



# Dynamics of Language Learning Motivation and Emotions: A Parallel-Process Growth Mixture Modeling Approach

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The present study adopted a novel parallel-process growth mixture modeling (GMM) technique to research the adaptive interaction between foreign language learners' learning motivation and emotions, with a view to advancing our understanding of how language learning motivation and emotions (enjoyment and anxiety) adaptively interact with each other over time. The present study, situated in the Chinese English as a foreign language (EFL) learning context, collected learning motivation and emotion data from 176 Chinese EFL learners over a period of two semesters (12 months). The GMM technique adopted in the study identified three developmental profiles of motivation and two of emotions, respectively. The study further distilled salient patterns of motivation–emotion interaction over time, patterns significant for designing and implementing pedagogical interventions for motivation enhancement. The parallel-process GMM technique was also proven to be a useful approach to parsing learner variety and learning heterogeneity, efficiently summarizing the complex, dynamic processes of motivation and emotion development.

**Keywords:** language learning motivation, emotions, salient patterns, adaptive interactions, a parallel-process GMM approach

## INTRODUCTION

An increasing number of researchers have embraced a dynamic and fluid view of motivation for second and foreign language (L2) learning (Dörnyei et al., 2015), and adopted the Complex Dynamic Systems Theory (CDST) as a research paradigm. Existing CDST-based motivation research has shed valuable light on the dynamic and idiographic nature of L2 learning motivation; that is, L2 learners' learning motivation is likely to change over time and the process of motivation development tends to be specific to the individual (e.g., Chan et al., 2015; Waninge, 2015; Teimouri, 2017; Papi and Hiver, 2020). Albeit with this individual heterogeneity, researchers (e.g., Dörnyei, 2016; Zheng et al., 2020; Peng et al., 2022) have recently begun to realize that there might still exist typical developmental patterns of motivation, which are often shared by different individuals, observable at a relatively global level (e.g., at the group/subgroup level), and detectable with advanced modeling techniques.

Identifying such typical motivational patterns can advance our understanding of the nature and development of language learners' learning motivation, illustrating some "nomothetic knowledge

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# Dynamics Of Language Learning

**Hans-Wilhelm Dechert**



## **Dynamics Of Language Learning:**

**Motivational Dynamics in Language Learning** Zoltán Dörnyei, Alastair Henry, Peter D. MacIntyre, 2014-10-01 This landmark volume offers a collection of conceptual papers and data based research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective The chapters seek to answer the question of how we can understand motivation if we perceive it as a continuously changing and evolving entity rather than a fixed learner trait

*Dynamics of Language Processing and the Consequences for New Language Learning* Kinsey Bice, 2018 Learning a new language as an adult is difficult and many fail to acquire high proficiency Individual differences in late language learning have been partially but not fully accounted for by factors such as working memory and native language L1 performance An overlooked observation in research that attempts to characterize successful language learning is that bilinguals consistently outperform monolinguals in acquiring new languages When bilinguals are learning a new language they can draw on their past experience That experience encompasses both language specific skills such as managing the dynamics of cross language interaction as well as domain general learning skills that may enable language regulation and control In contrast for monolingual learners there is only the opportunity to transfer existing L1 knowledge and general cognitive skills The hypothesis tested in this dissertation is that previous language experience and individual differences guide language processing in the established language s and the trajectory and outcome of new language learning The first study presented in the dissertation examined systematic variation in language processing across bilinguals two languages to discern the locus es of variation and whether they were similar for both languages or were fundamentally different in the native and second language The results demonstrated that there is meaningful variation in proficiency in both the L1 and L2 that is related to the patterns of brain responses in both languages but there were also effects of domain general biases toward different aspects of language and working memory The second study tracked the trajectory and outcome of language learning in behavioral and neural measures as a function of language experience While the behavioral measures revealed similar trajectories and performance at test the neural measures revealed different mechanisms that produced the behavioral effects and different trajectories for explicit and implicit aspects of learning Together the results from both studies reveal qualitative similarities in language processing but also qualitative differences in new language learning that result from different experiences with previous language learning

**Usage-Based Dynamics in Second Language Development** Wander Lowie, Marije Michel, Audrey Rousse-Malpat, Merel Keijzer, Rasmus Steinkrauss, 2020-07-14 This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage based DUB approaches in second language L2 research and pedagogy With chapters written by renowned experts in the field the book addresses the dynamics of language language learning and language teaching from a usage based perspective The book contains both theory and empirical work the initial theoretical chapters present cutting edge thinking in relation to both the scope of DUB

theory and its applications providing conceptual perspectives from cognitive grammar and linguistics thinking for speaking TFS and Complex Dynamic Systems Theory CDST approaches united by their shared underpinnings of language as a dynamic system of conventionalized routines The second half of the volume showcases state of the art methodologies to study dynamic trajectories of language learning empirical investigations into the above mentioned theoretical concepts and innovative classroom implementations of DUB language pedagogy The Dynamics of Language Learning James R. Squire,1987

**The Palgrave Handbook of Motivation for Language Learning** Martin Lamb,Kata Csizér,Alastair Henry,Stephen Ryan,2020-01-11 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 **A Dynamic Approach to Second**

**Language Development** Marjolijn Verspoor,Kees de Bot,Wander Lowie,2011-02-28 Dynamic systems theory a general theory of change and development offers a new way to study first and second language development and requires a new set of tools for analysis of empirical data After a brief introduction to the theory this book co authored by several leading scholars in the field concentrates on tools and techniques recently developed to analyze language data from a dynamic perspective The chapters deal with the general thoughts and reasoning behind coding data analyzing variability discovering interacting variables and modeling The accompanying How to sections give step by step instructions to using macros to speed up the coding creating a dedicated lexical profile making min max graphs testing for significance in single case studies by running simulations and modeling Example files and data sets are available on the accompanying website <http://dx.doi.org/10.1075/llt.29> website Although the focus is on second language development the tools are applicable to a wide range of phenomena in applied linguistics *The Dynamics of Language Learning* National Conference on Research in English,1987

Focusing on future directions for English and reading research the papers presented in this book examine the complex interplay of skills processes and classroom conditions that influence the development of children s competence in reading writing and the language arts The titles and authors of the essays are as follows 1 Reading and Writing Relations Assumptions and Directions James Flood and Diane Lapp 2 The Cognitive Base of Reading and Writing Stephen B Kucer 3 commentaries by Alan Purves and Julie Jensen 4 Thought and Language Content and Structure in Language Communication Diane Lemonnier Schallert 5 The Design of Comprehensible Text Robert C Calfee 6 commentaries by Judith Langer and

Robert J Tierney 7 The Shared Structure of Oral and Written Language and the Implications for Teaching Writing Reading and Literature Miles Myers 8 Oral Language Literacy Skills and Response to Literature David K Dickinson 9 commentaries by David Dillon and Roselmina Indrisano 10 Research into Classroom Practices What Have We Learned and Where Are We Going Bryant Fillion and Rita S Brause 11 Classroom Practices and Classroom Interaction during Reading Instruction What s Going On M Trika Smith Burke 12 commentaries by Arthur N Applebee and Dolores Durkin 13 An Examination of the Role of Computers in Teaching Language and Literature Bertram C Bruce 14 Technology Reading and Writing Lawrence T Frase 15 commentaries by Johanna DeStefano and Edmund J Farrell 16 Organizing Student Learning Teachers Teach What and How Jane Hansen 17 Assessing the Process and the Process of Assessment in the Language Arts Peter Johnston 18 commentaries by Jerome C Harste and P David Pearson 19 Constructing Useful Theories of Teaching English from Recent Research on the Cognitive Processes of Language M C Wittrock 20 Themes and Progressions in Research in English John T Guthrie and 21 Retrospect and Prospect James R Squire JD

**Second Language Learning Motivation in a European Context: The Case of Hungary** Kata Csizér, 2021-01-04 This book provides an overview of second language L2 motivation research in a specific European context Hungary which has proved to offer an important laboratory for such research as a number of major political changes over the past 30 years have created a changing background for L2 learning in an increasingly globalized world The book provides an overview of theoretical research on L2 motivation together with detailed information on large scale L2 motivation studies in Hungary Further it presents a meta analysis of the most important investigations and qualitative data on teachers views regarding success in L2 learning In turn the interdisciplinary nature of L2 motivation is taken into account and relevant antecedent constructs to L2 motivation are investigated Lastly the book outlines possible future directions for L2 motivation research

**The Dynamics of Language Processes** Hans-Wilhelm Dechert, 1994

The Dynamics of the Language Classroom Ian Tudor, 2001-09-27 This book seeks to explore the dynamic nature of the language classroom

Linguistic Attractors David L. Cooper, 1999 The interdisciplinary linguistic attractor model portrays language processing as linked sequences of fractal sets and examines the changing dynamics of such sets for individuals as well as the speech community they comprise Its motivation stems from human anatomic constraints and several artificial neural network approaches It uses general computation theory to 1 demonstrate the capacity of Cantor like fractal sets to perform as Turing Machines 2 better distinguish between models that simply match outputs emulation and models that match both outputs and internal dynamics simulation and 3 relate language processing to essential computation steps executed in parallel Measure and information theory highlight the key variables driving linguistic dynamics while catastrophe and game theory help predict the possible topologies of language change It introduces techniques to isolate and measure attractors and to interpret their stability and relative content within a system Important results include the capability to distinguish the sequence of related sound changes and to make point to point comparisons of different texts using common

metrics Other techniques allow quantifiable ambiguity landscapes illustrating the forces that propel different languages in different directions

**The Dynamic Interplay between Context and the Language Learner** Jim King, 2016-01-26 This edited volume offers a series of state of the art conceptual papers and empirical research studies which consider how contextual factors at multiple levels dynamically interact with individuals to influence how they go about the complex business of learning and using a second language

**Dynamics of a Social Language Learning Community** Jo Mynard, Michael Burke, Daniel Hooper, Bethan Kushida, Phoebe Lyon, Ross Sampson, Phillip Taw, 2020-08-07 This book provides an in depth exploration of psychological phenomena affecting language learning within a social learning space Drawing on the literature from identity in second language learning communities of practice and learner beliefs in conjunction with other individual difference factors it uncovers perceptions and assumptions that language learners have of the space and how they affect their relationship with it and the people within it Readers will gain a greater understanding of how psychological phenomena shape a space and how a learning space can contribute to a wider learning ecology This book will appeal to researchers interested in language learning beyond the classroom and psychological aspects of language acquisition as well as to practitioners and professionals who are supporting learners outside the classroom

**Group Dynamics in the Language Classroom** Zoltán Dörnyei, Tim Murphey, 2003-10-16 This innovative book offers practical advice on how to manage language learner groups so that they develop into cohesive and productive teams

**Opening Dialogue** Martin Nystrand, 1997-01-01 This work aims to reorientate our thinking about how younger adolescents and their teachers talking together compose shared understandings that contribute to individual students learning Nystrand and his colleagues argue that people learn by participating in communicative exchanges

**Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching** Zou, Bin, Thomas, Michael, 2018-02-23 Technology has become an integral part of our everyday lives As today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but how The Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances Featuring coverage on a wide range of topics such as computer assisted language learning flipped instruction and teacher education this publication is geared toward researchers practitioners and education professionals seeking relevant research on the improvement of language education through the use of technology

**Physical Language Learning Spaces in the Digital Age** Felix A. Kronenberg, 2024-02-08 How do we intentionally design physical environments for language learning and teaching How can we build spaces that are inclusive accessible safe and equitable While the Covid 19 pandemic has advanced notions of online education it has also revealed the benefits and affordances of human to human interaction in physical learning spaces This book explores the design of physical spaces intended for language learning specifically From

residential learning spaces to active classrooms from social and experiential spaces to zoom rooms and language centers from mobile community based learning to hybrid makerspaces language learners and educators have more choices than ever regarding their possible learning environments Changing pedagogies and new technologies provide ever more alternatives to the normalized technology of the classroom With a focus on creating new awareness of the affordances and benefits of physical spaces as active agents in the language learning and teaching processes this book takes a practical approach to introduce readers without any prior knowledge of design or architecture to the topic As language learning spaces need to consider stakeholders from diverse cultures Felix Kronenberg provides examples from language centers around the world including Asia Europe and the United States Readers will learn how to conceptualize and create supportive resilient flexible inclusive accessible affordable sustainable and safe physical learning spaces The book is an interdisciplinary introduction to this emerging field drawing from research in disciplines such as architecture learning spaces design second language acquisition pedagogy history and sociology

**Complexity Perspectives on Researching Language Learner and Teacher Psychology** Richard J. Sampson, Richard S. Pinner, 2020-10-23 This edited volume brings together both established and emerging researcher voices from around the world to illustrate how complexity perspectives might contribute to new ways of researching and understanding the psychology of language learners and teachers in situated educational contexts Chapter authors discuss their own perspectives on researching within a complexity paradigm exemplified by concrete and original examples from their research histories Moreover chapters explore research approaches to a variety of learner and teacher psychological foci of interest in SLA Examples include anxiety classroom group dynamics and group level motivation cognition and metacognition emotions and emotion regulation strategies learner reticence and silence motivation self concept and willingness to communicate

**Dynamic Ecologies** Neil Murray, Angela Scarino, 2014-01-13 This volume provides a fascinating glimpse into the complex language ecologies of Southeast Asia Adopting a relational perspective it considers their significance for the region its peoples the policy and practice of language teaching learning and assessment and the fate of local languages It gives particular prominence to the relationship between English and Chinese it s likely transformation at a time of significant global change and the impact that these two languages and their synergy will have on the place of other languages and dialects **Dynamic Ecologies A Relational Perspective on Languages Education in the Asia Pacific Region** draws on the research and insights of key scholars in the field and provides case studies that illustrate the impact of relevant language policy in countries including Singapore Malaysia Hong Kong South Korea and Australia

**The Dynamic Interlanguage** Miriam R. Eisenstein, 1989-09-30 The recent recognition of dynamic yet consistent variation as well as rules in language use is applied to second languages The 18 chapters by researchers and methodologists explore the influence of such factors as context relative social status target language variety and psychological aspects Each chapter begins with an orientation and includes a section on how data was collected and analyzed Includes a section on suggestions

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