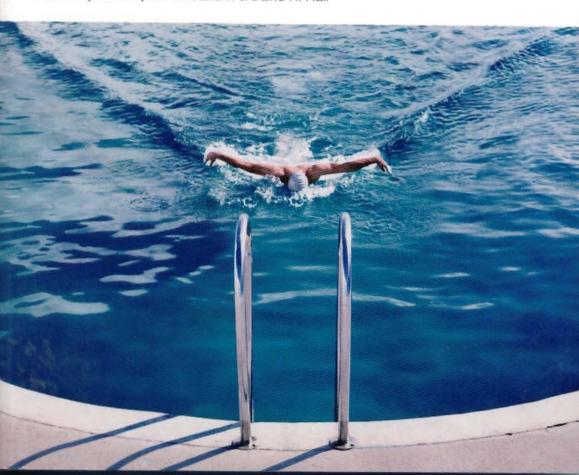
Teaching and Researching Motivation Zoltán Dörnyei and Ema Ushioda

Second Edition

Applied Linguistics in Action Series Edited by Christopher N. Candlin & David R. Hall



General editors' preface

Applied Linguistics in Action, as its name suggests, is a Series which-focuses on the issues and challenge to teachers and researchers in a range of fields in Applied Linguistics and provides readers and users with the tools they need to carry out their own practice-related research.

The books in the Series provide the reader with clear, up-to-date, accessible and authoritative accounts of their chosen field within Applied Linguistics. Starting from a map of the landscape of the field, each book provides information on its main ideas and concepts, competing issues and unsolved questions. From there, readers can explore a range of practical applications of research into those issues and questions, and then take up the challenge of undertaking their own research, guided by the detailed and explicit research guides provided. Finally, each book has a section which provides a rich array of resources, information sources and further reading, as well as a key to the principal concepts of the field.

Questions the books in this innovative Series ask are those familiar to all teachers and researchers, whether very experienced, or new to the fields of Applied Linguistics.

- 1. What does research tell us, what doesn't it tell us and what should it tell us about the field? How is the field mapped and landscaped? What is its geography?
- 2. How has research been applied and what interesting research possibilities does practice raise? What are the issues we need to explore and explain?

Contents

	Acknowledgements Introduction to the Second Edition	viii x xi
Section	l: What is motivation?	1
1	Exploring motivation: changing perspectives	3
1.1 1.2	The complexity of motivation The challenge of reduction versus	4
1.3	comprehensiveness Moving beyond linear models of motivation	8 10
2	Theories of motivation in psychology	12
2.1 2.2	Key cognitive theories and constructs of motivation Motivation and context	12 25
3	Motivation to learn a foreign/second language: a historical overview	39
3.1 3.2	The social psychological period The cognitive-situated period	40 46

3.3	The process-oriented period	60
3.4	From process-oriented to socio-dynamic perspectives	69
4	Motivation to learn another language: current socio-dynamic perspectives	74
4.1 4.2 4.3	A person-in-context relational view of motivation The L2 Motivational Self System Motivation from a complex dynamic systems	7 <i>5</i> 79
	perspective	88
Section	II: Motivation and language teaching	101
5	Motivation in practice: strategies and approaches	103
5.1 5.2 5.3	From theory and research to classroom practice A framework for motivational strategies	104 107
5.4	Generating and sustaining a vision for language learning Developing a motivation-sensitive teaching	130
	approach	133
6	Motivation in context: demotivating influences	137
6.1 6.2	'Demotivation' versus 'motivation' Research on demotivation in instructional	138
(2	communication studies	140
6.3 6.4	Findings in L2 motivation research Critical factors in the broader sociocultural context	142 153
6.5	Concluding remarks on demotivation	156
7	Teacher motivation	158
7.1	Conceptualising the 'motivation to teach'	159
7.2 7.3	The motivation of L2 teachers The relationship between teacher motivation and student motivation	176 185
	and student motivation	١X١

ensuality of the second of the		Subde sweethers into the water
Section	III: Researching motivation	193
8	Making motivation a researchable concept	195
	Further reading	197
8.1	Inherent problems in motivation research	197
8.2	Deciding on the particular aspect of motivation to	
0.3	focus on	198
8.3 8.4	Selecting the criterion/dependent variable Selecting the method of enquiry	200 201
0.4	Selecting the method of enquiry	201
9	Main types and methods of motivation research	212
9.1	Focus on groups of learners: quantitative studies	212
9.2	Focus on individual learners: qualitative studies	236
9.3	Mixing methodologies	240
9.4	Adopting a complex dynamic systems approach	246
Section	IV: Resources and further information	251
10	The locus of motivation research: linkages to	
	other topics and disciplines	253
10.1	Language-learning motivation and related disciplines	
	in the social sciences	254
10.2	The place of motivation research in applied linguistics	257
11	Sources and resources	261
11.1	Relevant journals and magazines	261
11.2	Databases, citation indexes, Internet resources	
	and discussion groups	262
11.3	Sample tests and measurement instruments	265
	References	285
	Author index	315
	Subject index	323