

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

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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.

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Zoltán Dörnyei is Professor of Psycholinguistics at the School of English, University of Nottingham. 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).UshiodaEma:

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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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In relation to L2 motivation and identity, the push for new thinking has also come from much stronger voices of dissent among those working in the area of language and identity in sociolinguistics. Several scholars have openly criticised traditional social psychological notions of identity inherent in much L2

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motivation research to date.

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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, beginning with the views of psychologists and educators.

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Motivation, language identity and the L2 self. Bristol, UK ; Buffalo, NY : Multilingual Matters, ©2009. "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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74 Motivation, Language Identity and the L2 Self (6) Instrumentality-prevention measuring the regulation of duties and obligations such as studying English in order to pass an examination 1. (7) Attitudes to...

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Motivation, Language Identity and the L2 Self. Zoltán Dörnyei, Ema Ushioda (Eds.), Multilingual Matters, Bristol, 2009. 356 pp

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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 (Second Language Acquisition) Zoltan Dörnyei, Ema Ushioda. 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.

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Identity, motivation and autonomy in language learning 11, 25, 2011. 299: 2011: Effective motivational thinking: A cognitive theoretical approach to the study of language learning motivation. E Ushioda. Current issues in English language methodology 77, 1998. 294:

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