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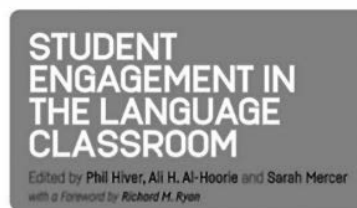
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Language engagement is defined as “a dynamic, multidimensional construct comprising situated notions of cognition, affect and behaviors including social interactions in which action is a requisite component” (p.3). It is thus a highly complex construct that defines meaningful language learning outcomes, resulting in the growing interest regarding the field of second language acquisition (SLA) over the past two decades (Hiver et al., 2021). As a joint effort of internationally recognized SLA experts, this edited volume covers language engagement in its all complexity, including measures of its factor structures, related environmental, technological and emotional factors, which provides valuable sources of reference for the scholarship and practice among researchers, instructors and learners alike.

To uncover the mystery of language engagement, the volume of 15 chapters is structured into two parts: *conceptual chapters* that tend to theoretically conceptualize, define and measure language engagement; and *empirical chapters* that deal with the related environmental (classroom, communication mode, extracurricular setting), technological (computer mediated communication, virtual reality) and emotional (emotions, grit, willingness to engage) factors of language engagement. It features an introduction with an overview about the most rudimentary understanding of language engagement.

Part 1 includes chapter 2 to 5 concerning the conceptualization, definition and measurement of language engagement. The topics of this part are the comparative review of companion constructs (chapter 2), the notion of engagement with language (chapter 3), the relation between engagement and written corrective feedback (chapter 4) and the measurement of language engagement (chapter 5).

Part 2, consisting of 10 empirical chapters, devotes to the related environmental, technological and emotional factors of language engagement. The focuses of this part are the interdependence of classroom environment and engagement (chapter 6), the role of interaction mode (chapter 7), learners’ exploratory perspective of language engagement (chapter 8),



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the positive effects of action and options choice on emotional engagement (chapter 9), the role of prosocial engagement (chapter 10), language engagement and immersion in virtual reality (chapter 11), the diachronic development of language engagement (chapter 12), the relationship of engagement, academic emotions, grit and reading achievement (chapter 13), and learners' willingness to engage in the extracurricular setting (chapter 14). Chapter 15 is the conclusion chapter, which surveys the contributions of existing research on language engagement, the importance of student engagement in language education and the future implications.

By theoretically and empirically exploring the complexity of language engagement, this volume presents a holistic understanding of the current state of language engagement research, and provides some important resources for SLA practitioners in terms of the conceptual measures, related environmental, technological and emotional factors. The comprehensive, yet interconnected chapters of the volume make for compelling reading and will for years to come, both to establish a theoretical framework of the subject matter and exemplify empirical attempts that inform pedagogy in SLA.

REFERENCE:

Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J. (2021). Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, forthcoming. doi: 10.1177/13621688211001289