

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

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**Questionnaires in Second Language Research** - Zoltán Dörnyei 2009-12-04  
Questionnaires in Second Language Research: Construction, Administration, and Processing is the first guide in the second language field devoted to the question of

how to produce and use questionnaires as reliable and valid research instruments. It offers a thorough overview of the theory of questionnaire design, administration, and processing, made accessible by concrete, real-life second language research

applications. This Second Edition features a new chapter on how an actual scientific instrument was developed using the theoretical guidelines in the book, and new sections on translating questionnaires and collecting survey data on the Internet. Researchers and students in second language studies, applied linguistics, and TESOL programs will find this book invaluable, and it can also be used as a textbook for courses in quantitative research methodology and survey research in linguistics, psychology, and education departments.

*Motivation, Language Identity and the L2 Self* - Zoltán Dörnyei 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.

**Individual Differences and Instructed Language Learning** - Peter Robinson  
2002-09-27

Second language learners differ in how successfully they adapt to, and profit from, instruction. This book aims to show that adaptation to L2 instruction, and subsequent L2 learning, is a result of the interaction between learner characteristics and learning contexts. Describing and explaining these interactions is fundamentally important to theories of instructed SLA, and for effective L2 pedagogy. This collection is the first to explore this important issue in contemporary task-based, immersion, and communicative pedagogic settings. In the first section, leading experts in individual differences research describe recent advances in theories of intelligence, L2

apptitude, motivation, anxiety and emotion, and the relationship of native language abilities to L2 learning. In the second section, these theoretical insights are applied to empirical studies of individual differences-treatment interactions in classroom learning, experimental studies of the effects of focus on form and incidental learning, and studies of naturalistic versus instructed SLA.

**Learner Autonomy in the Foreign Language Classroom** - David Little 2003

Identity, Motivation and Autonomy in Language Learning - Garold Murray 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 --

Motivation, Language Attitudes and Globalisation - Zoltán Dörnyei 2006-04-12

This volume presents the results of the largest ever language attitude/motivation survey in second language studies. The research team gathered data from over 13,000 Hungarian language learners on three successive occasions: in 1993, 1999 and 2004. The examined period covers a particularly prominent time in Hungary's history, the transition from a closed, Communist society to a western-style democracy that became a member of the European Union in 2004. Thus, the book provides an 'attitudinal/motivational flow-chart' describing how significant

sociopolitical changes affect the language disposition of a nation. The investigation focused on the appraisal of five target languages – English, German, French, Italian and Russian – and this multi-language design made it also possible to observe the changing status of the different languages in relation to each other over the examined 12-year period. Thus, the authors were in an ideal position to investigate the ongoing impact of language globalisation in a context where for various political/historical reasons certain transformation processes took place with unusual intensity and speed. The result is a unique blueprint of how and why language globalisation takes place in an actual language learning environment. 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. 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.

*The Impact of Self-Concept on Language Learning* - Kata Csizér 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.

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

*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.

Motivation, Language Identity and the L2 Self - Zoltán Dörnyei 2009

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 Autonomy in Language Learning** - Garold Murray

2011-04-14

In this volume researchers from Asia, Europe, the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity, motivation, and autonomy in language learning. On a conceptual level the authors explore issues related to agency, metacognition, imagination, beliefs, and self. The book also addresses practice in classroom, self-access, and distance education contexts, considering topics such

as teachers' views on motivation, plurilingual learning, sustaining motivation in distance education, pop culture and gaming, study abroad, and the role of agency and identity in the motivation of pre-service teachers. The book concludes with a discussion of how an approach which sees identity, motivation, and autonomy as interrelated constructs has the potential to inform theory, practice and future research directions in the field of language teaching and learning.

*Innovations and Challenges in Language Learning Motivation* - Zoltán Dörnyei 2020  
"Innovations and Challenges in Language Learning Motivation provides a cutting-edge perspective on the latest challenges and innovations in language learning motivation, incorporating numerous examples and cases in mainstream psychology and in the field of second language acquisition. Drawing on over three decades of research experience

as well as an extensive review of the latest psychological and SLA literature, Dörnyei provides an accessible overview of these cutting-edge areas and covers novel topics that have not yet been addressed in L2 motivation research, such as: fundamental theoretical questions such as mental time travel, ego depletion, psychological momentum and passion, and how the temporal dimension of motivation can be made consistent with a learner attribute; key challenges concerning the notion of L2 motivation, ranging from issues about the nature of motivation (e.g. trait, state or a process?) and questions surrounding unconscious versus conscious motivation, the motivational capacity of vision, and long-term motivation and persistence; highly practical classroom-specific challenges such as how technological advances could be better integrated in teachers' repertoires of motivational



strategies. This distinctive book from one of the key voices in the field will be essential reading for students in the field of TESOL and Applied Linguistics, as well as language teachers and teacher educators"--

**Second Language Learning Motivation in a European Context: The Case of Hungary** - Kata Csizér 2021-01-04

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.

**Motivation, Language Identity and the L2 Self** - Zoltán Dörnyei 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.

**Positive Psychology in Second and Foreign Language Education** - Katarzyna Budzińska 2021-03-02

This book demonstrates how resources taken from positive psychology can benefit both teachers and learners. Positive psychology is the empirical study of how people thrive and flourish. This book explores a range of topics, such as affectivity and positive emotions, engagement, enjoyment, empathy, positive institutions, a positive L2 self-system, as well as newly added Positive Language Education. Some papers in this collection introduce new topics such as the role of

positive psychology in international higher education, a framework for understanding language teacher well-being from an ecological perspective, or positive institutional policies in language education contexts.

Multiple Perspectives on the Self in SLA - Sarah Mercer 2014-01-29

This collection of papers brings together a diverse range of conceptualisations of the self in the domain of second language acquisition and foreign language learning. The volume attempts to unite a fragmented field and provides a thorough overview of the ways in which the self can be conceptualised in SLA contexts.

Aspects of Culture in Second Language Acquisition and Foreign Language Learning - Janusz Arabski 2011-08-27

In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social-

psychological process in which the role of a wider sociocultural context should not be marginalized. This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence, the role of English as a lingua franca in intercultural communication, and the place of cultural factors in SLA theorizing, research, second/foreign language teaching and teacher training. The volume also contains contributions which share the linguistic interest in the culture-related concepts and constructs such as time, modesty, politeness, and respect, discussing the culture-dependent differences in conceptualization and their reflection in particular language forms and linguistic devices.

### **The Psychology of the Language**

**Learner** - Zoltán Dörnyei 2014-04-04  
Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological

research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

**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.

**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.

**The Handbook of Informal Language Learning** - Mark Dressman 2020-02-03

Provides a comprehensive and unique examination of global language learning outside of the formal school setting  
Authored by a prominent team of international experts in their respective fields, *The Handbook of Informal Language Learning* is a one-of-a-kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment. It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning, along with the

growing area of digital language learning, and the future of this relevant field in national development and language education. *The Handbook of Informal Language Learning* examines informal language learning from both theoretical and practical perspectives. Structured across six sections, chapters cover areas of motivation, linguistics, cognition, and multimodality; digital learning, including virtual contexts, gaming, fanfiction, vlogging, mobile devices, and nonformal programs; and media and live contact, including learning through environmental print, tourism/study abroad. The book also provides studies of informal learning in four national contexts, examines the integration of informal and formal classroom learning, and discusses the future of language learning from different perspectives. Edited by respected researchers of computer-mediated communication and second

language learning and teacher education  
Features contributions by leading  
international scholars reaching out to a  
global audience Presents an exciting and  
progressive selection of chapters in a  
rapidly expanding field of research and  
teaching Provides a state-of-the-art  
collection of the theories, as well as the  
historical, cultural and international cases  
relating to informal language learning and  
its future in a digital age Covers 30 key  
topics that represent pioneering findings  
and new research The Handbook of Informal  
Language Learning is an essential resource  
for researchers, students, and professionals  
in the fields of language acquisition, English  
as a second language, and foreign language  
education.

*The Routledge Handbook of Second  
Language Acquisition* - Susan M. Gass  
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.

*International Perspectives on Motivation* - E.  
Ushioda 2013-04-23

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

**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.

**Motivation and Second Language Acquisition** - Robert C. Gardner 2010

Offering a historical and empirical account,

this book provides a comprehensive overview of the socio-educational model of second language acquisition. This approach to understanding motivational variables that promote success in the learning of a second or foreign language - distinguishing between language classroom motivation and language learning motivation - is a major one in the history of this field of research. Chapters include a discussion of the definition and measurement of motivation; historical foundations of the model; recent studies with the International Attitude Motivation Test Battery for English as a foreign language in different countries; the implications of the model to the classroom context; and a discussion of criticisms and misconceptions of the model. The book provides graduate students and researchers with unique coverage of this research-oriented approach as well as serving as a source book for the area. It is ideal for

courses on motivation in second language learning, or as a supplemental text for research-oriented courses in applied linguistics, educational psychology, or language research in general.

**Teaching and Researching: Motivation** - Zoltán Dörnyei 2013-11-26

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.

**Self and Identity in Adolescent Foreign Language Learning** - Florentina Taylor 2013-07-04

This book explores the role of identity in adolescent foreign language learning to



provide evidence that an identity-focused approach can make a difference to achievement in education. It uses both in-depth exploratory interviews with language learners and a cross-sectional survey to provide a unique glimpse into the identity dynamics that learners need to manage in their interaction with contradictory relational contexts (e.g. teacher vs. classmates; parents vs. friends), and that appear to impair their perceived competence and declared achievement in language learning. Furthermore, this work presents a new model of identity which incorporates several educational psychology theories (e.g. self-discrepancy, self-presentation, impression management), developmental theories of adolescence and principles of foreign language teaching and learning. This book gives rise to potentially policy-changing insights and will be of importance to those interested in the relationship between self,

identity and language teaching and learning.

*Language Learning Motivation in Japan* - Matthew T. Apple 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. *Contemporary Language Motivation Theory* - Ali H. Al-Hoorie 2019-11-18

This book brings together contributions from the leaders of the language learning motivation field. The varied chapters demonstrate how Gardner's work remains integral to a diverse range of contemporary theoretical issues underlying the psychology of language, even today, 60 years after the publication of Gardner and Lambert's seminal 1959 paper. The chapters cover a wide selection of topics related to applied linguistics, second language acquisition, social psychology, sociology, methodology and historical issues. The book advances thinking on cutting-edge topics in these

diverse areas, providing a wealth of information for both students and established scholars that show the continuing and future importance of Gardner and Lambert's ideas.

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

*Identity, Motivation and Autonomy in Language Learning* - Garold Murray 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 --

**Possible Selves** - Curtis Dunkel 2006

The concept of possible selves, first brought to life only a short time ago by Hazel Markus and Paula Nurious (1986) has grown into an exciting stream of research. Scholars have examined possible selves with regard to a host of adolescent outcomes, including academic achievement, school persistence, career expectations, self-esteem, delinquency, identity development and altruistic behaviours. This book represents a sample of the current research being conducted in the area of possible selves.

The contributors to the book were chosen to represent a variety of perspectives, and to collectively illustrate some of the different ways that possible selves are being conceptualised, empirically examined and used in interventions.

Autoethnographic Perspectives on

Multilingual Life Stories - Hanc?-Azizoglu,  
Eda Ba?ak 2022-05-13

Storytelling is an ideal avenue for language learners to share their experiences and journeys and find a sense of identity.

Everyone who has learned an additional language has a story to tell, but there is a unique type of autoethnographic and linguistic story that can be read in scholarly platforms. Autoethnographic Perspectives on Multilingual Life Stories presents the life stories of multilingual people and their experiences by using autoethnography as a research method. It proposes narrative as an autobiographical research method that provides the technique and opportunity to express how transnationals construct their identities in foreign and new contexts through partial or full life stories. Covering topics such as identity, life stories, and self-discovery, this reference work is ideal for academicians, researchers, scholars,

practitioners, instructors, and students.  
The Role of Motivation - Ema Ushioda 1996  
Advocating a cognitive approach to motivation in which the learner's thought processes play a central role, this text discusses patterns of motivational thinking in language learning and considers the potential for developing effective motivational thinking as an integral part of learner autonomy.

**Multidisciplinary Research Perspectives in Education** - Indika Liyanage 2016-07-27  
“The editors of this extraordinary book, Indika Liyanage and Badeng Nima, have brought together a wonderfully wide-ranging collection of chapters. The breadth and depth of the studies of education issues in China and Australia are impressive. The topics encompass important questions concerning education policies, curricula, pedagogy, equality, parental engagement, cultural heritage, and anti-drug education.

The scope of the book includes Chinese and Australian settings that range from kindergartens to higher education, and from rural to urban environments. The diversity of the book strengthens rather than weakens its coherence, because the golden thread running through all the chapters is a portrayal of the complexity of education provision when global, national and local forces interact. Written by academics with hands-on experience, the chapters provide evidence-based discussions of practical conundrums, enriched by the sophisticated use of interdisciplinary approaches. As a result, this book is powerful, challenging and ground-breaking.” – Bob Adamson, UNESCO Chairholder in TVET and Lifelong Learning, Education University of Hong Kong  
**The Impact of Self-Concept on Language Learning** - Kata Csizér 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.

**Motivation and Second Language Acquisition** - Zoltán Dörnyei 2001

This volume - the second in this series concerned with motivation and foreign language learning - includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys.

**Emerging Self-Identities and Emotion**

**in Foreign Language Learning** - Masuko Miyahara 2015-07-16

This book uses a narrative-oriented approach to shed light on the processes of identity construction and development among Japanese university students of English. The research highlights the instrumental agency of individuals in responding to and acting upon the social environment, and in developing, maintaining and/or reconstructing their identities as L2 users. The study offers unique insights into the role of experience, emotions, social and environmental affordances in shaping their personal orientations to English and self-perceptions as English learner-users. It also examines individuals' responses to these factors and discusses fluctuations in their motivations. The additional value of this book lies in its detailed account of methodological procedures, challenges and ways to

overcome obstacles encountered when

undertaking qualitative longitudinal studies.