Introduction to the Second Edition

Since the publication of the first edition of *Teaching and Researching Motivation* the research landscape of language learning motivation has changed almost beyond recognition. At the turn of the millennium, when Zoltán was finalising the original manuscript, the big story in motivation research was the gradual shift away from Robert Gardner's social psychological approach – associated with the classic concept of integrative motivation – towards a more complex, more dynamic and more situated approach with a more pronounced educational relevance. Thus, key themes to be covered in the book then involved how the concept of motivation could and should be broadened and what kind of practical implications the extended paradigms were able to offer. The first edition also contained a detailed description of motivation conceived as a process, pioneering discussions of demotivation and teacher motivation, as well as a call for more qualitative and mixed methods research in future studies on motivation.

Thus, the first edition of *Teaching and Researching Motivation* reflected the confusing richness of material generated by the 'motivational renaissance' of the 1990s, outlining a fertile ground for further developments. Over the past decade, many of the initiatives described in the book have indeed matured and evolved further, while some of the theories that were highlighted then have lost their relevance. Most importantly, while the field as a whole still recognises Robert Gardner's hugely beneficial role in laying down the foundations for L2 motivation research and educating a new generation of scholars to take up on the baton, in the 21st century talking about integrative or instrumental orientations has a rather historical feel about it – circumstances have changed and so have research priorities and interests. Language globalization has become an irreversible fact of life and the validity of large-scale, group-based surveys that were driving motivation research in the past has been questioned on several fronts, along with the relevance of explaining motivational impact in terms of linear cause-effect relationships.

With regard to more specific theories, self-determination theory has maintained its presence, particularly in the light of the substantial practical interest in learner autonomy in the classroom in some parts of the world, and attribution theory is still highly relevant even though, strangely, it has never really taken off within L2 motivation research. The process-oriented approach, which was prominently highlighted in the first edition, has merged into a rapidly emerging broader strand within SLA, the study of complex dynamic systems; and a new comprehensive theory of motivation, the 'L2 Motivational Self System', has been proposed by the first author. This theory shifted the gravity of L2 motivation research towards the analysis of language identity, which was welcomed by motivation researchers who had pursued qualitative, interpretive agendas, and the emerging new orientation also coincided with similar research directions prominent in postmodern interpretive approaches to exploring sociocultural diversity and fluidity in SLA, with an emphasis on ethnicity, identity and hybridity. There is no doubt that a particularly fruitful way forward in L2 motivation research is to focus on the close relationship between identity processes and motivational processes, and on how engagement in learning might be linked to membership in an imagined or real community.

Thus, the time has become ripe to produce an update of this book, and it soon became clear that such an update will have to be more than a mere facelift – the bulk of the material needed major revision. In response to this challenge, Zoltán invited Ema to co-author the new survey so that together we could do more justice to the growing significance of qualitative, situative, non-positivist research in the field. The new edition was also timely because we have recently completed an edited volume on L2 motivation – *Motivation, Language Identity and the L2 Self* (Dörnyei and Ushioda, 2009) – which contained contributions by many of the currently active motivation researchers from four continents, and therefore we felt that we were in a fortunate position of being able to gauge the overall trajectory of the field.

The outcome of our efforts has turned out to be more than an ordinary revision – this second edition is by any definition a new book. Yet, we have tried to maintain the tried and proven general format, structure and style of the first edition (and the whole series), along with all the material that has stood the test of time – a surprising amount, particularly with

relation to classroom applications. Thus, this new version still has a whole chapter addressing motivational strategies and their classroom applications, and we maintained demotivation and teacher motivation as salient issues to cover. All in all, we can say that we have genuinely enjoyed the cooperation as co-authors and we sincerely hope that the sum in this case is indeed greater than the parts. (And, of course, we can conveniently blame any possible mistakes on the other author!). Have fun!

Zoltán and Ema