International Perspectives on Motivation
International Perspectives on English Language Teaching

Forthcoming titles in the series:

Sarah Rich (editor)
INTERNATIONAL PERSPECTIVES IN TEACHING ENGLISH TO YOUNG LEARNERS

Sue Garton and Kathleen Graves (editors)
INTERNATIONAL PERSPECTIVES IN ELT MATERIALS
International Perspectives on Motivation
Language Learning and Professional Challenges

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Ema Ushioda is Associate Professor in ELT and Applied Linguistics at the University of Warwick, U.K. Her research interests are language motivation, autonomy and socio-cultural theory. Recent publications include *Teaching and Researching Motivation* (co-authored with Z. Dörnyei, 2011) and *Motivation, Language Identity and the L2 Self* (co-edited with Z. Dörnyei, 2009).

Lindy Woodrow is Senior Lecturer in TESOL at the University of Sydney, Australia. Her research interests are English language learning motivation and academic writing. Her latest publications include ‘College English writing affect: Self-efficacy and anxiety’ in *System* (2011) and ‘Goal orientations’ in *Psychology for Language Learning* (edited by S. Mercer, S. Ryan and M. Williams, 2012).
Series Editors’ Preface

As series editors we were delighted to find that in her introduction to this launch volume of ‘International Perspectives on ELT’ Ema Ushioda manages to capture so elegantly what makes the series both necessary and impossible. Because, while we are insistent that the series should be genuinely international in range and focus, we are also forced to recognise that as far as language learning is concerned what counts as local is inherently problematic. In a situation in which ‘contexts of learning and using English in the globalised world are becoming fluid, flexible, mobile, transitory, borderless and less easily definable’ (Chapter 1, p. 5), distinctions between international and local blur to indistinctness.

We see this series, however, not as a matter of constructing international perspectives out of local experiences, but of exploiting connectivities that are part of ELT’s global presence. In rejecting the linear myth of steady progress towards a methodological ideal, and setting aside what Canagarajah characterises as ‘the spectacles of approaches and techniques’ (2006: 2), ELT has opened itself to new ways of seeing and to new configurations of understanding. In this world, privileging local over global (or vice versa) is as unproductive as insisting on the primacy of the native speaker.

In order to reflect the many dimensions of ELT, topics in the series will range widely, some focusing on specific groups of learners or settings, others exploring particular aspects of teaching and learning. We begin with motivation, a core element in the language learning process, and this will be followed by collections focusing on young learners, materials, and classroom interaction. Whatever the topic, editors are asked to invite contributions that have a strong local flavour but are internationally relevant, having something distinctively fresh or original to say that is likely to stimulate debate.

Bringing together in one volume contributors from a variety of contexts offers the prospect of multi-voiced engagement with shared themes and concerns, rooted in what Kumaravadivelu has called ‘a pedagogy of particularity’ (2001: 537), but having global resonance. In gathering contributions from six continents (lamentably, ELT in Antarctica remains unexplored), Ushioda has responded to this challenge with impressively diverse perspectives on motivation, woven together by common themes and concerns.

Settings in this collection range from a large urban ESL programme in Southern California (Igoudin) to English lessons in a junior high school in provincial Indonesia (Lamb and Budiyanto), and the contexts cover those in which English is such an integral part of the everyday lives of students that
English lessons are seen as a welcome opportunity for rest and recuperation (Henry) to those in which English has only recently started to gain prestige status (Kuchah). Contributors may approach motivation issues from different perspectives and with different concerns, but their engagement with these contributes to a deepening of our shared understanding of the nature of language teaching and learning.

As with other books in the series, all the papers in this collection draw on original research by the author, but all have practical relevance, speaking to language teachers and educators rather than to those interested only in research. Inevitably, what is practical or relevant in one context may be pie in the sky in another, but the aim of this series is not prescription; instead we invest in the power of local illumination to prompt new ways of thinking and acting.

In her penetrating state-of-the-art chapter, Ushioda demonstrates how changes in the ELT landscape have had a profound influence on the development of thinking in the area of motivation, calling into question some of the most fundamental assumptions about its nature and giving rise to new perspectives on how it can be understood. The motivational dissonances that Ushioda refers to in this discussion, and returns to as she looks ahead in the concluding chapter, represent protean challenges made more intractable by the interplay of identity and alignment within specific contexts. Solutions, she suggests, are not to be found in blanket prescriptions but in the form of understandings generated through local engagement. As ever, much is demanded of the teacher, but the weight of responsibility can be lightened by shared understanding.

The papers that follow wrestle with contemporary challenges in ELT, identify fresh opportunities and engage with old problems in new ways. Individually, they may address local concerns, but as the engagement priorities at the end of each paper demonstrate, the issues they raise resonate internationally. These issues also reflect a professional context in which it is no longer meaningful to think in terms of a ‘centre’ or ‘periphery’ – the dynamics have changed. In any field, knowledge appropriation by the centre establishes a centrifugal dynamic which not only pushes advice and prescription out towards the periphery but simultaneously blocks the flow of reciprocal insight. By establishing a global knowledge exchange environment we change this dynamic to one which accommodates opposing flows: a systolic/diastolic relationship that becomes the heartbeat of our profession.

References


List of Abbreviations

AGU Arabian Gulf University
AMTB Attitude Motivation Test Battery
ASEAN Association of Southeast Asian Nations
BBS (electronic) bulletin board system
CALL computer assisted language learning
CBI content based instruction
CDE California Department of Education
CEFR Common European Framework of Reference
CELTA Certificate in English Language Teaching
CLIL content and language integrated learning
CLT communicative language teaching
CMS course management system
DELTA Diploma in English Language Teaching
EAP English for academic purposes
EFL English as a foreign language
ELF English as a lingua franca
ESL English as a second language
ESOL English for speakers of other languages
ELT English language teaching
FCE First Certificate in English
FPS first person shooter (game)
GCC Gulf Co-operation Council (Arab Gulf states of Saudi Arabia, Kuwait, Qatar, Bahrain, Oman and the United Arab Emirates)
IATEFL International Association of Teachers of English as a Foreign Language
ICT information and communication technologies
IELTS International English Language Testing System
IMF International Monetary Fund
IRC Internet Relay Chat
L1 first language
L2 second language
MMORPG massively multiplayer online role-playing game
MOO multi-user domain object oriented
MUVE multi-user virtual environment
NPA New Pedagogic Approach (in Cameroon)
PDA personal digital assistant
SLA second language acquisition
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Name</th>
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<tbody>
<tr>
<td>SMS</td>
<td>short message service</td>
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<tr>
<td>SNS</td>
<td>social networking site</td>
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<td>TBL</td>
<td>task-based learning</td>
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<tr>
<td>TEFL</td>
<td>teaching English as a foreign language</td>
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<tr>
<td>TESOL</td>
<td>teaching English to speakers of other languages</td>
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