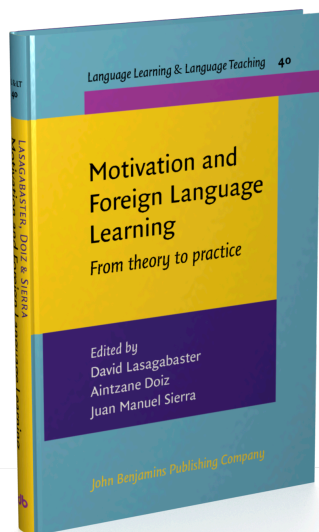


## NEW BOOK INFORMATION



“This is more than only another volume offering new perspectives on well-established theoretical paradigms of language learning motivation. The editors have acknowledged the fact that the practice of language learning and teaching requires specific decisions mediated by individual contexts. The result is a book which makes explicit links between the worlds of research and practice in the shape of innovative ideas and practical suggestions. Highly recommended for practitioners, teacher educators and researchers who like to reflect on what their work is about.”

**Christiane Dalton-Puffer**, University of Vienna

“While much has been written on motivation in language learning, this volume makes a very useful contribution in that it brings together many different threads which can provide support for the learning/teaching process. Information from theory and research is present but also many pedagogical applications are given with suggestions for strategies to be used in the classroom. There is a focus on short term and long term aspects of motivation, on motivation in EFL contexts as well as in CLIL classrooms and, significantly, on both student and teacher motivation. The chapters in this book lead to a greater awareness of the importance of motivation and of ways to develop and sustain it.”

**Jane Arnold**, University of Seville

Applied linguistics / Language acquisition / Language teaching

## Motivation and Foreign Language Learning

### From theory to practice

Edited by **David Lasagabaster, Aintzane Doiz and Juan Manuel Sierra**

University of the Basque Country UPV/EHU

Motivation is a key aspect of second language learning. There is no doubt that abstract models are basic to gain theoretical insights into motivation; however, teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research. The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom. With this in mind, the book is divided into two sections: the first part includes innovative ideas regarding language learning motivation, whereas the second is focused on the relationship between different approaches to foreign language learning – such as EFL (English as a foreign language), CLIL (Content and Language Integrated Learning) or immersion – and motivation. Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work.

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