Contents

The Contributors ......................................................... vii

1 Motivation, Language Identities and the L2 Self:
   A Theoretical Overview
   Ema Ushioda and Zoltán Dörnyei ................................. 1

2 The L2 Motivational Self System
   Zoltán Dörnyei ................................................... 9

3 The Baby, the Bathwater, and the Future of Language
   Learning Motivation Research
   Peter D. MacIntyre, Sean P. MacKinnon and Richard Clément ... 43

4 The L2 Motivational Self System among Japanese, Chinese
   and Iranian Learners of English: A Comparative Study
   Tatsuya Taguchi, Michael Magid and Mostafa Papi ............... 66

5 Learning Experiences, Selves and Motivated Learning
   Behaviour: A Comparative Analysis of Structural Models
   for Hungarian Secondary and University Learners of English
   Kata Csizér and Judit Kormos ..................................... 98

6 Self and Identity in L2 Motivation in Japan: The Ideal
   L2 Self and Japanese Learners of English
   Stephen Ryan ....................................................... 120

7 International Posture and the Ideal L2 Self in the
   Japanese EFL Context
   Tomoko Yashima .................................................. 144

8 Motivation and Vision: The Relation Between the Ideal
   L2 Self, Imagination and Visual Style
   Abdullah S. Al-Shehri ............................................. 164

9 Links between Ethnolinguistic Affiliation, Self-related
   Motivation and Second Language Fluency: Are They
   Mediated by Psycholinguistic Variables?
   Norman Segalowitz, Elizabeth Gatbonton and
   Pavel Trofimovich ................................................. 172

10 Toward the Development of a Scale to Assess Possible
   Selves as a Source of Language Learning Motivation
   Peter D. MacIntyre, Sean P. MacKinnon and
   Richard Clément .................................................. 193

11 A Person-in-Context Relational View of Emergent
   Motivation, Self and Identity
   Ema Ushioda ....................................................... 215
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Situating the L2 Self: Two Indonesian School Learners of English</td>
<td>Martin Lamb</td>
<td>229</td>
</tr>
<tr>
<td>13</td>
<td>Imagined Identity and the L2 Self in the French Foreign Legion</td>
<td>Zachary Lyons</td>
<td>248</td>
</tr>
<tr>
<td>14</td>
<td>The Sociocultural Interface between Ideal Self and Ought-to Self: A Case Study of Two Korean Students’ ESL Motivation</td>
<td>Tae-Young Kim</td>
<td>274</td>
</tr>
<tr>
<td>15</td>
<td>The Internalisation of Language Learning into the Self and Social Identity</td>
<td>Kimberly A. Noels</td>
<td>295</td>
</tr>
<tr>
<td>16</td>
<td>Possible Selves in Language Teacher Development</td>
<td>Magdalena Kubanyiova</td>
<td>314</td>
</tr>
<tr>
<td>17</td>
<td>Identity and Self in E-language Teaching</td>
<td>Cynthia White and Alex Ding</td>
<td>333</td>
</tr>
<tr>
<td>18</td>
<td>Motivation, Language Identities and the L2 Self: Future Research Directions</td>
<td>Zoltán Dörnyei and Ema Ushioda</td>
<td>350</td>
</tr>
</tbody>
</table>