

Motivation, Language Identity and the L2 Self

Edited by Zoltan Dörnyei and Emma L. Gordon

Motivation Language Identity And The L2 Self By Prof Zoltan Dornyei

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Motivation, Language Identity and the L2 Self Zoltán Dörnyei, Ema Ushioda, 2009-01-12 Due to its theoretical and educational significance within the language learning process the study of L2 motivation has been an important area of second language acquisition research for several decades Over the last few years L2 motivation research has taken an exciting new turn by focusing increasingly on the language learner's situated identity and various self-perceptions As a result the concept of L2 motivation is currently in the process of being radically reconceptualised and re-theorised in the context of contemporary notions of self and identity With contributions by leading European North American and Asian scholars this volume brings together the first comprehensive anthology of key conceptual and empirical papers that mark this important paradigmatic shift

Motivational Dynamics in Language Learning Zoltán Dörnyei, Peter D. MacIntyre, Alastair Henry, 2014-10-14 This landmark volume offers a collection of conceptual papers and empirical research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective The contributors include some of the most well-established scholars from three continents all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait The data-based studies also provide useful research models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of examining language learning in a dynamic vein

The Psychology of the Language Learner Revisited Zoltan Dornyei, Stephen Ryan, 2015-04-24 Over the past decade the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals' dynamic interactions with diverse contexts This revisit of the bestselling *The Psychology of the Language Learner* reflects on these developments by challenging some of the assumptions upon which the original text was based maintaining the familiar structure of the original while situating the discussion within a very different theoretical framework Written in a lively accessible style the book considers how the field has evolved and maintains a keen eye on the future suggesting exciting new directions for the psychology of SLA The *Psychology of the Language Learner Revisited* will appeal to students and researchers in a wide range of disciplines including applied linguistics second language acquisition modern languages and psychology

Chinese as a Second Language Multilinguals' Speech Competence and Speech Performance Peijian Paul Sun, 2020-08-19 This book offers a comprehensive and systematic review of multilingual L2 learners' spoken Chinese focusing on the dual dimensions of speech competence and speech performance Specifically by adopting a mixed methods approach it explores the cognitive affective and socio-cultural differences between intermediate and advanced multilingual learners' L2 Chinese speech competence and speech performance Drawing on a theoretical framework underpinned by the affective filter hypothesis L2 willingness to communicate model L2 motivational self system and L2 speech production models this book not only contributes to our theoretical understanding of the roles of various

factors in L2 Chinese speech competence and speech performance but also offers practical insights into the implications for both teachers and learners in terms of how to minimize the gap between these two dimensions among L2 Chinese learners. It concludes with a discussion on the limitations of L2 Chinese speech and on future directions for the field.

Teaching and Researching Motivation Zoltán Dörnyei, Ema Ushioda, 2021-04-21 Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand. The third edition of *Teaching and Researching Motivation* reflects the dramatic changes in the field of motivation research. With an increased emphasis on dynamic perspectives on motivation and its relations with other individual, social, and contextual factors, this book offers ways in which advances in the field can be put to practical use in the classroom and in research. Key new features and material include exploration of the motivation to learn languages other than English, LOTE principles for designing L2 motivational studies, discussion of emerging areas of research including unconscious motivation and language learning mindsets. Providing a clear and comprehensive theory-driven account of motivation, *Teaching and Researching Motivation* examines how theoretical insights can be used in everyday teaching practice. The final section provides a range of useful resources including relevant websites, key reference works, and an online repository of tools and instruments for researching language learning motivation. Fully revised by pre-eminent researchers in this field, Zoltán Dörnyei and Ema Ushioda, this is an invaluable resource for teachers and researchers alike.

International Perspectives on Motivation E. Ushioda, 2013-04-23 Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

Teaching and Researching Motivation Zoltán Dörnyei, Ema Ushioda, 2011 Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand. This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years, including the impact of language globalisation and various dynamic and relational research methodologies, and offers ways in which this research can be put to practical use in the classroom and in research. Key new features and material include a brand new chapter on current socio-dynamic and complex systems perspectives, new approaches to motivating students based on the L2 Motivational Self System, illustrative summaries of qualitative and mixed methods studies, samples of new self-related motivation measures. Providing a clear and comprehensive theory-driven account of motivation, *Teaching and Researching Motivation* examines how theoretical insights can be used in everyday teaching practice and offers practical tips. The final section provides a range of useful resources including relevant websites, key reference works, and tried and tested example questionnaires. Written in an accessible style and illustrated with concrete examples, it is an invaluable resource for teachers and researchers alike. Zoltán Dörnyei is Professor of Psycholinguistics in the School of English Studies, University of Nottingham. He is author of a number of books.

including Research Methods in Applied Linguistics and The Psychology of Second Language Acquisition He has also co edited Motivation Language Identity and the L2 Self with Ema Ushioda Ema Ushioda is an Associate Professor in ELT and Applied Linguistics at the Centre for Applied Linguistics University of Warwick Her publications include Learner Autonomy 5 The Role of Motivation and Learner Autonomy in the Foreign Language Classroom Teacher Learner Curriculum and Assessment with David Little and Jennifer Ridley *Lessons from Exceptional Language Learners Who Have Achieved Nativelike Proficiency* Zoltán Dörnyei, Katarina Mentzelopoulos, 2022-10-25 How do some language learners triumph against all odds despite not having obvious heritage links or spending extended periods of time in the L2 environment pre adulthood This book delves into the autobiographical stories of learners who achieve nativelike proficiency opening a narrative window into their experiences and offering insights into their pathways to success The in depth analysis ties together a wide range of potentially relevant topics from motivational vision and international posture to issues of identity endurance and even musical ability among other themes The authors explore whether these successes can be repeated by others and the book will be of use to language teachers interested in learner motivation and the antecedents to high level ultimate attainment The book will also be of great interest to researchers working in the areas of language learner psychology especially in topics concerning language learning motivation identity and narrative inquiry British Education Index ,2005 **Attitudes, Orientations, and Motivations in Language Learning** Zoltan Dornyei, 2003-04-11 Motivation is one of the key learner characteristics that determine the rate and success of language learning This volume addresses motivation in language learning motives associated with certain features of the language the language learner and the learning situation Discusses and dissects the intriguingly complex characteristic of motivation in the process of language learning Explores recent developments and the most important research directions in the field including a selection of data based studies by some of the best known motivation researchers *Identity, Motivation and Autonomy in Language Learning* Garold Murray, Xuesong (Andy) Gao, Terry Lamb, 2011-04-14 In this volume researchers from Asia Europe the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity motivation and autonomy in language learning On a conceptual level the authors explore issues related to agency metacognition imagination beliefs and self The book also addresses practice in classroom self access and distance education contexts considering topics such as teachers views on motivation plurilingual learning sustaining motivation in distance education pop culture and gaming study abroad and the role of agency and identity in the motivation of pre service teachers The book concludes with a discussion of how an approach which sees identity motivation and autonomy as interrelated constructs has the potential to inform theory practice and future research directions in the field of language teaching and learning **Motivation, Language Attitudes and Globalisation** Zoltan Dornyei, Kata Csizer, Na3ra Na(c)Meth, 2006-04-12 This volume presents the results of the largest ever language attitude motivation survey in second language studies The

research team gathered data from over 13 000 Hungarian language learners on three successive occasions in 1993 1999 and 2004 The examined period covers a particularly prominent time in Hungary s history the transition from a closed Communist society to a western style democracy that became a member of the European Union in 2004 Thus the book provides an attitudinal motivational flow chart describing how significant sociopolitical changes affect the language disposition of a nation

The L2 Motivational Self System in the American University Second Language Classroom Jamie Kathryn Butler,2016

Motivation and Second Language Acquisition Zoltán Dörnyei,Richard Schmidt,Richard W. Schmidt,2001 This volume the second in this series concerned with motivation and foreign language learning includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys

L2 Selves and Motivations in Asian Contexts Matthew T. Apple,Dexter Da Silva,Terry Fellner,2016-11-23 This book fills an existing gap in language learning motivation research by examining the applications of current motivational theories and models from WEIRD Western educated industrialized rich developed contexts to educational systems in Asian contexts All chapters are focused on second language L2 motivation as it applies to the EFL situation in Asian countries where English is a mandatory subject in school Themes in the volume cover the use of possible L2 selves as a theoretical model of motivation the role of teacher motivation and demotivation in non European educational systems study abroad motivation among adolescents cross cultural differences in learner motivation among Asian cultures and the influence of native speakerism on language motivation and cultural identity This book will appeal to ESL EFL educators postgraduate students researchers and teacher trainers both inside and outside Asian countries who are interested in research on L2 motivation in general and within Asian contexts in particular

The Psychology of the Language Learner Zoltán Dörnyei,2014-04-04 Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail while some learners do better with less effort lies in various learner attributes such as personality traits motivation or language aptitude In psychology these attributes have traditionally been called individual differences The scope of individual learner differences is broad ranging from creativity to learner styles and anxiety yet there is no current comprehensive and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences until now Each chapter in this new volume focuses on a different individual difference variable Besides a review of the relevant second language literature Zolt n D rnyei presents a concise overview of the psychological research involving each topic A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain A wide range of readers will benefit from this book students in linguistics applied linguistics modern languages and psychology programs second language teachers participating in in service training courses and researchers in second language acquisition and psychology

The Impact of Self-Concept on Language Learning Kata Csizér,Michael

Magid,2014-08-27 This volume highlights the effects of self concept on L2 learning and teaching by considering a wide range of theories as well as their practical application The book includes chapters discussing various approaches related to self concept empirical studies related to the selves of the learners research from the teachers perspective on students self concept and L2 motivational intervention studies associated with the development of self concept of language learners ,

Bullying Victimization, Feared Second Language Self, and Second Language Identity Hilal Peker,2016 Factors affecting English learners ELs motivation and identity have been explored in second language L2 learning contexts however research examining L2 motivation and identity under the effect of bullying victimization is rare although ELs are one of the populations that are physically and psychologically affected from bullying Using a unique perspective by merging L2 motivation L2 identity and bullying concepts under social ecological framework this dissertation study is the first study investigating the relationship between bullying victimization L2 Motivational Self System and L2 identity The data were derived from 1022 ELs through a self report survey that was adapted and tested for measurement model validity and reliability Partial least square structural equation modeling PLS SEM results indicated that there was a strong relationship between bullying victimization including traditional bullying and cyberbullying L2 Motivational Self System and L2 identity Traditional bullying victimization and cyberbullying victimization affect ELs feared L2 selves This suggests that the feared L2 self may be added as a component to Dörnyei's L2 Motivational Self System especially when bullying victimization becomes a factor in language learning process In addition cyberbullying victimization positively correlated with ELs oriented identity which may indicate that ELs as agents were more motivated to learn English to overcome the negative effects of bullying victimization and to orient to the target culture Based on the results potential implications were provided for teachers and curriculum developers to help ELs cope with bullying in class and outside the classroom environment Stories from Exceptional Language Learners Who Have Achieved Nativelike Proficiency Katarina Mentzelopoulos,Zoltán

Dörnyei,2022-10-25 It is generally understood that most language learners beyond a certain age are unlikely to ever reach nativelike proficiency in their second language However there exists a unique population of gifted adult learners who do triumph against all odds and achieve nativelike proficiency and their learning experiences have thus far remained a largely untapped gold mine The companion to Lessons from Exceptional Language Learners Who Have Achieved Nativelike Proficiency this volume presents the autobiographical learning stories of 30 such exceptional individuals opening a narrative window into their learning experiences This rich corpus of success stories reveals the many steps of these language learning journeys and the learners pathways to success A fascinating and readable collection of personal stories this volume will be of interest to non specialist language learners as a motivational primer for their own studies as well as researchers working in language learning psychology who will find the unique database of learner narratives a useful tool for future research

Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Motivation Language Identity And The L2 Self** By **Prof Zoltan Dornyei**

In a global inundated with displays and the cacophony of quick connection, the profound energy and emotional resonance of verbal art usually diminish in to obscurity, eclipsed by the constant assault of noise and distractions. However, nestled within the musical pages of **Motivation Language Identity And The L2 Self** By **Prof Zoltan Dornyei**, a interesting work of fictional brilliance that pulses with natural feelings, lies an wonderful trip waiting to be embarked upon. Written by way of a virtuoso wordsmith, that mesmerizing opus manuals visitors on an emotional odyssey, lightly revealing the latent possible and profound influence stuck within the complicated web of language. Within the heart-wrenching expanse of this evocative analysis, we shall embark upon an introspective exploration of the book is key styles, dissect its fascinating publishing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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Motivation Language Identity And The L2 Self By Prof Zoltan Dornyei Introduction

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