

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

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## **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"--

## *Directed Motivational Currents and Language Education* - Christine Muir 2020

"This book presents empirical research which investigates directed motivational currents (DMCs) in the context of second language learning and motivation. The studies explore participants' individual experiences of DMCs, and the practical implications of DMC theory for L2 pedagogy through the use of intensive group projects"--

## **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.

## **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 aptitude, 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.

**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

**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** - 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. 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.

**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.

**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 Nurius (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.

*Intercultural Competence Past, Present and Future* - María Dolores López-Jiménez  
2021-01-08

This book explores the benefits of teaching

reflection upon one's own culture to develop intercultural competence and looks into the relationship between the proficiency level of the second language and the target culture. It introduces new debates on the concept of 'critical cultural awareness' in intercultural learning and teaching, for example the indiscriminate use of terminologies related to the idea of 'intercultural encounters'. Also, it provides insight into the relationship between language and culture using a new tool such as the Autobiography of Intercultural Encounters through Visual Media. The presentation of different approaches, tools, barriers, educational and cultural realities, online intercultural exchange projects and concepts such as motivation, attitudes, stereotyping, otherization, and critical cultural awareness makes this book an excellent instrument not only for teachers but also for researchers, policy-makers and private and public institutions that want to explore culture and interculturality and to promote an intercultural competence and global citizenship among its learners / users / clients and / or an interculturally-oriented language education.

*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

### **Motivational Strategies in the Language**

**Classroom** - Zoltán Dörnyei 2001

When trying to explain any success or failure in second language (L2) learning, the term 'motivation' is often used by teachers and students alike. Indeed, motivation is one of the key learner factors that determines the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. This book takes a practical approach to teaching motivational strategies in the language classroom, and gives the teacher strategies that they can use to motivate language learners.

**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.

### **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.

### **International Perspectives on Motivation** -

Ema Ushioda 2013-04-23

The global importance ascribed to English might lead us to assume that the need to learn English is unquestionable and that therefore student motivation is not a problem. In reality, however, local classroom experiences and practices suggest that issues of student (and teacher) motivation are high on the agenda despite or rather because of the significant status English has in educational policy and curricula, high stakes gatekeeping exams and the professional job market. This book brings together motivation-related practical concerns and debates from diverse international contexts and educational settings, and from the perspective of writers who are practitioners as well as researchers. The collection shows how these locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world. Each chapter concludes with selected 'engagement priorities' offering pointers for discussion and exploration for teachers and teacher educators.

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.

**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.

**Professional Development for Language Teachers** - Jack C. Richards 2005-04-04

This much-needed text provides a coherent and strategic approach to teacher development. *Teacher Development for Language Teachers* examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.

**New Insights Into Language Anxiety** -

Christina Gkonou 2017

This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters show that language anxiety can be viewed as a complex and dynamic construct and can be researched using different methods and frameworks.

*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.

**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.

**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.

The Cambridge Handbook of Second Language Acquisition - Julia Herschensohn 2018-09-06

What is language and how can we investigate its acquisition by children or adults? What perspectives exist from which to view acquisition? What internal constraints and external factors shape acquisition? What are the properties of interlanguage systems? This comprehensive 31-chapter handbook is an authoritative survey of second language acquisition (SLA). Its multi-perspective synopsis on recent developments in SLA research provides significant contributions by established experts and widely recognized younger talent. It covers cutting edge and emerging areas of enquiry not treated elsewhere in a single handbook, including third language acquisition, electronic communication, incomplete first language acquisition, alphabetic literacy and SLA, affect and the brain, discourse and identity. Written to be accessible to newcomers as well as experienced scholars of SLA, the Handbook is organised into six thematic sections, each with an editor-written introduction.

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

*Language Learning Motivation in Japan* - Matthew T. Apples 2013-09-27

This book synthesises current theory and research on L2 motivation in the EFL Japanese context covering topics such as the issues of cultural identity, demotivation, language

communities, positive psychology, possible L2 selves and internationalisation within a key EFL context. The studies examine L2 motivation in primary, secondary and tertiary education utilising a wide variety of research methodologies to do so.

*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.

*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.

### **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 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.

### **Understanding Second Language**

**Acquisition** - Lourdes Ortega 2014-02-04

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at [www.routledge.com/ortega](http://www.routledge.com/ortega).

### **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 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.

**Identity and Language Learning** - Bonny Norton 2013-10-04

Identity and Language Learning draws on a longitudinal case study of immigrant women in Canada to develop new ideas about identity, investment, and imagined communities in the field of language learning and teaching. Bonny Norton demonstrates that a poststructuralist conception of identity as multiple, a site of struggle, and subject to change across time and place is highly productive for understanding language learning. Her sociological construct of investment is an important complement to psychological theories of motivation. The implications for language teaching and teacher education are profound. Now including a new, comprehensive Introduction as well as an Afterword by Claire Kramsch, this second edition addresses the following central questions: - Under what conditions do language learners speak, listen, read and write? - How are relations of power implicated in the negotiation of identity? - How can teachers address the investments and imagined identities of learners? The book integrates research, theory, and classroom practice, and is essential reading for students, teachers and researchers in the fields of language learning and teaching, TESOL, applied linguistics and literacy.

**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.

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.

*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.

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.

**Adult Minority Language Learning** - Colin J. Flynn 2020-03-20

This book examines the role of affective variables in the process of learning a minority language. It presents a comprehensive account of how adult learners' attitude, motivation and

identity are related to their awareness of, and commitment to, different dialects and varieties as target speech models. These issues are examined in the context of Irish, a minority language which does not have a standard spoken variety and where the vast majority of learners have no regular contact with native speakers. Using a mixed methods research approach, this study explores the relationships that exist between, on the one hand, learners' attitudes towards the three main traditional dialects of Irish and non-traditional second language varieties, and on the other, their motivation and self-concept as second language learners.