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Nota di contenuto	Part I. Theoretical approaches to L2 motivation -- Chapter 1: Introduction (Martin Lamb, Kata Csizér, Alastair Henry and Stephen Ryan) -- Chapter 2: L2 Motivation and the Socio-Educational Model (Robert Gardner) -- Chapter 3: From Integrative Motivation to Directed Motivational Currents: the Evolution of Understanding L2 Motivation Over 3 Decades (Zoltan Dörnyei) -- Chapter 4: The L2 Motivational Self-System (Kata Csizér) -- Chapter 5: Self-Determination and Motivated Engagement in Language Learning (Kimberly A. Noels, Nigel Mantou Lou, Dayuma I. Vargas Lascano, Kathryn E. Chaffee, Ali Dincer, Ying Shan, Doris Zhang and Xijia Zhang) -- Chapter 6: Complexity Theory and L2 Motivation (Phil Hiver and Mostafa Papi) -- Chapter 7: Directed Motivational Currents: Extending the Theory of L2 Vision

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## Sommario/riassunto

This handbook offers an authoritative, one-stop reference work for the dynamic and expanding field of language learning motivation. The 32 chapters have been specially commissioned from the field's most influential researchers and writers. Together they present a compelling picture of the motivations people have for learning languages, the diverse ways we can research motivation, and the implications for promoting and sustaining learners' motivation. The first section outlines the main theoretical approaches to language learning motivation; the next section presents ways in which motivation theory has been applied in practice; the third section showcases examples of motivation research in particular contexts and with particular types of language learners; and the final section describes the exciting directions that contemporary research is taking, promising important new insights for academics and practitioners alike. Martin Lamb is Senior Lecturer in TESOL at the University of Leeds, UK. He previously worked as a language teacher and trainer in Sweden, Indonesia, Saudi Arabia and Bulgaria. His main research interest is in language learner motivation and how it interacts with features of context like teaching in school. Kata Csizér is Associate Professor and Chair of the Department of English and Applied Linguistics at Eötvös University, Hungary. Her

main field of research interest is the social psychological aspects of L2 learning and teaching, as well as second and foreign language motivation. Alastair Henry is Professor of Language Education at University West, Sweden. His research involves the psychology of language learning and teaching. In addition to motivation, his work has focused on teacher identities and language choices in contexts of migration. Stephen Ryan is Professor of Applied Linguistics in the School of Culture, Media and Society at Waseda University, Japan. His research covers various aspects of psychology in language learning, and he has several co-authored books in the field. .

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