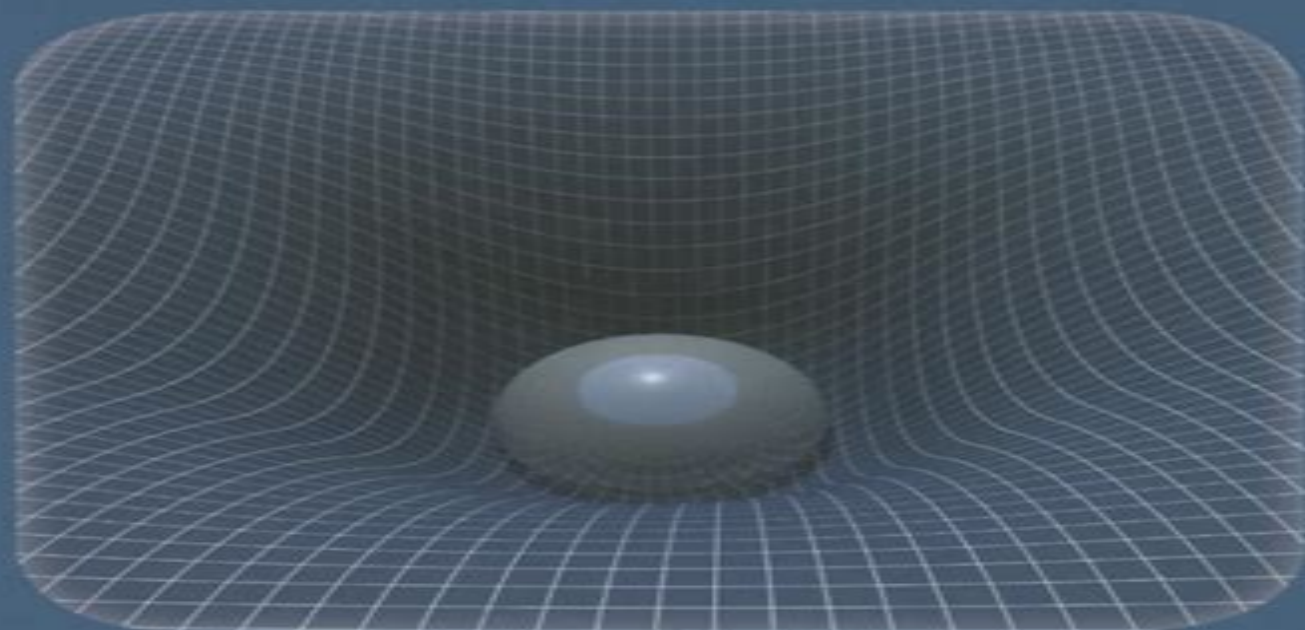


# Motivational Dynamics in Language Learning



Edited by Zoltán Dörnyei, Peter D. MacIntyre  
and Alastair Henry

# Motivational Dynamics In Language Learning Second Language Acquisition

**DP Hallahan**



## **Motivational Dynamics In Language Learning Second Language Acquisition:**

**Motivational Dynamics in Language Learning** Zoltán Dörnyei, Alastair Henry, Peter D. MacIntyre, 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 Palgrave Handbook of Motivation for Language Learning](#) Martin Lamb, Kata Csizér, Alastair Henry, Stephen Ryan, 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

**Motivational Dynamics in Language Learning** Zoltán Dörnyei, Peter D. MacIntyre, Alastair Henry, 2014-10-14 This landmark volume offers a collection of conceptual papers and empirical research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective The contributors include some of the most well established scholars from three continents all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait The data based studies also provide useful research models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of examining language learning in a dynamic vein

**Researching Second Language Learning and Teaching from a Psycholinguistic Perspective** Dagmara Gałajda, Paweł Zakrajewski, Mirosław Pawlak, 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

**Willingness to Communicate**

**in Instructed Second Language Acquisition** Anna Mystkowska-Wiertelak, Mirosław Pawlak, 2017-02-17 This book offers a comprehensive account of individual differences variables as well as contextual factors that impinge on second language learners willingness to communicate WTC Firstly it adopts a macro perspective on WTC which entails an attempt to identify variables that are related to WTC taking into account the specificity of the Polish higher education setting Secondly it embraces a micro perspective on WTC striving to pinpoint the individual and contextual influences on levels of WTC in the course of regularly scheduled naturally occurring English classes as well as to capture the dynamic nature of WTC during such classes Together these perspectives bring the reader closer to understanding the mechanisms underlying WTC in specific contexts thereby providing a basis for recommendations for classroom practice that could translate into learners success It will be of interest to second language acquisition researchers and students as well as to methodologists and materials writers who can use the research findings to improve the practice of teaching and learning speaking in the language classroom

Second Language Acquisition Susan M. Gass, Jennifer Behney, Luke Plonsky, 2020-05-28 Now in a fifth edition this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition SLA Its chapters have been fully updated and reorganized where appropriate to provide a comprehensive yet accessible overview of the field and its related disciplines In order to reflect current developments new sections and expanded discussions have been added The fifth edition of Second Language Acquisition retains the features that students found useful in previous editions This edition provides pedagogical tools that encourage students to reflect upon the experiences of second language learners As with previous editions discussion questions and problems at the end of each chapter help students apply their knowledge and a glossary defines and reinforces must know terminology This clearly written comprehensive and current textbook by Susan Gass Jennifer Behney and Luke Plonsky is the ideal textbook for an introductory SLA course in second language studies applied linguistics linguistics TESOL and or language education programs This textbook is supported with a Companion Website containing instructor and student resources including PowerPoint slides exercises stroop tests flashcards audio and video links <https://routledgetextbooks.com/textbooks/9781138743427>

**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     **Second Language Learning Theories** Rosamond Mitchell, Florence Myles, Emma Marsden, 2019-01-21 Written by a team of leading experts working in different SLA specialisms this fourth edition is a clear and concise introduction to the main theories of second language acquisition SLA from multiple perspectives comprehensively updated to reflect the very latest developments SLA research in recent years The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework Each chapter examines the claims and scope of each theory and how each views language the learner and the acquisition process supplemented by summaries of key studies and data examples from a variety of languages Chapters end with an evaluative summary of the theories discussed Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language L2 learning the implications of advances in generative linguistics and the social turn in L2 research with re worked chapters on functional sociocultural and sociolinguistic perspectives and an entirely new chapter on theory integration in addition to updated examples using new studies Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition     Understanding Variability in Second Language Acquisition, Bilingualism, and Cognition Kristin Kersten, Adam Winsler, 2022-07-29 This collection brings together linguistic psychological and sociological perspectives reflecting on the relationships and interactions of the multilayered factors impacting second language development and cognitive competence The book advocates a system approach as a counterpoint to existing scholarship which has tended to focus on a small set of variables The 13 chapters demonstrate the ways in which cognitive and linguistic development are intrinsically linked occurring within a nested structure of multiple levels individual neuro cognitive systems and processes individual engagement with the social world and the wider social and institutional environments and cultural contexts affecting the belief systems and linguistic conventions of social groups The volume begins by outlining the theoretical and methodological foundations before moving into a more focused look at the interplay of these different variables at the macro meso and micro levels A final section features two commentary chapters from linguistics and psychology respectively synthesizing insights from earlier chapters and situating the collection within broader scholarship on linguistic and cognitive development theoretical and methodological implications and discussions of avenues for future empirical research This book will be of particular interest to scholars in second language acquisition psycholinguistics cognition psychology and sociology

Debates in Second Language Education Ernesto Macaro, Robert Woore, 2021-11-29 Debates in Second Language Education provides an up to date account of the key debates and areas of controversy in the field of second language learning and teaching Adopting a broad and comparative perspective and emphasising the importance of considering a variety of learning contexts it encourages students and practising teachers to engage with contemporary issues and developments in learning and teaching Chapters are designed to stimulate thinking and understanding in relation to theory and practice and help language educators to make informed judgements by arguing from a position based on theoretical

knowledge and understanding Bringing together leading contributors in the field the book discusses a wide range of issues relating to second language learning and teaching including the relationship between age and success in language learning aptitude versus motivation as predictors of successful language learning linguistic diversity and plurilingualism the teaching of grammar and vocabulary the value of phonics learning pronunciation the second language only versus the multilingual debate With reflective points in every chapter Debates in Second Language Education will be a valuable resource for any student or practising teacher as well as for those engaged in initial teacher education continuing professional development or Master s level study It will also be of interest to second language acquisition researchers and those studying applied linguistics

*Usage-Based Dynamics in Second Language Development* Wander Lowie, Marije Michel, Audrey Rousse-Malpat, Merel Keijzer, Rasmus Steinkrauss, 2020-07-14 This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage based DUB approaches in second language L2 research and pedagogy With chapters written by renowned experts in the field the book addresses the dynamics of language language learning and language teaching from a usage based perspective The book contains both theory and empirical work the initial theoretical chapters present cutting edge thinking in relation to both the scope of DUB theory and its applications providing conceptual perspectives from cognitive grammar and linguistics thinking for speaking TFS and Complex Dynamic Systems Theory CDST approaches united by their shared underpinnings of language as a dynamic system of conventionalized routines The second half of the volume showcases state of the art methodologies to study dynamic trajectories of language learning empirical investigations into the above mentioned theoretical concepts and innovative classroom implementations of DUB language pedagogy

**The Routledge Handbook of Second Language Acquisition and Individual Differences** Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30 The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction

**Complexity Perspectives on Researching Language Learner and Teacher Psychology** Richard J. Sampson, Richard S. Pinner, 2020-10-23 This edited volume brings together both established and emerging

researcher voices from around the world to illustrate how complexity perspectives might contribute to new ways of researching and understanding the psychology of language learners and teachers in situated educational contexts Chapter authors discuss their own perspectives on researching within a complexity paradigm exemplified by concrete and original examples from their research histories Moreover chapters explore research approaches to a variety of learner and teacher psychological foci of interest in SLA Examples include anxiety classroom group dynamics and group level motivation cognition and metacognition emotions and emotion regulation strategies learner reticence and silence motivation self concept and willingness to communicate

The Concise Encyclopedia of Applied Linguistics Carol A. Chapelle, 2019-11-20 Offers a wide ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies examines and seeks solutions to real life language related issues Such issues often occur in situations of language contact and technological innovation where language problems can range from explaining misunderstandings in face to face oral conversation to designing automated speech recognition systems for business The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline introducing readers to the concepts research and methods used by applied linguists working in the field This succinct reader friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them This abridged reference work has been compiled from the most accessed entries from The Encyclopedia of Applied Linguistics [www.encyclopediaofappliedlinguistics.com](http://www.encyclopediaofappliedlinguistics.com) the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide Alphabetically organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism language policy and planning language assessment and testing translation and interpreting and many others Accessible for readers who are new to applied linguistics The Concise Encyclopedia of Applied Linguistics Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language language use and contexts of language use Demonstrates the connections among theory research and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field

**Introducing Second Language Acquisition** Kirsten M. Hummel, 2021-02-24 An up to date overview of second language acquisition designed to engage 21st century learners Introducing Second Language Acquisition Perspectives and Practices provides a clear and comprehensive introduction to the main concepts issues and debates in second language acquisition studies This introductory textbook is aimed specifically at students encountering the topic for the first time Each chapter offers a modern layout with engaging pedagogical features such as self assessment and discussion questions project ideas and further reading and viewing suggestions The second

edition of *Introducing Second Language Acquisition Perspectives and Practices* has been fully updated to reflect the most recent scholarship in the field. It introduces a new structure featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches. New content also includes sections on skill acquisition, theory, translanguaging, second language literacy development, and multilingualism. Written in accessible language and with a focus on practical applications, this goes to textbook is a clear and concise introduction to second language acquisition studies, offering lessons drawn from the latest leading research. It is an ideal resource for students in applied linguistics and second language education. This key text offers Comprehensive coverage of the latest research in second language acquisition studies. Improved organizational structure to promote greater student comprehension. Engaging introduction to the theoretical underpinnings of second language acquisition with chapters on first language acquisition and bilingualism and multilingualism. Coverage of key topics including acquisition contexts, theoretical perspectives, language teaching methods, and individual differences. Pedagogical tools to aid student learning including language learning in practice, textboxes, bolded terms defined in the margins, and an end of book glossary. With a strong focus on the fundamentals, this second edition of *Introducing Second Language Acquisition* stands as an innovative guide. This book is ideal for today's undergraduate students, offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study.

**Second Language Acquisition and Lifelong Learning** Simone E. Pfenninger, Julia Festman, David Singleton, 2023-05-05. Language fundamentally defines and distinguishes us as humans as members of society and as individuals. As we go through life, our relationship with language and with learning shifts and changes, but it remains significant. This book is an up-to-date resource for graduate students and researchers in second language L2 acquisition who are interested in language learning across the lifespan. The main goal is to survey and evaluate what is known about the linguistic cognition-affect associations that occur in L2 learning from birth through senescence, passing through the stages of childhood, adolescence, adulthood, and third age, the extent to which L2 acquisition may be seen as contributing to healthy and active aging, the impact of the development of personalized technology-enhanced communicative L2 environments, and how these phenomena are to be approached scientifically and methodologically. The effects of certain specific variables such as gender, socio-economic background, and bilingualism are also analyzed, as we argue that chronological age does not determine the positioning of L2 learners across the lifespan; age is part of a complex web of social distinctions such as psychological and individual factors that intersect in the construction of a learner's relative status and opportunities. *The Study of EFL Learners' Oral Language Development* Hanjing Yu, 2025-05-26. The book provides a systematic investigation of the dynamic trajectories in the oral language development of English as a foreign language (EFL) learners, integrating both inter-individual variation and intra-individual variability. It also identifies unobserved heterogeneity in oral language production. Using longitudinal designs, comprehensive developmental data collection, and innovative analytic techniques, the



study reveals distinct developmental trajectories in the oral language systems of EFL learners It also examines the interactions among complexity accuracy and fluency CAF exploring the potential of complex dynamic systems theory CDST inspired approaches to studying oral language development and their implications for teaching oral language to Chinese learners In addition by employing the novel growth mixture model GMM method the study identifies salient developmental patterns of CAF within a larger population thereby contributing to the generalizability of findings from CDST based language development research This book will be valuable to students researchers and educational practitioners interested in oral language development and complex dynamic systems theory Individual differences in early instructed language learning

Raphael Berthele, Isabelle Udry, 2021 Variability in predispositions for language learning has attracted scholarly curiosity for over 100 years Despite major changes in theoretical explanations and foreign second language teaching paradigms some patterns of associations between predispositions and learning outcomes seem timelessly robust This book discusses evidence from a research project investigating individual differences in a wide variety of domains ranging from language aptitude over general cognitive abilities to motivational and other affective and social constructs The focus lies on young learners aged 10 to 12 a less frequently investigated age in aptitude research The data stem from two samples of multilingual learners in German speaking Switzerland The target languages are French and English The chapters of the book offer two complementary perspectives on the topic On the one hand cross sectional investigations of the underlying structure of these individual differences and their association with the target languages are discussed Drawing on factor analytical and multivariable analyses the different components are scrutinized with respect to their mutual dependence and their relative impact on target language skills The analyses also take into account contextual factors such as the learners family background and differences across the two contexts investigated On the other hand the potential to predict learner s skills in the target language over time based on the many different indicators is investigated using machine learning algorithms The results provide new insights into the stability of the individual dispositions on the impact of contextual variables and on empirically robust dimensions within the array of variables tested **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      *Cognitive Individual Differences in Second Language Acquisition* Zhisheng (Edward) Wen, Richard L. Sparks, Adriana Biedroń, Mark Feng Teng, 2023-04-03 This book presents comprehensive thorough and updated analyses of key cognitive individual difference factors e g age intelligence language aptitude working memory metacognition learning strategies and anxiety as they relate to the acquisition processing assessment and pedagogy of second or foreign languages Critical reviews and in depth research syntheses of these pivotal cognitive learner factors are put into historical and broader contexts drawing upon the multiple authors extensive research experience penetrating insights and unique perspectives spanning applied linguistics teacher training educational psychology and cognitive science The carefully crafted chapters provide essential course readings and valuable references for seasoned researchers and aspiring postgraduate students in the broad fields of instructed second language acquisition foreign language training teacher education language pedagogy educational psychology and cognitive development

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