

Identity, Motivation and Autonomy in Language Learning

Edited by
Garold Murray, Xuesong Gao and Terry Lamb

Identity Motivation And Autonomy In Language Learning Second Language Acquisition

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Identity Motivation And Autonomy In Language Learning Second Language Acquisition:

Identity, Motivation and Autonomy in Language Learning Garold Murray,Xuesong Gao,Terry Lamb,2011 Through the use of qualitative research methods the authors explore the complex contingent and dynamic nature of motivation identity and autonomy both for language learners and teachers in many different parts of the world Importantly they also look for relationships among the three constructs This is precisely the integrative approach that should be encouraged as we seek to understand the lived experience of individuals Diane Larsen Freeman University of Michigan USA *Intensive Exposure Experiences in Second Language Learning* Carmen Muñoz,2012-09-28 This volume brings together studies dealing with second language learning in contexts that provide intensive exposure to the target language In doing so it highlights the role of intensive exposure as a critical distinctive characteristic in the comparison of learning processes and outcomes from different learning contexts naturalistic and foreign language instruction stay abroad and at home and extensive and intensive instruction programmes The different chapters represent a wide range of learning contexts and types of learning as well as different approaches that yield much needed evidence on the role of context of acquisition in second language learning

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

Motivation, Language Identity and the L2 Self Zoltán Dörnyei,Ema Ushioda,2009-01-01 With contributions by leading European North American and Asian scholars this volume offers a comprehensive anthology of conceptual and empirical papers describing the latest developments in L2 motivation research that involves the reframing of motivation in the context of contemporary notions of self and identity

Identity, Motivation, and Multilingual Education in Asian Contexts Mark Feng Teng,Wang Lixun,2020-02-06 This book investigates how learners motivations and identities are constructed in the process of learning and using multiple languages in Asian contexts It presents examples of multilingual contexts in different parts of Asia and illustrates various achievements and challenges associated with multilingual education Drawing on recent theoretical developments regarding learners motivations and identities in language learning related research this book uncovers learners motivations that underlie their decisions of learning multiple languages in Asian contexts Through empirical studies the authors offer conceptual interpretations on emerging concepts such as dual motivation system motivation dynamics motivational transformation episodes and hierarchies of identities In addition to

being highly relevant to researchers of applied linguistics this book is a valuable reference for every university and college library that serves a faculty or school of education

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

Identity Trajectories of Adult Second Language Learners Cristiana Palmieri, 2018-12-07 This book explores the motivations of adult second language L2 learners to learn Italian in continuing education settings in Australia It focuses on their motivational drives learning trajectories and related dynamics of identity development triggered by the learning process Central to the study are adult L2 learners who are still a largely under researched and growing group of learners and readers will gain a better understanding of the learning process of this specific group of learners and ideas for sustaining L2 adult learning motivation in continuing education settings Furthermore the book discusses the role played by the Italian migrant community in Australia in making Italian a sought after language to learn It explores how a migrant community may influence motivation and highlights and expands on the notion of L2 learning contexts showing the existence of sociocultural environments where second language learning trajectories are affected by the presence of migrant groups

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

Motivation and Foreign Language Learning David Lasagabaster, Aintzane Doiz, Juan Manuel Sierra, 2014-07-31 Motivation is a key aspect of second language learning There is no doubt that abstract models are basic to gain theoretical insights into motivation however teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom With this in mind the book is divided into two sections the first part includes innovative ideas regarding language learning motivation whereas the second is focused on the relationship between different approaches to foreign language learning such as EFL English as a foreign language CLIL Content and Language Integrated Learning or immersion and motivation Both sections have an emphasis on pedagogical implications that

are rooted in both theoretical and empirical work *New Directions in Language Learning Psychology* Christina Gkonou, Dietmar Tatzl, Sarah Mercer, 2015-11-27 This book explores potential new directions in the growing field of language learning psychology The individual chapters cover theoretical and conceptual developments and innovative methodological designs while also exploring practical implications Language learning psychology is a vibrant field of research that typically involves constructs from social and educational psychology which it considers in terms of their relevance for the domain of language learning The diverse theoretical and empirical chapters examine a range of familiar and lesser known constructs highlighting the importance of taking into account both learner and teacher psychologies and recognising the complexity dynamism and situatedness of psychological constructs as well as the value of employing diverse research methodologies It is hoped that these new directions concerning populations constructs and theoretical and methodological frameworks will pave the way for innovative future developments in this vibrant field Complexity in Classroom Foreign Language Learning Motivation Richard J. Sampson, 2016-06-02 This book explores how complex systems theory can contribute to the understanding of classroom language learner motivation through an extended examination of one particular situated research project Working from the lived experience of the participants the study describes how action research methods were used to explore the dynamic conditions operating in a foreign language classroom in Japan The book draws attention to the highly personalised and individual yet equally co formed nature of classroom foreign language learning motivation and to the importance of agency and emotions in language learning It presents an extended illustration of the applicability of complex systems theory for research design and process in SLA and its narrative approach shines light upon the evolving nature of research and role of the researcher The study will be a valuable resource for practitioners researchers and postgraduate students interested in classroom language teaching and learning especially those with a focus on motivation among learners The Routledge Handbook of Second Language Acquisition Susan M. Gass, Alison Mackey, 2013-06-17 This handbook brings together 50 leading international figures in the field to produce a state of the art overview of second language acquisition *The Strategy Factor in Successful Language Learning* Carol Griffiths, 2018-03-28 This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development according to learner situational or target variables It considers strategy effectiveness from an individual point of view and discusses pedagogical issues especially relating to teacher perceptions and training classroom and learner factors methodology and content This new edition has been reworked and revised to include an extensive review analysis and re interpretation of the existing literature and an update on the theoretical debate surrounding language learning strategies The research methodology section has been considerably extended and detailed explanations are now given for how to analyse data from research studies Rather than focusing on strategies divorced from the real world of the classroom this book explores the issues from the teaching learning point of view and will be of interest to students teachers trainee teachers

teacher educators and researchers alike **Minority Populations in Canadian Second Language Education** Katy Arnett, Callie Mady, 2013-08-21 Until now the picture painted of French second language learning in Canada has tended to focus on successful French immersion This volume offers a broader representation in response to the demographic changes that have made the French language classroom a more complex place Focusing on inclusion and language maintenance the chapters discuss how a multilingual population can add the two official languages to their repertoire whilst maintaining their languages of origin heritage how the revitalization of Indigenous languages can best be supported in the language classroom and how students with disabilities can be helped to successfully learn languages **Twelve Lectures on Multilingualism** David Singleton, Larissa Aronin, 2018-11-20 This major new textbook offers an accessible introduction to many of the most interesting areas in the study of multilingualism It consists of twelve lectures written by leading researchers each dedicated to a particular topic of importance Each lecture offers a state of the art authoritative review of a subdiscipline of the field The volume sheds light on the ways in which the use and acquisition of languages are changing providing new insights into the nature of contemporary multilingualism It will be of interest both to undergraduate and postgraduate students working in linguistics related disciplines and students in associated social sciences **Language Learning Motivation in Japan** Matthew T. Apple, Dexter Da Silva, Terry Fellner, 2013-10-01 This book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher educators working in various educational contexts in Japan Topics covered include the issues of cultural identity demotivation language communities positive psychology possible L2 selves and internationalisation within a key EFL context The studies in the book utilise a wide variety of research methodologies aiming to narrow the gap between theory and practice and examine L2 motivation in primary secondary and tertiary education This volume will be of interest to research teacher professionals who are currently engaged in active ESL EFL practice EFL educators researchers and teacher trainers both inside and outside Japan who are interested in research on L2 motivation in general and within the Japanese context in particular as well as graduate and postgraduate researchers *Language Intake* Carol Griffiths, 2024-11-05 Aimed towards advanced students and researchers in language acquisition and teaching *Language Intake Understanding and Improving Language Learning and Teaching* considers the long debated definition of language intake and its determining factors In doing so it presents a unique argument for language input and intake with a particular focus on how input interaction identity and investment contribute to intake through complex intercommunication The book defines each of the contributing factors of intake in turn and demonstrates the principles of language intake through interviews with successful language learners in order to encourage teachers to take these factors into consideration so as to maximise intake of the target language The author proposes that all these multiple factors contribute to what might be called the Intake Hypothesis which can be outlined as a practicable framework to support teachers in providing rich interesting and extensive input affording

opportunities for interaction respecting learner identity and offering a motivating environment to encourage and sustain investment of time and effort thereby contributing to intake

Individual Differences in Language Learning Carol Griffiths, Adem Soruç, 2020-12-01 This textbook takes a Complex Systems Theory approach to examine individual differences between learners and the potential impact of these variables on the process of acquiring a second language The authors argue that individual variables cannot provide the complete picture and that they must instead be understood as part of an interconnected and dynamic system of different factors in order to be useful in a language learning context Written in an accessible style and suitable for final year undergraduate and Masters level students the book includes clear definitions of key terms discussion questions for classroom use practical exercises and activities and examples of real empirical studies that students and teachers can replicate in their own contexts This textbook will be of interest to students taking TESOL and SLA courses and modules as well as those on broader Applied Linguistics programmes

Second Language Literacy Practices and Language Learning Outside the Classroom Miho Inaba, 2018-11-21 This book presents a comprehensive and detailed study of literacy practices and language use outside of the classroom by university students of Japanese It investigates both tasks related to classes e g homework and preparation for classes and voluntary activities in the target language e g watching TV and writing emails and discusses how values motivations and types of activities differ between the two contexts It employs sociocultural perspectives to observe reading and writing activities within and under the influence of individual and social contexts such as learner motives peer networks and the language classroom and contributes to the related research areas in the field of second language acquisition such as motivation autonomous language learning and language learning strategies Crucially the book not only documents out of class literacy activities but also examines which teaching practices facilitate and promote such out of class language learning and use It considers which literacy activities in the target language students undertake out of class which factors encourage or discourage such out of class activity and how and with which tools they undertake these activities As such the book provides guidance for classroom teaching and suggests that slight changes to teaching practices in the classroom may enhance autonomous learning outside the classroom

Emotion in Multilingual Interaction Matthew T. Prior, Gabriele Kasper, 2016-10-03 This volume brings together for the first time a collection of studies that investigates how multilingual speakers construct emotions in their talk as a joint discursive practice The contributions draw on the well established converging traditions of conversation analysis discursive psychology and membership categorization analysis together with recent work on interactional storytelling stylization and multimodal analysis By adopting a discursive approach to emotion in multilingual talk the volume breaks with the dominant view of emotions as cognitive and intra psychological phenomena and their study through self report Through detailed analyses of original recorded data the chapters examine how participants produce emotion implicative actions identities stances and morality through their interactional work in ordinary face to face conversation computer mediated interaction

institutional talk in medical educational and broadcast media settings and in research interviews The volume addresses itself to students and researchers interested in language and emotion multilingual speakers and settings pragmatics and discourse analysis

Decoding **Identity Motivation And Autonomy In Language Learning Second Language Acquisition**: Revealing the Captivating Potential of Verbal Expression

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