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Review of: Dörnyei, Z., Henry, A., & Muir, C. (2016). Motivational currents in language learning: Frameworks for focused intervention. New York, NY: Routledge.

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     Motivational Currents in Language Learning: Frameworks for Focused Intervention, authored by Dörnyei, Henry, and Muir, was first published in 2016 by Routledge. The book, addressing a new construct, *directed motivational currents* (DMCs) in language learning, would be of interest to researchers and classroom practitioners. Other target audiences could include language teachers, teachers-in-training, teacher educators, and researchers in teaching English as a second or other language (TESOL) and applied linguistics. The book is divided into nine chapters, each addressing issues related to DMC. The last three pages of the book are devoted to a back-of-the-book index.

     The book begins with a short Introduction that describes the major theme and intended audience of the book. Following the Introduction, front matter sections such as the Title Page, Copyright Page, and Table of Contents, are presented. The final front matter section, the Preface, which is the best introduction to the book, answers four questions to illuminate why DMC is central to motivation theory. The questions are: (a) What are DMCs? (b) How are DMCs related to language learning motivation? (c) Are DMCs useful for classroom purposes? (d) Who is the book for?

     In the first chapter, "Three Stories: With Contributions by Zana Ibrahim," the authors aim to establish a coherent definition of the intriguing phenomenon of long-term motivational surges. In this regard, Dörnyei et al. assert that motivational currents arise from our own lives and others' lives around us. During these currents or surges, observed in all forms of human activity, productive capacity is at its highest level. After defining DMCs, the authors explain how DMC differs from Csikszentmihalyi's (1975, 1988) notion of motivational flow.

     The second chapter, "DMCs Versus Long-Term Motivation," sheds light on the emergence of DMCs in second language (L2) motivation research. The authors assert that, "DMCs emerged in SLA [second language acquisition] research as part of the search for factors which could explain the sustained motivation required for the long-term process of mastering an L2" (p. 20). Awareness of how DMCs work provides an opportunity for understanding the mechanisms that promote sustained action such as learning an L2.

     Chapter 3, "Vision: The Directed Aspect of DMCs," examines what is meant by *directed*. Directedness, which distinguishes DMCs from flow experience, is concerned with an end-goal that gives direction to one's efforts and endeavours.

     In Chapter 4, entitled "The Launch of a DMC: Shifting into Hyperdrive", the writers delve more deeply into the origins of DMCs and address necessary conditions for initial activation of the current. The effective launch of DMCs depends on two factors: the alignment of the necessary conditions and the availability of specific triggering stimuli. These two factors are intertwined and neither separately initiates the current.

     Chapter 5, "The Unique Structure of a DMC: Utilizing Renewable Energy," describes how the special structure of a DMC facilitates ongoing, goal-directed behaviour by keeping the current flowing. Toward the end of the chapter the authors identify key elements of the DMC structure, which include fixed behavioural routines, subgoals, and affirmative feedback.

Chapter 6, "Positive Emotional Loading: Eudaimonic Well-Being and Authenticity," highlights the point that positive emotional loading is the outcome of eudaimonic wellbeing and self-authenticity, which are in turn the outgrowth of goal-directed activities.

"When the Current Begins to Wane: The Nature of Effort and Longer-Term Sustainability of DMCs," Chapter 7, discusses the significance of sustainable DMCs. The authors suggest that L2 teachers should support learners' DMCs when confronting an end, which is the outcome of demotivation and fatigue.

Chapter 8, "Introducing Group-DMCs," endeavours to introduce the notion of group DMCs. Putting emphasis on the volume's subtitle, *Frameworks for Focused Interventions*, Dörnyei et al. explore the possible ways in which group DMCs might be generated by successful group projects in any classroom.

The final chapter, "Generating DMCs in the Language Classroom," is dedicated to the practical aspects of DMCs in an L2 classroom environment. To this end, seven different frameworks are presented that can be used to practice DMCs in groups within L2 classrooms. The authors emphasize that these frameworks may overlap with each other.

Overall, *Motivational Currents in Language Learning: Framework for Focused Intervention* would be valuable for both researchers and practitioners. Theoretical concepts explained in Chapters 1 to 7 are revisited in the two final chapters of this volume, which are devoted to practical issues.

Regarding *vision* in L2, presented in Chapter 3 of this volume, Dörnyei and Kubanyiova (2014) have explored the notion in-depth and have presented a practical framework for vision-centred language teaching. Moreover, notions related to *fade* in DMC, mentioned in this volume in Chapter 7, relate to "counterbalancing the vision by considering failure" (Dörnyei & Kubanyiova, 2014, p. 114), which is one of the stages in the 2014 framework for vision-centred language teaching.

In considering the structure of the present volume, one key positive trait is its coherent, well-organized chapters. Providing a brief review of the previous chapters at the beginning of each, and a cursory summary of all the chapters at the end, the authors make the volume a fully cohesive source on the role of DMCs in the language classroom. Moreover, the authors begin the first chapter of the book by presenting three stories from language learners who have each "experienced a strong DMC" (p. 1) and who describe fluctuations in their DMC during the stages of the framework presented in the book. These stories provide the reader with examples of the processes by which DMCs are created, function, and are sustained.

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