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 learning an L2 is often said to transform an individual into a new and improved version of the self this mixed method study investigated 1 whether and if so in what way such a transformation occurs within the L2 learner self and 2 whether current theories of self and motivation in the fields of SLA and psychology adequately address L2 learner selves across the learning trajectory the study was grounded in and critically examined the L2 motivational self system L2MSS by Dörnyei 2005–2009 as well as psychological theories of possible selves Markus Nurius 1986 and of the self and self concept Oyserman et al 2012 six intermediate level learners of L2 German at a large midwestern research university were asked to report their likeness to eight language user profiles vignettes across five salient timepoints of reference in a language learner's trajectory the ratings together with statements from interviews were analyzed in regard to different self concepts including the dimensions of ideal self and ought to self from the L2MSS results revealed the need for a holistic understanding of the L2 learner including the importance of past selves in order to further understand the on-going motivational processes that guide the L2 self the dimension of the retired self is introduced a self concept that consists of a once possible self that has since been retired in favor of others but that still serves as motivational findings further suggest that the learner self is constructed through dynamic and situated fore or backgrounded self concepts on the basis of these findings an emergent model of the L2 self is proposed that combines the dynamic nature of self concepts with the continued L2 learner trajectory which offers one possible explanation for feelings of transformation through L2 learning results affirm the need for a continued investigation into the L2 self and the link between self and motivation through the integration of current psychological theory into second language acquisition research the present study investigated the L2 motivational self system formulated by Dörnyei 2005 in the context of L2 Chinese teaching and learning one hundred and thirty American university L2 Chinese learners of various levels participated in the study the study adopted a mixed methods approach using a sequential mixed methods strategy a paper-based survey followed by individual interviews the study not only generated results that were comparable to the results of previous studies of the L2 self system conducted in EFL contexts but also explored the relationship between theoretical components of the L2 self system compared the motivational make up of L2 Chinese learners of different levels and examined the interactions between L2 Chinese learners self perceived and desired identities and their L2 Chinese learning motivation the findings of the current study highlight the necessity feasibility and benefits of a re-interpretation of L2 motivation from a self perspective and lead to significant pedagogical implications that can be utilized to enhance the L2 Chinese teaching and learning practices 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 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 asi
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 book presents theoretical considerations as well as the results of empirical research on the existence of directed motivational current dmc experiences among iranian english as a foreign language efl learners in order to provide insights into how a dmc is triggered and launched and to explore whether the key characteristics of dmcs could be detected in language learners experiences in iran although dörnyei et al 2016 claimed that language learners who experience a dmc may have an amalgamation of several positive emotions they did not present any evidence of whether these feelings exert any impact on learners willingness to take part in language learning situations willingness to communicate wtc their confidence to use their l2 their self perceptions and the extent to which they independently try to learn english inside and outside the classroom context language learner autonomy this book extensively studies dmcs in an efl setting and examines how such experiences affect language learners wtc self concept language learner autonomy and self confidence this book provides comprehensive investigation of the effect of motivation on l2 learners pragmatic learning which has been discussed for a long time but remains under explored this study examines whether and to what extent learners levels of motivation influence their pragmatic awareness comprehension and production in an efl context it presents an original study that not only enriches our knowledge of the feasibility of modern technology in collecting large scale data related to pragmatic competence but also eminently connects l2 pragmatics more closely with mainstream second language acquisition research by focusing on the role of motivation in pragmatic learning this book will be of great value to researchers and postgraduates interested in second language acquisition especially those who work on l2 pragmatics and individual variation among learners this edited book presents a selection of new empirical studies in english for specific purposes esp and english for academic purposes eap showcasing the best practices of educators in their particular contexts the chapters cover settings grouped into three main categories l2 abilities and english as a medium of instruction in english spanish bilingual contexts esp in international contexts and eap and academic writing the authors examine topics and contexts that have been under explored in the literature to date contributing to wider discussions of english language mediation in educational settings and also touching on areas such as international mobility migration and social integration in multicultural environments this book will be of interest to academics and practitioners in an interdisciplinary range of fields including applied linguistics language education policy multilingualism migration policy and positive psychology and motivation this book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings combining advanced quantitative methods with individual level qualitative data it examines the role of age of onset in the context of the swiss multilingual educational system and focuses on performance at the beginning and end of secondary school thereby offering a long term view of the teenage experience of foreign language learning the study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly taking account of contextual factors individual socio affective factors and instructional factors within a single longitudinal study the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition but that in this context for a number of reasons a later onset can be beneficial 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 one of the most active areas in the field of second language acquisition language learning motivation is a burgeoning area of research yet the plethora of new ideas and research directions can be confusing for newcomers to the discipline to navigate offering concise bite size overviews of key contemporary research concepts and directions this book provides an invaluable guide to the contemporary state of
the field making the discussion of key topics accessible to a wider audience each chapter is written by a leading expert and reflects on cutting edge research issues from well established concepts such as engagement and learning goals to emerging ideas including contagion and plurilingualism this book provides easy to understand overviews and analysis of key contemporary themes helping readers understand a field which can appear highly technical and overwhelming researching language learning motivation provides valuable insights perspectives and practical applications this book explores second language l2 learning teaching and assessment from a comprehensible input ci perspective this focus on the role of input is important for deepening our understanding of interactions between the learner teacher and the environment as well as of the nature of the learning teaching and assessment processes the book takes a blended approach that promotes the intertwining of theory research and practice in l2 pedagogy and assessment and aims to address the commonly used concept of ci and its role in l2 education content includes a comprehensive discussion of the conceptual foundation of ci a multimodal and dynamic interpretation of ci from numerous perspectives a critical discussion of well known l2 acquisition theories and research a practical examination of the role of multimodal forms of ci in l2 pedagogy an analytical review of factors to be considered when modifying ci for pedagogical purposes in different settings and an overview of ci in l2 assessment it will be of interest to students in the fields of l2 learning teaching and assessment teachers in second foreign language settings and researchers of sla and teacher education offering a timely snapshot of current theory and research in the field of psychology in foreign language learning this book is accessible to both specialists and non specialists each chapter focuses on a different psychological construct and provides an overview of current thinking in the area drawing on insights from educational psychology this book provides an overview of pronunciation teaching and learning practices in secondary schools providing insights into secondary school learners needs expectations and motivation regarding the importance of learning english and particularly english pronunciation it presents a summary of the research on l2 pronunciation acquisition teaching techniques and factors affecting the learning process as well as the results and conclusions of a longitudinal study conducted in a polish secondary school the study indicates that learners consider pronunciation a crucial component of english learning and a predictor of successful communication moreover it shows that accuracy is highly valued by learners and that systematic and regular pronunciation instruction even if devoted mainly to segments has the potential to contribute to the overall improvement in learners communicative competence and their confidence as speakers and users of english the book is based on the first hand experience of a teacher researcher this is an open access book the mongolian national university of education has successfully organized the quality assurance in higher education international conference for 16 consecutive years since 2016 the scope of this conference grows year to year increasing in quality and participants furthermore in 2018 the conference website was launched qahe msue edu mn and started partnering with sponsor organizations a total of 33 papers will be discussed at the plenary and three sessions of this conference named education quality policy and implementation innovation of teaching and learning technology and contemporary trends and teaching and learning technology implementations and outcomes there are five poster presentations the research volume on high education quality and its relevant disciplines has increased we hope that the conference will contribute experiences and knowledge about policymaking and research worldwide how can you effectively motivate young people to engage with foreign language learning how can young people engage with new ideas and cultural experiences within and outside the classroom the new and fully revised edition of a practical guide to teaching foreign languages in the secondary school offers straightforward advice and inspiration for training teachers newly qualified teachers nqts and teachers in their early professional development offering a wide range of strategies for successful teaching in the languages classroom this third edition includes separate chapters on the core skills of reading writing speaking and listening and new chapters on pronunciation and the science of learning the chapters provide detailed examples of theory in practice based on the most up to date research and practice as well as links to relevant sources supporting evidence informed practice and cover strategies for planning engaging lessons integrating formative and summative assessment digital tools and services for teaching and learning helping pupils develop better listening skills effective speaking activities the role of scaffolds and models in developing writing skills teaching grammar the intercultural dimension of language teaching the role of multilingualism in foreign language education engaging with critical pedagogy a practical guide to teaching foreign languages in the secondary school is an essential compendium of support and ideas for all those embarking upon their first steps in a successful
career in teaching foreign languages this volume honours peter skehan s landmark contributions to research in task based language teaching it offers state of the art reviews as well as cutting edge new research studies all reflective of key theoretical and methodological issues in current research such as the role and nature of task complexity and the distinct dimensions of l2 task performance collectively these chapters celebrate professor skehan s seminal influence on tblt and second language acquisition research and they bear witness to the sustained academic mentoring and collaboration that have characterised his career contributed both by senior academics and more recent participants in sla and tblt research the chapters variously explore conceptual frameworks and methodological insights on central issues in tblt research theoretical debates innovative research paradigms and methodologies as well as practical pedagogical proposals the book provides a wide ranging and balanced account of skehan s work and its impact on other researchers serving as an introduction as well as a critical review for both seasoned and novice researchers and for interested practitioners this state of the art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching this handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives including implications for practice and myths debates and disagreements in the field and points to future directions for research this collection of stellar contributions is an essential resource for researchers advanced students and teachers working in applied linguistics second language acquisition psychology and education this book provides rare insights into motivation among extremely successful learners of english and languages other than english lotes through the analysis of a longitudinal study and the examination of the factors involved in becoming multilingual in a non multilingual environment based on sixteen interview sessions conducted over the course of nine years while the learners progressed from high school to the world of work this book offers the story of how two learners persist in english lote learning the study illuminates the long term processes through which the interviewees develop ideal english lote selves in an environment where multilingualism is not emphasized and where both english and lote can still be described as foreign languages educators and researchers will learn from this study which stretches our understanding of motivation beyond the recent theorizing of l2 motivation and contributes to the limited research on long term motivational trajectories and lote learning motivation which is particularly scarce in non european contexts the book will be of interest not only to readers in japan but also to those in other contexts as it offers an example of successful learners who go beyond the pragmatic and instrumentalist view of language learning to hold a more holistic view thus revealing the factors which can sustain multiple language learning even in foreign language contexts essentials of sla for l2 teachers a transdisciplinary framework presents an accessible and comprehensive account of current understandings of second language acquisition sla geared towards those studying to become l2 teachers this textbook draws connections between sla research and pedagogies for l2 teaching it aims to build l2 teacher expertise by strengthening teachers understandings of the many facets of l2 learning and their skills for designing transformative learning environments in their teaching contexts the author includes pedagogical implications and inquiry based activities in each chapter that engage readers in further explorations of the topics covered in the chapter short and straightforward essentials of sla for l2 teachers is the ideal main resource for sla courses taught at undergraduate and graduate level teaching programs 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 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
The 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.

This thesis consists of two mixed methods studies: a validation study and an application study of Dörnyei's 2009a L2 motivational self-system with participants from China. The quantitative part of the validation study involved 1,154 Chinese middle school and university students from mainland China, and the follow-up qualitative study consisted of ten Chinese university students at a British university from mainland China. Structural equation models and correlational analyses validated the L2 motivational self-system in China. The issues of family face responsibility and pressure clarified the motivational role of the Chinese family and explained the main relationships in the system. Differences in the motivational orientation of the two subgroups demonstrated the ability of the system to represent different age groups.

The application study involved an intervention programme that I developed at a British university in order to motivate my participants to put more time and effort into learning English by enhancing their vision of their ideal L2 self. The programme contained 31 participants who were international students from China. The programme made most of the participants more motivated to learn English and all of them more confident in their English. There was a significant increase in the strength of the participants' ideal L2 self as a result of the programme the vision of the participants ideal L2 self and their goals for learning English became more clear and specific. Due to the programme motivation and confidence were found to mutually affect each other. Most of the participants' imagination improved as a result of the programme; they became more proficient in English, more aware of the importance of English in their lives, and their attitudes toward learning English became more positive.

This book examines the applications of language learning motivation research theories and models from weird western educated industrialized rich developed contexts to the EFL situation in Asian countries. Themes include the use of L2 selves as a theoretical model of motivation, teacher motivation and demotivation in Asian educational systems. This landmark volume offers a collection of conceptual papers and data-based research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective. The chapters seek to answer the question of how we can understand motivation if we perceive it as a continuously changing and evolving entity rather than a fixed learner trait. Seminar paper from the year 2005 in the subject English language and literature studies linguistics grade 86 high distinction Monash University Melbourne School of linguistics course second language acquisition language English abstract. Why do people learn second languages? Why do, for example, Australians study Japanese or Korean, people study French? The answers to these questions are important according to Rebecca Oxford 1994 because motivation is considered by many researchers to be one of the main determining factors in success in developing a second or foreign language.

Gardner even claims L2 motivation to be the primary factor in L2 learning in his socio-educational model 1994. Therefore, an investigation of the components of motivation and the influence of motivation on L2 learning seems quite reasonable. This essay will focus on the concept of motivation in second language learning, initially the definition of the term motivation shall be discussed and this will be followed by an identification of the key terms. Then the attention shall be drawn to research results concerning the importance of motivation as influencing second language learning. The essay will discuss Gardner's quantitative approach and a recent research of Ushioda shall be taken into account that seeks to provide an alternative qualitative approach. This approach focuses on students' beliefs and thoughts rather than on measurable and observable activity. A final chapter will focus on implications for teaching this multimethod study is an exploration of the validity and interpretive utility of Dörnyei's 2009 L2 motivational self-system 12mss. As it applies to adult non-formal learners of Irish who are learning through massive open online courses (MOOCs). It is grounded in the psychology of language learning motivation (LLM) assessing whether non-formal adult Irish L2 learners are motivated by future L2 guides both ideal reflecting hopes and dreams, and ought reflecting obligations and responsibilities. Three research questions are addressed: I exploring the theory's validity at a general level and examining whether it the L2 learning experience and II learner heritage background are meaningful in predicting and understanding the motivations of learners using distinct samples from an iterated quantitative survey instrument. Final n 638 and narrative interviews n 42. Evidence demonstrates the theory's utility in an underexplored context while raising questions regarding adult Irish language learners and theories of self learners endorsed and articulated.
Internalised reasons to learn encompassing personal hopes and obligations with social others less directly impactful on their motivation. The futures learners described often referenced non-L2 related aspirations of self and were less directly related to L2 proficiency in many cases. Challenges in relation to the latter due to contextual difficulties, low efficacy beliefs, and limited contact with L2 speakers and learners are described. Recommendations to encourage sustained L2 learning and support adult learners in fostering and developing L2 selves are made to aid them in realising their personal language learning goals.

The role played by concepts of the self in the learning of languages has recently received increasing attention in academic studies. In the same way that fingerprints represent each person's uniqueness, the self here is related to the uniqueness of learners the way they receive and transmit their identity in the teaching and learning process. It is this uniqueness that brings dynamism, challenge, and inspiration to learning and teaching by focusing on language learners' self-concept. This book foregrounds the role of the learner in the process of language learning. It presents a number of empirical studies that bring into focus various aspects of the self and will as such be of interest to EFL teachers, researchers, and the general reader interested in the self and its effects on learners. Approaches to motivation and interest in foreign language learning this book provides an overview of theoretical research on L2 motivation. Together with detailed information on large scale L2 motivation studies in Hungary, it presents a meta-analysis of the most important investigations and qualitative data on teachers' views regarding success in L2 learning. In the interdisciplinary nature of L2 motivation, the book takes into account relevant antecedent constructs to L2 motivation. Lastly, the book outlines possible future directions for L2 motivation research.


Learning a foreign language is complex and unpredictable. Furthermore, speaking different languages is becoming increasingly important in today's globalized world. However, it requires several strategies to gain the best possible result. Relevant challenges are problems related to memory, personality, culture shock, communicating with native speakers, and boring and traditional teaching methods. What is the most effective way of learning a foreign language? What is happening in our mind when we are learning a foreign language, and how can adult learners overcome their personal challenges?

Dr. Jacqueline Ammit explores the use of Maltese verbs by thirty-five non-native learners from all walks of life and different parts of the world to better understand and improve the language learning process. The author explores the acquisition of Maltese which could easily be applied to any other foreign language acquisition. The book adopts chaos complexity theory (CCT) as a conceptual framework in a unique way and interprets the process of learning from both cognitive and sociocultural perspectives. It addresses any foreign language learner as well as teachers, lecturers, and school administrators. For methodical reasons, the book is also interesting for linguistic researchers. Furthermore, education policymakers will benefit from the findings, especially when it comes to understanding students and adult learners. Learning curves and language learning challenges this academic textbook is truly remarkable as each chapter starts with a funny comic strip and a quotation.
Motivation, Language Identity and the L2 Self 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

(trans)formed Into the L2 Self ? 2023

learning an L2 is often said to transform an individual into a new and improved version of the self this mixed method study investigated 1 whether and if so in what way such a transformation occurs within the L2 learner self and 2 whether current theories of self and motivation in the fields of SLA and psychology adequately address L2 learner selves across the learning trajectory the study was grounded in and critically examined the L2 motivational self system L2MSS by Dörnyei 2005-2009 as well as psychological theories of possible selves Markus Nurius 1986 and of the self and self concept Oyserman et al 2012 six intermediate level learners of L2 German at a large Midwestern research university were asked to report their likeness to eight language user profiles vignettes across five salient timepoints of reference in a language learner's trajectory the ratings together with statements from interviews were analyzed in regard to different self concepts including the dimensions of ideal self and ought to self from the L2MSS results revealed the need for a holistic understanding of the L2 learner including the importance of past selves in order to further understand the ongoing motivational processes that guide the L2 self the dimension of the retired self is introduced a self concept that consists of a once possible self that has since been retired in favor of others but that still serves as motivational findings further suggest that the learner self is constructed through dynamic and situated fore or backgrounded self concepts on the basis of these findings an emergent model of the L2 self is proposed that combines the dynamic nature of self concepts with the continued L2 learner trajectory which offers one possible explanation for feelings of transformation through L2 learning results affirm the need for a continued investigation into the L2 self and the link between self and motivation through the integration of current psychological theory into second language acquisition research

A Study of L2 Chinese Learners' Motivational Self System 2014

the present study investigated the L2 motivational self system formulated by Dörnyei 2005 in the context of L2 Chinese teaching and learning one hundred and thirty American university L2 Chinese learners of various levels participated in the study the study adopted a mixed methods approach using a sequential mixed methods strategy a paper based survey followed by individual interviews the study not only generated results that were comparable to the results of previous
studies of the L2 self system conducted in efl contexts but also explored the relationship between theoretical components of the L2 self system compared the motivational make up of L2 Chinese learners of different levels and examined the interactions between L2 Chinese learners self perceived and desired identities and their L2 Chinese learning motivation. The findings of the current study highlight the necessity, feasibility, and benefits of a re-interpretation of L2 motivation from a self perspective and lead to significant pedagogical implications that can be utilized to enhance the L2 Chinese teaching and learning practices.

The Impact of Self-Concept on Language Learning 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.

L2 Selves and Motivations in Asian Contexts 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 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 ESL 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.

Directed Motivational Currents in L2 2019-01-24

The book presents theoretical considerations as well as the results of empirical research on the existence of directed motivational current DMC experiences among Iranian English as a foreign language ESL learners in order to provide insights into how a DMC is triggered and launched and to explore whether the key characteristics of DMCs could be detected in language learners experiences in Iran. Although Dörnyei et al. 2016 claimed that language learners who experience a DMC may have an amalgamation of several positive emotions, they did not present any evidence of whether these feelings exert any impact on learners.
Language Learning Motivation and L2 Pragmatic Competence 2022-09-27

This book provides comprehensive investigation of the effect of motivation on L2 learners' pragmatic learning, which has been discussed for a long time but remains underexplored. This study examines whether and to what extent learners' levels of motivation influence their pragmatic awareness, comprehension, and production in an EFL context. It presents an original study that not only enriches our knowledge of the feasibility of modern technology in collecting large-scale data related to pragmatic competence but also eminently connects L2 pragmatics more closely with mainstream second language acquisition research by focusing on the role of motivation in pragmatic learning. This book will be of great value to researchers and postgraduates interested in second language acquisition, especially those who work on L2 pragmatics and individual variation among learners.

Mediating Specialized Knowledge and L2 Abilities 2022-01-11

This edited book presents a selection of new empirical studies in English for specific purposes (ESP) and English for Academic Purposes (EAP) showcasing the best practices of educators in their particular contexts. The chapters cover settings grouped into three main categories: L2 abilities and English as a Medium of Instruction in English-Spanish bilingual contexts, ESP in international contexts, and EAP and academic writing. The authors examine topics and contexts that have been underexplored in the literature to date, contributing to wider discussions of English language mediation in educational settings and also touching on areas such as international mobility, migration, and social integration in multicultural environments. This book will be of interest to academics and practitioners in an interdisciplinary range of fields including applied linguistics, language education policy, multilingualism, migration policy, and positive psychology and motivation.
Beyond Age Effects in Instructional L2 Learning 2017-04-21

this book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings combining advanced quantitative methods with individual level qualitative data it examines the role of age of onset in the context of the Swiss multilingual educational system and focuses on performance at the beginning and end of secondary school thereby offering a long term view of the teenage experience of foreign language learning the study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly taking account of contextual factors individual socio affective factors and instructional factors within a single longitudinal study the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition but that in this context for a number of reasons a later onset can be beneficial

Motivation, Language Attitudes and Globalisation 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

L2 Motivational Self System and Relational Factors Affecting the L2 Motivation of Pakistani Students in the Public Universities of Central Punjab, Pakistan 2013

one of the most active areas in the field of second language acquisition language learning motivation is a burgeoning area of research yet the plethora of new ideas and research directions can be confusing for newcomers to the discipline to navigate offering concise bite size overviews of key contemporary research concepts and directions this book provides an invaluable guide to the contemporary state of the field making the discussion of key topics accessible to a wider audience each chapter is written by a leading expert and reflects on cutting edge research issues from well established concepts such as engagement and learning goals to emerging ideas including contagion and plurilingualism this book provides easy to understand overviews and analysis of key contemporary themes helping readers understand a field which can appear highly technical and overwhelming researching language learning motivation provides valuable insights perspectives and practical applications
Researching Language Learning Motivation 2022-01-27

this book explores second language l2 learning teaching and assessment from a comprehensible input ci perspective this focus on the role of input is important for deepening our understanding of interactions between the learner teacher and the environment as well as of the nature of the learning teaching and assessment processes the book takes a blended approach that promotes the intertwining of theory research and practice in l2 pedagogy and assessment and aims to address the commonly used concept of ci and its role in l2 education content includes a comprehensive discussion of the conceptual foundation of ci a multimodal and dynamic interpretation of ci from numerous perspectives a critical discussion of well known l2 acquisition theories and research a practical examination of the role of multimodal forms of ci in l2 pedagogy an analytical review of factors to be considered when modifying ci for pedagogical purposes in different settings and an overview of ci in l2 assessment it will be of interest to students in the fields of l2 learning teaching and assessment teachers in second foreign language settings and researchers of sla and teacher education

L2 Learning, Teaching and Assessment 2016-09-15

offering a timely snapshot of current theory and research in the field of psychology in foreign language learning this book is accessible to both specialists and non specialists each chapter focuses on a different psychological construct and provides an overview of current thinking in the area drawing on insights from educational psychology

Psychology for Language Learning 2012-07-24

this book provides an overview of pronunciation teaching and learning practices in secondary schools providing insights into secondary school learners needs expectations and motivation regarding the importance of learning english and particularly english pronunciation it presents a summary of the research on l2 pronunciation acquisition teaching techniques and factors affecting the learning process as well as the results and conclusions of a longitudinal study conducted in a polish secondary school the study indicates that learners consider pronunciation a crucial component of english learning and a predictor of successful communication moreover it shows that accuracy is highly valued by learners and that systematic and regular pronunciation instruction even if devoted mainly to segments has the potential to contribute to the overall improvement in learners communicative competence and their confidence as speakers and users of english the book is based on the first hand experience of a teacher researcher
English Pronunciation in L2 Instruction 2019-03-21

this is an open access book the mongolian national university of education has successfully organized the quality assurance in higher education international conference for 16 consecutive years since 2016 the scope of this conference grows year to year increasing in quality and participants furthermore in 2018 the conference website was launched qahe msue edu mn and started partnering with sponsor organizations a total of 33 papers will be discussed at the plenary and three sessions of this conference named education quality policy and implementation innovation of teaching and learning technology and contemporary trends and teaching and learning technology implementations and outcomes there are five poster presentations the research volume on high education quality and its relevant disciplines has increased we hope that the conference will contribute experiences and knowledge about policymaking and research worldwide

Proceedings of the Quality Assurance in Higher Education International Conference (QAHE 2022) 2023-02-10

how can you effectively motivate young people to engage with foreign language learning how can young people engage with new ideas and cultural experiences within and outside the classroom the new and fully revised edition of a practical guide to teaching foreign languages in the secondary school offers straightforward advice and inspiration for training teachers newly qualified teachers nqts and teachers in their early professional development offering a wide range of strategies for successful teaching in the languages classroom this third edition includes separate chapters on the core skills of reading writing speaking and listening and new chapters on pronunciation and the science of learning the chapters provide detailed examples of theory in practice based on the most up to date research and practice as well as links to relevant sources supporting evidence informed practice and cover strategies for planning engaging lessons integrating formative and summative assessment digital tools and services for teaching and learning helping pupils develop better listening skills effective speaking activities the role of scaffolds and models in developing writing skills teaching grammar the intercultural dimension of language teaching the role of multilingualism in foreign language education engaging with critical pedagogy a practical guide to teaching foreign languages in the secondary school is an essential compendium of support and ideas for all those embarking upon their first steps in a successful career in teaching foreign languages

A Practical Guide to Teaching Foreign Languages in the Secondary School 2023-08-29

this volume honours peter skehan s landmark contributions to research in task based language teaching it offers state of the art reviews as well as cutting edge new research studies all reflective of key theoretical and methodological issues in current research such as the role and nature of task complexity and the distinct dimensions of l2 task performance collectively these chapters celebrate professor skehan s seminal influence on tblt and second language acquisition research and they bear witness to the sustained academic mentoring and collaboration that have characterised his career contributed both by senior academics and more
recent participants in SLA and TBLT research the chapters variously explore conceptual frameworks and methodological insights on central issues in TBLT research theoretical debates innovative research paradigms and methodologies as well as practical pedagogical proposals the book provides a wide ranging and balanced account of Skehan’s work and its impact on other researchers serving as an introduction as well as a critical review for both seasoned and novice researchers and for interested practitioners

**Investigating the L2 Motivational Self System and Second Language (L2) Achievement of Korean Primary School Students 2016**

This state of the art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching this handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives including implications for practice and myths debates and disagreements in the field and points to future directions for research this collection of stellar contributions is an essential resource for researchers advanced students and teachers working in applied linguistics second language acquisition psychology and education

**Researching L2 Task Performance and Pedagogy 2019-08-28**

This book provides rare insights into motivation among extremely successful learners of English and languages other than English LOTES through the analysis of a longitudinal study and the examination of the factors involved in becoming multilingual in a non multilingual environment based on sixteen interview sessions conducted over the course of nine years while the learners progressed from high school to the world of work this book offers the story of how two learners persist in English LOTE learning the study illuminates the long term processes through which the interviewees develop ideal English LOTE selves in an environment where multilingualism is not emphasized and where both English and LOTES can still be described as foreign languages educators and researchers will learn from this study which stretches our understanding of motivation beyond the recent theorizing of L2 motivation and contributes to the limited research in long term motivational trajectories and LOTE learning motivation which is particularly scarce in non European contexts the book will be of interest not only to readers in Japan but also to those in other contexts as it offers an example of successful learners who go beyond the pragmatic and instrumentalist view of language learning to hold a more holistic view thus revealing the factors which can sustain multiple language learning even in foreign language contexts

**Self-repair in L1 and L2 Production 1996**
essentials of sla for l2 teachers a transdisciplinary framework presents an accessible and comprehensive account of current understandings of second language acquisition sla geared towards those studying to become l2 teachers grounded in the pragmatic and problem oriented transdisciplinary framework of sla this textbook draws connections between sla research and practices for l2 teaching it aims to build l2 teacher expertise by strengthening teachers understandings of the many facets of l2 learning and their skills for designing transformative learning environments in their teaching contexts the author includes pedagogical implications and inquiry based activities in each chapter that engage readers in further explorations of the topics covered in the chapter short and straightforward essentials of sla for l2 teachers is the ideal main resource for sla courses taught at undergraduate and graduate level teaching programs

The Routledge Handbook of the Psychology of Language Learning and Teaching 2021-11-10

Motivation to Learn Multiple Languages in Japan 2022-11-22

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 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

Essentials of SLA for L2 Teachers 2018-06-27
this thesis consists of two mixed methods studies a validation study and an application study of dörnyei s 2009a l2 motivational self system with participants from china the quantitative part of the validation study involved 1 154 chinese middle school and university students from mainland china and the follow up qualitative study consisted of ten chinese university students at a british university from mainland china structural equation models and correlational analyses validated the l2 motivational self system in china the issues of family face responsibility and pressure clarified the motivational role of the chinese family and explained the main relationships in the system differences in the motivational orientation of the two sub groups demonstrated the ability of the system to represent different age groups the application study involved an intervention programme that i developed at a british university in order to motivate my participants to put more time and effort into learning english by enhancing their vision of their ideal l2 self the programme contained 31 participants who were international students from china the programme made most of the participants more motivated to learn english and all of them more confident in their english there was a significant increase in the strength of the participants ideal l2 self as a result of the programme the vision of the participants ideal l2 self and their goals for learning english became more clear and specific due to the programme motivation and confidence were found to mutually affect each other most of the participants imagination improved as a result of the programme they became more proficient in english more aware of the importance of english in their lives and their attitudes toward learning english became more positive due to the programme

Teaching and Researching: Motivation 2013-11-26

this book examines the applications of language learning motivation research theories and models from weird western educated industrialized rich developed contexts to the efl situation in asian countries themes include the use of l2 selves as a theoretical model of motivation teacher motivation and demotivation in asian educational systems

this landmark volume offers a collection of conceptual papers and data based research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective the chapters seek to answer the question of how we can understand motivation if we perceive it as a continuously
changing and evolving entity rather than a fixed learner trait

**A Validation and Application of the L2 Motivational Self System Among Chinese Learners of English 2011**

seminar paper from the year 2005 in the subject english language and literature studies linguistics grade 86 high distinction monash university melbourne school of linguistics course second language acquisition language english abstract why do people learn second languages why do for example australians study japanese or korean people study french the answers to these questions are important according to rebecca oxford 1994 because motivation is considered by many researchers to be one of the main determining factors in success in developing a second or foreign language p 12 gardner even claims l2 motivation to be the primary factor in l2 learning in his socio educational model 1994 p 361 therefore an investigation of the components of motivation and the influence of motivation on l2 learning seems quite reasonable this essay will focus on the concept of motivation in second language learning initially the definition of the term motivation shall be discussed and this will be followed by an identification of the key terms then the attention shall be drawn to research results concerning the importance of motivation as influencing second language learning the essay will discuss gardners quantitative approach and a recent research of ushioda shall be taken into account that seeks to provide an alternative qualitative approach this approach focuses on students beliefs and thinkings rather than on measurable and observable activity a final chapter will focus on implications for teaching

**DSM-5 ???????????????? 2014-06**

this multimethod study is an exploration of the validity and interpretive utility of dörnyei s 2009 l2 motivational self system l2mss as it applies to adult non formal learners of irish who are learning through massive open online courses moocs it is grounded in the psychology of language learning motivation llm assessing whether non formal adult irish l2 learners are motivated by future l2 guides both ideal reflecting hopes and dreams and ought to representing obligations and responsibilities three research questions are addressed i exploring the theory s validity at a general level and examining whether ii the l2 learning experience and iii learner heritage background are meaningful in predicting and understanding the motivations of learners using distinct samples from an iterated quantitative survey instrument final n 638 and narrative interviews n 42 evidence demonstrates the theory s utility in an underexplored context while raising questions regarding adult irish language learners and theories of self learners endorsed and articulated internalised reasons to learn encompassing personal hopes and obligations with social others less directly impactful on their motivation the futures learners described often referenced non l2 related aspirations of self and were less directly related to l2 proficiency in many cases challenges in relation to the latter due to contextual difficulties low efficacy beliefs and limited contact with l2 speakers and learners are described recommendations to encourage sustained l2 learning and support adult learners in fostering and developing l2 selves are made to aid them in realising their personal language learning goals
Motivational Dynamics in Language Learning 2014-10-01

The role played by concepts of the self in the learning of languages has recently received increasing attention in academic studies in the same way that fingerprints represent each person's uniqueness the self here is related to the uniqueness of learners the way they receive and transmit their identity in the teaching and learning process it is this uniqueness that brings dynamism challenge and inspiration to learning and teaching by focusing on language learners' self-concept this book foregrounds the role of the learner in the process of language learning it presents a number of empirical studies that bring into focus various aspects of the self and will as such be of interest to EFL teachers, researchers, and the general reader interested in the self and its effects on learners' approaches motivation and interest in foreign language learning.

Motivation and Second Language Learning 2006-01-07

This book provides an overview of second language L2 motivation research in a specific European context Hungary which has proved to offer an important laboratory for such research as a number of major political changes over the past 30 years have created a changing background for L2 learning in an increasingly globalized world the book provides an overview of theoretical research on L2 motivation together with detailed information on large-scale L2 motivation studies in Hungary further it presents a meta-analysis of the most important investigations and qualitative data on teachers' views regarding success in L2 learning in turn the interdisciplinary nature of L2 motivation is taken into account and relevant antecedent constructs to L2 motivation are investigated lastly the book outlines possible future directions for L2 motivation research.

Learning to Express, Learning as Self-expression 2023

This text focuses on the motivational regulation in English language learning of Chinese college students considering the importance and necessity of motivational regulation study in foreign language learning it systematically explores strategies used by Chinese college students to regulate motivation taking into account
student gender specialty and english proficiency the book considers self regulated language learning pointing out the impact that motivation language learning strategies and motivational regulation have on academic learning and achievement based on surveys of motivational regulation strategies used by chinese college students as well as the differences in using motivational regulation strategies between high and low english achievers the volume introduces models of self regulated learning and provides a theoretical foundation for the study of motivational regulation

Document from the year 2021 in the subject pedagogy adult education university of malta language english abstract learning a foreign language is complex and unpredictable furthermore speaking different languages is becoming increasingly important in today's globalized world however it requires several strategies to gain the best possible result relevant challenges are problems related to memory personality culture shock communicating with native speakers and boring and traditional teaching methods what is the most effective way of learning a foreign language what is happening in our mind when we are learning a foreign language and how can adult learners overcome their personal challenges dr jacqueline ammit explores the use of maltese verbs by thirty five non native learners from all walks of life and different parts of the world to better understand and improve the language learning process to provide practical advice to foreign language learners the author explores the acquisition of maltese which could easily be applied to any other foreign language acquisition the book adopts chaos complexity theory cct as a conceptual framework in a unique way and interprets the process of learning from both cognitive and sociocultural perspectives it addresses any foreign language learner as well as teachers lecturers and school administrators for methodical reasons the book is also interesting for linguistic researchers furthermore education policymakers will benefit from the findings especially when it comes to understanding students and adult learners learning curves and language learning challenges this academic textbook is truly remarkable as each chapter starts with a funny comic strip and a quotation join thirty five adult non native speakers as they overcome challenges and develop strategies to learn maltese as a foreign language happy reading

The Role of the Self in Language Learning 2017-11-06

Study Abroad Programs and Their Effect on Possible Language 2 Selves Development and Language Learning Strategies 2009
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