
**Summary**

In this study, Dörnyei summarizes and reports on current motivational research he has found to be interesting and beneficial to language educators and researchers. He begins with theoretical advances in the field of SLA motivation. Citing motivation to be as significant a factor as language aptitude, Dörnyei notes that modern research has shown motivation to be influenced by numerous complex, dynamic factors. He cites five motivation types worth noting in SLA: social motivation (the effects of social contexts and relationships), motivation from a process-oriented perspective (a temporal dimension; motivation is not static), the neurobiological basis for motivation (based on stimulus appraisal such as novelty, attractiveness, need significance, coping potential, and self image), L2 motivation and self-determination theory (highlighting motivation along the continuum lines from extrinsic to intrinsic); and task motivation (affected by participants a student works with and attitudes toward the course and task-type itself).

Dörnyei then highlights emerging motivational themes from various sources of research. First, he addresses teacher motivation. Interestingly enough, teacher motivation is contagious, and a positive correlation has been suggested between the motivation of a teacher, and the motivation of their students. Second, Dörnyei addresses motivation and learning strategy use. Students are most motivated when they can make their own choices about the strategies that work for them (i.e. choosing to study vocabulary through flashcards rather than being forced to write sentences with vocabulary words). He also mentions demotivation, but only to say little research has been done to discover anything conclusive, other than teachers may bare considerable responsibility. He next shifts to a phenomenon known as willingness to communicate (WTC). Influenced by a number of factors such as linguistic self-confidence and desire to affiliate, Dörnyei states that WTC is “arguably a central- if not the most central- objective of modern L2 pedagogy” (p. 51). WTC can also be viewed as a strong-predictor of students’ future L2 performance.
Finally, Dörnyei addresses the act of motivating language learners itself. He seems somewhat frustrated by the lack of research based on classroom practices to inform this aspect of pedagogy. He does mention a study, however, he conducted in 1998 from which he and a colleague developed "Ten commandments for motivating language learners" (Dörnyei & Csizér, 1998).

**Response**

Considering the central importance of motivation on L2 acquisition and the role a teacher can play, this study causes me to reflect greatly on my own lesson-planning, course content, and other teaching decisions I make. Student motivation is influenced by things such as students’ experiences, goals, personality traits, etc. But it is extremely important for teachers to consider how their class and pedagogical practices can contribute to motivating or demotivating students. Even such actions as pairing up students poorly, not providing rationales for activities, and a teacher’s own lack of enthusiasm and motivation in teaching can negatively affect students’ motivational capacities. Hence, I try to be intentional about checking in regularly with students to ask them about how they are doing in the course, feelings they may have about it, and other things going on around them that may be affecting their motivation and learning outcomes, rather than making assumptions. Examples of such questions are “what did you learn today?"; “what activity helped you the most?"; “what was challenging today and why?"; “what else can I do to support your learning in this class?”; and other life-specific questions. I hope that my own motivation to continue to grow and develop as a teacher can positively affect my students in achieving their own language goals.