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**Perspectives on motivation for language learning: The case of Chinese**

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In many educational contexts, the negative impact of global English on people’s motivation to learn other languages has become a significant concern. In the UK, this impact is suggested by the falling numbers of students choosing to study languages beyond the compulsory stage in the school curriculum, with corresponding repercussions for modern language departments in universities (Lanvers, 2017). Further afield in continental Europe too, the dominance of English as first foreign language seems to be contributing to declining uptake and poorer levels of competence in additional foreign languages (European Commission, 2012). Yet, one significant area that seems to be bucking the trend in this regard is Chinese language learning, which has seen major growth in the UK in recent years (Zhu Hua & Li Wei, 2014). In this talk, I will explore the context and reasons for this growth in motivation for learning Chinese. I will consider to what extent such motivation can be adequately captured by currently prevailing theories, which have largely evolved with reference to motivation for learning English as target language (Ushioda 2017). I will also discuss the need for more empirical research on Chinese language learning motivation and suggest some possible approaches to investigating this topic.

**Biodata**

Ema Ushioda is Director of Graduate Studies and an associate professor at the Centre for Applied Linguistics, University of Warwick, where she has responsibility for the PhD programme and for overseeing postgraduate provision. She has been working in language education since 1982, has taught English in Japan, Ireland and the UK, and has conducted workshops on motivation and autonomy for language teachers from many countries. Her main research interests are language learning motivation, learner autonomy, sociocultural theory, and teacher development, and she has published widely in these areas. Recent books include *International perspectives on motivation: Language learning and professional challenges* (2013); *Teaching and researching motivation* (2011, co-authored by Z. Dörnyei); and *Motivation, language identity and the L2 self* (2009, co-edited by Z. Dörnyei). Most recently, she has co-edited (with Dörnyei) a special issue of the *Modern Language Journal* (101.3, Fall 2017) focusing on motivation for learning languages other than English.