills, with their own sub-skills and strategies, which in turn rely on the acquisition of pragmatic, sociolinguistic, textual, and grammatical knowledge that is difficult for teachers to convey even when linguists have managed to accurately describe it. Of course progress in other academic subjects also involves acquiring thinking and communicative skills, but many of these can be practised relatively easily, with skilful instruction, in a classroom. Language skills, by contrast, need extensive practice in communicative contexts of use, for which monolingual classrooms are poor substitutes. The result is that even for highly achievement-oriented, goal-driven

language learners, progress can be frustratingly slow, and can easily lead to a downward spiral of negative learning experiences, reduced effort and fewer rewards. This has an impact not just on learners but on their teachers, whose own difficulties are channelled back directly and indirectly to educational authorities and training institutes who help to set research agendas. Thus it is that motivation has become a favoured topic of Master's and Doctoral students in applied linguistics – an audience that this handbook hopes to serve.

While everyone can learn another language, at any stage of the lifespan, the particular language being learned can bring its own motivational challenges. The majority of English language learners in the contemporary world are in Asia (Crystal, 2012), with mother tongues (e.g. Mandarin, Hindi, Japanese) whose spoken and written forms differ greatly from English; the mental effort and personal resilience required to achieve L2 success is considerable, especially when there may be so few opportunities for communicative practice in daily life (to what extent the internet is mitigating these challenges is considered in the chapter by Henry and Lamb). In other global contexts, learners' desire for English may be complicated by its association with 'western' values, the Christian religion, colonial pasts or contemporary political ideologies (see the chapter by Darvin). Meanwhile in the Anglophone sphere, teachers meet a different kind of motivational problem. Although one well-intentioned research project in the UK came up with 700 reasons to learn a foreign language (Gallagher-Brett, 2004), many young people in English-speaking countries struggle to find one when the rest of the world wants to practice their English. Evidence shows that the motivational deficit is especially severe among boys and among lower socio-economic groups, and may even reflect recent political developments in the USA and UK (Lanvers, Doughty and Thompson, 2018; see also the chapter by Lanvers and Chambers).

We would suggest, therefore, that this handbook has ultimately emerged out of the confluence of two strong currents – a well-spring of concern from practitioners about how to help people develop, or sustain, a motivation to learn another language, and the intellectual enthusiasm of a growing international community of scholars for understanding the psychological constructs and mechanisms that facilitate these processes. When an academic field expands rapidly in this way, Dörnyei and Ryan (2015) rightly warn that it could become "self-contained and inward-looking, with motivation scholars talking exclusively or primarily to each other" (p. 104). Perhaps this risk is lessened in that many L2 motivation researchers began their careers as language teachers – true not just for the editors, but most of the other contributors to this volume – and so carry with them the memories of their own struggles to motivate language learners in and out of classrooms. It was our firm intention for this handbook to maintain and stimulate the dialogue between theory and practice by ensuring that two of the four sections (Parts 2 & 3) were focussed on L2 motivation in *practice*, and in particular *contexts* of learning/teaching.

We end this part of the introduction with a separate observation on the terms 'language' and 'learning'. Most contributors to the handbook adopt the conventional acronym 'L2' to denote the language being learned, and though this refers to 'second language' we acknowledge that many people in the world grow up with more than one home language, and that the language which they may choose or be required to learn at school or later in adult life may be their third, fourth or fifth language (see the chapters by Thompson, and by Coetzee-Rooy). As for 'learning', this implies conscious effortful behaviour which has to be initiated, directed and sustained – by motivation – over a period of time; yet it is well-known that the language of young children, and some of the language of adults, is acquired unconsciously, and that many aspects of language 'improvement', whether viewed

from a universal grammar perspective as the gradual approximation to a native-speaker norm, or from a complexity theory perspective as a self-organizing system of linguistic resources, does not result directly from intentional human behaviour (Larsen-Freeman, 2015). In most of the chapters 'learning' is used as a cover term for L2 achievement, or more loosely, expansion in the range of things that a person can do in the L2 (from passing exams to flying aircraft). The precise role that motivation plays in some of the less visible or conscious processes of L2 development, such as noticing and restructuring (cf. Ushioda, 2016), is, we predict, one of the new topics that may feature in a future edition of this handbook.

## Part I: Theoretical approaches to L2 motivation

The first section of the handbook reflects the rich history of L2 motivation over the past five decades. This is a period which has witnessed the formation of specific theoretical approaches, the utilization and adaptation of theories from other fields, the investigation of salient individual characteristics relevant to motivation, and the identification of important features of the contexts in which individuals learn and use other languages. It starts with overview chapters written by the two researchers whose work has defined the field, Robert Gardner and Zoltán Dörnyei.

Robert Gardner takes us back to the dawn of Second Language Acquisition (SLA) studies, as Canadian social psychologists endeavored to understand why some Anglophone citizens were more successful than others in learning French. Having established motivation as a prominent factor, and identification processes as often central to motivation, Gardner describes how he and colleagues adopted a theoretically-grounded, construct-oriented approach to understanding L2 motivation – one that has profoundly influenced generations of scholars in the field. In an era of Global English and of intensifying intercultural exchange,

his chapter concludes with a robust defense, based on more recent empirical research, of the relevance of the Socio-Educational Model of SLA.

Zoltán Dörnyei also traces his early involvement in the field of L2 motivation, but as part of a new generation of language educators with an interest in psychology, rather than the other way round. This distinct perspective, he argues, at least partly underlies four developmental drives that have shaped the field in the three decades since 1990, and which have ultimately brought it into closer alignment with the needs and concerns of the teaching profession. Dörnyei's intention is to provide a coherent account of contemporary theoretical developments which can be used as background while reading other handbook chapters, but in displaying so clearly the intellectual vitality of L2 motivation studies, he may also draw in new readers to the field.

The chapters that follow present some of the key individual theories that have informed the thinking of L2 motivation researchers and the design of their studies. Kata Csizér provides a summary of the L2 Motivational Self System, a model that has been deployed in countless empirical studies, and where development and refinement is still taking place. Kimberly Noels has long pioneered the application to L2 motivation of Self-Determination Theory (SDT), a major paradigm in mainstream motivational psychology. In their chapter, Noels and her team describe the core tenets of the theory, present, explain and justify their own comprehensive model of its relevance to L2 motivation processes, and set out an exciting research agenda for furthering our understanding of self-determination in L2 motivation, and possibly for using L2 motivation constructs to extend understandings of self-determination. Phil Hiver and Mostafa Papi present the concepts and principles of Complexity Theory and, through a series of empirical examples, show how a complexity

approach can be applied to the study of important L2 motivational issues. Representing an early product of this dynamic perspective, and a potential contribution from L2 motivation theory to motivational psychology, Alastair Henry describes Directed Motivational Currents, a complex motivational superstructure that includes vision-related goals, behavioral routines and affirmative feedback, and which can provide insights into periods of intense motivated activity experienced by many people at different stages of their lives.

The next three chapters move from theory to deal with some of the key components of L2 motivation. Stephen Ryan demonstrates how L2 motivation itself began life as one of the key individual differences in second language acquisition research, emerging eventually as the pre-eminent variable in L2 learning just as motivation researchers themselves were recognizing its inherent complexity and mutability, and thus the dangers of over-simplified causal explanations; Ryan points to interesting developments in contemporary applied psychology that may help resolve this apparent dilemma. Peter MacIntyre, Jessica Ross and Richard Clément consider the role of emotions in motivation and offer insights into how they shape second language acquisition in general, and L2 motivation in particular. They argue convincingly that emotions are an integral component of motivation and that they ought to have a more central place in the future research agenda. Actually using the L2 in live communication has long been acknowledged as one of the more emotional aspects of SLA. It is therefore not surprising that there is a close overlap between the concept of 'willingness to communicate' (WTC) and L2 motivation, as discussed in the next chapter by leading WTC researcher Tomoko Yashima.

Context, as it impacts on L2 motivation, has made its appearance in all the previous chapters with varying degrees of emphasis, but it takes center stage in the final two chapters.

Both argue, from different perspectives, that social context is pivotal to understanding individual L2 motivation, not just an illustrative backdrop, and both offer a heuristic model to elaborate their viewpoint and guide researchers towards interesting questions and angles of investigation. Odilia Yim, Richard Clément and Peter MacIntyre, adopting a broadly social psychological stance, describe the different levels of context – national, community, family, interactional – that could be expected to affect a learner's motivation to acquire or use a second language, drawing on an extensive range of sociolinguistic and social psychological research to make their case. In their conclusion they cite Bourdieu's observation that "[t]he value of a language is equivalent to the value of its speakers" (1977, p. 22, authors' translation), an axiom that underpins a view of L2 motivation as an investment in symbolic capital. In his chapter, Darvin recounts the emergence over two decades of this parallel line of enquiry, one whose primary goal has been to uncover the less visible aspects of context – ideologies, values, power relations – that shape and constrain individual agency, the learner's desire for language and their capacity to find and exploit affordances for L2 learning and use in their various social contexts. Both chapters explicitly reject deterministic accounts of contextual influence, and instead offer two complementary paths for exploration.

**Part 2 – L2 motivation in practice**

In the second section of the book, we move from broad theoretical discussions of motivation in language learning to a more focused consideration of specific ways in which theory has been applied in practice. The recent, rapid expansion of the field of language learning motivation research has been largely predicated on the perception of practical value, perhaps in contrast to other more theoretically oriented areas of applied linguistics and SLA. The relationship between theory and practice is key to any applied discipline, but for language learning motivation research these connections are perhaps even more crucial.

In the section's first chapter, Judit Kormos and James Wilby consider the under-researched area of task motivation. Incorporating a highly informative overview of key motivational concepts from cognitive psychology, the chapter looks at the ways in which learners are motivated to perform specific learning tasks, making the point that this approach to the study of motivation may be more pedagogically relevant than the currently dominant studies on general motivational dispositions. Developing the theme of pedagogic relevance, Martin Lamb considers the role teachers play in motivating learners. In his chapter, he argues that while raising learner motivation is an implied assumption of much motivation research, studies looking at motivational teaching strategies have remained a 'minority interest' among language learning motivation researchers. In addition to a comprehensive survey of existing research into motivational teaching strategies, the chapter concludes with a call for more future research in this area together with a suggested agenda.

Appropriately enough, it is a group of authors— Yoshifumi Fukada, Joseph Falout, Tetsuya Fukuda and Tim Murphey—that moves the unit of analysis from individual learners to a consideration of the ways in which the various groups learners belong to and participate in can affect motivation. While emphasizing the importance of group processes in language learning, the authors acknowledge some of the challenges inherent in adjusting from an individual perspective on language learning to a group oriented one. Accordingly, the chapter offers valuable suggestions for both researchers searching for meaningful techniques to investigate group dynamics and for teachers seeking to better understand the effects of group processes in their classrooms.

The next two chapters identify some of the ways in which the provision of language education is changing, creating new challenges for motivation researchers. First, Christine Muir's chapter considers the motivational dimension to project-based language learning. In doing so, the chapter touches upon core themes of recent motivation theory, such as its dynamic nature—sustaining motivation over an extended period—and social context—cooperating and collaborating with others in the pursuit of language learning. Thereafter, David Lasagabaster's contribution looks at motivation when the learning of a language is combined with the learning of other subject content. The continued growth of Content and Language Integrated Learning (CLIL) programmes suggests that this is likely to be a key area of investigation in the coming years as the nature and aims of these programmes expand and diversify.

Nick Thorner and Keita Kikuchi begin their chapter with the bold claim that it is actually demotivation, rather than motivation itself, that demands our attention. After all, a group of motivated learners is rarely a problem for teachers; it is understanding the psychological processes contributing to demotivation that is of most immediate interest to practising teachers. In their chapter, they make the case that demotivation is not simply a product of external factors, so-called 'demotivators', but demotivation should be better understood as a complex psychological process, offering a systematic framework for teachers seeking solutions to issues of demotivation in their classes. The role of teachers resurfaces in the final chapter of this section. In her contribution, Magdelena Kubanyiova turns our attention to the 'other side of the desk', powerfully illustrating how the motivation of teachers is an area that we cannot afford to ignore if we hope to provide a truly meaningful account of motivation in language learning. The chapter offers an extensive review of established research into language teacher motivation and ends with a call for a broader, transdisciplinary

approach to research that stretches the conventional psychologically informed agenda. A timely appeal that should echo beyond the domain of teacher motivation research.

**Part 3: Contexts of L2 motivation**

In this part of the handbook writers present studies of L2 motivation among particular population groups, defined either by geography or by type of language learner. The main purpose for including these chapters is to illustrate how the theories and pedagogical concepts described in Parts 1 & 2 are applied to the study of actual populations. A secondary purpose is to showcase language learning motivation in contexts that are intrinsically interesting, or have particular importance. Here the rationale is that explorations can raise issues that will resonate with readers who do not share the particular geographical location or learner group but who nevertheless have to confront the complex, situated nature of human motivation.

As one of the tiger economies of East Asia, South Korea has in recent decades challenged its young people to develop skills in English, to enable them to participate in the global labour market and to take advantage of international knowledge exchange in education, business or culture. The drive to learn English, or at least earn qualifications in the language, has at times reached 'fever' pitch (Park, J-K, 2009), but Tae-Young Kim and Youngmi Kim take a historical perspective to show how contemporary attitudes towards the English language, and how it is taught and learned at different ages, are at least partly shaped by the nation's traumatic experiences in the late 19th and early 20th centuries. Ursula Lanvers and Gary Chambers compare L2 motivation in two European countries, Germany and the UK. They vividly portray how the behemoth of global English looms over the two country's language education systems, in both cases potentially stifling people's motivation to learn other languages. In Germany educators now struggle to realize the European Union's

plurilingual goals (English plus at least one other foreign language) (European Commission, n.d.), while British educators seem to be fighting a losing battle to make even one foreign language a study choice for most young people after the age of 14. Lanvers and Chambers also forcefully make the point, noted above, that there is far less research dedicated to understanding motivation for languages other than English (LOTEs), yet paradoxically it is those languages that currently have dwindling classes.

There is one LOTE though that shows signs of healthy growth in education systems worldwide – Mandarin Chinese. In their chapter about the learning of Mandarin in an Australian university, Xu and Moloney describe a gradual increase in enrolment, driven ostensibly by second or third generation ethnic Chinese migrants wishing to learn their heritage language, and by young Australians of other ethnicities recognizing the utility of Mandarin for their future careers. However, their longitudinal research shows that learner motivations are much more complex than this – for example, parental influences and affective reactions to the language itself seem to play surprisingly important roles in motivating, or demotivating, learners. It is important to remember that there are many contexts where multilingualism is the natural state of affairs. South African townships are one such context. In her chapter charting the linguistic repertoires of university undergraduates in the Western Cape, Susan Coetzee-Van Rooy raises important questions about the relevance of some established motivational concepts with origins in monolingual or explicitly bilingual contexts in the west, to societies where young people acquire bits of language in an ad-hoc way, as and when needed in their social lives.

The final two chapters in this section report on research with learner groups that have been relatively neglected by the field. This is certainly true for learners with special

educational needs (SEN), who as Edit Kontra reports have often been deliberately dissuaded from language study because it is considered too difficult for them. Thankfully Kontra is able to cite SEN individuals who are strongly motivated to learn a language and to meet that very challenge. However the general picture is rather mixed – though there are undoubtedly unique factors at play in the L2 motivation of learners with different SEN characteristics (e.g. deafness, dyslexia, blindness, motor-impairment), Kontra also shows that core constructs such as the ideal and ought-to selves are highly relevant too, and she encourages mainstream motivation researchers to give this group more attention, so as to help raise their L2 achievement levels.

As is the case with much research within psychology, language learning motivation theory has been based on empirical findings mostly obtained from young adults—more often than not, from convenient samples of university students. In their chapter, Jelena Mihaljević Djigunović and Marianne Nikolov highlight some of the ways in which such findings may not apply to the motivation of young language learners and how a more focused approach to discussions of motivation and younger language learners is required. They conclude their discussion by offering a valuable framework for future research into the motivation of young language learners that, together with developmental changes, gives consideration to the nature of classroom activities, feedback from teachers, and the role of parents and peers.

**Part 4: Shifting horizons in L2 motivation**

In the final section of the handbook, chapters focus on aspects of L2 motivation that have not been extensively researched, but which constitute important directions for future work. Even though L2 motivation research has been conducted for some sixty years now, and

constructs central to understanding learners' motivation have been validated in all manner of

contexts, it is remarkable that at no stage in its history has the field shown signs of stagnation.

Indeed, it would seem that the dynamic nature of the motivation construct is closely

paralleled by seemingly unceasing theoretical and methodological innovation, and by

inventive proposals for pedagogical interventions.

Because initial conceptualizations of L2 motivation were predicated on

understandings of processes of L1 development, and on the assumption that the acquisition of

another language would have implications for a person's cultural identification (Gardner, this

volume), as a field of inquiry L2 motivation developed separately from advances in

mainstream psychology. As a consequence, subsequent innovations have tended to align

more closely with mainstream paradigms (see e.g. Dörnyei, this volume; Ryan, this volume).

Continuing this trend of 'returning to the mainstream', the chapters in this final section

present work that, while representing the cutting-edge of research in our field, draw on well-

established psychological constructs. The opening chapter in this section is a good example.

Highlighting how L2 motivation is an interdisciplinary paradigm that draws on the

conceptual domains of social and educational psychology as a means of explaining language

learners' behaviours and orientations, Nigel Mantou Lou and Kimberly Noels discuss the

conceptualization of implicit theories or "mindsets" that relate to beliefs about whether

personal characteristics such as intelligence are mutable or immutable. Drawing on Dweck's

(1999, 2006) proposals that the type of mindset that a person holds influences commitment to

learning, Lou and Noels suggest that fixed and growth language mindsets are linked to

separate meaning-making systems that underpin and condition language learners' motivation.

Reviewing emerging research on the topic, they argue that a growth-oriented system includes

positive beliefs about effort, self-confidence, mastery goals, controllable attributions, and

self-improvement strategies, and that a fixed-oriented system encompasses performance goals, self-defensive strategies, negative beliefs about effort, and language anxiety.

While Mantou Lou and Noels focus on implicit *theories*, in his chapter Ali Al-Hoorie focuses on implicit *attitudes*. Providing a commentary on findings from mainstream psychology that point to the pervasive role of unconscious processes in human motivation, Al-Hoorie argues that similar processes are at play in language learning. Reviewing recent research, he shows how unconscious processes shape L2 attitudes and motivation. Drawing on these findings, as well as a wealth of mainstream work on the implicit dimensions of psychological constructs and dual-processing approaches, he highlights the need to expand the L2 research horizon in ways that include investigation of implicit processes, and which can shed light on the unconscious sides of language learners' motivation.

In a similar act of borrowing from mainstream psychology, in their chapter on flow and L2 motivation, Katalin Piniel and Ágnes Albert consider how Csíkszentmihályi's (1997) classic concept can be used to understand peak experiences in language learning. Making a convincing case for the need to engage with the phenomenology of language learners' motivation, they also point to the importance of mainstream research that focuses on collective experiences of optimal functioning. In this regard, the authors emphasise the value of constructs such as "group" and "networked" flow (Gaggioli, Milani, Mazzoni & Riva, 2011; Sawyer, 2015) in examining and explaining the types of high intensity engagement that can often arise when language learning takes place in virtual environments. It is motivation that emerges through interactions involving digital technologies, and which arises in networked environments, that forms the focus of the following chapter. Here Alastair Henry and Martin Lamb review work from the Computer Assisted Language Learning (CALL)

paradigm that describes positive learning behaviours associated with technology use. Here too the authors borrow from mainstream motivation research. Drawing on recent work by Richard Ryan where he and his colleagues use the theory of Self Determination to account for motivation arising in networked environments, Henry and Lamb argue that the accounts of learner engagement found in the CALL literature can be understood in terms of the influences of the "psychological nourishments" of autonomy, competence and relatedness. Recognising the importance of interdisciplinary approaches in researching language learning psychology, they identify three additional ways in which motivation evolves through technology use: the development of L2 vision through engagement with digital media, influences stemming from positive appraisals of verisimilitude when digital artefacts and tools form a part of learning, and positive effects associated with the seeking of validation from online publics when L2 media is created in networked environments.

In the next chapter in this section, borrowing takes place on an even grander scale. In addressing the "why" and the "how" questions of motivation – why something is desired, and how goal-directed actions can be facilitated – Tammy Gregersen argues that positive psychology can offer compelling answers. With clarity and precision, she provides an overview of the principles of positive psychology, arguing that the five elements that underpin well-being in Seligman's (2011) PERMA model – Positive emotion, Engagement, Relationships, Meaning, and Accomplishment – function to provide a multi-angled lens through which researchers can investigate and understand language learners' motivation. She argues convincingly that while motives to initiate language learning may be found in a quest for *meaning* and in the potential for developing *relationships*, sustainment of long-term effort needed to learn a language can be understood through focused *engagement* where *accomplishment* and *positive emotions* are intricately connected.

While in all of the preceding chapters borrowing has been from mainstream psychology, in her chapter on motivation and the learning of more than one foreign language, Amy Thompson borrows from within SLA. Focusing on multilingualism that arises as a result of classroom instruction, and with a perspective that is psycholinguistic in scope, Thompson identifies Herdina and Jessner's (2002) Dynamic Model of Multilingualism, and its assertion that separate language systems constitute parts of a larger multi-componential psycholinguistic system, as having a crucial role to play in understanding L2 motivation in contexts of multiple language learning. Calling for work that explores motivational experiences in such contexts, Thompson makes clear that "re-thinking how motivation for multiple languages is embedded in the mind of a single language user is of utmost importance".

Horizons shift, and "to move toward one horizon is simply to create another" (Covington, van Hoene & Voge, 2017: p. 10). It is therefore fortuitous that the final chapter in this section is written by Ema Ushioda, a researcher who has consistently advocated the need for innovation in the research methodologies used to study L2 motivation. Ushioda explains how, in interaction with theoretical developments, certain investigative approaches have come to define the field. Highlighting trends and innovations, as well as design and methodological challenges, she maps out the directions in which L2 motivation research is currently moving. However, rather than making predictions about future trends, or outlining an agenda for continued methodological innovation, Ushioda extends the horizon by highlighting the importance of three issues with which future research needs to engage: the need for a sharpened empirical focus where study designs employ a "small lens" approach, the desirability of studies that move beyond self-report data and which make use of

ethnographic approaches, and, finally, the need for research that is meaningful to the people who stand to benefit from the findings, and which is sensitive to the ways it might affect those directly involved in investigations. It is our hope too that in future years this ethical agenda no longer remains on the horizon, but becomes an essential part of undertakings in our field.

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