
Book Review

Teaching and Researching: Motivation. Second Edition.

Zoltán Dörnyei and Ema Ushioda. Longman. 2010. 326 pp.

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Motivation and the problem of how to inspire both students and teachers is possibly the most important factor in every classroom, even more so when one considers that a large number of EFL students have little choice to be in the classroom. It is no surprise then that the amount of research into motivation has grown so vastly in recent times, with the last decade seeing a wealth of research and discussion in the field. With this in mind it appears to be the perfect time to take stock of advances and consider the future. *Teaching and Researching: Motivation* is thus a perfectly timed and most welcome second edition to the original work written solely by Zoltán Dörnyei (Dörnyei, 2001a). For this second edition, Dörnyei has teamed up with another leader in the field, Ema Ushioda of Warwick University, to provide a major revision of the original text.

Using the same structure and user-friendly format of the original, (see Da Silva, 2001 for a review) Dörnyei and Ushioda bring us up to date with current and future trends in motivation theory as well as offer invaluable practical guides to researching the topic and connecting the theory with the reality of the classroom.

The first section begins as before with a discussion of what is motivation, and we are given an historical overview of the field from its beginnings in the late 50s up to its current status. Here, the major

research of the past decade is succinctly summarized, and the three major theories put forward by the authors in the past decade are discussed, giving a clear indication of the possible future of motivation theory and research and the move from the process-oriented theories of the previous decade to the present socio-dynamic thinking which focuses on the dynamic nature of motivation and the influence social context has on motivation.

While the first section provides the reader with a background and theoretical knowledge, it is the second section which all teachers, be they interested in research or not, will find invaluable as Dörnyei and Ushioda revisit elements of Dörnyei's (2001b) fascinating practical discussion of motivation in the L2 classroom. This section of the book allows teachers to understand the reason for both success and failure in the classroom. It connects the theory with classroom practice and gives a large amount of ideas in how to both generate and sustain student motivation, with the result being that the reader is better equipped to increase the number of their successes. Of particular interest is the expanded discussion of demotivated students, which through a large increase in research in this area highlights the huge impact teachers have on students. The topic of teacher motivation has also been greatly expanded to illustrate the importance of retaining a healthy, motivated teaching staff—a topic of great interest to administrators.

The second half of the text moves on to the topic of research and provides a huge amount of practical advice for the budding researcher. An expanded collection of recent important studies are described in detail, allowing readers to understand clearly the research undertaken by others, whilst giving a strong platform from which to begin new studies. Guidelines, example studies and questionnaires are geared towards pushing the research of motivation towards a more qualitative nature which mirrors the theoretical leanings discussed in the first section of the text, and points towards a desire for a greater understanding of individuals' reasons for success or failure.

The real strength of this book is its ability to tie together theory and practice and to give the reader the knowledge and confidence to know that what they are doing is correct and will work. Whether a teacher is new to the profession or has twenty years of experience, this book is invaluable in giving insight into what a powerful influence the teacher is in the classroom and the influential impact our actions have on our students. It clearly spells out ways in which we can have a positive influence on students and illustrates this with an ever-growing body of research. Teachers who are yet to read further about this most important topic would do well to begin their reading with this easily accessible and fascinating text, and those who have a prior knowledge will be grateful for the clear theoretical summary it offers, pointers for the future of the topic, and inspiration for further developments in the field.

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References

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