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Book Review

L2 Selves and Motivations in Asian Contexts, by Matthew T. Apple, Dexter Da Silva and Terry Fellner (Eds.), Multilingual Matters, 2017, 256 pp., £34.95 (GBP), ISBN 978-1783096732

This volume introduces readers to second language (L2) self-concepts and motivation in Asian contexts outside of the WEIRD (Western, educated, industrialized, rich, and democratic) countries. Apple, Da Silva, and Fellner have compiled empirical studies and theoretical reviews to illustrate how L2 motivation and identity frameworks developed in WEIRD contexts operate in non-WEIRD, Asian contexts.

The editors first provide an overview of the studies in Chapter 1, introducing the main frameworks guiding these studies: the socio-educational model (Gardner & Lambert, 1972), the L2 Motivational Self System (Dörnyei, 2009), and Complex Dynamic Systems theory (CDS). This discussion of frameworks continues in Chapter 2 with Gobel, Thang and Mori, who propose an alternative model of attribution theory and motivation that reframes the Western/non-Western dichotomy as independent/interdependent cultures along a broad spectrum. Although this model is better suited for motivation research among Asian language learners, it is not applied to any of the studies in this volume. Instead, most of the empirical studies in this volume adopt Dörnyei's (2009) model.

The subsequent empirical studies are organized into three themes: motivation among young learners (Chapters 3-5), motivation among university learners (Chapters 6-8), and language teacher motivation (Chapters 9-11). In Chapter 3, Kim applies sociocultural theory and CDS to interviews with nine Korean EFL learners to demonstrate how these two theories complement each other. In Chapter 4, Huang and Chen apply Dörnyei's (2009) framework to their survey results from 1,698 Taiwanese junior high school students, finding that the *ought-to L2 self* affects their participants' motivation more than their *ideal L2 self*. Chapter 5, also situated in Taiwan, focuses on senior high school students. Chen's interviews suggest that teachers and parents are sources of both motivation and demotivation for these students. These three chapters highlight the complexities of L2 motivation among younger Asian learners.

In Chapter 6, Lopez and Gonzales investigate the motivational component of L2 learning and critical thinking among 640 Filipino university learners of Mandarin, French, Japanese, and Spanish. As the only chapter examining languages other than English, Chapter 6 shows how L2 motivation may vary by language. In Chapter 7, Ueki and Takeuchi qualitatively examine the effects of studying abroad on L2 motivation for two Japanese university students. In Chapter 8, Gu and Qu describe a longitudinal case study of four university students studying English in China. Together, Chapter 7 and Chapter 8 show how environment and imagined identities affect L2 motivation. All three chapters present findings from the learners' perspectives that both researchers and teachers may consider incorporating into their own work.

Chapters 9, 10, and 11 shift the reader's attention from learners to teachers. Chapter 9 is a classroom intervention study with seven English teachers in India. Padwad and Dixit find that teachers and learners mutually affect each other's motivation. In Chapter 10, Zhang applies Activity Theory to novice English teachers in China, showing that discrepancies between the teachers' ideal and actual L2 identities influence their motivation. In Chapter 11, Lamb, Astuti, and Hadisantosa revisit qualitative data from two previous studies (Astuti, 2014; Lamb & Wedell, 2015) to identify the commonalities of successful

motivational practices shared across eight Indonesian English teachers. These three chapters highlight the oft-overlooked importance of teacher L2 motivation in language classrooms.

Chapter 12 presents an overview of poststructuralist approaches to motivation and identity research. Rudolph's chapter succinctly describes poststructuralism in contrast to essentialism for readers unfamiliar with these concepts. Apple and Da Silva conclude the volume with Chapter 13 by questioning the assumptions of the theoretical frameworks in the previous chapters, suggesting that these frameworks may not always fit Asian contexts of language learning.

Overall, this volume paints a current picture of L2 motivation in a diverse range of Asian contexts. Most of the studies adopt Dörnyei's (2009) framework with only a few discussing CDS. More in-depth applications of CDS would help the reader understand how this framework applies to L2 motivation and identity research. Yet, perhaps after reading this volume, readers may be inclined to agree with the editors that current frameworks for L2 identity and motivation research remains insufficient for Asian learners. While any reader of this volume will walk away with a better understanding of EFL contexts in Asia, researchers may be inspired to develop new frameworks more applicable to non-WEIRD contexts like Asia.

References

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