Review of Kruk, Mariusz. Investigating Dynamic Relationships Among Individual Difference Variables in Learning English as a Foreign Language in a Virtual World. Springer, 2021. Series editor Mirosław Pawlak.

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The book reviewed is a timely and extraordinarily presented academic banquet of scholarship and research. It intertwines communication studies, language, culture and technology in order to texture the contemporary patterns. The book contains a motivating preface, and is divided into five chapters. It also encompasses appendixes followed by a list of references. The book is bedecked with exhaustive documentations and endorsements. The book is meticulously structured as head and subheads, section and subsections, for better understanding.

Kruk goes to length to demarcate the parameters of traditional classrooms and digital platforms for learning language which he calls traditional context and digital context through the text. He emphasizes on the role of tasks, activities, content, and context in shaping the outcome in the first two chapters. Kruk asserts the significance of teachers support, and motivation in influencing the learners' WTC. He treats 'motivation,' 'language anxiety,' and 'boredom' as

important variables in determining the WTC. What is interesting is he has included subsections furnishing the definitions of motivation, language anxiety, and boredom, which are both physical and metaphysical. He allocates quite a large portion of discussion for motivation as he calls it the most important predictors for WTC. He claims, "Motivation has been examined for decades and it has been indicated as one of the best predictors of WTC. Thus, it seems justifiable to take a closer look at a few research projects which have attempted to investigate its relationship with the construct of WTC" (29). Further, he also furnishes definitions, types, sources, and approaches of language anxiety. Similarly, he at length discusses boredom, its different phases, classification, causes, and models.

The third chapter presents forth the author's Second Life project alongside the research question, the participants' details and responses in table format. He also discloses the data collection tools used in the research such as background questionnaire, learning style survey, session log, and semi-structured interview which have been also given as appendix toward the end of the text. The fourth chapter discusses the research findings in detail, and the last chapter is conclusion.

The book is thought-provoking as it talks about power relations, and other multidimensional aspects. There is also a psychological angle as the author uses the component of 'language anxiety' and affective state, emotions, and personality traits. The author demonstrates the link between WTC and personality traits which is also psychological in nature. "Some personality traits (e.g., extraversion, introversion, self-esteem and alienation) are regarded to have an impact (positive or negative) on an individual's communicative behavior and the

degree of WTC and have become subject to scientific inquiry since early studies devoted to WTC (e.g., Burgoon, 1976; McCroskey & Richmond, 1987)" (19).

Kruk refers to several WTC models – the pyramid model and it's like. Especially, Kruk explains in detail the role of factors such as personality, age and sex, attitude, environment, in determining the WTC. He also cites questionnaire studies by others, for instance, in a questionnaire study conducted by Chu (2008), which demonstrates his academic labour and industriousness. In addition to this, he also goes further in his enterprise and explains the end result of the research cited for better comprehension. He refers to other methodologies and models such as naturalistic inquiry, socio-educational model, self-determination theory, L2 motivation self-system, self-theory, self-discrepancy theory, sociocultural theory, linguistic coding differences hypothesis, mixed method,

The book comprises several studies conducted worldwide among different individuals belonging to different countries, for instance, Chinese, Taiwanese, Koreans, polish, Japanese, Iranians, Danish, and others in digital space. It is a consolidation of several significant studies conducted where the author compares the results and methods. This text not only provides with research findings, but also helps the readers in understanding various research methodologies and theories.

Kruk refers to several experts and intellects on the subject to reinforce his argument. "This issue has been subject to a number of empirical investigations. For example, studies carried out by Yashima (2002), Peng (2007a) or Khajavy et al. (2016) revealed a relationship . . . "(18).

Kruk familiarizes the reader with games, avatars, texting, voice chat, and etc. He lists out the features of a virtual learning experience. He also brings forth the limitations of the virtual experience of learning communication.

The author adopts highly objective and measured approach. The author also cites one of his studies carried out earlier. "Of special interest to the present book is the impact of virtual worlds on language learners' WTC. Such issue was investigated by Kruk (2016a) and Kartal and Balçikanli (2018). The aim of the former study (Kruk, 2016a) was to uncover factors influencing willingness to communicate in English in the virtual world Second Life (SL) among 12 third-year students of English philology" (45). This also exhibits the author's caution against self-plagiarism. Further, he refers to other four research studies carried out by him earlier which prove his expertise in the subject of the book.

The author uses an endless string of examples to clarify concepts and corroborate his argument. The author uses abbreviations which at time sounds like codes or coordinates rendering the text more scientific appearance. WTC sounds like a texting short form which expands into 'willingness to communicate' The usage of words like, 'heuristic' 'variables, and etc. enhances the scientific status of the book. The author is very successful in encoding simple facts and ideas into encryptions such as L2, L1, DMC, DST, RQM, and etc.

This book is not only contemporary and interesting, but also it helps the new research scholars in understanding and learning the empirical ways of research in the field of language and communication. The research presented in the text will prove useful for the language teachers, researchers, and experts involved in administering language learning. As the book

opens windows into realms of contemporary challenges in communication studies with

scrupulous case studies and elucidated theories.