

Csizér, K., & Magid, M. (Eds.). (2014). *The impact of self-concept on language learning*. Bristol, United Kingdom: Multilingual Matters.

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The Impact of Self-Concept on Language Learning, edited by Kata Csizér and Michael Magid, is one of three recently published volumes on motivation, self-concept and language learning that challenge traditional concepts in the field and offer fresh perspectives on language learning theory and research (the two others are: Dörnyei, MacIntyre, & Henry, 2014; and Dörnyei & Kubanyiova, 2014). The purpose of Csizér and Magid's volume is to explore how self-related issues affect second language (L2) learning and the motivational processes involved in its development.

Divided into five sections, which include an introductory chapter followed by Parts 1 to 4, the 21 chapters of this volume include articles from renowned scholars based in four continents; the varied research methods applied in these articles represent one of this book's strengths. The five sections feature: theoretical perspectives on self-concept; theoretical perspectives on self-concept and language learning; theoretical perspectives on self-concept and language teaching; intervention studies to enhance learners' self-concepts; and an editors' discussion of future directions for research.

The introductory chapter, Chapter 1, offers a brief overview of a paradigmatic shift that is taking place in L2 learning and motivation research. The editors discuss how this new wave of research is related to L2 learning and teaching practices.

Following the introductory chapter, Part 1 opens with Chapter 2 by Dörnyei, a theoretical chapter that cogently describes the importance of self in L2 learning and motivation. Dörnyei emphasises that future self-guides and vision are at the heart of L2 learning and motivation. He argues that teachers need to convert energy of vision and imagination into practical human actions for motivation and L2 learning. In Chapter 3, McEown, Noels, and Chaffee describe similarities and differences between three existing frameworks in L2 motivation. The authors conclude that researchers need to re-examine some elements of these frameworks from a new perspective. Concluding Part 1 is Chapter 4, in which Mercer examines the relationship of self and its networks for individuals. She also proposes a complex dynamic model to approach self in the field of L2 and foreign language learning (FLL).

Part 2 begins with Chapter 5 by Csizér and Kormos, which highlights the relevance of ideal L2 self-images for learner autonomy and self-regulation, and the significance of enhancing learners' self-related views in FLL. In Chapter 6, Kim and Kim investigate the L2 motivational self-system and self-regulated learning skills, and find that self-regulated skills have little influence on learners of English as a foreign language. In Chapter 7, Lyons uses a longitudinal approach to map influences of self-concept and their relationship to FLL motivation. Drawing on data from Euro-Canadian students, Noels, Chaffee, Michalyk, and McEown investigate the effects of culture on the relationship between self and autonomy in Chapter 8. In Chapter 9, Stracke, Jones, and Bramley discuss how bicultural identities and positive future self-perceptions help immigrant learners to integrate successfully in Australian community. Next, in Chapter 10, Irie and Brewster use a longitudinal multi-case study to identify the role of self-efficacy beliefs, future self-images, and experiential capital in changing the life of an individual learner. In Chapter 11, Iwaniec deals with three self-

related constructs and measures their relevance for regulating the FLL of Polish students. In Chapter 12, Miyahara attempts to unravel the role of learners' emotions and experiential profiles, and how these affect the ideal L2 self. King, in Chapter 13, investigates how anxiety, overriding fear, and a negatively-biased self-concept influence the cognitive processes and in-class behaviour of learners. In Chapter 14, Yue explores the construction of self-concept and future-selves, and how these constructs affect willingness-to-communicate and communication behaviour in FLL. The final chapter of Part 2, Chapter 15 by Polat, explores how ideal L2 self, learner beliefs, and socialisation patterns with a local/target group affect L2 accent attainment.

In the first chapter of Part 3, Chapter 16, Mezei investigates how teachers' motivational strategies can enhance students' future self-images and self-regulation in FLL. This section concludes with Chapter 17 in which Kimura applies a complex dynamic systems approach in order to understand L2 teachers' motivation from both micro and macro perspectives.

Opening Part 4, Magid's Chapter 18 describes how an intervention program using visualisation training can enhance students' motivation and future selves in a short period of time. Next, Chapter 19 by Chan offers insights for using appropriate imagery strategies in motivating L2 learners and producing vibrant future self-images. In Chapter 20, Mackay analyses the pedagogical implications of designed material in developing learners' ideal L2 self, and the changes that take place in learners' self-concepts. To close Part 4, the editors offer the final chapter, Chapter 21, which includes valuable future directions for research based on the theoretical and practical chapters of the book. They emphasise that researchers need to focus on frameworks that deal with the dynamic, emergent, complex, and multifaceted nature of self-concept and FLL.

Overall, this volume deepens the reader's understanding of the impact of self-concept on language learning in multiple contexts. It would be of great value and interest to L2 acquisition researchers and applied linguists. Learners and teachers of an L2 can benefit equally in accomplishing the task of "motivating the unmotivated". This book is enlightening, applicable to diverse settings, and flows well. The unique and solid research methods represented throughout the different chapters, the diverse cultural backgrounds of the language learners represented, and the application of multiple theories related to self all make this a worth-reading title for L2 researchers and practitioners.

References

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