

**Reviewer's opinion**  
on the doctoral dissertation titled  
"Language Learning Effort  
in Relation to Proficiency, Motivation, Critical Thinking and Multilingualism"  
written and submitted by Hazim Taisir Dayij Alkrisheh

Reviewer: Dr. Zoltán Poór associate professor, University of Pannonia

Mr. Akrisheh has chosen a very interesting and rather complex topic for his research.

I am really pleased with the fact that Chapter 1 – Introduction – provides the reader with the detailed rationale for and objectives of the research and this particular paper.

I'm really grateful to the author for his clarifying why he has come up with the study of proficiency, motivation, critical thinking, multilingualism and language learners' effort in relation to them. His arguments supported by a rich selection of references explain why he has gone for examining the complexity of these issues.

The four objectives of investigating the nature of effort are strongly defined throughout the argumentation of the candidate. (1.1.)

As for the key concepts i.e. critical thinking as a cognitive one, multilingualism as a social phenomenon, motivation as a psychological matter discussed in a novel perspective of effort one can follow the rather thorough discussion in subchapter 1.2.

Further more one can read about the particular context of modern languages education in Jordan (1.3.), the gap in previous research (1.4.) and the interrelatedness of the area examined (1.5.).

From the conclusion of the first chapter the reviewer can learn that "the variables presented in this research include the previously mentioned concepts in addition to gender". (1.6.)

Hazim has consulted a really rich selection of related literature. The list of references takes 28 pages at the end of the dissertation from page 120 to page 147.

The literature review in Chapter 2 focuses on second language acquisition and individual differences (2.1.). Here age, gender, learning strategies, aptitudes, cognitive styles, personality traits, learner's beliefs are addressed among a few other aspects.

It is useful that the candidate defines the terms of English as a Foreign Language and English as a Second Language (2.2.). *Let me mention, that he has supported his arguments by 2 references only in spite the fact that he has used a rather rich selection of related works to provide his thoughts with so far.*

The overview of literature on second language acquisition, bilingualism and multilingualism has become very informative (2.3.).

It is great that the author has introduced the Language Experience and Proficiency Questionnaire in details (2.3.3.). This tool has been new to the reviewer so far.

As for discussing the cognitive concept of critical thinking on the basis of related literature, Mr. Akrisheh has been efficient, too (2.4.).

The mail evaluation tool for cognitive abilities, the Watson and Laser Critical Thinking Appraisal has been given the necessary amount of information to (2.4.2.).

The relationship between critical thinking and effort (2.4.3.) followed by the relationship between critical thinking and motivation (2.4.4.) are discussed in brief. *These two subchapters could have been integrated in one such as "The relationship between critical thinking and other key concepts".*

The social concept of language learning, i.e. motivation has been given significant attention in subchapter 2.5. The definitions are followed by the discussion of the social psychological, the cognitive situated and the process-oriented periods of the development of motivation.

The Language2 Motivational Self-system by late Zoltán Dörnyei has been introduced in details. I find it extremely useful and important.

Let me take Chapter 3 for a unit of literature review, too.

The author introduces the concept of effort (3.1.) and sums up definitions (3.2.). He discusses the possible effect of stressors, too (3.3.).

I find the subchapter related to the components of effort very informative, too (3.4.). The figures help the reader understand the notions.

I'm glad the author discusses the measurement of effort in subchapter 3.5.

It is really helpful to learn what the relationships between strategies and effort are (3.6.).

*I wonder why the author has not integrated Chapters 2 and 3 as both are devoted to the overview of related literature.*

Chapter 4 on research methodology is rather short: 10 pages altogether.

It is great that the problem is stated and the profile of participants is outlined in brief.

I'm glad that the particular research tools – L2MSS, LEAP-Q, W-CTA, TOEFL and FLLEB as an effort questionnaire – are introduced, but *I miss a general discussion of possible research methods and/or techniques*. What I mean is that one normally takes all the possible research methods and techniques that might help him answer the research questions and approve hypotheses bearing the rationale or problem in mind.

Then one normally argues for and against particular methods or techniques and gives the reason for choosing the ones he has worked with.

*Hazim's skipped this logical – to me – step and went for the particular tools at once.*

*I'm sure that he has gone through the cognitive process of understanding and selecting from possible research methods and techniques, but the reviewer cannot find any evidence for it.*

The procedure of the research is described in brief, too (4.5.).

The 4 research questions and the 4 or 9 (?) hypotheses are stated clearly (4.6. & 4.7.).

Chapter 5 is devoted to summing up the results. The candidate provides the readers with informative tables and graphs.

The research question are discussed in Chapter 6.

The Summary of findings (7.1.), Implications (7.2.) and Future directions (7.3.) are the components of the Conclusion (7.) together with the discussion of the limitations of the study.

*If I were the candidate, I would have integrated Chapters 5, 6 and 7 as all of them are related to the discussion of the outcome of the research.*

*I might not have been attentive and careful enough but I have not found the discussions of the particular hypotheses in terms of which of them have been approved and which of them one has not found evidence for.*

*Accept my apologies in case I am wrong and I just skipped your discussion on the matter.*

As mentioned earlier, the 28 page long list of references proves how detailed Mr. Akrisheh's research on related literature was.

It is an invaluable selection of all those academic pieces that are worth consulting when doing research of the kind.

The referencing technique the candidate uses meets the standards.

All in all, it is a valuable piece of work that deserves the attention of the academic community.

Questions to the Candidate:

1. Imagine that a fellow professional intends to do research with the same complex foci on language learning effort in another educational context – like Hungary or any other country.

What advice would you come up with?

2. Imagine, that you are invited to set up the system of teaching modern foreign languages back home in Jordan.

What would you take into consideration on the basis of your research when designing the curriculum and teaching methodology?

Veszprém, June 5<sup>th</sup>, 2022.



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