

## Re:ERUA International seminar 'L2 learning motivation research: Towards social action'

### Venue

**In person at** Aula de Piedra, Rectorado de la Universidad de Las Palmas de Gran Canaria

**Online** via this [link](https://t.ly/Xe3sa) [https://t.ly/Xe3sa] or via this QR code

**Save the date:** 10<sup>th</sup> of July 2024, 9:00 – 16:30 (local time GMT+1)



### Programme

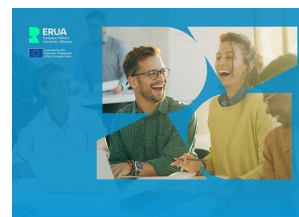
**9:00 Welcome** Jin Taira, Vice-rector for Internationalisation, Mobility and International Projection, Universidad de Las Palmas de Gran Canaria and Mégane Lesuisse (Université Paris 8)

**9:20 Plenary talk** **Dr Sal Consoli**, University of Edinburgh, United Kingdom

*Language Learning Motivation: Advances in a Socially-oriented Research Arena*

**10:20** Coffee break

**11:00** Re: ERUA Project presentation 'If you can dream it, you can achieve it: International Winged Stories' by Mégane Lesuisse (Université Paris 8), and Bianca Manuela Sandu (Universidad de Las Palmas de Gran Canaria)



**11:50** Round table with Mégane Lesuisse, Bianca Manuela Sandu, Université Paris 8 and Universidad de Las Palmas de Gran Canaria students. *Experiences told by participants in two intertwined projects*

**12:40** Dr Bochra Kouraichi

*Exploring learners' motivational selves: LOTE Students in Estonia and Hungary*

**13:10** Dr Kathryn Sidaway

*Language Learning Motivation and Adult Migrants*

**13:40** Mégane Lesuisse and Bianca Manuela Sandu on *L2 learning motivation researchers and learners as people collaborating towards social action*

**14:00 Closing** Director of Language Policy, Soraya García-Sánchez & Director of Educational Innovation and Teacher Training, Eduardo Quevedo Gutiérrez, Universidad de Las Palmas de Gran Canaria.

**14:30 Round table** (with invited participants) of the Re: ERUA Project 'If you can dream it, you can achieve it: International Winged Stories'

**\* Free participation, but registration required via the website \***



This international seminar is framed within the Re: ERUA Project 'If you can dream it, you can achieve it: International Winged Stories', a collaboration between Université Paris 8 and Universidad de Las Palmas de Gran Canaria.

## Seminar Summary

The International Seminar 'L2 learning motivation research: Towards social action' seeks to extend the pivotal role of motivation in language learning by examining how such research can contribute to broader societal transformations and foster positive social impacts, and aims to promote collaboration and networking among international researchers interested in L2 motivation and societal impact.

In the last six decades, there has been a notable increase in scholarly attention towards L2 learning motivation, from the social psychological beginnings (Gardner & Lambert 1972) to cognitive theories (Dörnyei 1994), a focus on time (Dörnyei & Otto 1998), context (Ushioda 1996, 2009), vision (Dörnyei 2005), and more cutting-edge concepts, such as unconscious motivation (e.g. Al-Hoorie 2015, 2016), Dweck's (2017) mindset theory, Ushioda's person-focused view of motivation (Ushioda 2016, 2023) and quest for an ethical agenda (Ushioda 2020), or Consoli's (2020, 2021, 2022) *life capital* concept.

While the balance continues to fall in favour of theory development (Ushioda, 2020), researchers have begun to turn their gaze on pedagogical applications and "pursue [...] an agenda for social justice and change" (Ushioda 2020, p. 113) by exploring different avenues of cultivating such beneficial societal shift through L2 learning motivation research (Banegas 2019, Consoli 2020, 2021, 2022, Ghasemi, 2021, Safdari 2021, Sandu & Rodríguez Gil 2023, Sato 2021), which emerges as a powerful tool to break down barriers to learning, fostering a more inclusive and dynamic educational environment.

Please email any queries related to the international seminar 'L2 learning motivation research: Towards social action' to [bianca.sandu@ulpgc.es](mailto:bianca.sandu@ulpgc.es)

**Date: July 10th, 2024**

**Organising Committee:**

Dr Mégane Lesuisse, Université Paris 8, France

Dr Bianca Manuela Sandu, Universidad de Las Palmas de Gran Canaria, Spain

Dr Soraya García-Sánchez, Universidad de Las Palmas de Gran Canaria, Spain

## Summary of talks

**12:40** Dr Bochra Kouraich

### *Exploring learners' motivational selves: LOTE Students in Estonia and Hungary*

With the recent calls to reconceptualize language learning motivation in a multilingual era that is dominated by global English (Busse, 2017; Dörnyei and Ushioda, 2021; Henry, 2017; Ushioda, 2017), this study aims to explore the languages other than English (LOTE) motivation of university students in Estonia and Hungary through a small-scale qualitative approach. Participants were recruited from different universities and majors. Interviews were conducted to explore students' perception of multilingualism in the era of global English, what motivated them to start studying (an)other foreign language(s), their goals, and their language learning experience.

Data were studied using a qualitative content analysis following Dörnyei's (2009) second language motivational self-system (L2MSS model). The ideal L2 self as well as the L2 learning experience were the most important in developing and maintaining students' motivation. Students' ultimate goals were mainly study abroad programs and relocation to a foreign country after graduation. In line with previous studies, the ideal L2 self was the prominent theme emerging from the data (Huhtala et al., 2019; 2021). Furthermore, integration into the target language community and culture was a recurring theme. The role of the language teacher was also highlighted in the data.

**Key words:** LOTE motivation – multilingual learners – L2MSS - ideal multilingual self.

### References

- Busse, V. (2017). Plurilingualism in Europe: Exploring Attitudes Toward English and Other European Languages Among Adolescents in Bulgaria, Germany, the Netherlands, and Spain. *The Modern Language Journal*, 101(3), 566–582. <https://doi.org/10.1111/modl.12415>
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- Huhtala, A., Kursiša, A., & Vesalainen, M. (2019). "This language still motivates me!" Advanced language students and their L2 motivation. *Studies in Second Language Learning and Teaching*, 9(2), 287–311. <https://doi.org/10.14746/ssllt.2019.9.2.3>



Huhtala, A., Kursiša, A., & Vesalainen, M. (2021). "I'm in contact with foreign languages every day": University language students and their multilingualism. *European Journal of Applied Linguistics*, 9(2), 365–390. <https://doi.org/10.1515/eujal-2019-0034>

Ushioda, E. (2017). The Impact of Global English on Motivation to Learn Other Languages: Toward an Ideal Multilingual Self. *The Modern Language Journal*, 101(3), 469–482. <https://doi.org/10.1111/modl.12413>

**13:10** Dr Kathryn Sidaway

### *Language Learning Motivation and Adult Migrants*

This talk focuses on the experiences of adults enrolled on English for Speakers of Other Languages (ESOL) courses in England at the intermediate level, from forced and voluntary migration backgrounds. Across applied linguistics, this population has been largely under-researched (Plonsky, 2023) and this is particularly acute in language learning motivation (Boo et al., 2015). The intermediate level is often where learners plateau (Richards, 2008) and for migrants, it indicates a move beyond the need to learn for survival. The research questions this talk aims to explore are: 1. What motivates adults to enrol on intermediate level ESOL courses?

2. What factors affect their motivation during the academic year? The study employed a longitudinal perspective with five adult ESOL students combining data collected through online interviews, text messages, and survey responses. Self-determination theory (Ryan & Deci, 2017) was used as a theoretical framework to analyse the narratives which were constructed with the participants through member reflections. The findings suggest that the impact of teachers and peers was significant, as was the multicultural city where they lived and the opportunities they perceived to be open to them, challenging the notion that the 'migrant' learning experience is uniform across contexts.