

International Conference on Motivational
Dynamics and Second Language
Acquisition. 28th-30th August, 2014.

Presentation Titles and Abstracts

All presentations are listed in alphabetical order from the surname of the first author, after which the title and a 50 word summary is given. The type of involvement is also stated: this may be a Plenary Presentation, an Invited Panel Discussion, an Individual Paper, a Research Summary or a Poster Presentation. Those presenters listed in italics are unfortunately unable to attend the conference.

Fatemah Albalawi
Poster Presentation

TITLE:

Investigation of L2 Demotivation among Saudi Arabian Learners of English as a Second Language

SUMMARY:

This study investigates why L2 demotivated learners' think, feel, act, interact and react differently in identical learning environments, and how some learners can recover their motivation or adapt to demotivation easier than others. It also examines how a variety of internal and external factors affect the three-dimension mindset adopted by L2 learners when they respond to L2 demotivation (the three-dimension mindset is composed of past attributions, present coping mechanisms and future vision).

Scott Aubrey
Research Summary

TITLE:

Effect of intercultural contact on motivational flow during the performance of tasks

SUMMARY:

This presentation will report on a study that uses flow theory (Csikszentmihalyi, 1975) to investigate the effect of intercultural contact on the motivational intensity of Japanese EFL learners during tasks performances. Multiple data sources reveal that intercultural contact facilitates flow. Several antecedents of 'intercultural' flow will be described.

Imelda Brady
Research Summary

TITLE:

Ideal, ought (and feared) L2 Selves of Spanish University Students

SUMMARY:

This paper presents the main findings obtained in a mixed-methods PhD study on ideal and ought L2 selves in a sample of over 600 University students in the local context of Murcia, southeast Spain.

Damon Brewster & Kay Irie
Individual Paper

TITLE:

Two four-year journeys: Learning from a multi-case study on ideal L2 self from a person-in-context relational view

SUMMARY:

We present findings from a four-year case-study of two university students to explore dynamic construction of L2 self from a person-in-context relational view. We highlight critical points in their language learning journeys and how engaging with their stories helped us reconsider our language program.

Florentina Nicolás Conesa, Rosa María Manchón Ruiz & Julio Roca de Larios
Individual Paper

TITLE:

The shaping of university students' motivation for writing improvement in a foreign language context

SUMMARY:

This longitudinal study explores the dynamics of 21 EFL university students' motivation, operationalised as goals for writing, and their impact on writing development. The results indicate the interplay between individual (self-efficacy beliefs and outcome expectations) and environmental factors (context of action) that affect learners' motivation, self-regulation and writing achievement.

Kees de Bot
Individual Paper

TITLE:

Language development and time scales

SUMMARY:

DST is all about time. But time and the scales we use and live in are complex constructs. In this presentation the concept of time scales and how they play a role in language development and its components will be discussed. Data on motivation from various studies will be used to show how motivation plays a role on different interacting time scales.

Peng Ding
Research Summary

TITLE:

Harnessing the Power of Student Motivation and Enthusiasm for Learning English as a Second Language through Extra and Co-Curricular Activities at a university in China where English is the Medium of Instruction

SUMMARY:

This research outlines the context, theoretical framework, and methodology of a Chinese National Social Science Funded project and discusses its preliminary findings. This research utilizes existing motivation theories in SLA and applied linguistics to illuminate and navigate the complex relationships between language learner motivation, language success and quasi-English environments.

Zoltán Dörnyei
Plenary Speaker

TITLE:

The challenges of motivation research in a dynamic world

SUMMARY:

This paper will first offer a historical overview of L2 motivation research, outlining the emergence of the current dynamic orientation. I will then argue that dynamic principles can be introduced into research paradigms in a variety of ways and conclude the talk by highlighting some recent promising approaches.

Aaron Doyle

Poster Presentation

TITLE:

The L2 Selves of International English Majors in China: A Comparative Study

SUMMARY:

I will share the results of a mixed methods study that used Dörnyei's L2 Motivational Self System to explore the possible L2 English and Chinese selves of international students majoring in English at a university in Mainland China and compare their L2 English selves with those of their Chinese classmates.

Tetsuya Fukuda

Research Summary

TITLE:

Three approaches to examine belonging and motivation in L2

SUMMARY:

The presenter shares three phases of his research. First, he empirically analyzed the correlations between students' belonging and motivation to study English. Second, he asked teachers to evaluate their students' motivation. Third, he analyzed qualitative data from learners. The results show positive correlations and the complex nature of these issues.

Xin Gao

Poster Presentation

TITLE:

"Why do I learn Chinese?": Voices from the secondary school in the UK

SUMMARY:

This case study investigates multiple motivational dimensions centred around the Chinese L2 learning experience. In doing so, it looks at the learner's immediate context (i.e., family, peers and school) and broader sociocultural context, aiming to uncover what motivates secondary school students to engage and persist in learning Chinese.

Sara Glaser

Research Summary

TITLE:

Mature students' perceptions of change, development and emergent motivation following an 'English for Academic Purposes' course

SUMMARY:

I will present salient themes from a qualitative analysis of retrospective interviews conducted with mature students who graduated from a 1-2 years long EAP course. Whereas motivation

for entering university is predominantly related to dream-fulfillment, motivation for and during the EAP course is complex, involving processes of change and emergent motivators.

Tammy Gregersen & Peter MacIntyre

Individual Paper

TITLE:

"I can see a little bit of you on myself": A dynamic systems approach to the inner dialogue between teacher and learner selves

SUMMARY:

This qualitative study uses dynamic systems theory to investigate motivational processes in the self-related inner dialogues of teachers who are themselves learning English. Journal data of teachers-as-learners in pursuit of their "L2 possible selves" identities were examined and codified to show the dynamic complexity of simultaneously negotiating their two roles.

Alastair Henry

Invited Panel Discussant

Alastair Henry & Letty Chan

Individual Paper

TITLE:

Retrodictive Qualitative Modelling: Lessons from a pilot study

SUMMARY:

In this paper we offer an evaluation of 'retrodictive qualitative modelling' (RQM) in action. Drawing on data from a Hong Kong setting, we offer an in-depth analysis of the system dynamics of a single participant, and reflect on the challenges involved and methodological lessons learnt when using the RQM model.

Gianna Hessel

Research Summary

TITLE:

Motivational dynamics in the study abroad context: examining development in the imagined future English-speaking selves, self-efficacy beliefs, English use anxiety, and levels of self-motivation of ERASMUS students in the UK

SUMMARY:

This paper discusses the results of a mixed methods study into the motivational development of 92 German ERASMUS students who studied abroad at British universities in 2012-2013. It examines the dynamic between changes in the students' imagined future English-speaking selves, self-efficacy beliefs, English use anxiety, and levels of self-motivation.

Phil Hiver

Individual Paper

TITLE:

Conceptualizing Teacher Immunity

SUMMARY:

This study uses multiple case-based methods to explore patterns of L2 teacher motivation. Findings indicate the emergence of a metaphorical “teacher immunity” – resulting from the accumulated experiences of coping with disturbances – that may allow teachers to both survive and thrive if it develops as a productive and robust buffer.

Zana Ibrahim
Individual Paper

TITLE:

Maintaining Positive L2 Emotionality through 'Directed Motivational Currents'

SUMMARY:

Directed Motivational Currents are intensive motivational surges which can regulate fluctuating emotions. While affects are thought to be dynamic and unpredictable, DMCs can provide a unique and sustained feeling of enjoyment based on one's engagement in meaningful activities for a high value goal. If applied to L2 learning, students can be transformed from one level of operation to another.

Tomoko Imamura
Research Summary

TITLE:

How adult English Learners in Japan notice and control their motivational shifts over a long time period

SUMMARY:

How do English learners notice and control their motivational shifts over a long-time period? Interview research with adopting Motigraph on five Japanese adult learners was conducted. The result embodies motivation dynamic systems phenomenon in their learning histories and shows they notice and control motivational shifts up to a certain extent.

Kay Irie & Stephen Ryan
Individual Paper

TITLE:

The story continues ... : Changes in learner L2 self-concept during study abroad

SUMMARY:

Following a group of Japanese undergraduate language learners throughout their study abroad experience, we consider how the various stories they tell themselves about themselves and their learning change over time and suggest that these internal narratives represent an effective framework for understanding how individual learners differ from each other.

Anna Dina L. Joaquin
Individual Paper

TITLE:

Exploring Dynamic Motivation and Stimulus Appraisal in Language Learning

SUMMARY :

Researchers have described “motivation” as a learner characteristic that is dynamic, ever-

changing, and non-linear, or complex. A Stimulus Appraisal approach understands motivation as the result of appraising stimuli in our learning contexts based on individual experiences across time. This presentation examines Stimulus Appraisal's compatibility with Dynamic Systems Theory.

Csaba Kalman

Poster Presentation

TITLE:

DST at Work in a Hungarian Corporate Environment

SUMMARY:

To explore the dynamic nature of motivation in language learning on both an individual and corporate level, an interview study has been conducted in a Hungarian company. The resulting narrative has revealed significant shifts in the motivational constructs on both levels, which reflect broader trends in the social context.

Teija Kangasvieri

Poster Presentation

TITLE:

The motivational profiles of L2 learners in Finnish comprehensive schools

SUMMARY:

The aim of this study is to explore if specific motivational profiles can be found among L2 learners in Finnish comprehensive schools. This is done by comparing the motivational structures of motivated (operationalized as those studying also optional languages) and unmotivated (operationalized as those studying only compulsory languages) learners.

Yuzo Kimura

Individual Paper

TITLE:

Shame and L2 teacher Motivation: Cross-boundary Trajectories of Motivation, Identity, L2 Self and Autonomy across Complex Systems

SUMMARY:

This ethnographic narrative inquiry study explores two seemingly unrelated constructs, "shame" and "L2 teacher motivation" from a DST perspective. Seven-year trajectories of one EFL teacher's motivation are used to examine her identity, autonomy and L2 self in light of the salient strong attractor, "Shame as a Speaker of Chinese English".

Jim King & Jim Askham

Research Summary

TITLE:

Dynamic change in the autonomy of novice and early-career language teachers

SUMMARY:

This presentation focuses on a project employing Q-sort methodology to explore the dynamic nature of novice and pre-service language teachers' perceptions, beliefs and viewpoints relating to the complex issue of teacher autonomy.

Judit Kormos
Invited Panel Discussant

Eszter Kovács & Christine Muir
Research Summary

TITLE:

Researching Directed Motivational Currents (DMCs): An insider's story

SUMMARY:

Drawing on the experience of the two presenters – both as interviewer and interviewee in a qualitative study – this talk will first offer strong evidence for DMCs in action and then consider possible avenues available for research into DMCs. We will conclude by highlighting some of the challenges DMC research faces.

Carolyn Kristjánsson
Individual Paper

TITLE:

Situated Multidimensional Identity and Motivation in L2 Learning

SUMMARY:

This presentation investigates learner agency and motivation with reference to identity construction in the co-created accounts of stakeholders told during class activity in a community-based adult immigrant ESL program in Canada. Discourse analysis and a model of situated multidimensional identity are applied. Results provide insight into Dörnyei's L2 Learning Experience.

Martin Lamb
Invited Panel Discussant

Ursula Lanvers
Poster Presentation

TITLE:

Language learner motivation for L1 English learners and Global English perceptions: How to they relate?

SUMMARY:

This paper reports on a current study with Year 9 students eliciting student opinions on a) language learning b) Global English, and asks about their reasons for either considering choosing a MFL as GCSE option, or not. Questions include (lack of) enjoyment of language study so far, reasons for/against language study in general and for them personally, and questions relating to language learning for L1 English speakers in the age of Global English.

Diane Larsen-Freeman
Plenary Speaker

TITLE:

The Dynamics of Motivational Dynamics (in Second Language Development)

SUMMARY:

In this talk, I will selectively trace developments in research on motivation over the past decades. As I do so, I will point out how a deeper understanding of motivation has led us to a more complex, situated, dynamic view--in short, one best studied as a complex dynamic system.

David Lasagabaster

Individual Paper

TITLE:

The devil is in the detail: In search of motivational patterns

SUMMARY:

In this paper a two-month longitudinal study will be detailed. Five secondary education students learning English as a foreign language at school were interviewed in order to analyse how their motivation varied during this period and what variables affected their motivational changes from a complex dynamic system perspective.

Paul Leeming

Research Summary

TITLE:

Cohesion and motivation: A complex dynamic

SUMMARY:

Cohesion is generally considered to increase motivation, but is this always the case? This presentation describes a one-year longitudinal study conducted in a university in Japan which showed that increased cohesion within groups can lower motivation and increase social loafing. The importance of context on cohesion and motivation are discussed.

Honggang Liu

Poster Presentation

TITLE:

Mixed-method Research on English Learning Motivation in the Chinese Context: A social class perspective

SUMMARY:

This current research hypothesized that social class (an umbrella term of social-economic and geographic factors etc.) may lead to a social stratification of English learning motivation via parental investment. The final results provided statistical support for the hypothesis. Three types of motivation were found to be different between UPPER and LOWER classes.

Peter MacIntyre

Plenary Speaker

TITLE:

Motivation, anxiety and willingness to communicate: New questions and new answers from a dynamic systems perspective.

SUMMARY:

From a dynamic perspective, research questions differ substantially from those previously

pursued, even when studying the same processes. Second language communication is an ideal sandbox in which to play with concepts of motivation, anxiety and WTC. This presentation will offer a novel account of these variables operating in “real time.”

Jessica Mackay
Individual Paper

TITLE:

An Ideal L2 Self Intervention: Implications for Self-Concept, Motivation and Engagement with the Target Language

SUMMARY:

Dörnyei’s L2 Motivational Self System (2005) not only proposed a reconceptualization of L2 learner motivation but also offered the enticing prospect of practical classroom application. This research measured the effects of an intervention designed to enhance learners’ Ideal L2 self by analysing changes in participants’ self-concept, motivation and motivated behaviour.

Christine Muir
Individual Paper

TITLE:

Directed Motivational Currents: An introduction

SUMMARY:

Directed Motivational Currents (DMCs) are extended periods of highly focused motivation and can be found naturally occurring in diverse contexts – including in the language classroom. In my presentation, I will offer examples and a theoretical overview of DMCs, discuss practical possibilities for use in the classroom and conclude with questions for future research.

Akira Nakayama, Sarah Faherty & Hiroki Yoshida
Individual Paper

TITLE:

The developmental changes of learner beliefs and L2 self-concept: a case study focusing on a Japanese university EFL learner with high proficiency

SUMMARY:

This study examined the developmental changes in self-concept in one high proficiency Japanese EFL learner. Using Dörnyei’s (2011) Retrodictive Modelling research framework to look back over her educational experience, we investigated the changing beliefs of this learner, and the effect of such beliefs on her L2 self-concept.

Ryo Nitta & Kyoko Baba
Individual Paper

TITLE:

Co-adaptation of the ideal L2 self, self-regulation and L2 writing performance

SUMMARY:

This study investigated how students’ ideal L2 selves changed through repeated engagement in L2 writing tasks and development of self-regulatory processes over one year from a complex

dynamic systems perspective. The findings indicated that the ideal L2 selves evolved co-adaptively with the development of both self-regulation and L2 writing.

Kim Noels
Plenary Speaker

TITLE:

Self-Determination and the Dynamics of Language Learning

SUMMARY:

It is claimed that language learners engage in learning to the extent that they have self-relevant goals and can determine their own journey through this developmental process. We review longitudinal research across diverse contexts to better understand these dynamics, and consider how other people can support or undermine learners' motivation.

Barbara Northwood
Research Summary

TITLE:

Motivational Flow, Vision, Passion, and Persistence

SUMMARY:

An Australian study investigated motivation and persistence among learners of Japanese using learner autonomy surveys, focus group interviews, and Gardner's Attitude/Motivation Test Battery. Flow, vision, and "effortless-effort" (e-e) are linked with persistence. The link between L2 motivation, attitudes, and persistence needs to be expanded to accommodate flow, vision, and passion.

Tokuji Noro
Individual Paper

TITLE:

The Interactive Effects of WTC and Anxiety on L2 Oral Performance

SUMMARY:

This presentation examines the interaction between WTC and anxiety experienced by ESL learners during a study-abroad program. The analysis of the participants' reflective interview data and learner language reveals the interactive fluctuations of WTC and anxiety leading to the facilitation and debilitation of their language performance in circular mechanisms.

W. L. Quint Oga-Baldwin & Yoshiyuki Nakata
Poster Presentation

TITLE:

Assessing engagement in upper elementary foreign language classes

SUMMARY:

Engagement may be understood as the natural outcome of motivation, and a part of the process of classroom language learning. This presentation reports on a study validating self-report scales measuring elementary learners' cognitive, behavioural, and emotional engagement for use in foreign language classes.

Akiko Okamura

Poster Presentation

TITLE:

The change in motivating factors in collaborative work and the improvement of speaking skills in the Japanese context

SUMMARY:

Within the framework of a dynamic systems approach, this study tried to analyze how a task-based syllabus, the students' previous experience, teachers' attitude to speaking test and collaborative work instigate a change in motivation and improve their speaking skills during one year in an obligatory university English course in Japan.

Mirosław Pawlak & Anna Mystkowska-Wiertelak

Individual Paper

TITLE:

Investigating motivational dynamics during conversation classes at the university level

SUMMARY:

The paper reports the findings of a study which examined fluctuations in the motivation of English majors with respect to reasons for learning, long-term involvement and ongoing engagement during conversation classes, and factors contributing to these changes. It also provides guidelines for further research into the dynamics of motivation.

Jian-E Peng

Individual Paper

TITLE:

The Mediation of Multimodal Affordances on Willingness to Communicate in the EFL Classroom

SUMMARY:

This study examines the mediation of multimodal affordances on willingness to communicate in the EFL class. Semiotic resources including language, images, space, and gesture were analysed using a systemic functional multimodal discourse analysis approach. The findings highlight the need for language teachers to orchestrate multimodal resources to enhance students' WTC.

Katalin Piniel & Kata Csizér

Individual Paper

TITLE:

Changes in Motivation, Anxiety, and Self-efficacy during the Course of an Academic Writing Seminar

SUMMARY:

This study describes the dynamic changes in variables representing Dörnyei and Tseng's (2009) motivation-affect-cognition framework by investigating learners' motivation, anxiety, and self-efficacy throughout a university writing course. Although participants seemed to be in an attractor state, a perturbation disturbed the relatively stable state and fluctuations regards these variables were observed.

Glen Poupore
Individual Paper

TITLE:

Group Work Dynamic in L2 Interactive Tasks: A Dynamic Systems Perspective

SUMMARY:

Based on the results of a group work dynamic measuring instrument, this presentation will compare two work groups performing an interactive task with one scoring very high and the other relatively low. An outline of how the various learner and task condition-based elements interacted together to produce each emerging pattern will be presented.

Di Qi
Poster Presentation

TITLE:

The L2 Motivation Self System and Willingness to Communicate as Predictors of Second Language Communication: The Mandarin as A Foreign Language Context

SUMMARY:

With 146 participants, the study aims to examine the relationships within and between the L2 Motivational Self System (Dörnyei, 2005) and the Willingness to Communicate model (MacIntyre, 1994). These models are then extended to test their ability to predict foreign language communication frequency in Mandarin, using Structural Equation Modelling.

Eunseok Ro
Poster Presentation

TITLE:

Second Language Reading Motivation, Extensive Reading Performance, and Teacher Engagement

SUMMARY:

Taking the quantitative mixed approach, this study attempts to investigate the tripartite-relationships between L2 reading motivation, L2 reading performance, and teachers' engagement in an ESL extensive reading classroom setting. The result highlighted that teacher engagement has a crucial influence on the students' reading motivation and performance.

Céline Rocher-Hahlin
Poster Presentation

TITLE:

The effects of classroom activities on Swedish pupils' Ideal L3 Self and intended effort. The case of learning French as an L3.

SUMMARY:

This semi-longitudinal intervention study investigates how three specific classroom activities affect the learners' Ideal L3 Self and their intended effort to continue to learn French. Preliminary results confirm a stimulation of the pupils' Ideal L3 Self. Their "intended effort" however doesn't follow the same pattern.

Miyuki Sasaki, Steven J. Ross & Yoko Kozaki

Individual Paper

TITLE:

Impacts of Group Motivational Dynamics on Japanese Students' EFL Development

SUMMARY:

This mixed-methods longitudinal study explores the contextual effect of group norms operating within EFL classes on the year-long development of Japanese university students' English proficiency. The results reveal that improvement within an entire class can be greatly influenced by individual class members' perceptions of their classmates' future career aspirations.

Gabriele Schmidt

Poster Presentation

TITLE:

"It's just kind of a personal growth thing": The Ideal L2 Self of Australian university students learning German

SUMMARY:

This poster presents the findings of a 2013 interview study investigating the motivation of Australian university students to learn German. After a brief outline of the research design the poster shows how the data reflects the evolutionary nature of motivation and the Ideal L2 Self.

Gosia Sky

Research Summary

TITLE:

The dynamics and complexity of EAP teacher motivation

SUMMARY:

The presentation discusses the dynamics and complexity of the motivation of native and non-native EAP teachers in British HE in relation to the global spread of English, sociocultural changes and the internationalisation of academia. Highlighting the implications of these issues for teacher motivation, it emphasises interrelations among motivation, self and context.

Rosemarie Stolte

Research Summary

TITLE:

German Language Learning in England – Understanding the Enthusiasts

SUMMARY:

If most of us can communicate in English, what motivates some English students to learn another language? A cross-sectional qualitative interview study with British undergraduates who study German inspired by Ushioda's (2009) person-in-context relational view of motivation gives an insight into language learning motivation that is specific to German.

Neil J. Anderson, Paul Cave, Ethan Lynn & Shelby Werner Thayne

Individual Paper

TITLE:

Strengthening Student Initiated Motivation Through Motivational Partnerships

SUMMARY:

Studies based on Dörnyei's (2001) model of motivational teaching practice provide compelling data to support the teacher's role in motivating students. Such strategies may also be initiated by students (self-motivational strategies) within motivational partnerships: student and self, student and peer(s), student and teacher, and student with others.

**Amy Thompson
Individual Paper**

TITLE:

The Anti-Ought-to Self and the Ought-to Self: The resulting synergy of two potentially conflicting attractor states

SUMMARY:

Using interview data from advanced NNS language users in this DST-inspired study, the Ought-to Self of Dörnyei's L2MSS is further explored. Related to psychological reactance, an Anti-Ought-to Self emerged in this data. Although potentially conflicting, the Ought-to and Anti-Ought-to Selves are ultimately conceptualized as synergistic attractor states.

**Elsa Tragant & Carmen Muñoz
Individual Paper**

TITLE:

Students' dynamic perceptions of learning English in primary school and beyond: a longitudinal study

SUMMARY:

The present study tracks students' perceptions of their learning of English over seven years. Data was collected from 25 students from 5 primary schools. Analysis of interview data tackles developments in L2 motivation, the classroom experience and linguistic confidence. Special attention will be given to the transition to secondary education.

**Michiko Ueki & Osamu Takeuchi
Research Summary**

TITLE:

Willpower, the Ideal L2 Self and L2 motivation: Exploring their possible relationships in the Japanese EFL context.

SUMMARY:

This presentation describes a study involving 167 Japanese EFL students, which examines relationships among willpower, Ideal L2 Self, L2 motivation, strategy use and self-efficacy within Dörnyei's L2 Motivational Self System. The SEM analysis shows that willpower plays a pivotal role in sustaining L2 motivation empowered by the Ideal L2 Self.

**Ema Ushioda
Plenary Speaker**

TITLE:

Researching L2 motivation among persons-in-contexts: Approaches and challenges

SUMMARY:

In this talk I will discuss some conceptual and methodological challenges in researching the dynamics of language learning motivation among persons-in-contexts (Ushioda 2009). I will illustrate some possible approaches to addressing these challenges, drawing in particular on methodological developments in contemporary educational and organisational psychology.

Lorena Valmori

Poster Presentation

TITLE:

How do Foreign Language Teachers Maintain their Proficiency? A grounded Theory Approach to the Influence of the Pedagogical Context of Language Use.

SUMMARY:

Within the language teacher L2 self paradigm, this mixed-method study investigated how foreign language teachers experienced and responded to changes in their proficiency and what motivated them to engage in professional development, with the aim to better understand how foreign language teachers maintain their proficiency in different pedagogical contexts.

Marjolijn Verspoor

Individual Paper

TITLE:

Initial conditions: variable or stable?

SUMMARY:

The paper will illustrate how emerging sub-systems first show a great deal of variability but then become more stable as they become coordinated with other sub-systems. Therefore, in any developmental research, it is important to measure or estimate the initial state (variable or stable) of the sub-systems under investigation.

László Vincze & Enikő Marton

Research Summary

TITLE:

Contact, confidence and feedback as predictors of language use with L2 speakers

SUMMARY:

A survey among Finnish-speaking secondary school students (N = 562) demonstrated that contact with Swedish speakers enhanced their confidence with Swedish, which, in turn, increased the use of Swedish when communicating with Swedish speakers. Confidence increased the use of Swedish mostly among those, who received supportive feedback from Swedish speakers.

Carolyn Walker

Research Summary

TITLE:

Self-concept in L2 reading in an academic context

SUMMARY:

I will report the findings of a longitudinal, mixed-methods study into students' self-concepts as

L2 readers of English in an academic context. The proposed framework links self-identity, motivational processes and situational context to changing reading self-concepts. I will illustrate the model with descriptions of good and poor academic reading self-concepts.

Luanyi Xiao & David Wray

Poster Presentation

TITLE:

Chinese learners of English at University: An exploration of affective experiences

SUMMARY:

This paper will present and discuss the initial findings of a study of the affective experiences of a group of Chinese learners of English at a UK university. Using an interpretivist paradigm, a qualitative analysis was adopted to discuss the dynamic interplay between students' perceptions, affects and performance.

Shanshan Yan & Yongcan Liu

Poster Presentation

TITLE:

The Motivations of Learning Chinese as a Heritage Language: Six Cases

SUMMARY:

The paper reports a study which investigated the motivations of six heritage learners to learn Chinese. Drawing on Dörnyei's L2 Motivational Self System framework, the findings show that the participants displayed an 'ought-to L2 self' and 'ideal L2 self' to some extent, both of which were affected by complex contextual factors.

Tomoko Yashima & Maiko Ikeda

Individual Paper

TITLE:

Emergent motivation to communicate in an L2: Interplay of individual characteristics and contextual factors

SUMMARY:

This study focuses on how motivation to communicate emerges through the interplay of individual characteristics and contextual factors in a series of EFL classroom discussions. While some learners struggle to participate, others remain completely silent. The study analyzes how these differences are created and how the class community as a dynamic system self-organizes to exhibit certain communication patterns.

Chenjing Julia You & Letty Chan

Individual Paper

TITLE:

The dynamics of L2 imagery in future motivational self-guides

SUMMARY:

Using a mixed-method approach, this study examined the dynamic impact of L2 imagery on future self-guides. We found that imagery displays changes during the process of L2 learning,

and these changes result in dynamic interaction with various L2 learning variables, which point to the operation of interlinked components of a system.