



**Ali H. Al-Hoorie and Peter D. MacIntyre (Eds.),
*Contemporary Language Motivation Theory.
60 Years since Gardner and Lambert (1959).*
Bristol: Multilingual Matters, 2020,
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The publication of Gardner and Lambert’s article on motivational variables in 1959 marked the beginning of a new theoretical framework and gave rise to a novel line of enquiry that has resulted in an unabated succession of books, articles, research projects, dissertations, and theses addressing the theme of the social psychology of language learning. The appeal of the theory seems never to have withered; on the contrary, the socio-educational (SE) model inspires new generations of scholars and students who challenge or expand it to build their own understanding of motivation for second language acquisition. To celebrate the 60th anniversary of the publication of Gardner and Lambert’s seminal work, his colleagues, former students and their present students have compiled an anthology, *Contemporary Language Motivation Theory. 60 Years since Gardner and Lambert (1959)*, comprising contributions on a wide range of topics, from sociology, social psychology, language acquisition to methodology that attest to the incessant impact of Gardner’s thought. The festschrift’s editors, Ali H. Al-Hoorie and Peter D. Macintyre, open the volume with a quote explaining, in Gardner’s own words (1985, p. 166), that any theory’s value is measured not only by its ability to elucidate and expound relevant phenomena but also “[by] its ability to provide suggestions for further investigations, to raise new questions, to promote further developments and open new horizons.” This volume proves that Gardner’s theory has met the criteria.

In the Foreword, Zoltan Dornyei, while writing mostly about himself, acknowledges the relevance of Gardner’s notion of integrativeness to the study of motivation, echoing his earlier declaration that the recognition of the social

dimension of second language learning was “the most important milestone in the history of L2 motivation research” (Dörnyei, 1994, p. 519). Noteworthy is also the fact that Robert Gardner himself contributed a chapter (“Looking Back, Looking Forward”) to this volume, presenting an overview of the 60 years of research he and his colleagues conducted before and after his SE model was formulated, involving the construction of the Attitude Motivation Test Battery and subsequent structural equation modelling of the processes underlying the SE framework, as well as considering directions for further developments inspired by his theory. The diverse chapters that make up the volume have been grouped under four headings: Part One: Second Language Development/Applied Linguistics, Part Two: Social Psychology/Sociology, Part Three: Historical/Methodological Issues, and Part Four: Discussants. Part One comprises four contributions mostly theoretical in character that look into how various aspects of SE theory resonate with other frameworks or more recent developments in second language acquisition. Part One opens with the chapter by Tammy Gregersen, Peter MacIntyre, and Jessica Ross, “Extending Gardner’s Socio-educational Model to Learner Well-being: Research Propositions Linking Integrative Motivation and the PERMA Framework” that accentuates analogies between Gardner’s integrative motivation and Seligman’s (2011) PERMA model, and positive psychology in general. The authors first present origins and stages of development of the SE model and positive psychology, discuss components of the PERMA framework and show how its dimensions correspond to Gardner’s theory. The chapter ends with three propositions for empirical exploration of the overlap between the two theories, which proves that the novel approach offered by positive psychology could inspire innovative thinking about now classical motivational constructs. Mercé Barnaus in “Teacher’ and Learners’ Motivation in Multilingual Classrooms” takes the perspective of European language education policies to trace the impact of motivation and attitudes on success and failure rates in language learning. She recognizes the significance of the social dimension in language development and encourages building communities of practice that could bring together linguistically and culturally diversified learners and teachers whose cooperation, collaboration, sharing of ideas and viewpoints can be performed in project work and content-based teaching. The contribution by Peter MacIntyre, Jean-Marc Dewaele, Nicole Macmillan, and Chengchen Li, “The Emotional Underpinnings of Gardner’s Attitudes and Motivation Battery,” revolves around the affective dimension of the SE model and Attitudes/Motivation Test Battery (AMTB). Inspired by a more recent understanding of the difference between negative and positive affect as qualitatively distinct types of influences rather than opposite ends of the same spectra, the authors present accounts of two studies that examined correlations between the AMTB and the Positive and Negative Affect Schedule, the tool that uses two distinct scales to tap into positive and

negative emotions. The results show that positive emotions affect learners' attitudes towards different aspects of language learning that in turn support integrative motivation. James P. Lantolf and Merrill Swain, in their chapter "Perezhivanie: The Cognitive-Emotional Dialectic within the Social Situation of Development," employ Vygotsky's notion of perezhivanie, a construct whose complexity and uniqueness evades a simple translation into "emotional experience, as it comprises both the how and what is experienced: an activity and its content. The authors elaborate on the idea of inseparability of emotion and cognition and show how the socially grounded perezhivanie can be used to reexamine basic assumptions underlying second language acquisition. They also encourage further research informed by various theoretical models to see the extent of overlap and difference in ways the connection between emotionality and cognition is understood.

Part Two consists of three papers representing the social psychological or sociological perspective revolving around notions of identity, motivations, and investment. The first of them, "Identity, Adaptation and Social Harmony: A Legacy of the Socio-Educational Model" contributed by Sara Rubenfeld and Richard Clément contains an overview of research into the impact of the relationship between learners' own and target language communities on language development in and out of the classroom, as well as a summary of various non-linguistic outcomes of language learning of cognitive, affective and behavioral nature. Jorida Cila and Richard N. Lalonde in "What's in a Name? Motivations for Baby-Naming in Multicultural Contexts" summarize their research aimed at understanding motivations behind the choice of names for children born in bicultural families in Canada. Gardnerian notions of integrative and instrumental motives account for a preference for ethnic names that accentuate links to heritage culture as well as a preference for mainstream Canadian names, which suggests a need to integrate with the new ethnolinguistic community, also to prevent prejudice or discrimination. Bonny Norton's chapter, "Motivation, Identity and Investment: A Journey with Robert Gardner," is a slightly nostalgic journey through time and an account of a dialogue continued over the years between the author's own and Robert Gardner's work. The scholar describes inspiration and support Gardner's ideas have provided and elaborates on ways in which her own theories have evolved.

Part Three, Historical/Methodological Issues comprises five contributions, which, as the title explains, concentrate on issues related to methods of data collection and analysis applied to investigate various aspects pertaining to the SE framework, alternative models, and other related phenomena. It transpires that Gardner's thought not only advanced the theory of motivation but also contributed to developments in research methodology in the field. Rebecca Oxford in "Snapshots in Time: Time in Gardner's Theory and Gardner's Theory across Time" considers the issue of time and change presenting seven snapshots

of Gardner's work that exemplify his use of terminology, understanding of the place of an individual in his theory, a dynamic character of motivation, an interplay between affect and cognition, as well as applicability of SE theory for teaching and learning. In the third chapter in this section "Researching L2 Motivation: Re-evaluating the Role of Qualitative Inquiry, or the 'Wine and Conversation' Approach," Ema Ushioda, in a largely personal tone writes about her own contribution to language motivation research in the form of qualitative enquiry. She takes the 30 years' perspective to readdress and reevaluate the role of qualitative research paradigm, once a peripheral but today mainstream approach to the study of L2 motivation. Focused on quantitative research, in turn, is the chapter authored by Paul T. Tremblay, "Quantitative Methods in Second Language Learning Motivation Research: Gardner's Contributions and Some New Developments." Here the author discusses Gardner's applications of quantitative methods to the study of individual differences, motivation, and attitudes, including factor analysis and structural equation modelling and how these practices have influenced the field. Moreover, within this tradition, the author presents more recent statistical procedures applicable to the study of motivational variables. Jennifer Claro in her "Identification with External and Internal Referents: Integrativeness and the Ideal L2 Self" proves that the concept of Gardnerian integrativeness cannot be easily replaced by Dörnyei's Ideal L2 Self as the two relate to different loci of control, one external and the other internal. Instead, the author offers a model that incorporates both constructs in the form of active internalization with external and internal sources, operating in a complimentary way. This part of the book closes with John Edwards' contribution, titled "History, Philosophy and the Social Psychology of Language," which acknowledges the centrality of Gardner's work to the emergence and development of the social psychology of language. In his essay, Edwards provides a broad historical and philosophical perspective on the field, not without criticisms, and notes its influence onto other areas, such as the sociology and politics of language, and applied linguistics.

In the final section of the book, three discussant chapters consider Gardner's contributions from various perspectives. Phil Hiver and Diane Larsen-Freeman in their "Motivation: It is a Relational System" employ complexity theory to reflect on the relational character of language learning motivation. Elaine Horwitz in "How Robert C. Gardner's Pioneering Social-Psychological Research Raised New Applied Questions about Second Language Acquisition" looks at the impact of Gardnerian thought on the field of second language acquisition and Howard Giles in "Epilogue: Gardner's Far-Reaching Impact Beyond Language Learning" in a warm and personal tone reflects on Gardner's career and contributions with an emphasis on their importance to the field of the social psychology of language.

The volume Al-Hoorie and MacIntyre edited to honor and celebrate Gardner's 60 years of legacy offers a comprehensive account of the history as well as the present day advances of the SE model. Links between the SE framework and second language acquisition, applied linguistics, social psychology and methodology presented here clearly demonstrate the scale of impact of Gardner's ideas. The picture that emerges from the volume put together by top researchers is that of an esteemed and outstanding scholar, inspiring teacher and colleague, and a friend.

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