This volume is interesting to variationists and dialectologists at most levels and is particularly useful for allowing comparison between different varieties of English to be made. It is unlikely to be suitable for absolute beginners as there is no key to phonetic symbols or glossary of linguistic terms. Although there is mention in Chapter 1 of the linguistic diversity of the region, due to the large number of incomers, this is not discussed further in the volume, which would have been of great interest. However, this volume is of great interest to linguists wanting to learn more about variation in the West Midlands.

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The Context of L2 Learner Motivation

Ema Ushioda (ed.), *International Perspectives on Motivation: Language Learning and Professional Challenges*. London: Palgrave Macmillan, 2013. Pp. xiii + 243. Paperback £19.99, ISBN 9781137000897

Reviewed by David Lyons

The present volume represents one of the most recent additions to a burgeoning number of publications in the field of L2 motivation (Dörnyei & Ushioda, 2009; Murray, Gao, & Lamb, 2011). As in most of these, ideas of the self-concept and identity in learner motivation are clearly visible. However, a welcome aspect of this book is its focus on the local context of language learning and how this interacts with both the learner's concept of self and the motivation to pursue his or her language studies.

The book is divided into 13 chapters with an introductory and concluding chapter by Ushioda, and the remaining chapters falling broadly into six sections. Ushioda's introductory chapter eloquently outlines some of the major issues in L2 motivation research today while making a convincing case for local factors having a profound impact on learner motivation. She further emphasizes the vital importance of understanding how learners view English, its importance in their lives and its effect on their visions of themselves. She concludes by mentioning a number of motivational implications for teachers, who are equally susceptible to the influence of the local context.

The section on classroom practices provides illuminating insights into classrooms in Indonesia (Lamb & Budiyanto) and Bulgaria (Taylor) through vivid descriptions of the scene and the incorporation of learner voices into the narrative. The issues of helping learners reconcile their present selves with potential global identities and allowing themselves to engage their real selves in the classroom will resonate with many practitioners. What is perhaps just as instructive, though, is the perceptiveness of some of the learners' insights into their classroom and how what takes place there affects their motivation.

The following section deals with English as a medium of instruction and also highlights the role of the teacher in student motivation. Kuchah's chapter focuses on the importance of the teacher and how he or she is perceived in the decision of Francophone primary schoolchildren to pursue English-medium education in Cameroon, while Banegas highlights the role of the teacher and negotiation with the students in the successful incorporation of CLIL (Content and Language Integrated Learning) in Argentina.

ESP and EAP are represented in two chapters by Malcom and Woodrow. Both illustrate the difficulties learners have transitioning from one stage of their education to the next, and both allow learners' voices to
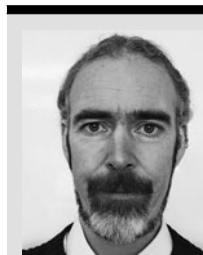
DAVID LYONS is an assistant lecturer in the Department of English Language and Literature at Keimyung University, South Korea, where he teaches both undergraduate and graduate courses. He is also a PhD candidate in the School of English, Drama and Canadian & American Studies at the University of Birmingham. His main research interests lie in the areas of L2 motivation, learner beliefs and task-based learning. Email: proflyons@kmu.ac.kr

Photo. 1 - B/W online, B/W in print

speak for themselves. Of interest here is the discussion of learners' visions of themselves as English-speakers and the support of family, friends, and teachers in sustaining their motivation. In addition, the description of motivational fluctuations among learners due to contextual and personal factors will be of definite relevance to anyone involved with students studying abroad for the first time.

The incorporation of a section on youth culture and technology is a welcome aspect of the book and will be of interest to both academics and practitioners alike. In chapter 8, Henry discusses digital gaming in terms of authenticity (Vannini & Burgess, 2009) and 'affinity spaces' (Gee, 2005) and how learners' participation in multiplayer online games can affect their motivation in the classroom. Although the chapter focuses on digital gaming, the points it makes appear relevant to a variety of contexts. Stockwell then focuses on teachers' use of technology in the classroom and how this can affect both teacher and learner motivation.

As one would expect, a full section is devoted to the self and identity. Gao highlights how the ability to construct a vivid image of the self as an English speaker and the existence of a supportive social network are key variables in L2 motivation. Similarly, Igoudin, focusing on learners in an ESL setting, describes how social circumstances and the self-concept affect the motivation to study language and how this learning can be a means to achieving a social identity.

In the final section, Aboshiha presents a fascinating portrayal of how teachers view those who formulate theory and pedagogy, which is sure to resonate with many practitioners. She also discusses the implications of what appears to be a considerable divide in the field in light of the changing global landscape of the profession. In her concluding chapter, Ushioda points to the critical role of teachers in overcoming the challenges inherent in the language classroom. She once again emphasizes the importance of the local context in learner motivation and calls for more "in situ" analysis of motivation in the classroom with teachers doing research related to their own classroom practice.

Overall, the book is a further contribution to our understanding of L2 motivation, and it is likely to be of interest to both language teachers and academics alike. In fact, a great strength of the book is in its attempt to bridge the gap between practitioners and academia identified by Aboshiha. Admittedly, the obstacles to enhancing student motivation highlighted in a number of chapters are difficult to overcome, and some readers may look for more in terms of practical recommendations. Some may also question the small size of the samples used. However, in this lies the undoubted strength of the book, that is, its focus on the local context with locally based researchers applying their situation-specific knowledge and experience to their research. The predominance of qualitative and mixed-methods research, the variety of contexts and learners represented, and the vivid descriptions of these contexts provide fascinating glimpses into the world of these learners. The book also highlights a considerable number of useful avenues for investigation, both academically and more practically. In addition, teachers are once again thrust into the spotlight, both in terms of their influence in the classroom and the contribution they can make to the field as a whole.

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