Online Media Creation and L2 Motivation: A Socially Situated Perspective

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16 seventh-grade students aged 13 in 1 school in Sweden.

## Implications For Educators About

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# Abstract

Digital technologies are increasingly common in language learning. Online media creation provides scope for agency and spaces for identity construction, but empirically grounded conceptualizations of the influences on learners' motivation are lacking and the digital technology–second language motivation interface remains largely unexplored. Using a grounded theory ethnographic approach (Charmaz,2006), and with the aim of developing a theoretical account of the emergence of motivation in online media creation, this study investigated a blog project in an English language classroom in Sweden. Engaging with multiple data sources, and using Ito and colleagues' (2010) theory of participation in media practices as an analytical framework, motivation is conceptualized as stemming from the desire to create a visually appealing and authentic artefact, from a perception of audience, and through the documentation of identities. Variations in motivational intensity between student groups could betraced to varying investments in digital media practices. Primarily, differences were between validation-seeking that was locally oriented and validation-seeking conditioned through actions within a genre of practice. These conceptualizations are of importance for English language teaching. In language-developing activities that involve online media creation, motivation can be enhanced when space for genre exploration is provided.

# Outcome

"In a spirit of transdisciplinarity (Douglas Fir Group, 2016), the current study seeks to extend understandings of L2 motivation as emergent in socially situated practices in language classrooms. Viewing motivation as relationally shaped (Mercer, 2015; Ushioda, 2009) and drawing on theorizing of youth media practices (Ito et al., 2010, 2013), conceptualizations of motivational influences deriving from the creation of online media are developed. When online media creation takes place in unfamiliar genres, and when expressions of identity are mostly of importance in the context of local communities, the motivation to engage in online media production may be mostly generated by desires for recognition, connection and belonging more generally characteristic of social networking. However, when media creation occurs in a GoP within which students are or become active participants, motivation can be understood as generated through engagement in legitimate peripheral practice, and in knowledgeable forms of acting." (Author, 399)