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## **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.

**Evidence-Based Second Language**

**Pedagogy** - Masatoshi Sato 2019-05-17  
Evidence-Based Second Language Pedagogy is a cutting-edge collection of empirical research conducted by top scholars focusing on instructed second language acquisition (ISLA) and offering a direct contribution to second language pedagogy by closing the gap between research and practice. Building on the conceptual, state-of-the-art chapters in The Routledge Handbook of Instructed Second Language Acquisition (2017), studies in this volume are organized according to the key components of ISLA: types of instruction, learning processes, learning outcomes, and learner and teacher psychology. The volume responds to pedagogical needs in different L2 teaching and learning settings by including a variety of theoretical frameworks (sociological, psychological, sociocultural, and cognitive), methodologies (qualitative and quantitative), target languages (English, Spanish, and Mandarin), modes of instruction (face-to-face and computer-mediated), targets of instruction (speaking, writing, listening, motivation, and professional development), and instructional settings (second language, foreign language, and heritage language). A novel synthesis of research in the rapidly growing

field of ISLA that also covers effective research-based teaching strategies, Evidence-Based Second Language Pedagogy is the ideal resource for researchers, practitioners, and graduate students in SLA, applied linguistics, and TESOL.

*Authenticity and Teacher-Student Motivational Synergy* - Richard Pinner  
2019-07-04

Despite the common association between authenticity and motivation in language learning, there does not currently exist a single volume exploring these connections. This book looks at the relationship between authenticity and motivation by specifically viewing the process of mutually validating the act of learning as social authentication, which in turn can often lead to positive motivational synergy between students and teacher(s). The study at the centre of this book uses autoethnography and practitioner research to examine the complex relationship between authenticity and motivation in the foreign language learning classroom. In particular, it traces the links between student and teacher motivation, and proposes that authenticity can act as a bridge to connect learners to the classroom environment and engage with the activity of learning.

**Demotivation in Second Language Acquisition** - Keita Kikuchi  
2015-08-05

SLA literature tends to focus predominantly on what motivates language learners, but what demotivates them has not been widely discussed. This book, focusing exclusively on demotivation, will help readers to understand motivational issues from a different perspective. The aims of the work are threefold: to present the current developments of demotivation research in the field of SLA and bridge motivational theory/research and demotivation research; to promote the understanding of possible causes of demotivation; and to expand the focus of demotivation research through a reflection on current motivation theory/research and a discussion of methodological issues. The research

presented in this book is situated in Japanese English-teaching contexts and will serve as a foundation for anyone wishing to better understand the causes of demotivation in SLA and to explore the topic in their own contexts.

*Becoming and Being an Applied Linguist* - Rod Ellis 2016-10-03

*Becoming and Being an Applied Linguist* contains narrative accounts of the lives of thirteen well-established applied linguists. Their professional autobiographies document the development of some of the key areas of applied linguistics - second, language acquisition, motivation, grammar, vocabulary, testing, second language writing, second language classroom research, practitioner research, English as a lingua franca, teacher cognition, and computer-assisted language learning. The book tells how these applied linguists grew into their areas of specialization. It will be of interest to any would-be applied linguist. The book also provides a readable overview of the whole field that will be of value to students of applied linguistics.

**Motivation and Foreign Language Learning** - David Lasagabaster  
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.

*Directed Motivational Currents and Language Education* - Christine Muir  
2020-09-17

Directed motivational currents (DMCs) are goal-directed motivational surges in pursuit of a much-desired personal outcome. This book introduces the reader to cutting-edge theory and research in second language learner motivation and presents empirical research which investigates DMCs in the context of language learning. The studies explore the wider relevance of DMC theory from participants recruited worldwide, answering questions such as how many (and which) participants reported having experienced DMCs and what emerged as common triggers initiating such experiences. The studies also discuss the pedagogical implications of DMC theory, investigating whether it is possible to design and implement a project (specifically, a project 'with DMC potential') in such a way that it may be able to purposefully facilitate a group-DMC with learners in a second language classroom. The book's accessible writing style makes it suitable for researchers and students who are interested in second language learning as well as for teachers and trainee teachers who are looking for classroom inspiration.

*Researching Second Language Learning and Teaching from a Psycholinguistic Perspective* - Dagmara Gałajda  
2016-04-20

This edited collection explores the processes of second language learning and teaching from a psycholinguistic perspective. Authored by leading experts in the field, the book includes studies focusing on theoretical, empirical and practical aspects of second and foreign language education. Part One offers contributions devoted to a range of learner-related factors, dealing with affective and cognitive variables, the process of reading and the acquisition of lexis. Part Two brings together papers related to teacher awareness of second language instruction that focus on conversational styles, fostering intercultural pragmatics, teacher job

satisfaction, the development of instructional materials and challenges of teacher training in different contexts. It is of interest to researchers as well as graduate and postgraduate students seeking fresh inspirations for their own empirical investigations of the ways in which second and foreign languages are taught and learned.

***Exploring Psychology in Language Learning and Teaching*** - Marion Williams  
2016-06-28

This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using activities and questions for reflection. The topics discussed in the book include: • learners' and teachers' beliefs about how a language should be learned and taught • learning and working in groups • relationships with others • the role of the self in teaching and learning • motivation to start and persist with tasks • the role of emotions in learning. The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website:

[www.oup.com/elt/teacher/exploringpsychology](http://www.oup.com/elt/teacher/exploringpsychology)  
Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

*Essential Competencies for English-medium University Teaching* - Ruth Breeze  
2016-10-06

As English gains prominence as the language of higher education across the world, many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning. With an innovative approach in both theme and scope, this book addresses four major competencies that are essential to ensure the effectiveness of English-medium higher education: creativity, critical thinking,

autonomy and motivation. It offers an integrated perspective, both theoretical and practical, which defines these competences from different angles within ELT and Applied Linguistics, while also exploring their points of contact and applications to classroom routines. This approach is intended to provide practical guidance and inspiration, in the form of pedagogical proposals, examples of teaching practice and cutting-edge research by scholars and university teachers from all over the world. To that end, a leading specialist in the field introduces each of the four competencies, explaining concepts accessibly and synthetically, exposing false myths, presenting an updated state of the art, and opening windows for future studies. These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts, who reflect on their experience and/or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction.

**Language Teacher Motivation, Autonomy and Development in East Asia** - Yuzo Kimura 2022-06-17

This volume highlights unique features of L2 teachers' motivation, autonomy and career development in Far East countries (including Japan, South Korea and China), using diverse methodological research approaches incorporating both quantitative and qualitative paradigms. While much of current research focuses on students' psychology, this volume looks into EFL teachers' motivation and autonomy. Both discussions of theoretical issues of teacher motivation and autonomy and practical, classroom-based investigations are included and written to appeal to researchers, as well as applied teacher audiences. The theoretical chapters give readers a solid grounding in the issues of interest to the field. The practical chapters offer cutting edge insights and can also serve as templates on which postgraduate and postdoctoral researchers can base future studies. This helps the book to offer a dual

service to the research community, addressing both issues of theorization of research and the practice of conducting research investigations.

Researching Language Learning Motivation - Ali H. Al-Hoorie 2022-01-27

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.

**How People Learn II** - National Academies of Sciences, Engineering, and Medicine 2018-09-27

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then,

researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

**LANGUAGE LEARNING MOTIVATION** - Ema Ushioda 2020-07-13

In this thought-provoking book, Ema Ushioda asks why we research language learning motivation, whose interests the research serves, and who ultimately benefits. Examining the major theoretical and research developments in this vibrant field from its origins to the present day, the author interrogates the goals and values driving academic inquiry, and argues for a more socially conscious and socially responsive orientation to researching language learning motivation. The book challenges this research field to contribute to critical movements in applied linguistics to address globally and locally relevant societal issues where language and motivation matter. "Ema Ushioda's compelling, authoritative and timely book re-writes the story of L2 motivation research through the ethical lens. Her probing reflection is not meant to soothe but to ask difficult questions about why we research and for whom. It is impossible to imagine future L2 motivation scholarship that

does not treat them seriously." Maggie Kubanyiova, Professor of Language Education, University of Leeds Ema Ushioda is a Professor and Head of the Department of Applied Linguistics at the University of Warwick Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

**Research Methods in English Medium Instruction** - Jack K.H. Pun

2021-07-19

In this special edited volume, the editors and invited English Medium Instruction (EMI) researchers, from different parts of the world, outline the latest EMI research methods. Providing academic instruction using English is rapidly spreading in many countries where English is a second or foreign language, and there is a growing interest in researching the effectiveness and effects of EMI across different educational levels. This volume includes chapters on everything from research into classroom interaction to teachers' and students' perceptions and motivations to language challenges and strategies and the pedagogical implications of translanguaging in EMI classrooms. These specific topics were chosen to reflect different approaches to researching EMI. Each chapter focuses on a specific type of research methodology. It begins with an overview of the literature of the topic under discussion. Then an example study is provided to illustrate how this methodology can be used to investigate EMI. Each chapter identifies the process that the EMI researcher used to conduct their research and discusses key dilemmas they faced, focusing particularly on the methodological issues they encountered. By exploring these issues, this volume hopes to inform theory (or the lack thereof) underlying research into the phenomenon of EMI. This volume is indispensable for EMI tutors, curriculum developers, policymakers, and teachers, as well as students at both undergraduate and postgraduate levels. It is particularly valuable for researchers from across the globe working in the fields of applied linguistics, language education,

English for Academic Purposes (EAP), English Language Teaching (ELT), and Teaching English to Speakers of Other Languages (TESOL).

Motivating Learners, Motivating Teachers - Zoltan Dornyei 2014-09

*Motivational Currents in Language Learning* - Zoltán Dörnyei 2015-08-20  
Building on Zoltán Dörnyei's authoritative work in the field of learner motivation, this book introduces a new conceptualization—Directed Motivational Currents (DMCs)—and sets out the defining aspects of what they are, what they are not, and how they are related to language learning motivation. Going beyond focused behavior in a single activity, DMCs concern intensive long-term motivation. The distinctive feature of the theory is that it views motivation not simply as a springboard for action but also as a uniquely self-renewing and sustainable process. It is this energizing capacity which distinguishes DMCs from almost every other motivational construct described in the research literature. *Motivational Currents in Language Learning* offers new insights, valuable both to motivation researchers and classroom practitioners. The accessible style, along with plentiful illustrations and practical suggestions for promoting sustained learning, invite readers to think about motivation in a different way. Highly relevant for language teachers, teachers-in-training, teacher educators, and researchers in TESOL and applied linguistics, the book explains how the DMC construct can be integrated into course structures and teaching methodologies, and encourages teachers to try out novel methods for harnessing motivational power in classroom settings.

The Dynamic Interplay between Context and the Language Learner - Jim King 2016-01-26

This edited volume offers a series of state-of-the-art conceptual papers and empirical research studies which consider how contextual factors at multiple levels dynamically interact

with individuals to influence how they go about the complex business of learning and using a second language.

**Teaching and Researching Motivation** - Zoltán Dörnyei 2021-04-22

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:

exploration of the motivation to learn languages other than English (LOTEs); 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.

**The Routledge Handbook of Instructed Second Language Acquisition** - Shawn Loewen 2017-02-17

The *Routledge Handbook of Instructed Second Language Acquisition* is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues;

(2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

Motivating Learning - Zoltán Dörnyei  
2014-06-03

Motivation is a vital element in learning, and the most commonly cited explanation for success or failure in language learning. Jill Hadfield and Zoltán Dörnyei present a new theory of motivation centred around the notion of the "Ideal Future Language Self", arguing that if students have a rich and inspiring vision of themselves as successful future language learners and users, they will be motivated to work hard to actualise the vision and become that learner. This book: - integrates the latest research in language teaching with innovative classroom practice - offers suggestions on how the various components of the theory could be structured into a teaching sequence - includes a variety of imaginative classroom activities designed to aid both student and teacher in creating and actualising the Ideal Self through visualisation, goal setting, task identification and planning, and a selection of appropriate learning strategies. - shows how teachers can undertake motivation-related research in their own classrooms. This is an ideal guide to and activity book for the theory and practice of motivation in language learning for students and teachers alike.

**Positive Psychology Perspectives on Foreign Language Learning and Teaching** - Danuta Gabryś-Barker  
2016-05-23

This book introduces readers to the principles of a fairly new branch of psychology - positive psychology -

and demonstrates how they can be applied in the context of second language acquisition in a natural environment and in instructed foreign language (FL) learning. It focuses both on the well-being and success of the learner and the professional and personal well-being of the teacher. Further, the book stresses the importance of the positive emotions and character strengths of those involved in the process of language learning and teaching, as well as the significant role played by enabling institutions such as school and, at the micro-level, individual FL classes.

*Motivational Currents in Language Learning* - Zoltán Dörnyei 2015-08-20  
Building on Zoltán Dörnyei's authoritative work in the field of learner motivation, this book introduces a new conceptualization—Directed Motivational Currents (DMCs)—and sets out the defining aspects of what they are, what they are not, and how they are related to language learning motivation. Going beyond focused behavior in a single activity, DMCs concern intensive long-term motivation. The distinctive feature of the theory is that it views motivation not simply as a springboard for action but also as a uniquely self-renewing and sustainable process. It is this energizing capacity which distinguishes DMCs from almost every other motivational construct described in the research literature. *Motivational Currents in Language Learning* offers new insights, valuable both to motivation researchers and classroom practitioners. The accessible style, along with plentiful illustrations and practical suggestions for promoting sustained learning, invite readers to think about motivation in a different way. Highly relevant for language teachers, teachers-in-training, teacher educators, and researchers in TESOL and applied linguistics, the book explains how the DMC construct can be integrated into course structures and teaching methodologies, and encourages teachers to try out novel methods for

harnessing motivational power in classroom settings.

Continuing Professional Development of English Language Teachers - Senkamalam Periyasamy Dhanavel 2023-01-13

This book provides a comprehensive understanding of India's continuing professional development (CPD) landscape. It examines the issues surrounding the professional development of English language teachers in India at the tertiary level from multiple perspectives. Further, it evaluates various models of continuing professional learning (CPL) and emphasizes the transformative model as a solution to the social, administrative, or other impediments teachers encounter in their lives. Importantly, it presents examples, solving academic and non-academic problems in formal and informal, and face-face and technology-mediated forms of teaching and learning by teachers of English in different contexts. It discusses the latest developments in the literature related to the transformative and reflective approach to classroom problems faced by teachers on the ground such as classroom environment, students' socio-economic background, teachers education, and teacher assessment. Also, it positions continuing professional development (CPD) as having transformative power in teaching English in India and how it can improve students' learning opportunities. The book is relevant to English language teachers, teacher educators, and researchers in India and across the globe to address significant issues in the field: how to handle every classroom situation and how to train oneself as a teacher as well as a teacher educator.

*The Cambridge Guide to Learning English as a Second Language* - Anne Burns 2018-03-15

Through its up-to-date and comprehensive coverage of current perspectives, this volume aims to expand understanding of what it means to learn English as a second or additional language. The focus throughout the book is primarily on language learning, but each chapter

also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book is organised into nine sections, with 36 chapters presenting a wide and diverse range of accounts of the learning of English. Four major themes which permeate the chapters are: Learning and learners; learning and language; learning and language development; and learning and learning contexts-- back cover.

Language Teacher Psychology - Sarah Mercer 2018-01-05

To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various strands of research into the psychology of language teachers. It consists of 19 contributions on well-established areas of teacher psychology, as well as areas that have only recently begun to be explored. This original collection, which covers a multitude of theoretical and methodological perspectives, makes a significant contribution to the emerging field of language teacher psychology as a domain of inquiry within language education.

**Motivating & Inspiring Teachers** - Todd Whitaker 2013-12-17

Like the best-selling first edition, this book is filled with strategies to motivate your staff and maintain a high level of energy at your school. This guide will help all educators approach work every day in an enthusiastic, focused, and positive state of mind. This book will help you: -Motivate your faculty with the Friday Focus--a staff memo that works! -Understand the power of praise and how to best utilize it every day -Make sure staff meetings, teacher evaluation, and daily activities raise the energy level in your school -Maximize the holidays, open house nights, and other special events the make your staff feel special

*Advances in Motivation Science* - Andrew J. Elliot 2022-06-01  
Advances in Motivation Science,



Volume Nine, the latest release in Elsevier's serial on the topic of motivation science, contains interesting articles that cover topics such as The Relentless Pursuit of Acceptance and Belonging, Reward uncertainty and the aversion-attraction dilemma, Neurobiological Mechanisms of Selectivity in Motivated Memory, Accounting for long-term motivation and sustained motivated learning, Interest: A Unique Affective and Cognitive Motivational Variable That Develops, and Neural systems for aversively motivated behavior, Neural systems for aversively motivated behavior, and more. Presents new research in the field of motivation science and research Provides a timely overview of important research programs conducted by the most respected scholars in psychology Gives special attention to directions for future research

*The Routledge Handbook of the Psychology of Language Learning and Teaching* - Tammy Gregersen 2021-11-11 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.

**Language Learning Motivation in a Multilingual Chinese Context** - Mairin Hennebry-Leung 2022-07-13 Drawing on quantitative and qualitative data from teachers and students in Hong Kong's secondary schools, this book examines critical questions in relation to language learning motivation and instructional contexts. Readers are provided with a

critical overview of developments in theory and research on language learning motivation and the potential to further extend these developments. Grounded in the Douglas Fir Group conceptualization of language learning, the book explores the complex interplay of diverse factors that shape learners' motivation. It offers a unique window into the situated nature of language learning motivation in the macro, meso, and micro contexts of a Chinese heritage society. In so doing, it brings the Chinese voice into the theorization of this important language learning construct. Potential future research avenues are suggested, and implications for policy and practice are discussed. This book will be a useful resource for academics and postgraduates interested in the fields of English as a second language (ESL), English language teaching, language teaching and learning.

**Language Acquisition and the Multilingual Ideal** - Toshiyuki Nakamura 2019-08-08

Examining the motivational development of Japanese language learners, this book investigates the relationship between their future self-image as Japanese speakers and their broader self-image as multilingual individuals. The book compares two groups of Japanese language learners, one from Australia and the other from South Korea. Questioning how motivation is influenced both by native languages and by the other languages which learners speak or study, Toshiyuki Nakamura uses dynamic systems theory (DST) to uncover how knowledge of English in these different contexts motivates the learning of Japanese. Employing the concept of 'domain of possible selves' as an analytical framework, the book also provides a detailed description of the development of the learners' visions of themselves as users of Japanese and uncovers various aspects of Japanese language learners' L2 self. *The Palgrave Handbook of Motivation for Language Learning* - Martin Lamb 2020-01-11

This handbook offers an

authoritative, one-stop reference work for the dynamic and expanding field of language learning motivation. The 32 chapters have been specially commissioned from the field's most influential researchers and writers. Together they present a compelling picture of the motivations people have for learning languages, the diverse ways we can research motivation, and the implications for promoting and sustaining learners' motivation. The first section outlines the main theoretical approaches to language learning motivation; the next section presents ways in which motivation theory has been applied in practice; the third section showcases examples of motivation research in particular contexts and with particular types of language learners; and the final section describes the exciting directions that contemporary research is taking, promising important new insights for academics and practitioners alike.

Theory and Practice in Second Language Teacher Identity - Karim Sadeghi 2022-09-16

This book brings together the current theory, research and practical perspectives from different parts of the world on language teacher identity in an attempt to better understand the nature of identities teachers in different contexts develop. By linking theory to pedagogy, the book examines how second language teacher identities are shaped and explores the various links between teacher identities and variables that affect the formation of identities. *Theory and Practice in Second Language Teacher Identity* includes a foreword by Jack Richards (University of Sydney and RELC), an afterword by Peter de Costa (Michigan State University) and holds 20 invited chapters by established and active scholars and teacher educators to discuss the various aspects of in-service and pre-service second language teacher identity development. It also addresses the way the COVID-19 pandemic has impacted teacher identities and examines under-researched issues, such as the intersection between

gender and race in second language teacher identity development and identity construction in second languages other than English. What does it mean to be a teacher of English as a second language in an age of globalization, new media, technological revolution and de-institutionalized knowledge? How do teachers gain pre-service and in-service expertise, a sense of professional identity, and educational integrity? And how have they dealt with the extra-burden imposed by the pandemic? This thought-provoking volume offers valuable perspectives on these important issues in the professional development of English teachers worldwide. – Prof. Claire Kramsch, University of California, Berkeley, USA. The way we see ourselves and are seen by others influences our social and professional interactions. Teacher identity and sense of agency is therefore not merely a matter of research interest for it impacts learners and learning, which makes the topic of this book extremely important. With chapters located in a wide range of countries – from USA to Australia via UAE, Thailand and others – and drawing on a variety of research methods, the book synthesizes extant research and develops many new research avenues. It does so not only with theory in mind but with practical lessons for teachers and teacher educators and thus becomes an essential volume for our libraries and studies. – Prof. Michael Byram, University of Durham, UK. In this compelling collection, co-edited by Karim Sadeghi and Farah Ghaderi, the authors address key questions about language teacher identity in contemporary applied linguistics: What is the relationship between language teacher identity and language teacher agency? To what extent does ideology impact language teacher identity? How do language teachers navigate an increasingly globalized and unequal world? Authors from different regions of the world draw on diverse methodologies to share insightful research on both pre-service and in-service language teacher identity, making an important

contribution to applied linguistics and TESOL at a time of great social and educational change. – Prof. Bonny Norton (FRSC), University Killam Professor and Distinguished University Scholar, University of British Columbia, Canada. “Theory and Practice in Second Language Teacher Identity” captures recent thinking about language teacher identity. The broad array of excellent chapter contributions explores multiple dimensions of identity, from teacher agency and emotions to the disruptive effects of the Covid pandemic on teachers’ professional lives and practices. The studies draw on a number of theoretical perspectives and demonstrate the use of both familiar and innovative research methodologies. The relevant topics, the up-to-date bibliographic sources, and the useful research findings make this edited volume an essential addition to your bookshelf. – Prof. Gary Barkhuizen, University of Auckland, New Zealand.

Motivational Dynamics in Language Learning – Zoltán Dörnyei 2014-10-01

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.

**ELT in Asia in the Digital Era: Global Citizenship and Identity** – Suwarsih Madya 2018-06-22

This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a

perfectly edited book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

**Vision, Mental Imagery and the Christian Life** – Zoltán Dörnyei 2019-07-03

This book uniquely explores how the notion of vision is presented in modern science and the Bible, and how it can be applied to contemporary Christian contexts. The word "vision", our ability to see, has been described by an increasing body of scholarship in the social sciences as our capacity for mental imagery and imagination. As such, this unique cognitive capability has been utilised in many fields for a variety of purposes, from arts and psychotherapy to politics and business management, and even for performance enhancement in sports. The current book argues that a better understanding of vision can have far-reaching practical implications for Christian life and ministry by helping people to align themselves with God's specific purposes. After a theoretical overview that integrates scientific and theological insights, the final chapters present a variety of strategies that can help believers to discern God's call through the use of mental imagery and then to develop and cultivate the perceived vision. The book examines the scientific and biblical principles of vision in a comprehensive manner, with a special emphasis on the practical implications of the issue. As such, it will be of great interest to scholars of Theology, Biblical Studies and Church Growth/Leadership, as well as Organisational Behaviour, Business Management and Psychology. **Historical Development of English Learning Motivation Research** – Tae-Young Kim 2021-09-07

This book clarifies the fundamental difference between North America-based instrumental motivation and Korea (and East Asia)-specific competitive motivation by which the EFL learners' excessive competition to be admitted to famous universities and to be hired at a large-scale conglomerate is the main source of L2 motivation. It enables readers to

understand that EFL-learning motivation reflects unique sociohistorical contexts grounded in a specific region or country. This book in turn necessitates the need to develop EFL motivation theory and research tradition which are firmly based on East Asian values and culture.

**The Psychology of the Language Learner Revisited** - Zoltan Dornyei  
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.

*Teacher Development in Action* - M. Kubanyiova  
2012-01-12

Bringing together multiple sources of data and combining existing theories across language teacher cognition, teacher education, second language motivation and psychology, this empirically-grounded analysis of teacher development in action offers new insights into the complex and dynamic nature of language teachers' conceptual change.

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