Contents

Contributors ix

1 The Self-Concept and Language Learning: An Introduction
   Kata Csizer and Michael Magid 1

Part 1: Theories Related to Self-Concept
2 Future Self-Guides and Vision
   Zoltán Dörnyei 7

3 At the Interface of the Socio-Educational Model,
   Self-Determination Theory and the L2 Motivational
   Self System Models
   Maya Sugita McEown, Kimberly A. Noels
   and Kathryn Everhart Chaffee 19

4 Re-imagining the Self as a Network of Relationships
   Sarah Mercer 51

Part 2: Self-Concept and Language Learning
5 The Ideal L2 Self, Self-Regulatory Strategies and Autonomous
   Learning: A Comparison of Different Groups of English
   Language Learners
   Kata Csizer and Judit Kormos 73

6 EFL Students’ L2 Motivational Self System and
   Self-Regulation: Focusing on Elementary and
   Junior High School Students in Korea
   Tae-Young Kim and Yoon-Kyoung Kim 87

7 The L2 Self-Concept in Second Language Learning
   Motivation: A Longitudinal Study of Korean
   University Students
   David Lyons 108
8 Culture, Autonomy and the Self in Language Learning  
Kimberly A. Noels, Kathryn Everhart Chaffee,  
Megan Michalyk and Maya Sugita McEown

9 Investigating Adult Migrant ESL Learners'  
Language Learning Motivational Profile in Australia:  
Towards a Bicultural Identity  
Elke Stracke, Jeremy Jones and Nicolette Bramley

10 Investing in Experiential Capital:  
Self-Efficacy, Imagination and Development of  
Ideal L2 Selves  
Kay Irie and Damon R. Brewster

11 Self-Constructs in Language Learning: What is their Role in Self-Regulation?  
Janina Iwaniec

12 Emerging Self-Identities of Second Language Learners:  
Emotions and the Experiential Profile of  
Identity Construction  
Masuko Miyahara

13 Fear of the True Self: Social Anxiety and the Silent Behaviour of Japanese Learners of English  
Jim King

14 Chinese University Students' Willingness to Communicate in the L2 Classroom: The Complex and Dynamic Interplay of Self-Concept, Future Self-Guides and the Sociocultural Context  
Zhen Yue

15 The Interaction of the L2 Motivational Self System with Socialisation and Identification Patterns and L2 Accent Attainment  
Nihat Polat

Part 3: Self-Concept and Language Teaching

16 The Effect of Motivational Strategies on Self-Related Aspects of Student Motivation and Second Language Learning  
Gabriella Mezei
17 ELT Motivation from a Complex Dynamic Systems Theory Perspective: A Longitudinal Case Study of L2 Teacher Motivation in Beijing

Yuzo Kimura

Part 4: Intervention Studies

18 A Motivational Programme for Learners of English: An Application of the L2 Motivational Self System

Michael Magid

19 Effects of an Imagery Training Strategy on Chinese University Students' Possible Second Language Selves and Learning Experiences

Letty Chan

20 Applications and Implications of the L2 Motivational Self System in a Catalan EFL Context

Jessica Mackay

Part 5: Future Research Directions

21 The Self-Concept and Language Learning: Future Research Directions

Michael Magid and Kata Csizér