



Language Teacher Psychology (2018)

Edited by Sarah Mercer and Achilleas Kostoulas

Multilingual Matters

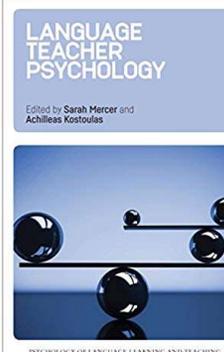
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Reviewed by Ali Dincer

Erzincan Binali Yildirim University adincer@erzincan.edu.tr



Although the psychology of language learners has been an ongoing focus of concern and has gained ground in research about foreign or second languages (L2), the psychology of language teachers has so far received relatively little attention in the growing field of psychology of language learning (PLL) (Mercer, 2018). Acknowledging the key role of language teachers in language learning (LL) and the influence of psychology on their teaching effectiveness—and, in turn, learners' psychology—the editors Sarah Mercer and Achilleas Kostoulas focus on the research gap on this issue and present a rich edited collection of papers to better understand teacher psychology in L2 research. They explore the concept in their book, *Language Teacher Psychology*, the first entry in an international, interdisciplinary book series examining this nascent field.

The book consists of three main sections divided into 19 chapters. As the editors point out, the main sections are loosely connected, and each chapter can be read separately. The book begins with a foreword written by Zoltán Dörnyei, the leading L2 motivational researcher and the co-author of *The Psychology of the Language Learner* (Dörnyei & Ryan, 2015). In his foreword, Dörnyei summarizes why L2 teacher research is limited in focus and how important the editors' attempt to bring together this volume is. It is followed by an introductory chapter authored by the editors. The editors first explain why this book is needed and what is already known about language teacher psychology (LTP). Then, they briefly explain how they organized the book to address the current viewpoints on language teacher psychology, ranging from well-established to under-investigated research topics in the LTP domain.

The first section (Chapters 2-7) brings together six chapters that broadly deal with the well-established research topics such as L2 motivation, identity, and cognition in language teacher education. In the first chapter, Phil Hiver, Tae-Young Kim, and Youngmi Kim explore the concept of language teacher motivation. They draw from Pintrinch's (2003) integrated motivational perspective by elaborating on current viewpoints and research gaps on L2 teacher motivation. They address why people enter the teaching profession, what motivates teachers in their classrooms, the extent to which teacher motivation is connected to career trajectories, and how teacher motivation influences student learning and positive educational outcomes. In the second chapter, Paula Kalaja and Matja Mäntylä delve more deeply into the concept of teacher motivation. They contribute research findings on pre-service L2 teachers' visual and verbal representations of ideal future English classes. In the third chapter, Taguhi Sahakyan, Martin Lamb, and Gary Chambers restate the positive educational outcomes of teacher motivation and explore the motivational changes among tertiary-level English instructors over a course period.

They present the instructors' L2 ideal self-transformation from the early days of their career to their current teaching situations, with connections to institutional requirements and societal expectations. In the fourth chapter, Manka M. Varghese explores another concept: teacher identity. She introduces cultural models and a figured worlds framework to research L2 teacher identity and its connection with L2 teacher education. In the fifth chapter, similar to the previous chapter, Wendy Li and Peter I. De Costa focus on teacher identity by examining two novice English teachers' identity transformation before and after connecting their UK and home country experiences in their teaching. In the last chapter of the first section, Anne Feryok examines the third concept, cognition, by connecting theoretical approaches and the findings of current research studies.

The second section (Chapters 8-12) examines a range of topics, such as self-efficacy, emotions, agency, and attitudes, all of which are in their early stages of research. In Chapter 8, Mark Wyatt investigates L2 teachers' self-efficacy beliefs and explores the recent developments in this field of research. He concentrates on the self-efficacy research trends between 2005 and 2016 in the L2 domain and reveals the methodological diversity in research by juxtaposing five illustrative research studies from various contexts. In Chapter 9, Jim King and Kwan-Yee Sarah Ng focus on teacher emotions and their role in the professional lives of teachers. They present an illustration of a multi-layered view for researching emotions. They connect emotional labor in L2 research with the emotional well-being of teachers. In Chapter 10, Christina Gkonou and Sarah Mercer deal with social and emotional intelligence in language education and discuss how important they are for effective language teaching. They present a portion of their previous large-scale research results from a study of six highly socially and emotionally competent teachers. The authors underscore how the quality of the teachers' interactions and interpersonal relationships with students and professionals is essential for the quality of their language teaching. In Chapter 11, Jean-Marc Dewaele and Sarah Mercer research the impacts of teacher-related factors on student-teacher relationships with a connection to the previous chapter. They share the results of survey data of language teachers across the world concerning the relationships between teacher attitudes and constructs such as emotional intelligence and experience. In Chapter 12, Cynthia J. White addresses language teacher agency with a theoretical and empirical perspective. After a critical overview of the concept, she analyzes five recent L2 teacher agency studies and presents the multiple connected aspects of the concept.

The third section (Chapters 13-18) covers less-researched constructs, including well-being, resilience, and meaning-making in the field. In Chapter 13, Joseph Falout and Tim Murphey examine how teachers find and maintain psychological well-being in the language teaching profession. They investigate the process of job-crafting with a two-phase study of 41 language teachers around the world. The authors provide research findings on how teachers craft their jobs to make them more meaningful for their well-being so they can cope with classroom challenges. In Chapter 14, Phil Hiver focuses on teacher resilience, another important quality among L2 teachers. He conceptualizes teacher resilience as a dynamic, multifaceted construct shaped in teachers' social and professional contexts. In Chapter 15, Achilles Kostoulas and Anita Lämmerer extend the discussion of teacher resilience with an example of an experienced teacher's transition from school to university as a teacher educator. They examine this experienced teacher's resilience system and how she deals with the difficulties she faces in her new profession. In Chapter 16, by presenting positive outcomes of the attempts to bring together emergent teachers (mentees) and experienced teachers (mentors), Tammy Gregerson and Peter D. MacIntyre investigate the transition process of novice L2 teachers into the teaching profession. In Chapter 17, Rebecca L. Oxford, Andrew D. Cohen, and Virginia G. Simmons address a hitherto less-researched issue, the psychology of third-age L2 teacher educators. With a participatory case-study approach, they synthesize their ideas on

the following themes: emotions, future time perspective, physical and cognitive changes, and self-concepts. In the last chapter, Mehvish Saleem investigates an L2 teacher's psychology at the tertiary level with a single-bounded case study. Adopting a holistic perspective, she touches upon the interconnected nature of teachers' psychology and concludes that "the boundaries of a teacher's psychology are rather open" (p. 326).

In concluding remarks of the book, the editors reflect on the contributions of their colleagues, summarizing what they learned and reiterating the call for more research on LTP to provide greater understanding of this emerging field.

While reviewing each contribution in the book, the reader might see some concepts repeated again and again because of the chapters' somewhat overlapping content. It is also quite reasonable to come across sentences such as "much less is known about this topic," "there is very little research about this topic," and "this topic still remains relatively in its infancy" several times, as there is much work remaining and many issues for further inquiry. Emphasizing the vibrancy and multidimensionality of LTP, the editors have deftly managed to bring together papers encompassing both well-established areas and recently evolving aspects of research in teacher psychology. They have also succeeded in opening some key vistas for the potential audience, such as L2 teachers, teacher educators, and L2 researchers. Reading the praise of eminent researchers on the back cover of the book, I, as a language teacher educator and L2 researcher, am assured that this book is a worthwhile read for anyone interested in LTP and that each chapter will be inspirational. Readers will gather many ideas for further research and establishing better LTP in response to the authors' call for more empirical research. This edited collection is a notable contribution to the emerging field of psychology of language learning and teaching. I am sure we will experience much focus on teacher-centeredness in PLL and see a great deal of scholarly attention in this emerging field in the upcoming years, with the help of recent initiatives, this book series, the Psychology of Language Learning Conference, and the *Journal for the Psychology of Language Learning*.

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Ali Dincer is currently an Assistant Professor of Applied Linguistics at Erzincan Binali Yildirim University (Turkey). He received his PhD in English Language Teaching from Ataturk University. His research focuses on the psychological factors in language learning including motivation, learner autonomy, and classroom engagement.