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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.

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He has published widely on various aspects of second language acquisition and language learning motivation including Motivation, Language Identity and the L2 Self (2009, edited with Ema Ushioda). Ema Ushioda is an Associate Professor in ELT and Applied Linguistics at the Centre for Applied Linguistics, University of Warwick where she teaches MA ...

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developments in L2 motivation research that involves the reframing of motivation in the context of contemporary notions of self and identity.

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motivation to learn another language, and how we theorise the motiva- tion to learn Global English as target language for people aspiring to acquire global identity in particular. Put simply, L2 motivation is

Chapter 1 Motivation, Language Identities and the L2 Self ...

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within the language learning process, the study of L2 motivation has been an important area of...

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L2 field. Indeed, L2 motivation researchers have always believed that a foreign language is more than a mere communication code that can be learnt similarly to other academic subjects, and have therefore typically adopted paradigms that linked the L2 to the individual's personal 'core,' forming an important part of one's identity.

Chapter 2 The L2 Motivational Self System

Motivation, Language Identity and the L2 Self. 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.

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Description : "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.

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Abstract. This chapter presents a literature review of language learner motivation with an emphasis on the L2 Motivational Self System. The review presents a summary of definitions of motivation,

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beginning with the views of psychologists and educators.

Motivation in Language Learning and Dornyei's L2 ...

Motivation, Language Identity and the L2 Self The three figures show that all the paths were significant at the $p < 0.001$ level except for one path in the Iranian model (instrumentality-

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viii Identity, Motivation and Autonomy in Language Learning. Professor of Applied Linguistics at Universidade Federal de Minas Gerais and a researcher sponsored by CNPq, a Brazilian research agency. She is the editor of the Brazilian Applied Linguistics Journal and the

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Motivation, language identity and the L2 self. Z Dörnyei, E Ushioda. Multilingual Matters, 2009. 1189: 2009: A person-in-context relational view of emergent motivation, self and identity. E Ushioda. Motivation, language identity and the L2 self 215, 228, 2009. 722:

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Zia Tajeddin is Professor of Applied Linguistics at Allameh Tabataba'i University, Iran. He is Chair of Iranian Interlanguage Pragmatics SIG and Editor of Applied Pragmatics (John Benjamins) and Journal of Second Language Teacher Education. His research interests center on interlanguage pragmatic

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