Master's Degree

In Language Sciences

Final Thesis

Language Learning Motivation: Differences of the Motivational Profile of Heritage and Non-Heritage Language Learners

Supervisors
Monica Banzato
Francesca Coin

Co-supervisor
Graziano Serragiotto

Graduand
Malvina Lleshi
Matriculation number
885363

Academic Year
2021 / 2022

To my husband **Armando**

and son

Amenadiel,

for their unconditional love and support

ABSTRACT

This study aims to investigate motivation in language learning, with particular attention to the motivational profile of heritage language learners. What is more, this study seeks to explore differences on the motivational profile between heritage and non-heritage language learners, how their ethnic background influences the language choices and motivation in general.

The data were collected among students of Ca' Foscari University in Venice (enrolled in the language science 's course) by employing a 55-item questionnaire. The questionnaire created ad hoc on the inspiration of Schmidt and Watanabe (2001) was used as the basis for the present study be taking into consideration only the first part on motivation. As well, the quantitative approach was employed with an overall response rate of sixty-two respondents.

The results of the study demonstrated that the motivational profile of HLLs differs from that of NHLLs in terms of ethnic heritage, that is HLLs were learning a language which was part of their ethnic background. As it pertains to the rest of motivational orientations, HLLs and NHLLs did not differ significantly, apart from expectancy and language aptitude which emerged as distinct motivational orientations.

AKNOWLEDGMENTS

My master's degree dream would have never become a reality without the love and support of my family, who always inspired and motivated me.

My most profound gratitude is owned to the three members of my supervisory committee:

Prof. Monica Banzato, my main supervisor, for her constant guidance and immeasurable support, for her commitment and countless hours that she devoted to the supervision of my research.

Prof. Francesca Coin, the second member of my supervisory committee, for helping me develop academic thinking, for offering her insightful comments, and contributing to my research.

Prof. Graziano Serragiotto, language co-supervisor, for helping me improve my academic English and his kind advice.

Lat but not least, I would like to thank my parents for their unconditional love, understanding and support.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

INTRODUCTION

Gardner and Lambert initiated research on L2 attitudes and motivation about five decades ago in Canada (Gardner & Lambert, 1972), and since then it has been one of the most widely studied aspects of learning and acquiring L2. As one possible explanation for this immense interest and intense research, it may be attributed to the fact that L2 attitudes and motivations, together with language aptitude, constitute the most important individual differences that contribute to the achievement of learning and acquisition of a second language.

Hence, language learning motivation has been investigated through different theoretical perspectives (which will be covered in chapter 1 and chapter 2); nevertheless, in the last decade studies on motivation have shifted their focus on the concept of identity and self since there was the urge of reconceptualization of L2 motivation. On this matter, a new type of learner emerged namely heritage language learner which has been the focus of investigation starting from 1990s (e.g., He, 2006; Abdi, 2011; Hornberger and Wang, 2008).

These recent trends in research have influenced the present study, and it, therefore, aims to accomplish two objectives: on one hand, this study aims to examine attitudes and motivation in language learning in a university setting, and on the other hand, it also aims to explore the motivational profile of heritage and non-heritage language learners.

In this respect, the most influential variable of learner's status on motivational subsets will be examined. In addition, the differences between the motivational profile of heritage and non-heritage language learners will be drawn to investigate whether HLLs are more motivated than NHLLs (Vallerand et al., 1995; Noels, 2005; Kondo-Brown, 2005; Torres, 2011).

Consequently, in an effort to explore the above-mentioned issues, the following research questions have been posited:

> ➢ Research Question 1. *For the whole sample, is there any connection between the language that students choose to study and their ethnic background?*

➤ Research Question 2. *For the two groups Heritage Language Learners (HLLs) and Non-Heritage Language Learners (NHLLs), are there any differences in terms of motivational profile?*

➤ Research Question 3. *Does the motivational profile of Heritage Language Learners (HLLs) differ from that of Non-Heritage Language Learners (NHLLs) in terms of the two sets of motivational orientations integrative/instrumental and intrinsic/extrinsic*?

The research findings are therefore expected to provide comprehensive answers to the above posited research questions, while simultaneously contributing to the vast body of research on these issues and providing useful information and support to educators on language learning motivation.

The thesis is composed by seven chapters:

Chapter one provides the theoretical background of the thesis by discussing the nature of motivation and presenting the main theories on L2 motivation starting from the Gardner's Socio-Educational model and briefly presenting different theories and approaches on L2 motivation.

Chapter two discusses the interrelation of language learning and identity by providing theoretical approaches within this field. What is more, it discusses the concept of identity and self in motivation and the role of identity in heritage language learners.

Chapter three introduces heritage language learners by presenting theoretical approaches and research on heritage language learning motivation. This chapter is particularly important for the presents study since it attempts to delineate heritage language learners and their motivation in language learning.

Chapter four provides the research methodology and the context of the study by introducing the sample, the sampling methods, data collection procedures, the instrumentation used to carry out the results and the methods of statistical analysis.

Chapter five reports the results of the study in terms of quantitative analysis of the findings by presenting the results of descriptive and inferential statistics regarding the effects independent variable of learner's status on the motivational subsets.

Chapter six presents the discussion of the results by reporting the main findings of the study in relation with the posited research questions. Furthermore, the findings are interpreted and compared with other similar studies conducted within this field, but in different contexts.

Finally, chapter seven presents the main conclusions by summarizing the most important findings and points out the limitations of the study which need further investigation. In addition, this chapter highlights the implications of the study and the contribution this study might make within the field of motivation in language learning for heritage HLLs. This chapter also provides several suggestions for further research.

CHAPTER I

MOTIVATION IN FOREIGN LANGUAGE LEARNING

1.1 Introduction

In this chapter will be provided a solid theoretical background for the research in the field of motivation in second/foreign language learning. Thus, the most prominent theories in this field will be presented. After the introduction to the notion of motivation with special regard to motivational theories, the main approaches in this field will be discussed. Gardner's (1985a) Socio-Educational model and Motivational Theory will provide the base as theoretical background for the present research. In addition, other theoretical approaches to motivation will be presented and widely discussed.

1.2 A Definition of Motivation

Research on motivation has been hindered by the lack of consensus on its definition. There are a variety of definitions, interpretations, paradigms, and theories on motivation owing to the multifaceted and complex nature of the concept. An attempt to clarify the terminological confusion was made by compiling 102 statements defining or criticizing the concept by various sources (Kleinginna & Kleinginna,1981).

Depending on the phenomena or theoretical issues emphasized, the definitions were classified into nine categories. Three definitions empathized functional processes (energizing, directing, and vectoring); Two restricted the range of motivation (temporally and process-restrictively); Two empathized internal mechanisms (phenomenological and physiological) and the other two focused on the comprehensive nature of motivation (broad-balanced and all-inclusive). As a result, a simple definition of motivation is not possible. Nevertheless, Keller (1983) proposed the following definition to give a general understanding of motivation: ''Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect'' (p. 389).

Considering a psychological point of view, the term motivation is defined as ''a global concept of a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path'' (Heckhausen,1991, p.9).

Furthermore, Ryan and Deci (2000, pg.54) hold that ''to be motivated means to be moved to do something''. Motivated people remain energized until they have completed a task, unlike unmotivated individuals who have lost their motivation and inspiration to act.

A more exhaustive definition of motivation has been developed by Dörnyei and Otto (1998) who hold that: ''motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out'' (Dörnyei & Otto, 1998, p. 26).

According to (Dörnyei, 2001) Motivation concerns two basic dimensions of human behavior which are the direction and the magnitude (intensity). In other words, motivation influences:

- the choice of a particular action.

- the effort expended on it.

- the persistence with it.

He further explains that motivation is responsible for:

- why people decide to do something.

- how hard they are going to pursue it.

- how long they are going to sustain it.

Current trends in motivational psychology and psychology in general are characterized by the cognitive approach, which focuses on the individual's conscious attitudes, beliefs, and interpretations of events that influence their actions. In other words, it examines how mental processes are transformed into actions.

All the different approaches and definitions of motivation mentioned above, clearly show the lack of consensus, and it would be appropriate to agree with Martin Covington (1998) who holds that ''Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it''.

Briefly, it may be stated that beside its terminological and conceptual complexity, motivation remains the stimulus that puts in motions and directs human action and behavior.

In order to serve the purpose of this study and its conceptualization of motivation, the extended definition proposed by Dörnyei & Otto (1998, p. 26), in which motivation is explained as: ''…the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out'' has been adopted.

1.3 Language Learning Motivation

Motivation plays a key role in second/foreign language (L2) learning achievement and is one of the most researched areas in this field. As a matter of fact, language learning motivation brings forth the primary incentive to undertake the path of learning and, successively, the driving force to sustain the extensive learning process.

Nonetheless, Dörnyei (1998) holds that: ''Motivation to learn a foreign language involves all those affects and cognitions that initiate language learning, determine language choice, and energize the language learning process''.

On the other hand, Gardner (1985) defines motivation in terms of language learning "as having a desire to learn the language, feeling enjoyment of the task and putting effort into the learning process".

 He further holds that the desire to learn a language along with positive attitudes toward the goal, when linked with the effort, generate motivation" (Gardner, 1985, p. 11).

L2 motivation is characterized by complexity along with the multifaceted nature this construct presents. Indeed, this complex and multifaceted construct consists of a variety of motives which

in turn associated with distinct features of L2 (e.g., attitudes toward the L2), the learning situation (e.g., the assessment of the L2 course), the language learner (e.g., self-confidence or the need for achievement).

On this matter, Dörnyei (1998) argues that the complexity of the L2 motivation construct derives due to the complex nature of language itself, which is at the same time a communication code an integral part of the individual's identity, and the most important channel of social organization.

Given such complexity it is quite impossible that a single theory or model could be able to provide a sophisticated and yet a reasonable interpretation of the construct, therefore an extended list of theories and conceptualizations of L2 motivation have been led and researched. Moreover, it is widely recognized that research in L2 motivation has two different schools of thought.

The first one is conducted in Canada and sees as protagonists Gardner and associates (Gardner & Lambert, 1972; Gardner, 1985a), it is focused on the exploration of L2 motivation in SLA contexts (see 1.3). The second school of thought, on the other hand, is focused on motivation in FL contexts along with new conceptualizations of L2 motivation (Dörnyei, 2005; Julkunen, 2001; Oxford & Shearin, 1994; Yashima, 2000), (see 1.4.4).

1.4 Gardner's Socio-Educational Model of L2 Motivation

The socio-educational model was made as an attempt to determine the various conditions under which second language learning takes place. In fact, it was initiated in Canada and was first proposed by Gardner and Smyth (1975) consequently redefined several times (Gardner, 1985, 1988, 2000, 2005; Gardner & Trembly, 1995), but little variations were made to the main constructs. Gardner's socio-educational model was and remains a dominant theory in motivation research in the past four decades (see figure 1 for a schematic representation of the model).

Nonetheless, the research was initiated on the assumption that L2 achievement is influenced by both individual learners' linguistic aptitude and the learner's motivation towards a target language and culture.

Considering the learner's motivation towards language it is important to underline the aspects involved, which in this case according to Gardner and Lambert (1972) are: a goal, an effort, a desire to attain the goal and favorable attitudes toward the activity.
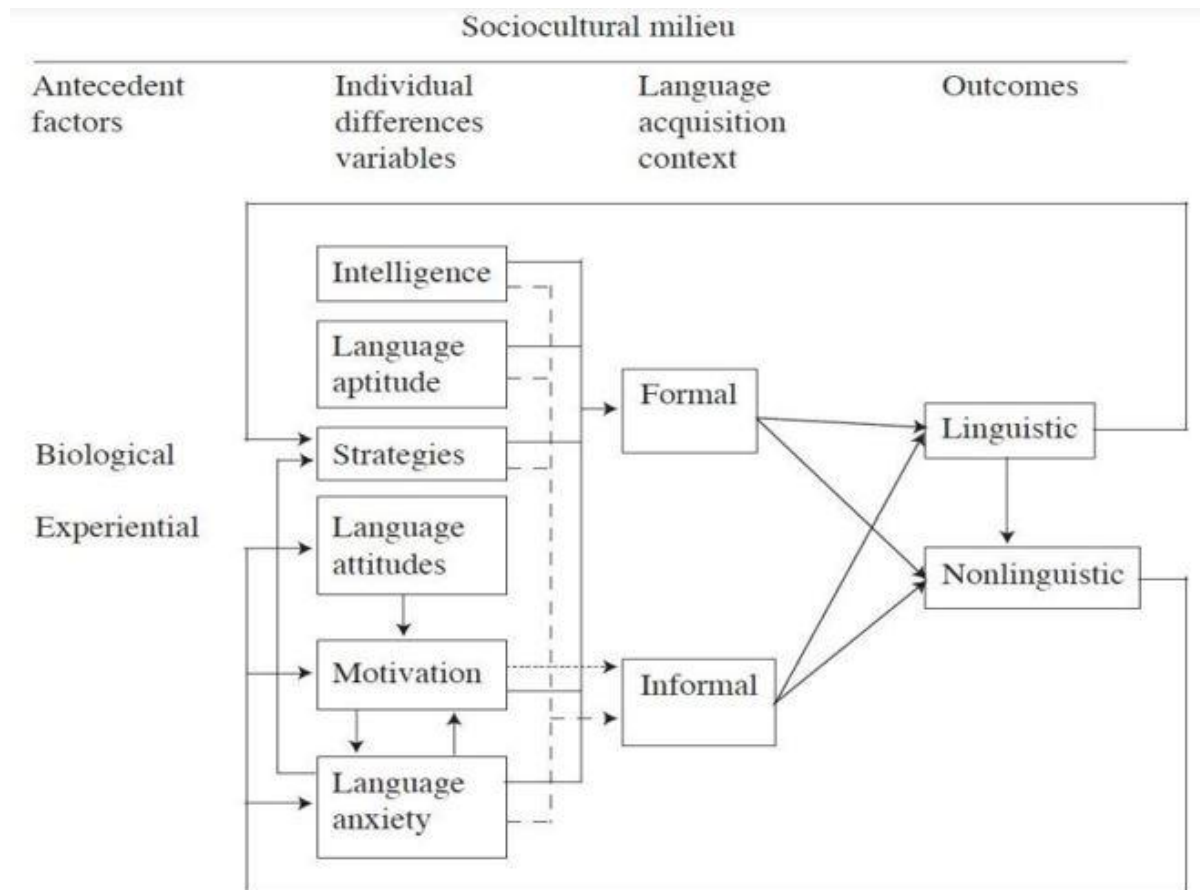
Figure 1- Gardner's Socio-Educational model of second language acquisition (reprinted from Gardener, 1985, p.147).

Since the goal results to be reflected in the individual's orientation to language learning they further argue that individual differences in motivation are to be found in only three components such as effort, desire, and favorable attitudes.

Therefore, Gardner (1985a) holds that an individual in order to be truly motivated it is necessary to possess the following components:

- *Motivational intensity.*

- *Desire to learn a target language.*

- *Attitudes towards learning a language.*

According to Gardner (1985a), motivation is a sort of mental engine that represents effort, wish/will (cognition), and pleasure in completing a task (affect). As it pertains to the learner's goals, it is often assumed that they are to be found in two broad categories:

- integrative orientation, which is reflected on the desire to interact with members of a target community.

- instrumental orientation, which is reflected on practical achievement such as getting a better job or position.

The Gardnerian Motivation Theory comprises four distinct areas:

- The integrative motive
- The Socio-Educational (SE) Model
- The Attitude/Motivation Test Battery (AMTB)
- The extended L2 motivation construct (Tremblay and Gardner, 1995)

1.4.1 Integrative Orientations and Instrumental Orientations

Traditionally, Gardner's motivation construct has often been understood as the interaction between two components namely integrative and instrumental motivations.

The first one is related to positive feeling toward the L2 group or the desire to interact with members of that community while the second one is associated to pragmatic gains such as a higher salary or getting a better job.

However, given the complexity of Gardner's theory it goes beyond the integrative/instrumental dichotomy.

In fact, Gardner and MacIntyre claim that the dynamic property of Motivation excludes old characterizations in terms of integrative and instrumental orientation for being too restrictive and static (Gardner & MacIntyre, 1992, p. 4).

As studies of the last decades have shown that these two dimensions broadly defined ''cultural affective'' and ''pragmatic-instrumental'' cannot be referred as universals but rather as subsystems which include context-specific elements and somehow represent broadly related components.

As a matter of fact, Clément and Kruidenier (1983) in their Canadian research on L2 learning found three other general orientations such as knowledge, friendships, and travel orientations. These three orientations were traditionally related to integrativeness rather than instrumental motivation. Furthermore, a socio-cultural orientation was identified when the learner had no contact with the L2 community (i.e., L2 as foreign language).

On the other hand, Dörnyei (1990) during a study in Hungary also found three other related dimensions of integrative motivation subsystem: (i) *Interest in foreign languages, cultures, and people*, (ii) *desire to broaden one's view and avoid provincialism* and (iii) *desire of new stimuli and challenges.*

In another study in secondary school pupils, Clément, Dörnyei and Noels (1994) came up with four other distinct orientations such as *xenophilic*, *identification*, *sociocultural* and *English media*, all related to instrumental and knowledge orientations.

All the studies mentioned above confirm Skehan's (1991) debate over the difficulty to clarify the various links between orientations and context.

Furthermore, he states that "There would seem to be a wider range of orientations here than was previously supposed, and there is considerable scope to investigate different contextual circumstances (outside Canada!) by varying the L1-L2 learning relationship in different ways" (Skehan, 1991, p. 284).

In other words, the dimensions of L2 motivation namely social and pragmatic are characterized by this sort of dependency on who learns languages, what languages and where languages are learnt.

1.4.2 The integrative motive

The integrative motive is a relevant concept of Gardner's motivation theory and represents the pivot on which revolves all further research throughout the years.

In Gardner (1985a, pp 82-83) the integrative motive is defined as ''Motivation to learn a second language because of positive feeling towards the community that speaks that language.''

The Gardnerian integrative motive is a complex construct and is composed of three components (see figure 2 for a schematic representation):

- Integrativeness, which includes integrative orientation, interest in foreign languages and attitudes towards the L2 community.
- Attitudes toward the learning situation, which encompasses attitudes towards the teacher and the L2 course.
- Motivation, which involves motivational intensity, desire to learn a language and attitudes towards learning a language.
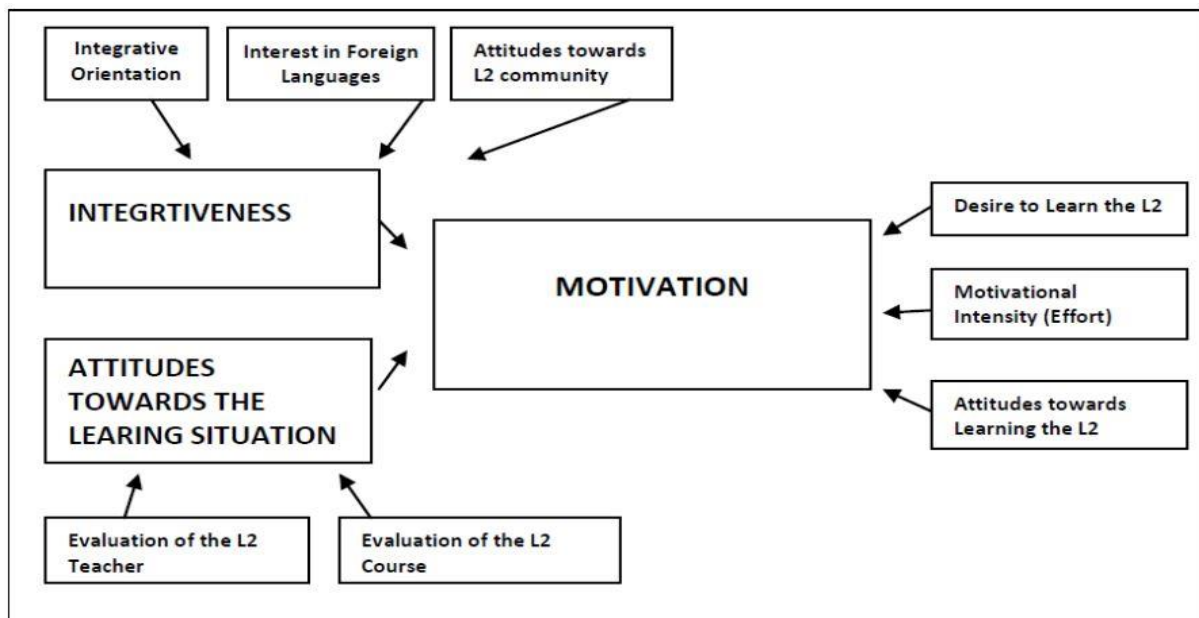
Figure 2 - Gardner's conceptualization of the integrative motive.

1.4.3 Gardner's Attitude/Motivation Test Battery

The Attitude/Motivation Test Battery (AMTB) was developed by Gardner and Smythe (1981) and is used to measure the three components of motivation, i.e., the desire to learn a language, attitudes towards learning a language and motivational intensity.

It is important to underline that the development of the AMTB follows more than 20 years of research and great part of it has been directed at the investigation of English-speaking students learning French as a second language.

Therefore, the battery consists primarily of French-related items. The AMTB is divided into five major categories: (1) *integrativeness,* (2) *motivation,* (3) *attitudes toward the learning situation*, (4) *language anxiety*, and (5) *other attributes*.

Each category encompasses a few subcategories which provide measurement through indices or scales for the different components in question. Specifically, *Integrativeness* is measured by attitudes toward French Canadians (10 Likert scale items), Interest in foreign languages (10 Likert scale items) and Integrative Orientation (4 Likert scale items).

While *Motivation* is measured by: Attitudes toward learning French (10 Likert scale items), *Desire to learn French* (10 multiple choice items) and *Motivational intensity* (10 multiple choice items).

As it pertains to *Attitudes toward the learning situation*, it takes into consideration the student's reactions to the language learning context, and it is assessed by Attitudes toward the French Teacher (25 semantic differential items) and Attitudes toward the French course (25 semantic differential items).

Language Anxiety on the other hand, encompasses the student's feeling of anxiety experienced in foreign language classroom and is assessed by French Class Anxiety (5 Likert scale items).

Whereas *Other Attributes* is a category including those items which do not fall into any of the other categories such as Instrumental Orientation (4 Likert scale items), Parental encouragement (10 Likert scale items) and Orientation Index (1 multiple choice item).

Although the AMTB was originally developed for English Canadian learners of French, it was later modified and applied in other context such as to study the learning of English by French-speaking students in Canada (Clément, Gardner & Smythe, 1977a), senior high school students in the Philippines (Gardner & Lambert, 1972) and students in Finland (Laine, 1977).

However, Dörnyei (1994a) argues about the lack of a clear content within the AMTB since it does not show a clear correspondence with the three elements of the motivation component (i.e., desire, intensity, and attitudes) thus representing a mixture of behavioral measures.

1.4.4 The extended L2 motivational model proposed by Gardner and Tremblay (1994)

With regards to the critics received about Gardner's SE model for being restrictive (Crookes & Schmidt, 1991; Dörnyei, 1994a, b; Oxford & Shearin, 1994) and suggesting the ''adoption of a wider vision of motivation'' (Tremblay & Gardner, 1995, p. 505), it follows an extended SE Model by Gardner and Tremblay who made the decision to incorporate elements from expectancy-value and goal theories (see figure 3 for a schematic representation).

The extended SE Model clearly shows how the relationship between Language Attitudes and Motivational Behavior is mediated through several variables such as:

- Goal Salience, referring to specific learner's goals and the frequency of goal setting strategy used.
- Valence, referring to the scales of ''desire to learn the L2'' and ''attitudes toward the L2 learning''.
- Self-Efficacy which includes anxiety and performance expectancy.

Though this model is a synthesis of Gardner's previous socially grounded construct as Dörnyei (2001) holds it demonstrates how additional variables can be successfully incorporated into Garner's SE model without generating any damage to its integrity.
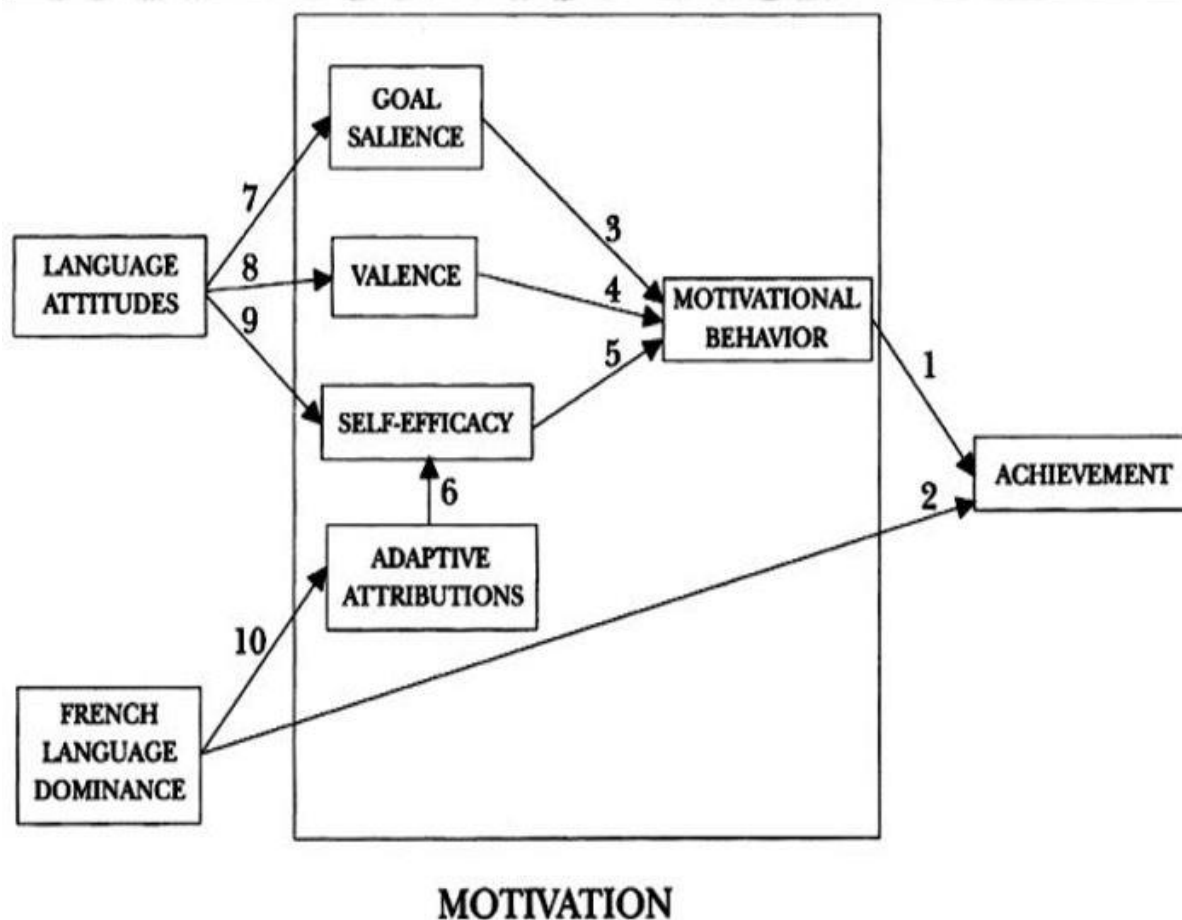
Figure 3 - Tremblay and Gardner's (1995) model of L2 motivation.

Therefore, Gardner's (1985a) L2 Motivational Theory and the Socio-Educational Model represent a key point theoretical background which has been used for numerous studies on L2 attitudes and motivation in SL context including modified versions of AMTB which have been translated and adapted to measure attitudes and motivation.

Nonetheless, Gardner's (1985a) L2 Motivational Theory and the Socio-Educational Model will be used as a start point for this research, in particular some items of the AMTB concerning attitudes towards the language, attitudes towards the learning situation and language anxiety have been modified and adapted to the questionnaire (see 4.3.5.1).

1.5 Other Theoretical Approaches to Motivation

Since, Gardner's (1985a) Socio-Educational Model has been used as theoretical base for the study of L2 Attitudes and Motivation, it would be appropriate to briefly discuss alternative theoretical approaches developed throughout the years to expand the Gardnerian theory.

Therefore, Crook and Schmidt (1991) suggested to expand the research by including concepts such as the need for achievement, expectancy-value ideas, and attribution/self-efficacy elements.

According to Crook and Schmidt (1991) Motivation is characterised by both internal and external motivators, and the structure of motivation is based on four internal attitudinal factors: (i) interest in L2, (ii) need for achievement, (iii) expectancy of success of failure and (iiii) outcomes i.e., rewards felt by the learner (extrinsic or intrinsic).

As it pertains to external motivators, they include three factors which relate to attitudes of the learner who (i) chooses to engage in L2 learning, (ii) persists in it throughout a few time/returns to it after interruptions and (iii) preserve a high activity level.

On the other hand, Dörnyei (1994b) holds that earlier theories do not include various elements of L2 learning motivations such as (i) intrinsic and extrinsic motivation, (ii) self-confidence, (iii) goal theories, (iv) need for achievement and (v) course specific motivational elements.

In the following subsections the most salient theories will be briefly presented.

1.5.1 L2 Motivation and Goal Theories

Goals play an important role in L2 Motivation research and have always been the scope of interest within the field. In Gardner and Tremblay (1995) "goal salience" is proposed as the core of the motivation construct and is further conceptualised as part of the "specificity" of the learner's goals and "frequency" within goal-setting strategies. The two noteworthy theories developed in the last two decades are:

- *Goal-setting* Theory (Locke & Latham, 1994) suggesting that once the goal is set it is pursued by choice, in this way action takes place since human action is caused purposely.
- *Goal Orientation Theory* which comprises two contrasting goal achievement orientations namely mastery orientation goals related to intrinsic motivation and performance orientation goals related to external needs or rewards (Ames and Archer, 1998).

According to Locke (1996) *goal setting* and *performances* are somehow related since performance is affected by the goal and the effort, strategy, and persistence to reach the goal.

1.5.2 Attribution Theory

Research on student motivation in the 1980s was dominated by Attribution Theory given the fact that through this theory many cases of language learning failure can be explained (Weiner, 1986, 1992, 2000). Furthermore, it plays an important role in shaping learner's motivation (Williams, Burden, Al-Baharna, 2001).

In the field of SLA motivation research attribution theory comprises four distinct factors: (i) *ability,* (ii) *effort,* (iii) *perceived difficulty of a task and* (iv) *luck* (Weiner, 1986, 1992, 2000; Dörnyei, 2001b; Slavin, 2003). The scope of this theory is that to link past experiences with future achievements and successes with *casual attribution* as mediating link.

On this purpose, Dörnyei (2005) argues that ""If, for example, we ascribe past failure in a particular task to low ability in our part, the chances are that we will not try the activity ever again, whereas if we believe that the problem lay in our insufficient effort or the unsuitable learning strategies that we had employed, we are more likely to give it another try" (Dörnyei, 2005, pg. 79). In other words, we attribute to our past experiences the success or failure in language learning.

Furthermore, in Brown (2007) the concept of attribution is related to the concept of *self-efficacy*, holding that "A high sense of self-efficacy, an appropriate degree of effort may be devoted to achieving success" (Brown, 2007, pg. 156). On the other hand, a learner whose self-efficacy is low tends attribute failure to external factors (ibid).

1.5.3 Extrinsic/Intrinsic Motivation and Self-Determination Theory

Self-Determination Theory was developed by Eduard Deci and Richard Ryan and emphasize the importance of psychological needs such as competence, autonomy, and relatedness in motivation (Deci &Ryan, 2000).

In the Theory mentioned above, two distinct types of motivation are distinguished: intrinsic and extrinsic. The distinction between *intrinsic* and *extrinsic* motivation is the most widely known and well-established in motivation theories. Intrinsic motivation (IM) occurs when an individual is motivated to engage in an enjoyable activity.

Three types of IM were proposed by Vallerand et al. (1993):

- IM Knowledge, which refers to exploring innovative ideas to develop knowledge.

- IM Accomplishment, which is related to the task or the goal a person intends to master or achieve.

- IM Stimulation, which represents positive sensations through the involvement with an activity.

Extrinsic Motivation (EM) on the other hand, occurs when an individual is motivated to achieve some reward (e.g., good grades) or avoid a punishment.

Furthermore, Noels (2001) identifies four types of EM:

- external regulation refers to external pursuits (e.g., a person is external regulated due to course requirement or losing a job or even to obtain a reward)

- introjected regulation indicates the performance of some activities which are regulated by inner pressures (e.g., pride or embarrassment)

- identified regulation refers to personal reasons that drive the student to put effort in some activities (e.g., a student's choses to learn L2 because he/she realizes the importance to achieve a goal)

- integrated regulation occurs when the action becomes self-initiated (e.g., when a person fully understands the purpose of the action).

As regards integrated regulation, it is important to underline that despite being extrinsic it shares similar features as intrinsic motivation. However, as opposed to intrinsic motivation, the activity is performed for the sake of self-concept, not enjoyment (Ryan & Deci, 2002).

Furthermore, Noels (2001) states that in the Self-Determination Theory there is another main element other than extrinsic and intrinsic which is amotivation (see figure 4 for a schematic representation). Amotivation emphasizes ''lack of motivation resulting from realizing that there is no point'' (Dörnyei, 2001a, p. 143). It remains independent from extrinsic and intrinsic motivation and lies between self-determination and non-self-determination.

As a matter of fact, Deci, and Ryan (1985) hold that ''amotivation is the relative absence of motivation that is not caused by lack of initial interest but rather by individual's experiencing feeling of incompetence and helplessness when faced with the activity'' (as cited in Dörnyei, 2001a, p. 144).

Regarding amotivation Vallerand (1997) distinguished 4 major types of amotivation (i) *capacity-ability belief,* i.e., an individual may present lack of self-confidence, (ii) *strategy beliefs,* i.e., an individual may think that strategy misuse may bring an undesired outcome, (iii) *capacity-effort belief,* i.e. an individual may think that the task is to demanding to do, and (iv) *helplessness belief,* i.e. an individual perceives effort as useless or it cannot be of any help.
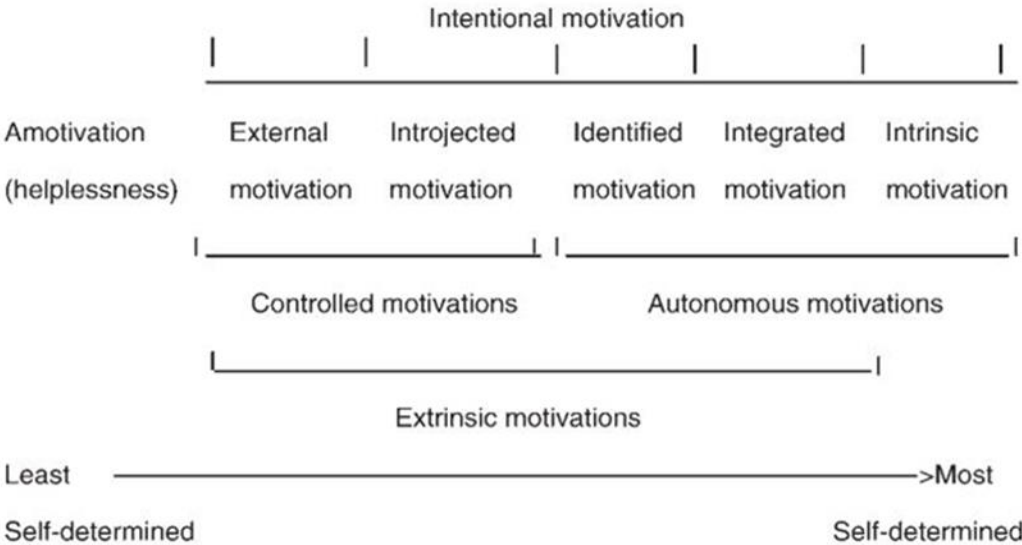
Figure 4 - Schematic representation of motivation according to SDT (Deci & Ryan, 2000).

1.5.4 Situated Model of L2 Motivation

In the 1990s because of the "educational shift" in terms of L2 motivation, researchers had the need to reopen the research agenda on this subject.

Although Gardner's approach provided a broader perspective on the socio-cultural dimension it resulted to be inadequate for studying socio-cultural issues such as multiculturalism and language contact as Crookes and Schmidt state that it was "so dominant that alternative concepts have not been seriously considered" (Crookes &Schmidt, 1991, pg. 501).

As result Gardner and Tremblay (1994) proposed a more situated approach to shed light on L2 motivation, investigating aspects such as *course specific*, *teacher specific* and *group specific motivational components*. Among the most prominent theories that have contributed to the situated approach to L2 motivation are *Willingness to Communicate* (WTC) and *Task Motivation*.

Willingness to Communicate is applied in psychological, educational, linguistic, and communicative approaches to explain why individuals seek or avoid L2 communication (Clément et al., 2003; Skehan, 1989; Tucker, Hamayan, & Genesee, 1976).

The construct comprises distinct components such as language self-confidence, the desire to associate with an individual, intergroup attitudes, interpersonal attitudes as well as parameters related to social situations such as communication skills, experience, and personality characteristics.

Regarding WTC, there have been conducted many studies both in SL and FL context. For example, studies conducted in the Canadian context which examined both Gardner's SE model and WTC model to extrapolate relations among variables of WTC in L2 (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996).

Considering the application of WTC in FL contexts, it is noteworthy the study conducted by Yashima (2002) investigating Japanese students and the relation between international posture and non-ethnocentric attitude. The research led to the conclusion that international posture influenced motivation, which in turn influenced self-confidence in L2 characterized by the willingness to communicate in L2. *Task Motivation* encompasses motivational variables which determine an individual's reaction to the task (Amabile, 1996).

Furthermore, it has a partial dependence on general motivation since it partly depends on how an individual perceives the task (Boekaerts, 1995).

Situation and task specific motivation have been widely studied and researchers have distinguished three types of situations: comparative, competitive and individualistic (Johnson & Johnson, 1999; Julkunen, 2001). In other words, *motivation as a trait* (general motivational orientations) interacts with *motivation as a state* (situation-specific motivation) leading to *situation specific action tendency*.

On the other hand, Dörnyei (2003) proposed a more dynamic *task processing system* which goes beyond the trait/state dichotomy consisting of three interconnected mechanisms:

- *Task execution* referring on how the task is led and the level of engagement in task-supportive learning behavior.
- *Appraisal* emphasizes how the received stimuli is being processed.
- *Action control* refers to all the mechanisms put in place to regulate and intensify the specific action.

Resuming there is an interconnection between the three mechanisms since in the first step learners execute a task, then appraise the process and finally whenever they have difficulty within the process activation of action control would be the solution.

1.5.5 Process Oriented Model of L2 Motivation

The process-oriented model elaborated by (Dörnyei, 2001; 2002; Dörnyei & Otto, 1998) represents a dynamic view of motivation considering "the changes of motivation over time".

In fact, Dörnyei (2001) retains that motivation is not static contrarily it is dynamic as he states that "when we talk about a prolonged learning activity, such as mastering an L2, motivation cannot be viewed as a stable attribute of learning that remains constant for several months or years" (pg. 19) suggesting that learner's motivation goes through ups and downs.

Therefore, Dörnyei (1998) distinguishes three phases within the process of motivation:

- *Pre-actional phase* in which motivation is generated and can be referred as "*choice motivation*".

- *Actional phase* referred as "*executive motivation*" in which the motivation generated needs to be *maintained.*

- *Post-actional phase* referred as "*motivational retrospection*" and indicates that the action is completed.

Each phase mentioned above is further divided into three subphases. For example, the *pre-actional* phase is formed by (i) *goal settings*, (ii) *intention creation* and (iii) *initiation of the action*. The *actional phase* on the other hand, is made up of three motivational functions such as (i) *creating and initiating subtasks*, (ii) *proceeding assessment* and (iii) *self-regulation*. Finally, the *post-actional* phase is made up of (i) *establishing attributions*, (ii) *creating strategies and standards* and (iii) *dissolving objectives and further planning*.

1.6 Concluding Remarks

Throughout this chapter, the concept of motivation was defined, and the most prominent theories and conceptualization of motivation have been presented to explain the complexity and the multifaceted nature of motivation itself.

Firstly, explaining how Gardner's (1985a) Socio-Educational Model provided theoretical basis for future research, but still arose the need to broader the Motivational Theory moving from the macro perspective towards a micro-perspective and more situational/context based one.

Therefore, it can be said that motivational theories were characterized by this dynamic trait which made them follow general tendencies in continuous evolution since there was the need to elaborate new theories in order to encompass every single situation.

The next chapter will elaborate the role of identity in language learning motivation in a point of view of L2 motivation and Heritage language learners by presenting the most salient research in this field.

CHAPTER II

LANGUAGE LEARNING AND IDENTITY

2.1 Introduction

In this chapter the role of identity in language learning and motivation will be discussed by presenting the most influential theories in this field. After a brief introduction to the notion of identity and the interrelation with language learning, the concept of identity in motivation will be also discussed. In this matter there will be presented not only the concept of identity for L2 motivation (Dörnyei, 2005) but also regarding Heritage Language Learners (HLLs). HLLs will be further presented in the next chapter (see chapter III). What is more, this chapter will also provide Theoretical background in the field of identity by presenting the different approaches to it such as the structuralist and the postmodernist theory of identity.

2.2 Language and Identity

Identity and language learning have always been of major interest among researchers especially in SLA field. Gumpres (1982) distinguished between two types of identity: social identity and cultural identity. The first referred to the language learner's relationship with the social world constructed through family, school, workplace, etc. The latter referred to learner's relationship with a particular group with whom shares the same language, common mentality, and history, hence the ethnic group (Valdés, 1986). Recently, the distinctions between social identity and cultural identity intersect each other, meaning that language identity is viewed as sociocultural construct.

Furthermore, the study of language and identity is increasingly taking a postmodernist or poststructuralist approach where language is viewed as a manifestation of social organization, power, and individual identity (Bourdieu, 1991).

Consequently, Learning may be understood as situated within particular communities of practice which has the potential to entail a negotiation of ways of being a person within the context of those communities (Wenger, 1998).

In this view, Norton (2000) uses the term identity "to reference how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton, 2000, pg. 5). Considering this, each time learners speak are constantly negotiating as well as reenacting their identity in relation to the social world. Hence, continuously modifying those relationships in multiple perspectives.

Another concept central to the postmodernist approach is the concept of "subjectivity" since the identity of the language learner is viewed as a subject to change and multiple (Norton, 2000, 2008).

Thus, subjectivity suggests that the construction of identity "occurs through the identification by the individual with particular subject positions with discourses" (Weedon, 1997, pg. 108), defining in this way an individual as dynamic as well as contradictory and changing through time and space. Moreover, the postmodernist approach suggests that language and identity are closely related, as Weedon states "Language is the place where our sense of ourselves, our subjectivity is constructed" (Weedon, 1997, p. 21).

2.3 The Concept of Identity in Motivation

In the last decade studies on motivation have shifted their focus on the concept of identity and self since there was the urge of reconceptualization of L2 motivation. As Dörnyei and Ushioda (2009) state that there have been dramatic changes in the world of the L2 learner which "is now characterized by linguistic and sociocultural diversity and fluidity, where language use, ethnicity, identity and hybridity have become complex topical issues and the subject of significant attention in sociolinguistic research" (pg.3).

In other words, the need of new conceptualizations of L2 motivation is fueled by phenomena's such as migration, globalization, and the development of high technologies.

On doing so, the attention was shifted to the concept of self and identity, not only for FL learners as will be further explained with the L2 motivational self-system of Dörnyei (2005) (see paragraph 2.3.1) but also in the field of heritage languages where the concept of identity is the key to understanding motivation for learning HL (see paragraph 2.4).

2.3.1 L2 Motivational Self System of Dörnyei (2005)

Dörnyei 's Motivational Self System rises as a response to the problematization of Gardner's concept of integrative motivation. Since the concept of integrative orientation was applied to Gardner's Canadian settings where learners of the two languages, in this case French and English had a constant contact with the other language group, the same thing cannot be stated in Foreign Language Learning contexts.

In this case, the concept of integrative motivation has been challenged since there is no direct contact between the learner and the target community, and thus '" integrativeness" cannot be applied in the same way.

As suggested by Dörnyei (1990) that in such contexts, integrativeness can be interpreted as a sense of identification with the cultural and linguistic characteristics of the target language community and/or with the language itself.

Because of this debate, Dörnyei (2005) proposed a new conceptualization of L2 motivation grounding his theory on self-theories. The latter theories, in recent years have become very popular in the field of personality psychology and many theorists have shown interest in the nature of the self-system in which ongoing behaviors are controlled and mediated including "self-regulation" that has the role of linking self with action (Markus and Ruvolo, 1989).

Dörnyei's theory is inspired by both Markus and Nurius (1986) Possible Selves and Higgins's (1987) Self-Discrepancy theory. The former, namely Possible Selves emphasizes thoughts, images and senses which happened to be manifestations of goals, fears and aspirations related to future states of someone self's representations. Thus, motivation is expected to be more effective if the possible self is more vivid and elaborate.

The latter, namely Self-Discrepancy refers to people who strive to reach a state where their self-concept aligns with their relevant self-guides, thereby reducing the discrepancy between their actual and ought selves.

 In fact, Higgin's Self-Discrepancy Theory (1987) comprises:

•   The ideal/actual self, referring to all those ideal attributes that one would like to possess (e.g., wishes, hopes or future aspirations).

• The ought self, referring to features that one ought to possess (e.g., responsibilities, moral sense, or obligations).

Therefore, Dörnyei 's L2 Motivational Self-System (2005) refers to the perceptions of future selves and consists of the following dimensions:

• The ideal L2 self, referring to an individual who wants to learn the L2 aspiring to positive goals.

• The ought-to L2 self, referring to an individual who learns L2 because is driven by moral sense or obligations and is motivated more by the fear of exclusion.

• The L2 learning experience, referring to "situation specific motives related to the immediate learning environment and experiences" (Dörnyei, 2009, pg.29)

Furthermore, Dörnyei (2005) holds that the ideal L2 self provides a broader theoretical framework when it comes to the conceptualization of L2 motivation, in particular the concept of integrativeness would be in this case explained in different learning contexts, especially in Foreign Language Learning contexts.

In addition, Dörnyei (2005) argues about what links his theory with other two important conceptualizations of L2 motivation such as Noels et al. (2003) and Ushioda (2001).

In Noels et al. (2003) the construct of motivation is categorized in three types of orientations: (i)intrinsic reasons, (ii) extrinsic reasons and (iii) integrative reasons.

On the other hand, Ushioda (2001) developed a broader construct by identifying nine motivational orientations which are grouped into three categories: (i) actual learning process (e.g., positive feelings and enjoyment of the learning process), (ii) external pressure/incentive, and (iii) integrative orientation which in turn is composed by four constituents: personal goals, academic interest, desired levels of L2 competence and feelings about a target language or community.

2.4 The role of Identity in Heritage Language Learners

Research on identity in heritage language learning is relatively recent, in fact there has been a growing interest in heritage language learning starting from the 1990s. However, the study of identity and language learning used to focus in second language learning, taking a turn only recently by focusing their attention to identity and language learning in heritage language learning (e.g., He, 2006; Abdi, 2011; Hornberger and Wang, 2008).

Moreover, Hornberger and Wang (2008) in a definition of heritage language learners as "individuals with familial or ancestral ties to a language other than English who exert their agency in determining if they are heritage language learners of that language" (pg. 6) tried to address issues about whom to include under the umbrella of heritage language learner.

The discussions above (see paragraph 2.3 and 2.3.1) about what is a heritage language or what is a heritage language learner represent more than just a terminological debate. In fact, it is important to consider "heritage language learners" not only as a simple classification but also as an identity (Wiley, 2005).

The identity of heritage language learners is shifting and dynamic since they are learners of more than one language and operate within and throughout different language communities. For instance, it is through negotiation of their own identities in relation to the languages they learn and through their power relations and social distributions within society that heritage language learners negotiate their own identities (Bourdieu, 1991).

Nevertheless, by maintaining and building connections with two or more languages and cultures, heritage language learners co-construct and contextualize their identity (He, 2017).

Given the complexity of the processes of co-construction and contextualization of the identity it seems appropriate to briefly analyze what researchers suggest in this matter.

It is to say that there are two important concepts for HLLs: language as cultural capital (Bourdieu, 1999) and "subject positioning" (Maguire and Curdt-Christiansen, 2007, pg. 50).

2.4.1 The role of Language as a Cultural Capital

Cultural capital is a term introduced by Bourdieu (1999) in which he refers to skills, knowledge and experiences that can have an impact on success and social mobility. He also extends the meaning of capital in economic terms as it refers to social and cultural advantage that some people may have in contrast to others (see Bourdieu, 1993).

In this point of view, considering that language is part of one's cultural capital where identity is developed when it comes to heritage language learners it generates personal struggle. As a matter of fact, HLLs are part of at least two language communities identified as majority and minority languages.

Thus, Bourdieu (1999) argues that it is inevitable that bilinguals are conscious of the different linguistic attitudes present in society that assign value to different languages, empowering speakers of prestigious majority languages that have accumulated language capital. Consequently, when majority languages are used, minority languages or heritage languages are devalued and "language forms a kind of wealth" (Bourdieu, 1999, pg. 42).

To better understand what discussed above it would seem appropriate to consider the Italian situation. In Italy, the language which has a valued cultural capital is Italian while the other minority languages do not enjoy such valued cultural capital. The outcome of such situation would be that of the language loss[1] within the second generation (e.g., Italy-born children of immigrants). Therefore, language ideologies within a society highly influence language identity (Wake, 2009) as well as heritage language ideologies. It is up to HLLs to find a way to develop hybrid identity within the dominant and heritage language (He, 2006).

In addition, He (2006) suggests that HLLs show interest in learning the heritage language to maintain a connection with their heritage culture. Thus, their cultural identity and language maintenance is intricately connected with the amount of contact they have with their heritage language.

---

[1] Language loss is a process in which individuals either choose to stop learning and using their heritage languages, are forced to stop using their heritage languages, or, in the case of young children, no longer receive input in their heritage languages, resulting in the loss of meaningful ability to use the first language.

2.4.2 Subject positioning

Subject positioning refers to personal understanding of self and it is a relevant component of identity especially when it comes to its negotiation (Wallace, 2001; Oakes, 2001). Self-positioning occurs constantly since people categorize themselves as belonging to some groups rather than others and it is based in variables of identity such as nationality, ethnic backgrounds, gender, class, and age. Thus, People build their identities through inclusions and exclusions (Oakes, 2001).

As it pertains to HLLs, they consider themselves as part of the heritage culture groups as well as different from them. In other words, the connection HLLs perceive with their heritage language group makes them consider themselves as part of it, while they consider themselves different from the heritage language group when they relate themselves to the mainstream culture.

In this matter, Wallace (2001) provides several types of subject or self-positioning:

- *Home base/visitor's base model* referring to both (mainstream and heritage language) as the home base for HLLs in which they feel comfortable operating.
- *Feet in both worlds model* meaning that HLLs try to balance their identity and feel comfortable in both languages and cultures.
- *Life on the border model where* HLLs position themselves in between the two cultures and constantly balancing their identity since it results to be always on the edge.
- *Shifting identity gears* HLLs mostly feel comfortable with this model since they can shift identity according to the context, they find themselves.

As it can be seen, HLLs constantly negotiate their identity and it is quite difficult for them to identify themselves with only one culture

2.5 Concluding Remarks

Throughout this chapter the concept of identity in language learning was defined and the most prominent research on HLLs have been presented to explain the role of identity in their motivational profile in comparison to Non-Heritage Language Learners (NHLLs).

Thus, there was a need to understand the role of identity in both HLLs and NHLLs and studies such as L2 motivational self-system by Dörnyei (2005) as it pertains to NHLLs as well as the role of identity in HLLs (He, 2006; Abdi, 2011; Hornberger and Wang, 2008) were presented.

Therefore, it was explained the concept of identity in heritage language learning highlighting that HLLs constantly negotiate their identity based on the cultural context. The process of negotiation is closely related to the cultural capital (Bourdieu, 1999) and subject positioning (Maguire and Curdt-Christiansen, 2007). What is more, HLLs find it difficult to identify themselves with only one culture since they constantly negotiate their identities.

CHAPTER III

MOTIVATION IN HERITAGE LANGUAGE LEARNERS

3.1 Introduction

In this chapter the notion of Heritage Language Learner will be presented and discussed by providing the most influential research on this field. After a critical examination of the notion of "Heritage Language" and "Heritage Language Learner" (HLLs), a comparison will be made with Non-Heritage Language Learners (NHLLs). Thus, for both groups theoretical background will be provided in terms of motivational profile. What is more, studies on the motivational profile of HLLs in comparison to NHLLs such as (Kondo & Brown, 2005) with Japanese HLLs and (Torres, 2011) with Hispanic HLLs will be presented and analysed.

3.2 Defining Heritage Language Learners

Since the term Heritage Language Learner (HLL) is an overly complex one, giving a definition of it resulted to be a particularly challenging task. However, in the recent years HLLs have been defined in many ways, but few fully capture their diversity and the importance of their languages. According to Fishman (2001) HLLs have a historical connection to the language regardless of their proficiency level in the Heritage Language.

Lee (2005) on the other hand, argues that "Heritage Learns have achieved some degree of proficiency in the home language and/or have been raised with strong cultural connections" (Lee, 2005, pg. 555). Regarding the heritage language proficiency Cho and Tse (1997) hold that the heritage language is associated to the heritage learner's background whether the language is spoken at home or not.

Nonetheless, Valdés (2001) gives a widely cited definition in which claims that Heritage Language Learner is one who is "raised in home where a non-English is spoken, who speaks or at least understands the language, and who is in some degree bilingual in that language and in English" (Valdés, 2001, pg. 38).

However, it is retained that learners' orientation to their ethnic heritage is a more important factor in determining whether the learner is an HLL. As Van Deusen-Scholl (2003) states: "heritage language learners comprise a heterogeneous group ranging from fluent native speakers to non-speakers who may be generations removed but who may feel culturally connected to a language" (pg. 221)

In addition, Polinsky (2008) defines Heritage Language as "a language which was first for an individual with respect to the order of acquisition but has not been completely acquired because of the switch to another dominant language" (Polinsky, 2008, pg. 149).

Furthermore, Polinsky and Kagan (2007) provide a definition of HLL as someone whose desire to learn the language is driven by the emotional attachment to it yet this definition lacks "operational criteria for identifying heritage speakers" (Polinsky & Kagan, 2007, pg. 369). Another example was given by Carreira (2004) in which HLLs are described as:

"…learners who lack the requisite linguistic background to enroll in HL classes but who nevertheless feel strongly connected to their ancestry. It has been our contention that although such students may behave linguistically like SLLs, they have identity needs that align them with HLLs" (Carreira, 2004, pg. 18).

In other words, there is a perception that an individual's efforts to preserve their culture are significantly exacerbated when the language of the culture is not available. Thus, Language and identity are intricately linked.

3.3 Heritage Language Learners VS Non-Heritage Language Learners

The definitions of HLLs presented above clearly show the wide application of the term in order to recognize the HLLs' profile and characteristics. In fact, as explained earlier some heritage learners show high levels of proficiency by speaking, writing, and reading their heritage language, others are capable of only speaking and understanding it, while others do not speak neither understand the language but are emotionally attached to it (ancestral background) or even passive bilinguals (Chin & Wigglesworth, 2007) who do not speak the language but completely understand it.

Many studies have been conducted to underline differences between HLLs and NHLLs. For example, Kondo-Brown (2005) conducted a study of Japanese HLL by dividing the participants into four groups based on "ancestral background" and the degree of relatedness between the learner and the Japanese speaking relatives:

- *Descent group* referring to HLLs whose parents or grandparents were not Japanese speakers.

- *Grandparent group* consisted of HLLs whose parents did not speak Japanese while grandparents did.

- *Parent group* composed by HLLs born in USA or Japan where both or at least one parent was Japanese native speaker.

- *FL group* referring to learners of Japanese who did not have any Japanese background.

The results of the study showed that the parent group differed from the other groups in terms of reading skills also in grammatical knowledge while the FL group showed similarities with the descent and grandparent group in terms of proficiency but still as Kondo-Brown (2005) believed they might differ "affectively".

In another similar study, Torres (2011) focused her attention on language learning anxiety perceived by HLL and NHLL students in terms of writing, listening, reading, and speaking. Particularly, the study investigated whether (1) HLL students present different reasons for anxiety in comparison to NHL students, (2) How HLL students perceived themselves and the attachment to the ethnic background, if necessary, divide them into groups, and (3) a comparison between HLL and NHL students in terms of self-efficacy anxieties and skill-specific language learning. In order to generate results, Torres (2011) proposed the following research questions.

- Investigate whether there are differences between HLL and NHLL in terms of "skill-specific language learning anxieties" and "skill-specific language learning self-efficacies" (Torres, 2011, pg. 31).

- Investigate if HLL present differences in the perception of the target language as part of their ethnic background and if so, divide them into groups based on "different ratings of ethnic identity", "different skill-specific language learning anxieties and self-

efficacies", and "different levels of skill-specific language learning anxieties in comparison to NHLL" (Torres, 2011, pg.32).

- Referring to Hispanic HLL, investigate "how they perceive their Hispanic background focusing on the role of the Spanish language in the ethnic identities and how HLL identity-related perceptions affect their thoughts and feelings about learning the grammatical and linguistic aspects of the Spanish language" (Torres, 2011, pg. 32).

The hypothesis generated from the first research question were two; NHLL students will provide "higher ratings of skill-specific language learning anxieties and lower ratings of language learning skill-specific self-efficacies in comparison to" HLL and vice versa (Torres, 2011, pg.31).

Regarding the second research question further hypothesis were made: (1) HLL "who perceive Spanish as part of their ethnic identity will provide higher ratings on ethnic identity" (pg.32), (2) HLL "who do not perceive Spanish as part of their ethnic identity will provide lower ratings of skill-specific language learning anxieties and higher ratings of language learning skill-specific self-efficacies than HLL who do perceive Spanish as part of their ethnic background" (pg.32), (3) NHL students "will have similar ratings in skill-specific learning anxieties and skill-specific self-efficacies compared to HLL students who do not perceive Spanish as part of their ethnic identity" (Torres, 2011, pg.32).

On the other hand, for the third research question no hypothesis were generated because of its exploratory nature.

The results of this study showed that not all the generated hypotheses were supported. However, regarding the first research question the results showed that HLL students provided lower ratings in language learning anxieties in comparison to NHL students. As it pertains to the second research question the results showed that "HLL students who perceived Spanish as their ethnic background contrarily from HLL who not perceived Spanish as their ethnic background, provided higher ratings on ethnic identity" (Torres, 2011, pg.88).

3.4 Motivation in Heritage Language Learning

So far it has been explained and analyzed motivation in FLLs', and the most prominent concepts for analyzing it is Gardner and Lambert's (1985a) dichotomy of instrumental motivations referring to pragmatic goals such as getting a better job position or rewards and integrative motivations referring to positive attitudes towards a target language or the desire to interact with speakers of that language.

Another concept is Ryan and Deci's (2000) self-determination theory, which makes the distinction between intrinsic and extrinsic motivation, thus intrinsically motivated learners are driven by the feeling of enjoyment of the learning process while extrinsically motivated ones are driven by external factors such as achievement or reward.

Following what was stated, as it pertains to HLLs motivation Noels (2005) in a study of heritage learners of German in Canada made use of the concepts mentioned before, bringing them together to analyze HLLs motivation in comparison to NHLLs. He concluded that HLLs and NHLLs showed very similar patterns except for the fact that HLLs contrarily from NHLLs connected language learning to *identified regulation* (which is a sub-category of extrinsic motivation), suggesting that language learning in this case is related to the construction of identity.

Furthermore, motivation in HLLs has been widely studied and some case studies such as (Campbell & Rosenthal, 2000; Webb & Miller, 2000) suggest that HLLs motivation is driven by the desire to gain proficiency in the target language or achievements such as career opportunities and fulfill academic requirements. On the other hand, some studies (e.g., Cho, 2000; Kondo, 1998; Kondo-Brown, 2000) suggest that motivation in HLLs can be associated to a greater proficiency as it includes frequent contact with the ethnic group and strong ethnic identity.

Therefore, motivation for heritage learners is influenced by processes of identity construction (He, 2010; Noels, 2005), or impacted from positive attitudes towards their own language and future use expectations (Mucherah, 2008), or even the desire to feel connected to other members of that community and the interest in maintaining relationships with family members who speak that language (Phinney, Romero, Nava, and Huang, 2001).

In another study 341 university students of different backgrounds were examined in terms of motivational orientations for learning a language (Yang, 2003). The latter were divided into seven sub-categories such as "integrative, instrumental, heritage, travel, interest, school and language use" (Yang, 2003, pg. 43).

In the first part of the questionnaire were presented a series of questions regarding demographics, language background, and language proficiency whereas as it pertains to the learner's variables, heritage identification, gender and language requirement were included.

The results of this study showed that the most prominent variable that had an impact on motivational orientations was that of heritage although the other variables also did, but in a minor way.

As a matter of fact, "heritage students were significantly more motivated than non-heritage students" (Yang, 2003, pg. 50), due to their already existent connection with the language contrarily from those who had no previous connection with the target language.

Furthermore, ethnic backgrounds and aspects of the learning context influence motivation in a certain way. Thus, Clément and Kruidenier (1983) on that purpose identified two major aspects that had an impact on the prediction of orientations:

- The first aspect is related to the need for contact with members of a target community (TL).
- The second aspect refers to the status of the learner's group language in relation to the TL group as it pertains to dominance or non-dominance of the language itself (see 'ethnolinguistic vitality'; Harwood, Giles, &: Bourhis, 1994).

In addition, Noels and Clément (1989) identified a third aspect which is the ethnolinguistic background of the learner. In other words, when someone learns an ancestral language which is not identified as the dominant language in a society, thereby, they are identified as heritage language learners (Cummins, 1998; Cummins & Danesi, 1990).

In the present study, orientations of motivation in HLLs and NHLLs are being investigated with a broadly definition of heritage language learners in order to include learners of a language that was spoken by member of their families (parents, grandparents, etc.) although the heritage language may not be spoken regularly in home or community (Fishman, 2001).

3.5 Concluding Remarks

Throughout this chapter the concept of Heritage Language Learners (HLLs) was defined and the most prominent research on HLLs have been presented in order to explain their motivational profile in comparison to Non-Heritage Language Learners (NHLLs).

Firstly, there was given a definition of HLLs and subsequently was presented a comparison with NHLLs. Thus, there was a need to understand their motivation and many studies were taken into consideration (Campbell & Rosenthal, 2000; Webb & Miller, 2000) as well as (Noels, 2005).

Through these studies prevailed the concept of identity as a marker of the distinct motivational profile between HLLs and NHLLs.

CHAPTER IV

RESEARCH METHODOLOGY AND THE CONTEXT OF THE STUDY

4.1 Introduction

In this chapter the context of this study will be presented as it is considered important to define its peculiarities which will certainly be reflected on the outcomes and findings.

Consequently, Ca' Foscari's University socio-educational context, in particular students who study foreign languages within the University context and students who have foreign background will be presented.

In addition, this chapter will present and analyze in detail the research methodologies as it pertains to the objectives of the study, its research questions and hypothesis, as well as its participants, the implemented instruments and procedures followed throughout the research.

4.2 Ca' Foscari 's University Context

Ca' Foscari University is a well-known university not only in Italy but also in other parts of the world. In fact, many students from all over the world decide to study languages there since it is considered to have a strong interdisciplinary vocation and offers twenty-two languages and literatures (Albanian, Anglo-American English, Basque, Brazilian Portuguese, Bulgarian, Catalan, Czech, French, British English, Hispanic-American Spanish, LIS/Italian Sign Language, Tactile LIS, Modern Greek, Polish, European Portuguese, Romanian, Russian, Serbo-Croatian, Slovene, Peninsular Spanish, Swedish and German). The multitude of languages offered by the University, from the department of linguistics and comparative cultural studies result in a high number of enrolled students who great part of different nationalities and different ethnic backgrounds. According to the official statistics provided by the University the total number of students who are currently studying at Ca' Foscari University amounts 20597.

4.2.1 Language Sciences' Course

As discussed above Ca' Foscari University offers a great number of foreign languages and Literatures. As it pertains to the Language Sciences' course, the total number of enrolled students for the Academic Year 2022/2023 amounts 489 students (see table 4.1).

Table 4.1:Number of students for each language

Language	N of students enrolled
Arabic	1
French	35
English	271
Business English	27
Polish	2
Portuguese	1
Russian	30
Serbo-Croatian	2
Spanish	77
Swedish	8
German	32

As it can be seen from the table above, nearly half of the students enrolled at Ca' Foscari university study English with a total number of 271, then follows Spanish language with a total number of 77 students, French (35), German (32) and Russian (30). Other languages such as Arabic, Swedish, Portuguese, Polish and Serbo-Croatian present a small number of students.

Thus, great part of the students has different nationalities and study different languages. According to the official statistics provided by the Linguistic Campus of the Ca' Foscari university the total number of students who have a nationality different from Italian amounts one hundred (see table 4.2 for a schematic representation).

Table 4. 2: Distribution of students regarding their nationality.

Nationality	N of students	Nationality	N of students
Albania	3	Belarus	2
Australia	1	Cyprus	1
Austria	1	Columbia	1
Azerbaijan	8	Croatia	1
Egypt	1	Germany	2
Gambia	1	Japan	1
Georgia	1	Greece	1
Iran	27	Kyrgyzstan	1
Kazakhstan	9	Morocco	2
Mexico	1	Nigeria	1
Pakistan	1	United Kingdom	1
Romania	4	Russia	14
San Marino	1	Serbia	3
Spain	1	South African, Rep.	1
Turkey	3	Ukraine	4
Uzbekistan	1	**Total**	**100**

As presented on the table above 100 out of 486 students enrolled in the Language Sciences' course are from different part of the world. Most of the students are Iranian (27), then follows Russia with a total of 14 students, Kazakhstan with a total of 9 students, Romania, and Ukraine with a total of 4 students each, Turkey and Albania with a total of 3 students each, finally Morocco, Germany and Belarus with a total of 2 students each.

The Data represents useful information while determining our HLLs since it will take into consideration not only the nationality but also the ethnic backgrounds in terms of students' native language and parents' native language (see paragraph 5.3 for further information).

4.3 Research Design

This study is a cross-sectional descriptive study, which has adopted the quantitative research method by conducting only a quantitative phase. Therefore, the data were collected via a questionnaire survey (see paragraph 4.3.5.1). Information had been collected by administering the questionnaire to Ca' Foscari's University students frequenting the Language Science's course. Data were collected over a two-month period form December 2022 until February 2023 with a total of 62 respondents.

4.3.1 Research Objectives

The main objective of this study is to explore not only learner's general motivation for learning foreign languages but also whether there are differences between Heritage language Learners and Non-Heritage Language Learners in terms of the motivational profile.

This study aims to examine interactions between motivational orientations such as the two sets of orientations integrative/instrumental and intrinsic/extrinsic and other variables to ascertain whether the motivational processes differ between the two groups.

4.3.2 Research Questions and Hypothesis

As mentioned in the last paragraph, the objectives of this study led to the following research questions:

Research Question 1. *For the whole sample, is there any connection between the language that students choose to study and their ethnic background?*

Research Question 2. *For the two groups Heritage Language Learners (HLLs) and Non-Heritage Language Learners (NHLLs), are there any differences in terms of motivational profile?*

Research Question 3. *Does the motivational profile of Heritage Language Learners (HLLs) differ from that of Non-Heritage Language Learners (NHLLs) in terms of the two sets of motivational orientations integrative/instrumental and intrinsic/extrinsic?*

As it pertains to these research questions, the following hypothesis were posited:

Hypothesis 1. *Student 's ethnic background will affect the choice of the language of study/There will be a connection between the language of study and the ethnic background.*

Hypothesis 2. *There will be differences between Heritage Language Learners (HLLs) and Non-Heritage Language Learners (NHLLs) in terms of the motivational profile.*

Hypothesis 3. *Heritage Language Learners (HLLs) will show higher ratings than Non-Heritage Language Learners (NHHLs) in both integrative and intrinsic motivational orientations.*

Hypothesis 4. *Non-Heritage Language Learners (NHLLs) will show lower ratings than Heritage Language Learners (HLLs) in both integrative and intrinsic motivational orientations.*

4.3.3 Participants

The literature review (see chapter 1, 2, 3) presented the multitude of studies on Learner's motivation in Foreign/L2 Language Learning, with special reference to Heritage Language Learners in university context. As a result of this consideration, the present study was conducted among university students, those enrolled to the Language Science's course at Ca' Foscari University of Venice.

A total of 62 participants completed the survey questionnaire, representing students of different background and different foreign languages such as English, German, French, Spanish, Swedish, Romanian, Albanian, Polish, Japanese, Chinese, Korean, Russian, and Arabic (see table 4.3).

The survey instrument was distributed online through different channels such as the university student's WhatsApp group, Instagram, and e-mail. Students were promised confidentiality in the first section of the questionnaire by reporting that data will be collected anonymously, and it will not be disclosed to third parties as it will be used exclusively for research purposes.

Table 4. 3: Number of subjects for each language

Language	N
English	21
Anglo-American	1
French	2
Italian	1
Spanish	6
German	4
Swedish	2
Polish	2
Russian	3
Chinese	6
Korean	3
Japanese	6
Arabic	3
Albanian	1
Romanian	1

Furthermore, demographic data were gathered concerning the participants and information concerning their ethnicity for example, student's and parent's mother tongue as well as their nationality (see table 4.4 for a schematic representation).

Table 4. 4: Distribution of students regarding ethnic background.

Ethnic background	Nationality	N	Total in %
European	Italian	51	
	English	1	
	Swedish	1	
	Serbian	1	91.9 %
	Albanian	1	
	Romanian	1	
	German	1	
Asian	Russian	1	
	Chinese	1	3.2 %
American	Peruvian	1	1.6 %
African	Moroccan	1	3.2%
	Egyptian	1	

Heritage language status was determined by means of short-answer question that asked students to indicate their parents first language. Those who had at least one parent that spoke another language rather than Italian were classified as heritage language learners and the rest as non-heritage language learners (see table 4.5). This classification was further validated by asking another question: "Are you studying your L1 at the university?". Those who responded "yes" were also considered as heritage language learners.

Table 4. 5: Heritage vs non-Heritage Learners.

Language group	N	%
Heritage Language Learners	10	16.13%
Non-Heritage Language Learners	52	83.17%

In this research the overall number of the survey respondents composes 12.75 % of the whole population of students enrolled in Language Science's course at Ca' Foscari University (according to official statistics provided by the department of Linguistic Campus of Ca' Foscari University the number of students enrolled in the language sciences 's course for the 2022/2023 academic year was 486 students).

As it pertains to heritage language learners' group which represents only 10 out of 62 respondents (see table 4.3), it composes 10 % of the whole population of foreign students within the language sciences' course (see table 4.2 on paragraph 4.2)

What is more, since the "magic" sampling fraction falls somewhere between one and ten percent range (Dörnyei, 2007), it is possible to expect that the sample under study is representative of the whole population of students enrolled in Language Science's course at Ca' Foscari University.

4.3.3.1 Non-Heritage Language Learners

A total of 52 students made up the non-heritage language group, 38 female and 14 male students whose parents were Italian, and all claimed Italian as their mother tongue. Almost all respondents (98.5%) claimed an Italian ethnic identity. As it pertains to the age, the mean age was (M=23.3) and they ranged in age from 19 to 32 years. The FL languages they studied at the university were English (13.25%), Swedish (1.92%), Polish (3.85%), Italian (1.92%), German (7.69%), Spanish (13.46%), Russian (3.85%), Chinese (11.54%), Korean (5.77%), Japanese (13.46%), Arabic (5.77%), Anglo-American (1.92%) and French (3.85%).

4.3.3.2 Heritage Language Learners

A total of 10 students made up the heritage language learners' group, 8 female and 2 male students whose parents were from different ethnic backgrounds such as Serbian, English, Albanian, Romanian, German, Chinese and Arabic.

Almost all respondents claimed a different ethnic identity and almost all (80%) of them did not claim Italian as their mother tongue, only (20%) did. The age of the students ranged from 20 to 32 years with a mean age of (M=24.4).

4.3.4 Research Methods

In order to generate a large amount of data in a minor timeframe, a survey was conducted. The questionnaire was generated from Google form platform and was further shared in different social medias. All data were processed and statistically analyzed through Google sheet and Excel. Descriptive statistical indicators such as mean scores, percentages, frequencies, and standard deviations were calculated for all the data acquired.

Furthermore, Cronbach's alpha reliability statistic was used to measure the internal consistency of the motivational orientation's scales (items 1- 46).

4.3.5 Instrumentation

In a study conducted in Hawaii by Schmidt and Watanabe (2001), data were collected from 2,089 university students using a 123-item questionnaire that asked about student's motivation, learning strategies and preferences for classroom instructional activities.

That questionnaire was used as the basis for the present study, taking into considerations only the first part of the questionnaire, which is the part of motivation. As it pertains to the second and third part of the questionnaire, that is, learning strategies and preferences for classroom instructional activities were not used in the present study as it concerns only about motivation orientations.

This resulted in a 55-item questionnaire with questions about ethnic backgrounds and motivation. The first part of the questionnaire resulted in 9-items and gathered demographic and ethnic background information through questions such as age, sex, ethnic background, students' nationality, students, and parents' native language and whether students are studying their L1 at the university.

While the second part of the questionnaire resulted in 46-items with questions on motivation. A total of 13 subcategories were identified for questions on motivation and scales were developed to address aspects such as intrinsic motivation, integrative orientation, language aptitude, anxiety, instrumental orientation etc.

4.3.5.1 The Questionnaire

The questionnaire was selected as a quite useful instrument because of its versatility and the large amount of data it can gather in a short time of period. It was administered to students who attended the Language science's course at Ca' Foscari University of Venice. For part I of the questionnaire both multiple choice and short-answer questions were used. Regarding part II of the questionnaire, participants were asked to indicate for each item of the 13 subcategories the degree of agreement with the different statements on a four-point scale (*1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree*):

1. *Intrinsic motivation (6 items)*, statements expressing how students enjoy language learning.

2. *Language requirement (1 item),* only one statement concerning language requirement.

3. *Instrumental orientation (3 items),* statements about social and financial benefits of learning a language.

4. *Heritage language (2items),* statements concerning identity and cultural background.

5. *Integrative orientation (3 items),* statements about being able to interact with the community of the target language.

6. *Interest in foreign language and cultures (4 items),* general statements (not a specific language).

7. *Task value (3 items),* regarding the value student's give to the language course.

8. *Expectancy (3 items),* statements about what students expect from the language course.

9. *Anxiety (5 items),* regarding the perceived anxiety during the language course.

10. *Language aptitude (4 items),* statements concerning the student's aptitude for pronunciation, grammar, and vocabulary.

11. *Competitiveness (4items),* statements about competing with other students and getting good grades.

12. *Cooperativeness (3 items),* statements about the relationship among students and learning in a cooperative environment.

13. *Motivational strength (5 items),* statements concerning the effort students put into learning the language etc.

The questionnaire presents some reverse coded items which are to be found in the motivational factor *intrinsic motivation* "I don't like language learning", 1 item in the motivational factor *expectancy* " I am worried about my ability do well in this class" and 2 item in the motivational factor *motivational strength* "I often feel lazy or bored when I study for this class", "when course work is difficult, I either give up or only study the easy parts".

Therefore, the reverse coded items were subsequently re-coded by the author of this survey and the collected data were scored on a scale from 1 to 4, that is by changing the state of agreement with the respective scale.

The questionnaire items mentioned above appear in appendix I (see appendix I, pg. 113), including the names of the subcategories to which they belong.

Descriptive statistical analysis was made through google sheet and excel. Furthermore, Cronbach's alpha coefficient was measured for each subcategory of part II of the questionnaire to ensure validity and reliability. According to Nunnaly (1978) a reliability coefficient of .70 is considered acceptable, however lower scores (not less than .60) may also be acceptable in certain circumstances.

Therefore, reliability analysis using Cronbach's alpha statistic test was run to check the internal consistency of the subcategories of motivation for both HLLs and NHLLs group (see paragraph 5.2)

4.4 Concluding Remarks

Throughout this chapter the context of the study, the research methodology and the research instruments were presented. After presenting the context of the study which required official statistics provided by the Ca' Foscari University to give an overview of the students enrolled, foreign languages studied and students' nationality.

Furthermore, the research design, the research questions and hypothesis were also reported. Then, an introduction of the participants and their division in two groups was made. What is more, the research methods were explained, and the instruments used for the research were widely presented, thus providing information for chapter 5 in which the results will be presented and discussed.

CHAPTER V

THE RESULTS OF THE STUDY

5.1 Introduction

In this chapter the results of the quantitative data will be presented. The internal consistency for the whole sample will be outlined as well as the respondents' profile regarding age, gender, ethnic background, native language, second foreign language, etc.

Thereafter, the results of descriptive and inferential statistics of the study will be analyzed not only for the effect of the two independent variables HLLs and NHLLs on motivational items but also in general for other language groups which will be purely descriptive.

5.2 Internal Consistency

The main concern of this research is to ensure reliability of the measuring instruments and the results of the study. When it comes to reliability, internal consistency of the measuring instruments plays a vital role as well as the consistency of the obtained scores (Fraenkel & Wallen, 2003). Therefore, in order to ensure validity and reliability Cronbach's alpha statistic test was run to check the internal consistency of the whole sample. Furthermore, given the dwindling number of items for each subcategory, three main categories were made by gathering different subcategories to the main category they pertained. The gathering process were made by taking into consideration some the major categories Gardner's AMTB and the test showed that the scores for each category were considerably high (see table 5.1).

Table 5.1 Cronbach's coefficient alpha consistency estimates.

Categories	Number of items	Cronbach's Alpha
Motivation	15	.77
Integrativeness	10	.65
Other attributes	19	.73

According to Nunnaly (1978) to ensure reliability, the Cronbach's alpha coefficient should be .70, however lower scores are considered acceptable as far as they are not less than .60. Regarding the validity of the measuring instrument, it is defined by Fraenkel &Wallen (2003) as "referring to the *appropriateness*, *correctness*, *meaningfulness* and *usefulness* of the specific inferences researchers make based on the data they collect" (ibid. pg. 158).

What is more, internal consistency and validity implies that the findings describe in an accurate way what is being researched while external validity provides the extent to which the results can be generalized in order to be applied to a wider population. As far as this study is concerned, the results showed above (see table 5.1) allows assuming that the results of the study could be generalized to a wider population, guaranteeing this way external validity.

5.3 The Respondents' Profile

A total of sixty-two participants responded to the questionnaire of the present study, all students of Ca' Foscari university enrolled in the language sciences course. The table below illustrates the distribution of the respondents' ethnic background.

Table 5.2: Distribution of respondents' ethnic background.

Ethnic background		N	%	Total
Nationality	Italian	46	74.19	62
	$\neq$ Italian*[2]	16	25.81	
Native language	Italian	41	66.13	62
	$\neq$ Italian**[3]	21	33.87	
Parents' native language	Italian	42	67.74	62
	$\neq$ Italian**	20	32.26	

---

[2] *$\neq$ Italian stands for any other nationality rather than Italian.

[3] ** $\neq$ Italian stands for any other language rather than Italian.

Most respondents reported having an Italian ethnic background. Thus, (74.19%) reported having Italian nationality, (25.81%) reported a different nationality. Regarding their native language of the respondents, about (66.13%) responded that their native language was Italian while (33.87%) responded a different native language such as Swedish, English, Russian, Albanian, Arabic, Chinese, etc.

As discussed in paragraph (4.3.3) the respondents were divided into two groups HLLs and NHLLs by taking into consideration their ethnic background, in particular the languages they study at the university. What is more, table 5.3 below illustrates the distribution of the respondents according to gender for both HLLs and NHLLs.

Table 5.3: The distribution of respondents according to gender.

Gender	HLLs		NHLLs		Total	
	N	%	N	%	N	%
Female	8	80.0	47	90.38	54	87.10
Male	1	10.0	4	7.69	6	9.68
Other	1	10.0	1	1.92	2	3.22
Total	10	100.0	52	100.0	62	100

The distribution of the respondents according to gender resulted to be uneven since most of the respondents for the whole sample (87.10%) responded Female, only a small percentage (9.68%) responded Male, and (3.22%) responded Other.

As it pertains to the respondents' age values slightly differ from one another (see table 5.4 for a schematic representation), as a matter of fact for the whole sample the mean age (23.80) does not greatly differ from that of NHLLs (23.67), it is to say the same about mode (24), max. (40) and min. (19) for both HLLs on the other hand, reported a mean age of 24.50 while the mode was of 23, with a max. age of 32 and a min. age of 20 slightly differing from NHLLs.

Table 5.4: Respondents distribution according to age.

Group	Mean	Mode	Max	Min	SD
HLLs	24.4	23	32	20	3.50
NHLLs	23.67	24	40	19	3.93
Total	23.80	24	40	19	3.85

5.3.1 The Respondents' Target Language

Although the present study aims to investigate differences between the two groups of HLLs and NHLLs, it was considered appropriate to report the results of the major languages emerged such as English, Spanish, Chinese and Japanese. Table 5.5 shows the distributions of the respondents for each language group.

Table 5.5: Distribution of the respondents for each language group.

Language group	N	%
English	21	33.87
Spanish	6	9.67
Chinese	6	9.67
Japanese	7	11.30

As presented in the table above, English (33.87 %) is the language which is mostly studied among the respondents followed by Japanese (11.30 %), Spanish and Chinese respectively (9.67 %). Regarding the motivational profile, for these language groups only the two sets of variables intrinsic/extrinsic and integrative/instrumental will be taken into consideration to investigate whether these variables differ among the language groups. In order to measure the levels of motivation an interpreting procedure design was adopted to interpret the mean score level of students' motivation (see table 5.6).

Table 5.6: Interpretation of mean score of motivational levels.

Mean Range	Interpretation
3.50-4.00	Very high
3.00-3.49	High
2.50-2.99	Moderate
1.50-2.49	Low
1.00-1.49	Very low

Therefore, for the first set of variables intrinsic/extrinsic, that is the first section "intrinsic motivation" and "language requirement" which will be related to the extrinsic variable (see table 5.7).

Table 5.7: Intrinsic and extrinsic motivation

Language group	Motivational orientation	Mean	SD
English	Intrinsic	3.34	.76
English	Extrinsic	1.90	.87
Spanish	Intrinsic	3.27	.66
Spanish	Extrinsic	2.5	.54
Chinese	Intrinsic	3.03	.81
Chinese	Extrinsic	1.83	.98
Japanese	Intrinsic	3.23	.75
Japanese	Extrinsic	1.28	.48

The table above shows an overall high level of motivation for the intrinsic motivation section with the English language group leading with an average score of 3.34 followed by Spanish (3.27), Japanese (3.23) and Chinese (3.03).

As it pertains to the extrinsic motivation section, the overall scores are low except for Spanish language group which shows a moderate level of motivation.

Regarding the second set of variables integrative/instrumental, the two sections integrative orientation and instrumental orientation will be considered (table 5.8).

Table 5.8: Integrative and instrumental orientations.

Language group	Motivational orientation	Mean	SD
English	Integrative	3.39	.68
	Instrumental	3.14	.73
Spanish	Integrative	3.11	.90
	Instrumental	2.88	.67
Chinese	Integrative	3.33	.90
	Instrumental	3.0	.76
Japanese	Integrative	2.76	.83
	Instrumental	3.28	.56

The results of the descriptive statistics show that levels of motivation for each orientation slightly differ from one another. As a matter of fact, in the table above the average scores in terms of integrative orientation show high levels of motivation for the English, Spanish and Chinese language group while the Japanese language group shows moderate levels of motivation.

Furthermore, the Japanese language group shows high levels of motivation in terms of instrumental orientation that is, they agree with statements such as "Increasing my proficiency in this language will have financial benefits for me" or "Being able to speak this language will add to my social status."

5.4 Non-Heritage Language Learners' Motivation

As presented in 4.3.3.1 the respondents who fall within this group are those who study a target language for several reasons rather than feeling that language as part of their ethnic background. To measure the levels of motivation of this group, analysis of variance of scores will be presented below for each section of motivation. The results of descriptive statistics for the first section of *intrinsic motivation* (see table 5.9) show the scores for each item within the section.

Table 5.9: Intrinsic motivation scores for NHLLs.

Item	Mean	SD
I really enjoy learning this language.	3.56	.57
My language class is a challenge that I enjoy.	3.15	.60
When class ends, I often wish that we could continue.	2.46	.72
I enjoy using this language outside of the class whenever I have a chance.	3.40	.57
I don't like language learning. (Reverse coded)	3.77	.47
I would take this class even if it were not required.	2.94	.77
Total	**3.21**	**.76**

As it can be seen from the table above the total mean of 3.21 shows high levels of *intrinsic motivation* while *intrinsic 3* "*When class ends, I often wish that we could continue*" and *intrinsic 6* "*I would take this class even if it were not required*" report a moderate level of motivation.

Regarding the second section of motivation, which is *language requirement* which presented only one item "*I mainly study this language to satisfy the university language requirement*", NHLLs reported a low degree of agreement 1.80, which is positive because they disagree with the statement above.

Another section with only two items was that of *heritage language* which was useful to determine the two groups of HLLs and NHLLs since the statements within this section concerned ethnic background. As it pertains to NHLLs, they reported a low degree of agreement with the two statements (see table 5.10).

Table 5.10: Heritage language scores for NHLLs.

Item	Mean	SD
This language is important to me because it is part of my cultural heritage.	1.80	.86
I have personal attachment to this language as part of my identity.	2.25	.90
Total	**2.02**	**.94**

Therefore, NHLLs are studying a target language for other reasons rather than ethnic related. On the other hand, we would expect HLLs to show very high levels of motivation in this section since a priori they are studying a language which is related to their ethnic background.

5.4.1 Integrative and Instrumental Orientations for NHLLs

These sections of the questionnaire were designed to elicit respondents' orientations and investigate whether they are more integrative or instrumentally oriented to learn the target language. Regarding NHLLs, the results of descriptive statistics show a moderate level of motivation for both integrative and instrumental orientation.

However, if we are to consider the single statements, integrative 2 "*I am learning this language to be able to communicate with friends who speak it*" shows lower scores than the other statements (see table 5.11).

Table 5.11: Integrative orientation scores for NHLLs.

Item	Mean	SD
Studying this language is important because it will allow me to interact with people who speak it.	3.73	.45
I am learning this language to be able to communicate with friends who speak it.	2.85	.89
I want to be more a part of the cultural group that speaks this language.	3.20	.74
Total	**3.25**	**.80**

As it pertains to *instrumental orientation*, the total mean of 3.07 shows a moderate level of motivation, that is valid for the first and the second item while for the third item "I am learning this language to understand films, videos, or music" scores slightly change (see table 5.12).

Table 5.12: Instrumental orientation scores for NHLLs.

Item	Mean	SD
Being able to speak this language will add to my social status.	3.17	.70
Increasing my proficiency in this language will have financial benefits for me.	3.17	.55
I am learning this language to understand films, videos, or music.	2.86	.81
Total	**3.07**	**.71**

5.4.2 Interest in Foreign Languages and Task Value

As discussed in 4.3.5 the section of interest in foreign languages contains general statements concerning the students' interest in learning foreign languages while the section of task value contains statements concerning the value students' give to the language course. The table below shows the results of descriptive statistics for NHLLs in *interest in foreign languages*.

Table 5.13: Interest in foreign languages scores for NHLLs.

Item	Mean	SD
I would like to learn several foreign languages.	3.63	.52
I enjoy meeting and interacting with people from many cultures.	3.70	.50
Studying foreign languages is an important part of education.	3.71	.45
This language is important to me because it will broaden my world view.	3.63	.59
Total	**3.66**	**.52**

As it can be seen from the table 5.11, the results for this section show high scores of interests in foreign languages suggesting that NHLLs show very high levels of motivation within this section. Regarding the *task value* section, scores slightly vary. As a matter of fact, the overall mean for this section is 3.24 suggesting high levels of motivation within this section (see table 5.14).

Table 5.14: Task value scores for NHLLs.

Item	Mean	SD
I like the subject matter of this course.	3.21	.66
It is important to me to learn the course material in this class.	3.26	.60
What I learn in this course will help me in other courses.	3.25	.62
Total	**3.24**	**.62**

5.4.3 Expectancy Components of Motivation for NHLLs

The three sections of the questionnaire such as expectancy, anxiety and language aptitude are being referred in this paragraph as expectancy components and contain statements about what students expect from the language course, the perceived anxiety during the language course and the perceived aptitude in grammar vocabulary and pronunciation.

As far as expectancy is concerned, the descriptive statistical results show moderate scores within this section. The overall mean of 2.70 suggests that NHLLs show moderate levels of motivation in terms of expectancy for the language course (see table 5.15).

Table 5.15: Expectancy scores for NHLLs.

Item	Mean	SD
I'm certain I can master the skills being taught in this class.	3.15	.53
I believe I will receive an excellent grade in this class.	2.69	.64
I am worried about my ability to do well in this class (reverse coded).	2.19	.86
Total	**2.67**	**.78**

Furthermore, moderate levels of expectancy seem to affect somehow language aptitude, which is the perceived aptitude in grammar, vocabulary, and pronunciation. In fact, NHLLs show moderate levels of motivation in terms of perceived aptitude (see table 5.14).

Table 5.16: Language aptitude scores for NHLLs.

Item	Mean	SD
I can imitate the sounds of this language very well.	2.98	.67
I can guess the meaning of new vocabulary words very well.	2.85	.66
I am good at grammar.	2.86	.68
In general, I am an exceptionally good language learner.	2.73	.60
Total	**2.85**	**.65**

What is more, NHLLs also show moderate levels of anxiety with an overall mean of 2.60 (see table 5.17), by suggesting that the perceived anxiety during the language course is moderate and consequently levels of students' motivation will be moderate.

Table 5.17: Anxiety scores for NHLLs.

Item	Mean	SD
I feel uncomfortable when I have to speak in this class.	2.57	.88
When I take a test, I think about how poorly I am doing.	2.48	.93
I have an uneasy, upset feeling when I take an exam.	2.84	.90
I don't worry about making mistakes when speaking in front of this class (reverse coded).	2.82	.77
I am afraid that my teacher is ready to correct every mistake I make.	2.25	.99
Total	**2.60**	**.93**

5.4.4 Competitiveness and Cooperativeness for NHLLs

As discussed in paragraph 4.3.5.1 the section of competitiveness includes statements about doing better than other in the language course such as getting better grades while the section of cooperativeness includes statements concerning the relationship not only with other students but also with the teacher of the language course by referring to a cooperative learning environment. The results of the descriptive statistic highlight that NHLLs are more likely to prefer a cooperative environment rather than a competitive one (see tables 5.18; 5.19).

Table 5.18: Competitiveness scores for NHLLs.

Item	Mean	SD
Getting a good grade in this class is the most important thing for me right now.	2.53	.84
I want to learn this language because it is important to show my ability to others.	2.07	.75
I learn best when I am competing with other students.	1.73	.71
I want to do better than the other students in this class.	1.98	.93
Total	**1.85**	**.86**

As it can be seen from table 5.17 the overall mean within the section of competitiveness is 1.85 which means that students do not agree with statements such as "I learn best when I am competing with other students" or "I want to do better than other students in this class."

Contrarily in the section of cooperativeness scores are moderate with an overall mean of 2.96 suggesting that NHLLs would more likely prefer working in a cooperative environment (see table 5.19).

Table 5.19: Cooperativeness scores for NHLLs.

Item	Mean	SD
I learn best in cooperative environment.	2.98	.79
My teacher's opinion of me in this class is very important.	2.94	.79
My relationship with other students in this class is very important to me.	2.96	.75
Total	**2.96**	**.78**

5.4.5 NHLLs' Motivational Strength

This section encompasses statements concerning the effort students put while learning a language such as keep up with the course, work hard in class etc. The results of descriptive statistics for this section show that for item 5 "I can truly say that I put my best effort into learning this language" the mean of 3.03 could be considered as high while the rest of items cannot (see table 5.20).

Table 5.20: Motivational strength scores for NHLLs.

Item	Mean	SD
I often feel lazy or bored when I study for this class (reverse coded).	2.86	.65
I work hard in this class even when I don't like what we are doing.	2.78	.63
When course work is difficult, I either give up or only study the easy parts (reverse coded).	2.86	.68
Even when course materials are dull and uninteresting, I always finish my work.	2.86	.62
I can truly say that I put my best effort into learning this language.	3.03	.73
Total	**2.88**	**.67**

As a matter of fact, for items such as "I work hard in this class even when I don't like what we are doing", or "Even when course materials are dull and uninteresting, I always finish my work" the average scores obtained show moderate levels of motivation. What is more, the overall mean of 2.88 for this section suggests that NHLLs show a moderate motivational strength.

5.5 Heritage Language Learners' Motivation

As discussed in paragraph 4.3.3.1 the respondents who fall within this group are those who study a target language because they feel that language as part of their ethnic background. To measure the levels of motivation of this group, analysis of variance of scores will be presented below for each section of motivation. The results of descriptive statistics for the first section of *intrinsic motivation* (see table 5.21) show the scores for each item within the section.

Table 5.21: Intrinsic motivation scores for HLLs.

Item	Mean	SD
I really enjoy learning this language.	3.60	.51
My language class is a challenge that I enjoy.	3.70	.48
When class ends, I often with that we could continue.	2.90	.73
I enjoy using this language outside the class whenever I have a chance.	3.80	.43
I don't like language learning (reverse coded).	3.20	.32
I would take this class even if it were not required.	3.50	.63
Total	**3.52**	**.62**

Regarding intrinsic motivation, the table above shows very high levels of motivation for HLLs with the overall mean of 3.52, except for item 3 "When class ends, I often wish we could continue" which average 2.90 shows moderate levels of motivation.

As it pertains to the second section of motivation, that is *language requirement* which presented only one item "*I mainly study this language to satisfy the university language requirement*", HLLs reported a low degree of agreement 1.70, which is positive because they disagree with the statement above.

Another section which played a key role determining the HLL group is that of *heritage language.* As expected, the scores for this section were very high (see table 5.22).

Table 5.22: Heritage language scores for HLLs.

Item	Mean	SD
This language is important to me because it is part of my cultural heritage.	3.60	.70
I have a personal attachment to this language as part of my identity.	3.70	.67
Total	**3.65**	**.65**

Furthermore, high levels of motivation in this section suggest that HLLs strongly agree with statements such as "This language is important to me because it is part of my cultural heritage", or "I have personal attachment to this language as part of my identity".

5.5.1 Integrative and Instrumental Orientations for HLLs

The results of descriptive statistics for these two sections show very high levels of motivation for the section of integrative orientation (see table 5.23) and high levels of motivation for the section of instrumental orientation (see table 5.24).

Table 5.23: Integrative orientation scores for HLLs.

Item	Mean	SD
Studying this language is important because it will allow me to interact with people who speak it.	3.50	.52
I am learning this language to be able to communicate with friends who speak it.	3.30	.82
I want to be more a part of the cultural group that speaks this language.	3.70	.67
Total	**3.50**	**.67**

Nonetheless, if we are to consider the scores of single items within this section, integrative 3 "I want to be more a part of the cultural group that speaks this language" prevails through other items with an average score of 3.70 (very high).

Concerning the section of instrumental orientations, the levels of motivation showed within this section are low in comparison to the integrative orientation, but still high. Furthermore, considering the single items within this section, instrumental 3 "I am learning this language to understand films, videos, or music" contrarily from other items shows moderate levels of motivation.

Table 5.24: Instrumental orientation scores for HLLs.

Item	Mean	SD
Being able to speak this language will add to my social status.	3.20	.78
Increasing my proficiency in this language will have financial benefits for me.	3.50	.52
I am learning this language to understand films, videos, or music.	2.90	.98
Total	**3.20**	**.79**

5.5.2 Interest in Foreign Languages and Task Value for HLLs

Interest in foreign languages' section contains statements concerning the students' interest in learning foreign languages. The section of task value on the other hand contains statements concerning the value students give to the language course.

The table below shows the results of descriptive statistics for HLLs regarding the section of interest in foreign languages.

Table 5.25: Interest in foreign languages for HLLs.

Item	Mean	SD
I would like to learn several foreign languages.	3.60	.51
I enjoy meeting and interacting with people from many cultures.	3.70	.48
Studying foreign languages is an important part of education.	3.50	.52
This language is important to me because it will broaden my world view.	3.70	.48
Total	**3.52**	**.48**

As it can be seen from table 5.25, HLLs show very high levels of motivation for this section, that is HLLs strongly agree with statements such as "I enjoy meeting and interacting with people from many cultures" and "this language is important to me because it will broaden my world view".

Regarding the task value section, scores slightly vary. In fact, HLLs show high levels of motivation with an average score of 3.26 (see table 5.26).

Table 5.26:Task value scores for HLLs.

Item	Mean	SD
I like the subject matter of this course.	3.10	.56
It is important to me to learn the course material in this class.	3.40	.51
What I learn in this course will help me in other courses.	3.30	.93
Total	**3.26**	**.67**

Furthermore, high scores within this section suggest that HLLs agree with statements such as "I like the subject matter of this course", or "what I learn in this course will help me in other courses".

5.5.3 Expectancy Components of Motivation for HLLs

As discussed in paragraph 5.4.3 the expectancy components of motivation include sections such as expectancy, anxiety, and language aptitude. These three sections contain statements regarding students' expectations, perceived anxiety, and perceived aptitude.

As far as the section of expectancy is concerned, the descriptive statistical results show high levels of motivation with an average score of 3.10 (see table 5.27).

Table 5.27: Expectancy scores for HLLs.

Item	Mean	SD
I'm certain I can master the skills being taught in this class.	3.50	.70
I believe I will receive an excellent grade in this class.	3.20	.42
I am worried about my ability to do well in this class (reverse coded).	2.90	.87
Total	**3.20**	**.68**

The descriptive statistical results for the language aptitude section show high levels of motivation with an average score of 3.35 (see table 5.28).

Table 5.28: Language aptitude scores for HLLs.

Item	Mean	SD
I can imitate the sounds of this language very well.	3.50	.52
I can guess the meaning of new vocabulary words very well.	3.40	.51
I am good at grammar.	3.20	.63
In general, I am an exceptionally good language learner.	3.30	.67
Total	**3.35**	**.57**

As it pertains to the single items within this section, the first item "I can imitate the sound of this language very well" with the highest score of 3.50, suggests very high levels in terms of motivation.

Concerning the anxiety section, the results show low levels of anxiety with an average score of 2.12 (see table 5.29) suggesting that HLLs disagree with statements such as "I feel uncomfortable when I have to speak in this class", or "when I take a test, I think about how poorly I am doing".

Table 5.29: Anxiety scores for HLLs.

Item	Mean	SD
I feel uncomfortable when I have to speak in this class.	1.90	.70
When I take a test, I think about how poorly I am doing.	1.90	.83
I have an uneasy, upset feeling when I take an exam.	2.20	.97
I don't worry about making mistakes when speaking in front of the class (reverse coded).	2.90	.83
I am afraid that my teacher is ready to correct every mistake I make.	1.70	.78
Total	**2.12**	**.93**

5.5.4 Competitiveness and Cooperativeness for HLLs

As discussed in paragraph 5.4.4 these two sections include statements about the competitive or cooperative learning environment. The results for the section of competitiveness show low levels of motivation. As a matter of fact, the overall mean of … for this section highlights that HLLs are not motivated in a competitive learning environment (see table 5.30).

Table 5.30: Competitiveness scores for HLLs.

Item	Mean	SD
Getting a good grade in this class is the most important thing for me.	2.50	.80
I want to learn this language because it is important to show my ability.	2.20	.87
I learn best when I am competing with other students.	1.50	.67
I want to do better than the other students in this class.	1.70	.64
Total	**1.97**	**.85**

Regarding the section of cooperativeness scores slightly change. In fact, HLLs show moderate levels of motivation with an average score of 2.90 (see table 5.31).

Table 5.31: Cooperativeness scores for HLLs.

Item	Mean	SD
I learn best in a cooperative environment.	2.90	.70
My teacher's opinion of me in this class is very important.	3.20	.74
My relationship with other students in this class is important to me.	2.60	1.20
Total	**2.90**	**.94**

Furthermore, it is important to highlight that for the third item "My relationship with the other students in this class is important to me" reflects a large amount of variation with SD of 1.20 suggesting that even if the mean is moderate, values are not clustered close to it.

In addition, the second item "My teacher's opinion of me in this class is very important" with an average score of 3.20 shows high levels of motivation for this single item.

5.5.5 HLLs' Motivational Strength

This section includes statements concerning the effort students put while learning a language such as keep up with the course, work hard in class etc. The results of descriptive statistics for this section show high levels of motivation with an overall mean of 3.14 (see table 5.32).

Table 5.32: Motivational strength scores for HLLs.

Item	Mean	SD
I often feel lazy or bored when I study for this class (reverse coded).	3.00	1.09
I work hard in this class even when I don't like what we are doing.	2.80	.60
When course work is difficult, I either give up or only study the easy parts (reverse coded).	3.10	.83
Even when course materials are dull and uninteresting, I always finish my work.	3.20	.60
I can truly say that I put my best effort into learning this language.	3.60	.48
Total	**3.14**	**.48**

Considering the single items within this section scores slightly vary except for the last item "I can truly say that I put my best effort into learning this language" which average score of 3.60 shows very high levels of motivation.

What is more, the first item "I often feel lazy or bored when I study for this class" which as a reverse coded item was recoded therefore the average score of 3.00 refers to disagreement with the statement above.

In other words, HLLs do not feel lazy or bored when studying for that language. In addition, since the mode for the first item is 4 and SD is 1.09 values are far from the mean and consequently reflecting a large amount of variation.

5.6 Comparisons between HLLs and NHLLs

The results of the t-test show no significant difference between HLLs and NHLLs in in terms of *intrinsic motivation* (p>.05) which indicates that both groups reported similar ratings within this subset (see table 5.33a in Appendix II). Regarding the section of *language requirement*, the results of descriptive statistics show that the mean for both groups is quite similar HLLs (M=1.70) and NHLLs (M=1.80). What is more the results of the t-test confirmed that there is no significant difference between the two groups within this section, indicating that both HLLs and NHLLs are not learning a language only because it is a university requirement.

As it pertains to *integrative* and *instrumental orientations*, the results of the t-test show no significant difference between the two groups (p>.05) which indicates that both groups reported quite similar ratings within these sections.

Contrarily, for the section of *heritage language* the t-test results show an extremely significant difference (at p< .001 level) between HLLs and NHLLs (see table 5.33). As it can be deduced from the t-test results, HLLs are learning a language for reasons of personal attachment as part of their identity or as part of their cultural heritage while NHLLs are not learning a language for any of the reasons mentioned above.

Motivational Orientations	Group	T-test for Equality of Means			
		M	SD	T-value	**p**
Heritage Language	HLLs	3.65	.65	5.230	**.0001**
	NHLLs	2.02	.94		

Table 5. 33: The effect of the independent variable of learners' status on the motivational subset of heritage language.

Concerning the motivational subsets of *interest in foreign languages* and *task value*, the t-test results show no significant difference (p>.05) between HLLs and NHLLs meaning that both groups reported similar ratings within these sections (see table 5.33a in Appendix II).

However, in the motivational subset of *expectancy*, the t-test results show a significant difference (at p<.05 level) between HLLs and NHLLs (see table 5.34).

Motivational Orientations	Group	T-test for Equality of Means			
		M	SD	T-value	**p**
Expectancy	HLLs	3.20	.68	2.004	**.049**
	NHLLs	2.67	.78		

Table 5. 34: The effect of the independent variable of learners' status of the motivational subset of expectancy.

As it can be seen from the table above, these results indicate that HLLs are more motivated than NHLLs in terms of expectancy meaning that HLLs reported higher expectations from the language course than NHLLs did.

Another motivational subset in which HLLs reported higher ratings than NHLLs is that of *language aptitude*. As a matter of fact, the t-test results show that difference is statistically significant at p<0.5, therefore HLLs have higher levels of perceived aptitude in grammar, vocabulary, and pronunciation than NHLLs (see table 5.35).

Motivational Orientations	Group	T-test for Equality of Means			
		M	**SD**	**T-value**	p
Language aptitude	HLLs	3.35	.57	2.267	**.027**
	NHLLs	2.85	.65		

Table 5.35: The effect of the independent variable of learners' status on the motivational subset of language aptitude.

Regarding the rest of motivational subsets, namely *anxiety*, *competitiveness*, *cooperativeness*, and *motivational strength* the t-test results show no significant difference (p>.05) between HLLs and NHLLs in any of the motivational subsets mentioned above. Consequently, it means that both groups reported quite similar ratings in terms of the perceived anxiety during the language course, the preference of either competitive or cooperative learning environment, and the effort they put while learning a language (see table 5.33a in Appendix II).

5.6.1 Per-Item Analysis of Motivational Subsets in terms of Language Group

As discussed in paragraph 5.6, it was of primary importance to examine the differences between HLLs and NHLLs in different motivational subsets and the t-test resulted to be a quite useful tool in generating results for each motivational subset.

However, it was considered important and more insightful to perform a per-item analysis to investigate whether there are significant differences between the two groups on individual items within the motivational subsets, which in the overall t-test were considered not statistically significant.

In the first motivational subset of *intrinsic motivation* the per-item t-test results show that there is a significant difference between HLLs and NHLLs (at p<.05 level) for item 2 "My language class is a challenge that I enjoy" and item 4 "I enjoy using this language outside the class whenever I have a chance" (see table 5.36)

Table 5.36: Per-item analysis of intrinsic motivation

Intrinsic Motivation	Group	T-test for Equality of Means			
		M	SD	T-value	p
I really enjoy learning this language.	HLL	3.60	.46	0.290	ns
	NHLL	3.55	.50		
My language class is a challenge that that I enjoy.	HLL	3.70	.46	2.740	**.008**
	N-HLL	3.15	.60		
When class ends, I often wish that we could continue.	HLL	2.90	.70	1.798	ns
	N-HLL	2.46	.71		
I enjoy using this language outside of the class whenever I have a chance	HLL	3.80	.40	2.149	**.035**
	N-HLL	3.40	.56		
I don't like language learning. (Reverse coded)	HLL	3.90	.30	1.317	ns
	N-HLL	3.70	.46		
I would take this class even if it were not required.	HLL	3.20	.60	1.002	ns
	N-HLL	2.94	.76		

As it pertains to the motivational subsets such as instrumental orientation, interest in foreign languages, task value, competitiveness, and cooperativeness the t-test reveal no significant difference between the two groups (p>.05) and, these results were also confirmed by the per-item t-test analysis which indicates no statistically significant differences between the two groups for each item within the motivational subsets (see table 5.36a in Appendix II).

The results of the per-item t-test analysis also show statistically significant difference between HLLs and NHLLs in terms of *integrative orientation*, for item 1 "Studying this language is important because it will allow me to interact with people who speak it" (see table 5.37).

Table 5.37: Per-item analysis of integrative orientation.

Integrative orientation	Group	T-test for equality of means			
		M	**SD**	**T-value**	**p**
Studying this language is important because it will allow me to interact with people who speak it.	HLL	3.50	.50	1.481	ns
	N-HLL	3.73	.44		
I am learning this language to be able to communicate with friends who speak it.	HLL	3.30	.78	1.523	ns
	N-HLL	2.84	.89		
I want to be more a part of the cultural group that speaks this language	HLL	3.70	.64	2.059	**.043**
	N-HLL	3.19	.73		

Although the t-test reveal no significant difference between HLLs and NHLLs in terms of anxiety as a whole subset, the per-item t-test results show statistically significant difference (at p<.05 level) in two items within the motivational subset (see table 5.38).

Table 5.38: Per-item analysis of the motivational subset of anxiety.

Anxiety	Group	T-test for Equality of Means			
		M	SD	T-value	P
I feel uncomfortable when I have to speak in this class.	HLL	1.90	.70	2.268	**.026**
	NHLL	2.57	.88		
When I take a test, I think about how poorly I am doing.	HLL	1.90	.83	1.834	Ns
	N-HLL	2.48	.93		
I have an uneasy, upset feeling when I take an exam.	HLL	2.20	.97	2.034	**.046**
	N-HLL	2.84	.90		
I don't worry about making mistakes when I am speaking in front of this class. (Reverse coded)	HLL	2.90	.83	0.297	Ns
	N-HLL	2.82	.77		
I am afraid that my teacher is ready to correct every mistake I make.	HLL	1.70	.78	1.656	Ns
	N-HLL	2.25	.99		

As it can be seen from the table above, for item 1 "I feel uncomfortable when I have to speak in this class" the per-item t-test analysis show significant difference between the two groups which indicates that HLLs with the average score (1.90) reported lower levels of perceived anxiety than NHLLs with an average score (2.57).

What is more, item 3 "I have an uneasy, upset feeling when I take an exam" also show significant difference between the two groups (at p<.05 level) since HLLs reported lower levels of perceived anxiety than NHLLs did.

Regarding the motivational subset of motivational strength, the t-test results reveal that for the whole subset there is no statistically significant difference between HLLs and NHLLs (see table 5.33a in Appendix II).

However, the per-item t-test analysis results show significant difference (at p<.05 level) between the two groups in only one item "I can truly say that I put my best effort into learning this language" (see table 5.39).

Table 5.39: Per-item analysis of the motivational subset of motivational strength.

Motivational strength	Group	T-test for Equality of Means			
		M	SD	T-value	P
I often feel lazy or bored when I study for this class. (Reverse coded)	HLL	3.00	1.09	0.553	Ns
	NHLL	2.86	.65		
I work hard in this class even when I don't like what we are doing.	HLL	2.80	.60	0.092	Ns
	N-HLL	2.78	.63		
When course work is difficult I either give up or only study the easy parts. (Reverse coded)	HLL	3.10	.83	0.986	Ns
	N-HLL	2.86	.68		
Even when course materials are dull and uninteresting, I always finish my work	HLL	3.20	.60	1.595	Ns
	N-HLL	2.86	.62		
I can truly say that I put my best effort into learning this language.	HLL	3.60	.48	2.364	**.021**
	N-HLL	3.03	.73		

These results indicate that although the levels of motivational strength are quite similar among HLLs and NHLLs, they do differ in the effort they put into learning the language. As a matter of fact, the t-test results show a statistically significant difference in terms of effort indicating that HLLs show higher levels of motivation than NHLLs within this item.

5.7 Concluding Remarks

In this chapter the results of the quantitative data were presented. The internal consistency for the whole sample (Cronbach's alpha) as well as the respondents' profile regarding age, gender, ethnic background, native language, second foreign language, etc.

Firstly, the descriptive statistical results were reported separately for HLLs and NHLLs by analyzing every single motivational subset for each group.

Thereafter, the results of descriptive and inferential statistics of the study were analyzed by comparing the two groups therefore the effect of the two independent variables HLLs and NHLLs on motivational items.

The results of the study show that, in general motivation in language learning is considerably high across both groups. HLLs however show higher levels of motivation in the heritage language, expectancy, and language aptitude subsets and lower levels of anxiety compared to NHLLs.

In sum, it can be said that both groups are highly motivated, yet significant differences emerge for the heritage language, language aptitude, and expectancy subsets.

Furthermore, a more detailed discussion of the findings of quantitative studies will be further discussed in Chapter 6, which will provide responses for the research questions and an interpretation of the main findings of the present study.

CHAPTER 6

DISCUSSION OF THE RESULTS

6.1 Introduction

In this chapter the findings of the study will be discussed in relation to the three research questions that have been initially posited. Furthermore, differences regarding the motivational profile of HLLs and NHLLs will be discussed, and parallels with similar studies will be drawn in attempt to identify and discuss divergences across both groups.

In other words, an attempt will be made to reveal whether the motivational profile of HLLs differs significantly from that of NHLLs by discussing where the differences lie.

This chapter will be organized following the order in which the research question have been posited: firstly, the reasons that stay behind the language choice and whether that is somehow related to the students' ethnic background; secondly, comparisons across the motivational profile of heritage and non-heritage language learners; finally, divergencies between the two groups in terms of the two sets of variable intrinsic/extrinsic and integrative/instrumental.

What is more, the discussion of the results will be made by first reporting the main findings which resulted to be statistically significant in the t-test analysis following with the results of the per-item analysis which resulted to be a more insightful analysis.

6.2 Connections between the Language of Study and Ethnic Background

The main purpose of this study was to investigate whether HLLs differ from NHLLs in terms of motivation in language learning. Nonetheless, we also wanted to investigate if the language choice is somehow related to the students' ethnic background. On this purpose the first research question has been posited: For the whole sample, is there any connection between the language the students choose to study and their ethnic background?

The results of the study revealed that there is a great connection between the language choice and ethnic background since the students' who were first- or second-generation immigrants or had at least one parent who spoke a different language from that of the milieu and context.

What is more, they claimed the language of study as part of their cultural heritage and personally attached to the language as part of their identity.

As a matter of fact, the empirically tested statement "heritage language learners comprise a heterogeneous group ranging from fluent native speakers to non-speakers who may be generations removed but who may feel culturally connected to the language" (Van Deusen-Scholl, 2003, pg.221) falls in line with the findings of the study. Of course, the reasons that lie behind such connections are due to the students' efforts to preserve their culture. Thus, language and identity are intricately linked.

6.3 The Motivational Profile of HLLs vs NHLLs

As stated in paragraph 6.2, the main purpose of this study was that of investigating whether HLLs differ from NHLLs in terms of motivational profile. On that purpose, the second research question has been posited: For the two groups HLLs and NHLLs are there any differences in terms of motivational profile?

The findings of the research show that the main differences between the two groups lie within the motivational subsets of heritage language, expectancy, and language aptitude. Furthermore, other differences between the two groups emerged in some items within the motivational subsets thanks to a more insightful per-item analysis.

Heritage language

The findings of the present study show that as in similar studies heritage language learners perceive the language they are learning as part of their ethnic background therefore showing higher ratings on ethnic identity compared to non-heritage language learners (Torres, 2011).

What is more, as discussed in paragraph 5.6, regarding the motivational subset of heritage language there is an extremely significant difference between heritage and non-heritage learners which indicates that heritage language learners are significantly more motivated than non-

heritage language learners due to their already existent connection with the language contrarily from non-heritage language learners who had no previous connection with the target language (Yang, 2003).

The results confirm that the assumption made by Noels (2005) and He (2010) that motivation for heritage language learners is influenced by processes of identity construction can be applied to this study as well.

Expectancy

The results of the study revealed that there is a significant difference between HLLs and NHLLs in terms of expectancy. The latter is identified as a type of intrinsic motivation namely IM Accomplishment which is related to the task or the goal a person intends to master or achieve (Vallerand et al. 1993).

Regarding this subset, heritage language learners show higher ratings than non-heritage language learners which indicates that HLLs show greater expectations than NHLLs. The results fall in line with Noels (2005) who stated that heritage language learners were more likely to claim that there were competent and to evaluate themselves as skilled in target language.

Therefore, it can be stated that heritage language learners appear to be more self-determined than non-heritage language learners since they evaluate themselves as competent and efficacious in conducting the activity. On the other hand, non-heritage language learners lack of self-determination and do not evaluate themselves as competent and efficacious as heritage language learners.

Language aptitude

As presented in chapter 5 the motivational subset of language aptitude contained statements concerning students' aptitude for pronunciation, grammar, and vocabulary. In this matter, significant difference between HLLs and NHLLs was found, in fact the results of the study revealed that heritage language learners show higher ratings compared to non-heritage language learners in terms of language aptitude.

What is more, heritage language learners were more likely to claim that they could imitate the sounds of the language very well, guess the meaning of new vocabulary, and to be very good

at grammar. In contrast, non-heritage language learners showed very ow rating on this matter (see table 5.35 in paragraph 5.6).

Nonetheless, the results of this study show that as in similar studies, heritage language learners substantially differ from non-heritage language learners in terms of reading skills, listening and grammatical knowledge (Kondo-Brown, 2005).

Intrinsic motivation

Given the fact that the results of the t-test analysis did not show significant difference between HLLs and NHLLs for the subset of intrinsic motivation, the per-item analysis was run for a more insightful analysis.

The results of the per-item analysis revealed that the two groups endorsed the various items to the same extent, with the exception that heritage learners showed higher levels of motivation for item 2 and item 4 (see table 5.36 in paragraph 5.6.1).

Furthermore, heritage language learners contrarily from non-heritage language learners claimed that they enjoyed learning the language and using it outside the class whenever they had the chance. This reflects as in a similar study that the societal context outside the classroom directly influences motivation, for heritage language learners (Noels, 2005).

Integrative and instrumental orientations

Although the results of the t-test analysis did not reveal significant difference between heritage and non-heritage language learners in terms of integrative and instrumental orientations, the results of the mean analyses clearly indicate that there is a slight difference between HLLs and NHLLs.

On that purpose the per-item analysis resulted to be quite helpful to investigate on which item the two groups differed significantly. As a matter of fact, the results of the per-item analysis revealed that heritage language learners showed higher ratings compared to non-heritage language learners in item 3 of integrative orientation which concerned learning a language to be more a part of the cultural group that speaks it.

It seems reasonable that heritage language learners would score high on this item since the reasons that stay behind learning the target language are closely tied to their ethnic background and identity.

Therefore, the findings of this research fall in line with a similar study conducted by Noels (2005) who claimed that: "students who self-identified as heritage language learners endorsed the integrative orientation significantly more strongly than non-heritage learners" (see also Noels, 2004).

As far as instrumental orientation is concerned, neither mean analyses nor t-test results showed statistically significant differences between the two groups. However, both groups showed moderate levels of motivation in terms of instrumentality which indicates that unlike other studies where instrumentality was claimed as a powerful motivation, particularly for heritage language learners (Lu & Li, 2008; Warden & Lin, 2000), in this study it is not proven to be as powerful as integrative orientation.

Anxiety

Anxiety is another important motivational subset where low levels of anxiety indicate high levels of motivation. Although the results of the t-test analysis did not reveal statistically significant difference between HLLs and NHLLs the direction of the means appeared to support the idea that heritage language learners may show low levels of anxiety compared to non-heritage language learners.

Nonetheless, the results of the per-item analysis clearly show that students endorsed the various items at different extent, particularly for item 1 and item 3 which resulted to be statistically significant (see table 5.38 in paragraph 5.6.1).

Therefore, heritage language learners claimed that they felt more at ease than non-heritage language learners when they had to speak in the class or even when they took an exam. Thus, in a similar study HLL students provided lower ratings in language learning anxieties in comparison to NHL students (Torres, 2011).

Motivational strength

The findings of the research showed that heritage and non-heritage language learners did not significantly differ in terms of motivational strength. However, the results of the per-item analysis revealed that for item 5 which indicates the effort students put into learning the target language, a statistically significant difference was found (see table 5.39 in paragraph 5.6.1). As a matter of fact, heritage language learners showed high levels of motivation compared to non-heritage language learners in terms of motivational strength.

Although there are no statistically significant differences for the rest of the items, the direction of the means tends to support the idea that heritage learners put more effort than non-heritage learners into language learning. Therefore, it can be claimed that heritage language learners are more strongly motivated than non-heritage language learners.

Further support for the claim that heritage students are more strongly motivated than non-heritage students come from the t-test results reported in table 5.33a in Appendix II.

6.4 Concluding Remarks

In this chapter the main findings of the study have been discussed by following the order in which the research questions have been posited. The main finding is that the independent variable of the learners' status affects motivation. In other words, the status of heritage and non-heritage language learner affected several motivational subsets such as heritage language, expectancy, language aptitude and several items in other motivational subsets such as intrinsic motivation, integrative orientation, anxiety, and motivational strength.

The most outstanding finding is that students' language choice is affected by their ethnic backgrounds, and this was mainly deduced through the motivational subset of heritage language which included statements in terms of cultural identity and ethnic backgrounds. The findings also ascertain that in terms of the two sets of variables intrinsic/extrinsic and integrative/instrumental, heritage language learners contrarily from non-heritage language learners are more likely to be intrinsically motivated and integratively oriented into language learning.

CHAPTER 7

CONCLUSION, IMPLICATIONS OF THE STUDY, LIMITATIONS, AND FUTURE RESEARCH

7.1 Introduction

In this chapter the main conclusions of the study will be presented as well as implications and limitations of the study itself. Furthermore, the findings will be summarized in relation to the posited research questions as well as several suggestions for further research in this field.

7.2 Main Conclusions

The main purpose of this study was to find out whether heritage language learners (HLLs) differ from non-heritage language learners (NHLLs) in terms of motivation on language learning in university setting. Regarding the three research questions that have been posited, the following conclusions could be drawn.

1. The results indicate that the main difference between HLLs and NHLLs resides on the value that students give to the language they're learning. As a matter of fact, HLLs value the language they're learning as part of their ethnic background closely related to their identity while NHLLs do not give the same value to the language they're learning (see Torres, 2011). Therefore, on this matter heritage language learners are more motivated than non-heritage language learners.

2. Another significant difference in terms of motivational profile was found concerning language aptitude and expectancy. As in other similar studies (see Kondo-Brown, 2005) HLLs differ from NHLLs in terms of language aptitude since heritage language learners contrarily from non-heritage language learners show wide grammatical knowledge, reading and speaking skills.

In addition, HLLs opposed to NHLLs show positive sensations through the involvement with an activity and the perception of being competent and efficacious in conduction the activity (see Vallerand et al., 1995 and Noels, 2005).

3. Unlike other studies in which instrumentality was claimed as a powerful motivation, particularly for heritage language learners (Lu & Li, 2008; Warden & Lin, 2000), the findings of this research show that HLLs are not instrumentally driven but quite the opposite. As a matter of fact, in this study HLLs result to be more integratively driven into language learning motivation.

7.3 Implications of the Study

The findings of this study have important implications in the context of teaching foreign languages as L2 or HL in university settings. Firstly, learners regardless their ethnic background highly endorsed enjoying language learning, using the language outside the class whenever they have a chance, and a cooperative environment for language learning. These require language instructors to create a cooperative environment where students could learn and practice language skills through group activities by focusing on well-structured communicative activities where learners can freely express their ideas with their classmates.

Secondly, the finding that HLLs are more integratively driven into language learning suggests that activities proposed should focus not only on communicative competence but also in cultural knowledge. On this matter, language instructors should opt for curricular activities concerning cultural knowledge and extra-curricular activities such as ethnic festival events.

Finally, the results of the study show that HLLs and NHLLs differ in motivations. Although both groups show interest in language learning and are motivated to develop communicative skills, HLLs however are more motivated in terms of reading, speaking and grammatical knowledge.

Accordingly, the data suggest that a different type of instruction is required in order to meet learners' diverse needs. Hence, heritage language learners may benefit from level-appropriate

assignments in terms of literacy skills such as reading, writing and grammatical knowledge. Regarding non-heritage language learners, an extensive exposure to the language culture through both in classroom and extra-curricular activities is recommended. On this matter, language instructors should focus on raising interest in the language culture through cultural exchange programs and activities.

7.4 Limitations of the Study and Suggestion for Further Research

The present study examined the motivational profile of heritage and non-heritage language learners by investigating divergencies between the two groups in terms of motivational orientations and socio-cultural effects concerning motivation.

Nevertheless, several issues remain unresolved, such as the impact of age-related changes and proficiency levels on motivation. Although the classification of heritage and non-heritage language learners is based on a previous study (Schmidt and Watanabe, 2001) it may still lack specific features for a precisely distinction to be made between the two groups.

The limitations of this study prepare the ground for further research which could be conducted to gain a better understanding of learners' (particularly heritage language learners) motivation in language learning. Therefore, a few suggestions may be appropriate:

- A more detailed investigation into the issue of heritage learner classification and its impact on attitudes and motivation would provide a better understanding on this matter. Since the present research made use only of the quantitative data, it is believed that the use of qualitative data would have provided a much more complete profile of heritage language learners. Therefore, it is recommended employing semi-structured interviews to render further data on heritage learners.

- Another interesting investigation cloud be made regarding differences between HLLs and NHLLs in terms of learning strategy use and pedagogical preferences. On this matter, it would be appropriate the use of both quantitative and qualitative data in order to provide a much more complete motivational profile in relation to strategy use and pedagogical preferences.

- Since motivation is well-known for its dynamic nature, meaning that is not static and changes over time, it would be very interesting to observe the changes over time for both HLLs and NHLLs in terms of motivation and attitudes. In this study it was not possible to investigate such a thing since there was not possible to trace the same sample later since most of the participants were close to graduation. Therefore, it is suggested that the choice of the sample could be made by considering the availability to be traced throughout the years (e.g., first year student, and later on, third year students). This way the research will be able to examine the learners' changes in terms of attitudes and motivation.

7.5 Concluding Remarks

Throughout this chapter, the main conclusions about the research questions have been presented, as well as a discussion of the pedagogical implications of the study, and some suggestions for further research.

This study has been conducted with the aspiration to add another brick to the field of motivation in language learning, specifically, heritage language learning motivation, in this case heritage language learning in Italian university setting. What is more, educators will benefit from studies such as this one as they will become aware of what learners think and how highly motivated, they are to learn a language.

Finally, the purpose of this work was to encourage other researchers to investigate these issues in a deeper and more comprehensive manner.

REFERENCES

Abdi, K. (2011). "She really only speaks English": Positioning, language ideology, and heritage language learners. *Canadian Modern Language Review*, 67(2), 161–190.

Amabile, T.M., (1996). *Creativity and innovation in organization*. Harvard Business School.

Boekaerts, M. (1995). Self-regulated learning: Bridging the gap between metacognitive and meta motivation theories. *Educational Psychologist*, 30, 195-200

Bourdieu, P. (1991). *Language and symbolic power*. Cambridge: Polity Press.

Bourdieu, P. (1993). *The field of cultural production*. New York, NY: Columbia University Press.

Bourdieu, P. (1999). *Language and symbolic power*. Cambridge, MA: Harvard University Press.

Carreira, M. (2004). Seeking explanatory adequacy: A dual approach to understanding the term "heritage language learner". *Heritage Language Journal*, 2(1), 1–25

Campbell, R.N., & Rosenthal, J.W. (2000). Heritage languages. In J.W. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 165– 184). Mahwah, NJ: Lawrence Erlbaum.

Chin & Wigglesworth, Gillian. (2007). *Bilingualism: An Advanced Resource Book*. Retrieved February 15, 2023, from https://www.researchgate.net/publication/314185151_Bilingualism_An_Advanced_Resource_Book.

Cho, G., Cho, K., & Tse, L. (1997). Why ethnic minorities want to develop their heritage language: The case of Korean Americans. *Language, Culture and Curriculum*, 10, 106-112.

Clément, R., & Kruidenier, B. G. (1983). Orientations in second language acquisition: The effects of ethnicity, milieu, and target language on their mergence. *Language Learning*, 33, 273-291.

Clément, R., Baker, S.C. & MacIntyre, P. (2003). Willingness to communicate in a second language: The effects of context, norms, and vitality. *Journal of Language and Social Psychology*, 22(2), 190-209.

Clément, R., Dörnyei, Z., and Noels, K. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning* 44, 417-448.

Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. *Canadian Journal of Behavioural Science*, 9, 123-133.

Crookes, G. & Schmidt, R. W. (1991). Motivation: reopening the research agenda. *Language Learning,* 41,469-512.

Csizér, K. & Dörnyei, Z. (2005). Language learners 'motivational profiles and their motivated learning behaviour. Language Learning, 55(4), 613–659

Cummins, J. & Danesi, M. (1990). *Heritage languages: The development and denial of Canada's linguistic resources*, Montreal: Our Selves Education Foundation.

Dörnyei, Z. & Ushioda, E. (2009). Motivation, language identities and the L2 self: A theoretical overview. In Z. Dorney & E. Ushioda (Eds.) *Motivation, language identity and L2 self* (pp. 1-8), Multilingual Matters.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40(1), 46-78.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135

Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. In Z. Dörnyei (Ed.), *Attitudes, orientations, and motivations in language learning* (pp. 3-32). Oxford: Blackwell.

Dörnyei, Z. (2005). *The Psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates, Inc.

Dörnyei, Z., & Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 399-432). Honolulu, HI: University of Hawaii Press.

Dörnyei, Z., and Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43-69.

Duff, P. (2008). Heritage language education in Canada. In D.M. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language education: A new field emerging* (pp. 71 – 90). New York: Routledge.

Fishman, J. (2001). 300-plus years of heritage language education in the United States. In J.K. Peyton, D.A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 29 –36). McHenry, IL: Centre for Applied Linguistics / Delta Systems.

Gardner, R. C. & MacIntyre, P. D. (1992). A student's contribution to second-language learning. Part II: Affective variables. *Language Teaching*, 26, 1-11.

Gardner, R. C. & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks. *Modern Language Journal*, 78, 359-68.

Gardner, R. C. (1985a). *Social psychology and second language learning. The role of attitudes and motivation. London*. Massachusetts: Newbury House Publishers.

Gardner, R. C. (1985b). *The attitude/motivation test battery: Technical Report*.

Gardner, R. C. (1988). The socio-educational model of second language learning: Assumptions, findings, and issues. *Language Learning*, 38, 101-126.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, Massachusetts: Newbury House Publishers.

Gardner, R. C., Smythe, P. C., Clément, R., & Gliksman, L. (1976). Second language acquisition: A social psychological interpretation. *The Canadian Modern Language Review*, 32, 198-213.

Gardner, R.C. (2001). Integrative Motivation and Second Language Acquisition. In Z. Dörnyei and R. Schmidt (Eds.) *Motivation and second language acquisition pp. 1- 19*. Honolulu, University of Hawaii. Second Language teaching and Curriculum Centre.

Gardner, R.C. (2005). Integrative motivation and second language acquisition. Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk. London, Ontario.

Gumperz, J.J. (1982). *Language and social identity*. Cambridge: Cambridge University Press.

Haynes, E. (n.d.). *What is language loss*? Retrieved February 5, 2023, from http://www.cal.org/heritage/research/briefs.html.

He, A. W. (2006). Toward an identity theory of the development of Chinese as a heritage language. *Heritage Language Journal*, 4(1), 1–28.

He, A. (2008) Chinese as a heritage language: An introduction. In A. He & X. Yun (Eds.), *Chinese as a Heritage Language* (pp. 1-12). Manoa, HI: The University of Hawaii Press.

Heckhausen, H. (1991). *Motivation and action*. Springer – Verlag.

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.

Higgins, E. T. (1998). Promotion and prevention: Regulatory focus as a motivational principle. In M. P. Zanna (Ed.), Advances in experimental social psychology (Vol. 30, pp. 1–46). New York: Academic Press.

Hornberger, N. H., & Wang, S. C. (2008). Who are our heritage language learners? Identity and biliteracy in heritage language education in the United States. In D. Brinton, O. Kagan, & S. Bauckus (eds.), *Heritage language education: A new field emerging* (pp. 3–35). New York, NY: Routledge. Johnstone, B. (2011). Dialect enregisterment in performance. *Journal of Sociolinguistics*, 15(5), 657– 679.

Johnson, D., Johnson, R. (1999). *Learning together and alone: cooperative, competitive, and individualistic learning*. Boston: Allyn and Bacon.

Julkunen, K. (1989). *Situation- and Task- specific motivation in foreign language learning and teaching*. University of Joensuu.

Julkunen, K. (2001). Situation- and Task- specific motivation in foreign language learning. In Z. Dörnyei & R. Schmidt (Eds.) *Motivation and second language acquisition*. Honolulu, Hawaii. Second Language Teaching and Curriculum Centre, (pp. 29-41).

Keller, J. M. (1983). Motivational design of instruction. In C.M. Reigeluth (Ed.), *Instructional design theories and models*. (pp. 383-433). New York: Lawrence Erlbaum Associates.

Kleinginna, P. Jr. & Kleinginna, A. (1981). A categorised list of motivation definitions, with suggestions for a consensual definition. *Motivation and Emotion*, 5, 263-291.

Kondo, K. (1998). Social-psychological factors affecting language maintenance: Interviews with Shin Nisei university students in Hawaii. *Linguistics and Education*, 9(4), 369-408.

Kondo-Brown, K. (2005). Differences in language skills: Heritage language learner subgroups and foreign language learners. *Modern Language Journal*, 89, 563 –581.

Lambert W. E. and Gardner, R. C. (1959). Motivational variables in second language learning. *Canadian Journal of Psychology* 13, 266-273.

Lee, J. S. (2005). Through the learners' eyes: Reconceptualizing the heritage and non-heritage learner of the less commonly taught languages. *Foreign Language Annals*, 38, 554-563.

Lemke, J. (2008). Identity, development, and desire: Critical questions. In C. CaldasCoulthard & R. Iedema (Eds.), *Identity trouble: Critical discourse and contested identities* (pp. 17-42). London, UK: Palgrave Macmillan.

Locke, E. A. & Latham, G. P. (1994). Goal setting theory. In H. F. O'Neil, Jr. & M. Drillings (eds.), *Motivation: theory and research*, 13-29.

Lu, X. & Li, G. (2008). Motivation and achievement in Chinese language learning. In A. He & X.
Yun (Eds.), *Chinese as a heritage language* (pp. 89-108). Manoa, HI: The University of Hawaii Press.

MacIntyre, P., Baker, S., Clemet, R., and Donovan, L. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence and L2 motivation among junior high school French immersion students. *Language Learning*, 52(3), 537-564.

MacIntyre, P., Clément, R., Dörnyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situated model to confidence and affiliation. *Modern Language Journal*, 82, 545-562.

MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15, 3-26.

MacIntyre, P. D., & Clément, R. (1996). A model of willingness to communicate in a second language: The concept, its antecedents, and implications. *Paper presented at the 11th World Congress of Applied Linguistics*, Jyväskylä, Finland.

MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2003). Talking in order to learn: Willingness to communicate and intensive language programs. *Canadian Modern Language Review*, 59(4), 589-607.

Maguire, M. H., & Curdt-Christiansen, X. L. (2007). Multiple schools, languages, experiences, and affiliations: Ideological becomings and positionings. *Heritage Language Journal*, 5(1), 50-78.

Markus, H. & Ruvolo, A. (1989). Possible selves: Personalised representations of goals. N L.A. Pervin (Ed.) *Goal concepts in personality and social psychology* (pp. 211-241). Hillsdale, NJ: Erlbaum.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.

Masgoret, A. M., Bernaus, M. and Gardner, R. (2001). Examining the role of attitudes and motivation outside the formal classroom: A test of the mini-AMTB for children. In: Z. Dörnyei, and R. W. Schmidt, (Eds.), *Motivation and Second Language Acquisition* (pp. 281-295). Honolulu, University of Hawai'i.

Masgoret, A.M. and Gardner, R.C. (2003). Attitudes, motivation and second language learning. A meta-analysis of studies conducted by Gardner and associates. In Z. Dörnyei (Ed.) *Attitudes, orientations, and motivation in language learning: Advances in theory, research, and application*, (p. 167-210). University of Michigan.

Winnie Mucherah (2008) Immigrants' Perceptions of their Native Language: Challenges to Actual Use and Maintenance, *Journal of Language, Identity & Education*, 7:3-4, 188-205, Retrieved January 23, 2023, from https://doi.org/10.1080/15348450802237806.

National Heritage Language Resource Center. (2013). *Heritage Language Survey report*. Retrieved January 10, 2023, from http://nhlrc.ucla.edu/nhlrc/surveyreport/home.

Noels, K. & Clément, R. (1989). Orientations to learning German. The effect of language heritage on second language acquisition. *The Canadian Modern Language Review* 45, 245-257.

Noels, K. (2001). New orientations in language learning motivation: towards the model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei, & R. Schmidt (Eds.) *Motivation and second language acquisition* (Technical report 23, 43-68. Honolulu: University of Hawaii.

Noels, K., Palletier, L., Clément, R., & Vallerand, R. (2003). Why are you learning a second language? Motivational orientations and Self-Determination Theory. In Dörnyei, Z. (Ed.) *Attitudes, orientations, and motivation in Language Learning: Advances in Theory, Research and Application, pp. 33-64.* University of Michigan. Blackwell.

Norton, B. (2000). Investment, acculturation, and language loss. In S. McKay & S. L. C. Wong (Eds.), *English language learners in the United States: A resource for teachers* (pp. 443-461). New York: Cambridge University Press.

Norton, B. (2001). Non-participation, imagined communities, and the language classroom. In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 159 –171). Harlow, UK: Pearson Education.

Oakes, L. (2001). *Language and national identity: Comparing France and Sweden*. Philadelphia, PA: John Benjamins.

Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.

Park, M. (2011). Identity and agency among heritage language learners. In K. A. Davis (ed.), *Critical qualitative research in second language studies: Agency and advocacy* (pp. 171–207). Charlotte, NC: Information Age

Phinney, J. S., Romero, I., Nava, M., & Huang, D. (2001). The role of language, parents, and peers in ethnic identity among adolescents in immigrant families. *Journal of Youth and Adolescence*, 30(2), 135-153

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education. Theory, research, and applications* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Polinsky, M., & Kagan, O. (2007). Heritage languages: In the "wild" and in the classroom. *Language and Linguistics Compass*, 1(5), 368–395.

Ryan, R. M., & Deci, E. L. (2002). An overview of self-determination theory. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3-33). Rochester, NY: University of Rochester Press.

Ryan, R.M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54– 67.

Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internals structure and external connections. In R. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp. 9-70). Honolulu, HI: University of Hawai`i, National Foreign Language Resource Centre.

Skehan, P. (1989). Individual differences in second language learning language. London: Arnold.

Tremblay, P. F. & Gardner, R.C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal* 79(4), 505-518.

Tucker, R. G., Hamayan, E., & Genesee, F. (1976). Affective, cognitive, and social factors in second language acquisition. *Canadian Modern Language Review* 32, 214-226.

Unified curriculum for foreign languages (retrieved January 12, 2023, from http://rcel.enl.uoa.gr/xenesglosses/docs/EPS_content.pdf). (Published in Government Gazette, issue B, 2320/17-10-2011).

Ushioda, E. (2001). Language learning at university: exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (eds), *Motivation and Second Language Acquisition*, 93-125. Honolulu, HI: University of Hawaii Press.

Valdes, J. M. (1986). *Culture bound: Bridging the cultural gap in language teaching*. Cambridge, England: Cambridge University Press.

Valde´s, G. (2001). Heritage language students: Profiles and personalities. In J.K. Peyton, D.A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 29–36). McHenry, IL: Centre for Applied Linguistics / Delta Systems.

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Valliéres, E. F. (1993). On the assessment of intrinsic, extrinsic, and amotivation in education: Evidence on the concurrent and construct validity of the academic motivation scale. *Educational & Psychological Measurement*, 53, 159-172.

Van Deusen-Scholl, N. (2003). Toward a definition of heritage language: Socio-political and pedagogical considerations. *Journal of Language, Identity & Education*, 2(3), 211–230.

Warden, C. A., & Lin, H. J. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals*, *33*, 535–547

Webb, J.B., & Miller, B.L. (2000). *Teaching heritage language learners: Voices from the classroom*. New York: American Council on the Teaching of Foreign Languages.

Weedon, C. (1997). *Feminist practice and poststructuralist theory* (2nd Edition). Oxford: Blackwell.

Weiner, B. (1992). *Human motivation: Metaphors, theories, and research*. Newbury Park, CA: Sage.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

Wiley, T. G. (2005). The re-emergence of heritage and community language policy in the US national spotlight. *Modern Language Journal*, 89(4), 594–601.

Williams, M. & Burden, R. (1999). Students 'developing conceptions of themselves as language learners. *Modern Language Journal*, 83, 193-20.

Williams, M., Burden, R., & Al-Baharna, S. (2001). Making sense of success and failure: The role of the individual in motivation theory. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report No. 23, 171-84). Honolulu: University of Hawaii, Second Language Teaching and Curriculum Centre.

Yashima, T. (2000). Orientations and motivation in foreign language learning. A study of Japanese college students. *JACET Bulletin* 31, 121-134.

Yashima, T. (2002). Willingness to communicate in a second language. The Japanese EFL context. *Modern Language Journal* 86, 54-66.

APPENDIX I

QUESTIONNAIRE

LANGUAGE LEARNING MOTIVATION: DIFFERENCES BETWEEN THE MOTIVATIONAL PROFILE OF HERITAGE AND NON-HERITAGE LEARNERS.

General information

1. Give your age in years: _____

2. Indicate your sex: ___F; __M; ____Other; _____Prefer not to answer.

3. Check your ethnic background:
European (*specify your nationality*); _____ Asian(*specify*);
_____   African(*specify*); _____ American(*specify*); _____.

4. Your first language is _____.

5. What are your parents' native language? _____;
_____Mother, _____Father.

6. Specify the language/s you are studying at the university:
_____L2, _____FL.

7. Check if you are studying your L1 at the university? yes(specify)_____;
No_____

Following are a number of statements. Check the alternative below the statement which best indicates your information and feelings about that statement. Please give your immediate but very careful response.

Scale: 1. Strongly disagree, 2. Disagree, 4. Agree, 5. Strongly agree.

Motivation, 46 items

Intrinsic motivation (6 items)
 intrinsic 1   I really enjoy learning this language.
 Intrinsic 2   My language class is a challenge that I enjoy.
 intrinsic 3   When class ends, I often wish that we could continue.
 intrinsic 4   I enjoy using this language outside of class whenever I have a chance.
 intrinsic 5   I don't like language learning. (Reverse coded)
 intrinsic 6   I would take this class even if it were not required.

Language requirement (1 item)
langreq 1   I mainly study this language to satisfy the university language.

requirement.

Instrumental orientation (3 items)
instr 1　　　Being able to speak this language will add to my social status.
instr 2　　　Increasing my proficiency in this language will have financial benefits for me.
instr 3　　　I am learning this language to understand films, videos, or music.

Heritage language (2 items)
heritage 1　　This language is important to me because it is part of my cultural heritage.
heritage 2　　I have a personal attachment to this language as part of my identity.

Integrative orientation (3 items)
integrative 1　　Studying this language is important because it will allow me to interact. with people who speak it.
integrative 2　　I am learning this language to be able to communicate with friends who speak it.
integrative 3　　I want to be more a part of the cultural group that speaks this language.

Interest in foreign languages and cultures (4 items)
interest 1　　I would like to learn several foreign languages.
interest 2　　I enjoy meeting and interacting with people from many cultures.
interest 3　　Studying foreign languages is an important part of education.
interest 4　　This language is important to me because it will broaden my world view.

Task value (3 items)
task val 1　　I like the subject matter of this course.
task val 2　　It is important to me to learn the course material in this class.
task val 3　　What I learn in this course will help me in other courses.

Expectancy (3 items)

expectancy 1　　I'm certain I can master the skills being taught in this class.
expectancy 2　　I believe I will receive an excellent grade in this class.
expectancy 3　　I am worried about my ability to do well in this class. (Reverse coded)

Anxiety (6 items)

anxiety 1　　　I feel uncomfortable when I have to speak in this class.
anxiety 2　　　When I take a test, I think about how poorly I am doing.
anxiety 3　　　I have an uneasy, upset feeling when I take an exam.
anxiety 4　　　I don't worry about making mistakes when speaking in front of this class. (Reverse coded).
anxiety 5　　　I am afraid that my teacher is ready to correct every mistake I make.

Language aptitude (4 items)

aptitude 1　　I can imitate the sounds of this language very well.
aptitude 2　　I can guess the meaning of new vocabulary words very well.

aptitude 3   I am good at grammar.
aptitude 4   In general, I am an exceptionally good language learner.

Competitiveness (4 items)

competitive 1   Getting a good grade in this class is the most important thing for me right now.
competitive 2   I want to learn this language because it is important to show my ability to others.
competitive 3   I learn best when I am competing with other students.
competitive 4   I want to do better than the other students in this class.

Cooperativeness (3 items)

cooperative 1   I learn best in a cooperative environment.
cooperative 2   My teacher's opinion of me in this class is very important.
cooperative 3   My relationship with the other students in this class is important to me.

Motivational strength (5 items)

mt strength 1   I often feel lazy or bored when I study for this class. (reverse coded)
mt strength 2   I work hard in this class even when I don't like what we are doing.
mt strength 3   When course work is difficult, I either give up or only study the easy parts. (reverse coded)
mt strength 4   Even when course materials are dull and uninteresting, I always finish my work.
mt strength 5   I can truly say that I put my best effort into learning this language.

APPENDIX II

TABLES

Table 32 a: T-test for equality of means for the two groups.

Motivational orientations	Group	T-test for Equality of Means			
		M	SD	T-value	*P*
Intrinsic Motivation	NHLLs	3.21	0.76	1.184	Ns
	HLLs	3.52	0.62		
Language Requirement	NHLLs	1.80	0.86	0.360	Ns
	HLLs	1.70	0.67		
Instrumental Orientation	NHLLs	3.07	0.71	0.521	Ns
	HLLs	3.20	0.79		
Heritage Language	NHLLs	2.02	0.94	5.230	**.0001**
	HLLs	3.65	0.65		
Integrative Orientation	NHLLs	3.25	0.80	0.926	Ns
	HLLs	3.50	0.67		
Interest in foreign languages	NHLLs	3.67	0.52	0.788	Ns
	HLLs	3.62	0.48		
Task Value	NHLLs	3.24	0.62	0.092	Ns
	HLLs	3.26	0.67		

Expectancy	NHLLs	2.68	0.78	2.0042	**.049**
	HLLs	3.20	0.68		
Anxiety	NHLLs	2.60	0.93	1.494	Ns
	HLLs	2.12	0.94		
Language Aptitude	NHLLs	2.85	0.65	2.267	**.027**
	HLLs	3.35	0.57		
Competitiveness	NHLLs	2.08	0.87	0.404	Ns
	HLLs	1.97	0.86		
Cooperativeness	NHLLs	2.96	0.78	0.215	Ns
	HLLs	2.90	0.95		
Motivational Strength	NHLLs	2.88	0.66	1.212	Ns
	HLLs	3.14	0.80		

Table 36a: Per-item analysis of motivational subsets (not statistically significant)

Instrumental orientation	Group	T-test for equality of means			
		M	SD	T-value	p
Being able to speak this language will add to my social status.	HLL	3.20	.74	0.124	ns
	N-HLL	3.17	.69		
Increasing my proficiency in this language will have financial benefits for me.	HLL	3.50	.50	1.789	ns
	N-HLL	3.17	.54		
I am learning this language to understand films, videos, or music.	HLL	2.90	.94	0.140	ns
	N-HLL	2.86	.80		

Interest in foreign languages and cultures	Group	T-test for Equality of Means			
		M	SD	T-value	P
I would like to learn several foreign languages.	HLL	3.60	.48	0.171	ns
	NHLL	3.63	.51		
I enjoy meeting and interacting with people from many cultures.	HLL	3.70	.45	0.000	ns
	N-HLL	3.70	.50		
Studying foreign languages is an important part of education.	HLL	3.50	.50	1.328	ns
	N-HLL	3.71	.45		
This language is important to me because it will broaden my world view.	HLL	3.70	.45	0.360	ns
	N-HLL	3.63	.58		

Task value	Group	T-test for equality of means			
		M	SD	T-value	P
I like the subject matter of this course.	HLL	3.10	.53	0.049	ns
	N-HLL	3.21	.66		
It is important to me to learn the course material in this class.	HLL	3.40	.48	0.070	ns
	N-HLL	3.26	.59		
What I learn in this course will help me in other courses.	HLL	3.30	.90	0.021	ns
	N-HLL	3.25	.61		

Cooperativeness	Group	T-test for equality of means			
		M	SD	T-value	P
I learn best in a cooperative environment.	HLL	2.90	.70	0.298	ns
	N-HLL	2.98	.79		
My teacher's opinion of me in this class is very important.	HLL	3.20	.74	0.962	ns
	N-HLL	2.94	.79		
My relationship with the other students in this class is important to me.	HLL	2.60	1.20	1.251	ns
	N-HLL	2.96	.75		

Competitiveness	Group	T-test for Equality of Means			
		M	SD	T-value	P
Getting a good grade in this class is the most important thing for me right now.	HLL	2.50	.80	0.104	ns
	NHLL	2.53	.84		
I want to learn this language because it is important to show my ability to others.	HLL	2.20	.87	0.489	ns
	N-HLL	2.07	.75		
I learn best when I am competing with other students.	HLL	1.50	.67	0.946	ns
	N-HLL	1.73	.71		
I want to do better than the other students in this class.	HLL	1.70	.64	0.908	ns
	N-HLL	1.98	.93		