

INTERNATIONAL RESEARCHERS

THE EFFECT OF ETHNIC IDENTITY AND MOTIVATION ON
ENGLISH LANGUAGE PROFICIENCY OF BALUCH
LANGUAGE LEARNERS

Saeed Mehrpour and Seyyed Ali Hosseini

Volume No.4 Issue No.3 September 2015

www.iresearcher.org

ISSN 2227-7471

THE INTERNATIONAL RESEARCH JOURNAL "INTERNATIONAL RESEARCHERS"

www.iresearcher.org

© 2015 (individual papers), the author(s)

© 2015 (selection and editorial matter)

This publication is subject to that author (s) is (are) responsible for Plagiarism, the accuracy of citations, quotations, diagrams, tables and maps.

All rights reserved. Apart from fair dealing for the purposes of study, research, criticism or review as permitted under the applicable copyright legislation, no part of this work may be reproduced by any process without written permission from the publisher. For permissions and other inquiries, please contact

editor@iresearcher.org

INTERNATIONAL RESEARCHERS is peer-reviewed, supported by rigorous processes of criterion-referenced article ranking and qualitative commentary, ensuring that only intellectual work of the greatest substance and highest significance is published.

INTERNATIONAL RESEARCHERS is indexed in wellknown indexing diectories



with ICV value 5.90



Directory of Research Journals Indexing

and monitor by



THE EFFECT OF ETHNIC IDENTITY AND MOTIVATION ON ENGLISH LANGUAGE PROFICIENCY OF BALUCH LANGUAGE LEARNERS**Saeed Mehrpour¹, Seyyed Ali Hosseini²**^{1,2}Department of Foreign Languages and Linguistics, Shiraz University,
(IRAN)Email: smehrpur@rose.shirazu.ac.ir, s.ahosseini@yahoo.com**ABSTRACT**

Broadly speaking, ethnic identity and motivation are believed to be influential in second or foreign language learning. Therefore, a similar condition is assumed to exist for Baluch language learners of English. To investigate this relationship, an abridged version of the General Ethnicity Questionnaire, a motivation questionnaire, and a sample TOEFL test was used to collect data from a group of Baluch learners of English. The collected data was subjected to multiple regression and correlation analysis, the results of which indicated that ethnic identity and motivation did not significantly influence the learners' language proficiency. Similarly, a non-significant correlation was identified between ethnic identity and motivation.

Key words: ethnic identity, motivation, Baluch language learners**1. INTRODUCTION**

Researchers have become interested in and started investigating issues regarding learners' identities in the field of second language acquisition in recent decades (e.g. Davis & Sylvester, 2004; Norton & Kamal, 2003; Norton, 1997; Peirce, 1995). Studies have essentially verified that language use is a form of self-representation which is profoundly associated with one's social identities and values (Miller, 1994). Therefore, learning an L2 is more convoluted than it may appear, since it involves the espousal of "new social and cultural behaviors and ways of being" (Williams, 1994). Moreover, Language use is a salient marker of ethnic identity and group membership (Giles & Byrne, 1982). While learning a second language places better opportunities at the learner's disposal and opens new horizons to a better world, it may also alienate them from their own ethnic group (Hansen & Liu, 1997; McNamara, 1997) as learning a second language involves familiarity with new social and cultural norms and behaviours which might be in stark contrast with learners' L1 values. Language learners who get interested in the norms of the L2 might sometimes find themselves in an unprivileged and threatened position in interacting and creating social bonds with the members of their own ethnic group. With group membership threatened, learners may form guarding attitudes towards learning the target language in order to maintain their old identity or group membership. In other words, they may decide to learn the target language to a certain degree in order not to lose their old identity or group membership (Pavlenko & Lantolf, 2000).

2. BACKGROUND OF THE STUDY

Noels and her colleagues (e.g., Noels Pelletier, Clément, & Vallerand, 2000; Noels, 2001a) have argued that our understanding of language learning motivation may be enhanced by considering Deci and Ryan's Self-Determination Theory (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991). The theory maintains that motivation can be broadly categorized in terms of two orientations: intrinsic and extrinsic motivation. Intrinsic motivation refers to the desire to perform an activity due to it being enjoyable and personally satisfying. These feelings of pleasure are suggested to be associated with the sense of freedom in choosing to perform an activity. On the other hand, others may be extrinsically motivated, such that a reason external to the activity itself serves as the goal for performing the activity. Deci and Ryan (1985) assert that there are several types of extrinsic motivation that vary in the extent to which the goal is controlled by the individual or by external contingencies. For instance, 'Identified regulation' means performing an activity because that activity is considered to be important for attaining a valued goal, while 'Introjected regulation' means performing an activity because of some internal pressure, such as

guilt or self-aggrandizement. The least self-determined form of extrinsic motivation is 'external regulation', whereby the person performs the activity to achieve some instrumental end, such as to gain a reward or to avoid punishment. Externally regulated students have not incorporated L2 learning into their identities and are not self-determined (Noels et al., 2000). Finally, 'amotivation' is the lack of any reason, intrinsic or extrinsic, to perform a particular activity (Goldberg & Noels, 2006; p.425).

Another motivational model put forward by Gardner and Lambert (1959; Gardner, 1985), differentiates between instrumental and integrative orientations. According to the model, instrumental motivation corresponds closely with notions of extrinsic motivation, particularly external regulation (Noels, Clément, & Pelletier, 2001), such that one learns an L2 to meet concrete educational, vocational, or economic goals. On the other hand, an integrative orientation refers to learning an L2 because one wants to have contact and communicate with members of a different culture out of respect for and appreciation of that culture. Although these two orientations are positively correlated (MacIntyre, Baker, Clément, & Conrod, 2001), some research demonstrates that while instrumental motivation promotes learning in an L2 context (Speiller, 1988), to go beyond an intermediate grasp of the language, it helps to be integratively motivated as well (MacFarlane & Wesche, 1995).

According to Deci and Ryan (2000), humans have an innate tendency to perform activities that they enjoy and to integrate them into their self-concepts. In accord with this claim, Noels (2001a) maintains that students who are learning the language for intrinsic and/or more self-determined extrinsic reasons will invest more effort and be more persistent in language learning compared to those who are learning the language for less self-determined reasons. This process of performing an activity and incorporating it into one's identity is a cyclical process; the more one enjoys an activity, the more one will perform it, and the more one performs an activity, given a self-determined orientation, the more it will be enjoyed.

The motivational perspective offered by Noels (2001a) suggests that the more an activity is freely chosen by an individual and incorporated into the self-concept, the more often the individual will engage in that activity. Once language learning has been well integrated into a person's self-concept, it would seem reasonable to believe that he or she will also come to identify with that language community. Research suggests that competence and use of an L2 predicts greater identification with that group (Landry & Allard, 1998; Lambert, 1978; Noels & Clément, 1998). Although conceptualizations of ethnic identity vary widely (for overviews, see Ashmore, Deaux, & McLaughlin-Volpe, 2004; Leets, Giles, & Clément, 1996; Rummens, 2003), it is widely defined as a subjective experience of belonging with an ethnic group (Barth, 1969; Phinney, 1990). Heller (1984) asserts that ethnicity is not fixed and socially negotiable; identity cannot be separated from the context of the social interaction in which it originates (see Norton & Toohey, 2002, for a related discussion). Similarly, Clément, Noels, and colleagues (Clément & Noels, 1992; Noels, Clément, & Gaudet, 2004) propose that 'identity is constructed through language negotiations in different situations, such that the degree of identification with each group depends upon with whom one interacts and the normative expectations of that situation' (Noels & Clément, 1998, p. 114). Sharon (2009) investigates the role of ethnicity on second language (L2) learning motivation. He believes that despite the proposed links between social context and language acquisition (Bialystok, 2007; Hoff, 2008), few studies have explored this issue. Results suggest that students who feel less strongly connected to their ethnic identity are likely to study longer than their more affirmed peers. It is concluded that although integrative and instrumental orientations play a strong role in L2 motivation, effects of ethnic identity are also important. In a similar way, Gatbonton et al. (2011) concluded that certain component dimensions of EGA were negatively associated with the participants' pronunciation accuracy of the English voiced interdental fricative (e.g., /θ/ as in the word "other"), an important marker of ethno linguistic identity. In other words, the stronger the EGA, the less native-like the L2 pronunciation accuracy. In another study, Kam (n.d) investigates English learning motivation for ethnic Chinese students in Hong Kong and Sydney. The results indicate that integrative orientation, anxiety in second language learning and attitudes toward the language courses are important in shaping students' motivation which lean their efforts to learn and energize them to sustain the learning process of second language learning.

Despite the plethora of research on motivation, studies on ethnicity and motivation in the Iranian context is not rich. Therefore the present study was conducted to investigate possible relationships between motivation and ethnic identity in Iran.

3. THE PRESENT STUDY

3.1. Objectives of the study

The purpose of the present study was to see whether Iranian language minority ethnic groups' identity has an effect on their motivation and English language proficiency. In other words, the researchers' intention was to investigate whether lower or higher levels of ethnic identity (i.e., the participants' affiliation towards an ethnic group) among language minorities in the Iranian context had any effect on their motivation and levels of English language proficiency. Based on the objectives of the present study, the researchers made an attempt to address the following research questions:

- 1) Do the Baluchs' level of ethnic identity and motivation have an effect on their English language proficiency?
- 2) Is there a correlation between ethnic identity and motivation regarding Baluch language learners?

3.2. The participants

The present study, favours from a sample of 120 advanced EFL learners. It was assumed that individuals studying at the advanced level best fit the purpose of the current study since they possess a better command over English and this aids them in performing better on the TOFEL test and responding to the questionnaire. The participants were volunteers residing in Zahedan (n=46), Saravan (n=22), Sarbaz (n=16), Chabahar (n=13), and Iran-Shahr (n=23). Moreover, language learners ranging in age between 19 to 35 were chosen based on their availability. Table1 shows the distribution of the sample.

Table.1.Distribution of Baluch participants

Baluch Dominated Cities	N	%
Chabahar	13	15.0
Iran-Shahr	23	19.1
Sarbaz	16	13.3
Saravan	22	18.3
Zahedan	46	38.3

3.3. Instruments

Three instruments; namely, an abridged version of the General Ethnicity Questionnaire (Tsai, et al, 2000), a motivation questionnaire (Vaezi, 2008), and a sample TOEFL test (Masan, 1983) were utilized to collect the necessary data for the study.

3.3.1. The General Ethnicity Questionnaire

The original version of the General Ethnicity Questionnaire was developed by Tsai and Levenson (2000) for their studies of culture and emotion. Later Tsai et al (2000) abridged the questionnaire to fit the Chinese context. Comparable versions of the original instrument have also been developed for use with Mexican American and African American populations. The abridged version of the questionnaire was further modified by the researchers to suit the Iranian context. In fact, the original items on the questionnaire varied with respect to their specificity. Since the researchers were primarily interested in the meanings that different Iranian groups attach to being Baluch, the items were worded in a general way so that they would be applicable to different Baluch groups. For instance, in each of the 38, 5 point Likert scale items, the term Baluch was substituted for the terms Chinese and American (see the appendix for the original version of the questionnaire). Overall, the new version of the questionnaire used in the present study was comprised of two parts. The first section had 38 items in the form of five-point Likert scale. The second section which was modified and extended for the purpose of the present study included two short answer questions through which the participants were required to provide the researchers with their demographic data (See Appendix A for the questionnaire). Furthermore, the reliability of the questionnaire in the present study was estimated through Cronbach's alpha and the obtained index was .91. However, the validity of the GEQ was not assessed in the present study because Tsai et al (2000) had already validated it.

3.3.2. The TOEFL Test

In order to determine the students' English language proficiency, the researchers made use of a sample TOEFL test (Masan, 1983). The test was composed of a listening comprehension section (which had 3 parts and 40 items), a section dealing with structure and written expressions (which had 2 parts and 40 items) and finally a section having to do with reading comprehension and vocabulary (which had 2 parts and 60 items). The reliability of the test for the present study estimated through Cronbach's alpha turned out to be 0.95.

3.3.3. The Motivation Questionnaire

Supposing that ethnic identity may influence the Iranian foreign language learners' motivation towards learning English, the researchers intended to investigate the hypothesized relationship using a motivation questionnaire. Vaezi (2008) adopted Gardner's Attitude/ Motivation Test Battery (1985) and Clement et al.'s (1994) Integrative and Instrumental motivation scale and modified it to make them suitable for the intended Iranian context. The questionnaire which was originally a 7-point Likert Scale was adapted to a 5-point scale, ranging from 'Strongly Disagree' to 'Strongly Agree' and the choices were coded as Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly-Agree=5. The validity of Gardner's questionnaire was established in Gardner's *Integrative motivation and second language acquisition* (2005) through factor analysis. Vaezi's (2008) final version of the questionnaire consists of 12 items dealing with Integrativeness (INT), 13 items dealing with instrumentality (the respondents are asked to measure their utilitarian reason for learning English) and an open-ended question to elicit qualitative information to check whether there is any change in participants motivation after entering the university and why. The reliability of the questionnaire in the present study estimated through Cronbach's alpha was 0.802, which is acceptable.

3.4. Data Collection Procedure

The students were told in advance about having the opportunity to participate in a research project; no one was pushed into participating in the project. In order to minimize the student's confusion, the necessary instructions needed for filling in the questionnaires and doing the test was explained clearly to the students in Persian. The students were also made sure that their demographic and research-related information would be kept confidential. No time limits were set for answering the General Ethnicity Questionnaire and the Motivation Questionnaire; however, time limits were specified for answering the questions on the TOEFL test. The students were also given 110 minutes to do the TOEFL test. Since other factors could also have had an effect on the students' English language proficiency, it was attempted to minimize them to the extent possible by asking for the students' demographic data, examining them and eliminating exceptional cases (e.g., those who started learning English much earlier or had long lived in an English speaking country) from data analysis. In addition, there was a fifteen minute time interval between administering the questionnaires and the TOEFL test and the students were allowed to leave the class and refresh themselves for a while.

3.5. Data Analysis

The SPSS statistical software (version 17) was used for data analysis. First, Multiple Regression was run to see if the ethnic identity or/and motivation of the Baluch language learners had any effect on their English language proficiency. Then, correlational analysis was employed to assess the relationship between ethnic identity and language proficiency of the Baluch participants.

4. RESULTS AND DISCUSSION

4.1. Results of multiple regression analyses

Standard multiple regression was implemented to assess the extent to which level of motivation and ethnic identity of the Baluch ethnic minority may have influenced their level of English language proficiency. Prior to performing the statistical analysis necessary to answer the research questions, characteristics of study variables were examined to determine if they met the required statistical assumptions. The obtained results of the variance inflation factor (VIF) and Tolerance value for the Baluch (Tolerance=0.993; VIF=1.007) participants reject the presence of multicollinearity. An inspection of the normal probability plot (P-P) of the regression standardized residual

and the scatter plot along with Mahalanobis distance value reveal that the assumptions of normality, linearity and homoscedasticity had not been violated. The Mahalanobis distance value for the Baluch participants was 12.10. Table 2 shows the results for the Baluch participants.

Table.2 Results of multiple regression for the Baluch participants

Mode 1	R	R-square	Adjusted R-Square	Standard error Estimate
1	0.090	0.008	0.009	8.56

	DF	Mean	F	Sig
Regression	2	34.78	.474	.623
Residual	117	73.32	-	-

	B	sig
Baluch ethnic identity	-.068	.461
Baluch motivation	.053	.571

According to the above tables, the variance in the language proficiency was not significantly explained by ethnic identity and motivation ($R^2 = .008$, $F(2, 117) = .474$, $p > .05$). In fact, ethnic identity ($\beta = -.68$, $p > .05$) and motivation ($\beta = -.53$, $p > .05$) did not significantly make a contribution to the Baluch participants' English language proficiency

4.2. Results of the correlational analysis

The relationship between ethnic identity and motivation of Baluch language learners was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The results revealed a weak non-significant positive correlation between the variables, $r = .08$, $n = 120$, $p = .363$). Table 4.11 displays the correlation coefficients.

Table 3 Pearson Product Movement correlation between ethnic identity and motivation

Baluch ethnic identity	Baluch motivation
	.08

P < .05 (2-tailed)

Since the researchers did not come across any studies which investigate the relationship between ethnic identity, motivation and language proficiency of the Baluch participants, comparing the findings of this study with other studies was difficult though not impossible. In addition, lack of a solid research base on the Baluch ethnic minority makes it unsound to draw general conclusions; hence, the findings of the present study apply to the Baluch learners who participated in the present study.

Prior to carrying out the study, the researchers assumed that due to the division of Sistan and Baluchistan province between Iran, Pakistan, and Afghanistan in the 19th century and the historical conflicts between this ethnic group, and England, there would be a negative significant correlation between ethnic identity and English language proficiency for the Baluch participants. Contrary to this hypothesis and the available body of literature which indicates that ethnic identity plays both a positive and negative role in language proficiency (e.g. Lambert and Taylor, 1996; Wright and Taylor, 1995; and You, 2005), ethnic identity did not significantly contribute to foreign language proficiency of the Baluch ethnic group. The reason for this might be the following: (1) in addition to the effect of ethnic identity on language learning, individual differences in social cognition, cultural, structural, and social influences during adolescence, may also affect the process of language learning. In other words, apart from ethnic identity, other

factors (e.g. psychological factors) may affect successful language learning (Brown, 2007). Therefore, the researchers concluded that due to the possible effect of other factors, the Baluch participants' ethnic identity had not significantly predicted their language proficiency. (2) Taking into account that more than two thirds of the participants in the this study were between 19-21, and considering that relative to adolescents, younger individuals have less developed cognitive abilities related to understanding themselves and their experiences in more complex, abstract, and indirect ways, and have a lower intensification of particular social-cognitive attributes (e.g. lower awareness of how they are viewed by others), the researchers concluded that compared to adults, younger individuals become less cognizant of the relevance of race and ethnicity in society and have a lower likelihood of perceiving experiences in terms of race and ethnicity (Spencer, Dupree, & Hartmann, 1997). Therefore, ethnicity had not influenced the Baluchs language proficiency.

Unlike most research on motivation and its relation to language proficiency (Gardner, 1996; 1985, 1980, 1979; Gardner, Ginsberg & Smythe, 1976; Gardner, Lalonde & Moorcroft, 1985; Gardner & Lambert, 1972; Gardner & MacIntyre, 1993; 1991), the findings of the current study do not support the fact that motivation significantly contribute to the Baluchs' language proficiency. This may be accounted for by the influence of cognitive factors (i.e. language aptitude) or other non-linguistic factors (i.e. attitude). Likewise, the results show no correlation between ethnic identity and motivation for Baluch language learners. Hence, it is probable that other factors have played a role.

5. CONCLUSION

The present study was conducted to identify possible correlations between ethnic identity and motivation with regard to language proficiency. Results obtained from the ethnic identity and motivation questionnaires along with the TOEFL test indicated a non-significant effect of ethnic identity and motivation on language proficiency for Baluch learners of English as a foreign language. The obtained results, however, are in contrast to the results of the studies conducted by (Ahmadi, 2011; Chang & Huang, 1999; Damavand, 2012; Ellis, 1994; Ely, 1986; Fazel & Ahmadi, 2011; Pelletier, 2001; Soureshjani & Naseri, 2011; Vaezi, 2008; & Wlodowski, 1985) which showed that ethnic identity and motivation may have an influential impact on language learning.

6. LIMITATIONS OF THE STUDY

With regard to the limitations of the study, it can be stated that the present study did not include gender, age and years of language study; future research may shed light on the effect of these factors on language learners' proficiency.

7. SUGGESTIONS FOR FURTHER RESEARCH

Regarding ethnic identity, motivation and language proficiency, the following suggestions may be beneficial for further research:

1. In the present study the role of gender was not investigated. The addition of this variable to the two variables in a similar study might lead to new findings.
2. Since there are other ethnic groups inhabiting in Iran, it would be a good idea to conduct similar studies with those ethnic minorities as participants.
3. Similar type of research could be done out of the Iranian context, among Baluch learners of English living in Pakistan and Afghanistan.

ACKNOWLEDGEMENTS

We would like to thank Dr. Hosseini for his support and our families who tolerated us patiently.

Appendix A: General Ethnicity Questionnaire-Baluchi Version (abridged)

Please use the following scale to indicate how much you agree with the following statements. Write down your response.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

1	I was raised in a way that was Baluchi.	
2	When I was growing up, I was exposed to Baluchi culture.	
3	Now, I am exposed to Baluchi culture.	
4	Compared to how much I negatively criticize other cultures I criticize Baluchi culture less.	
5	I am embarrassed/ashamed of Baluchi culture.	
6	I am proud of Baluchi culture.	
7	Baluchi culture has had a positive impact on my life.	
8	I believe that my children should read, write, and speak Baluchi.	
9	I have a strong belief that my children should have Baluchi names only.	
10	I go to places where people are Baluch.	
11	I am familiar with Baluchi cultural practices and customs.	
12	I relate to my partner or spouse in a way that is Baluchi.	
13	I admire people who are Baluch.	
14	I would prefer to live in a Baluch community.	
15	I listen to Baluchi music.	
16	I perform Baluchi dance.	
17	I engage in Baluchi forms of recreation.	
18	I celebrate Baluchi holidays.	
19	At home, I eat Baluchi food.	
20	At restaurants, I eat Baluchi food.	
21	When I was a child, my friends were Baluch.	
22	Now, my friends are Baluch.	
23	I wish to be accepted by Baluchs.	
24	The people I date are Baluch.	
25	Overall, I am Baluch.	

Please use the following scale to answer the following questions. Write down your response.

5 **4** **3** **2** **1**
Very much **Much** **Somewhat** **A little** **Not at all**

26	How much do you speak Baluchi at home?
27	How much do you speak Baluchi at school?
28	How much do you speak Baluchi at work?
29	How much do you speak Baluchi at prayer?
30	How much do you speak Baluchi with friends?
31	How much do you view, read, or listen to Baluchi on TV?
32	How much do you view, read, or listen to Baluchi
33	How much do you view, read, or listen to Baluchi on the radio?
34	How much do you view, read, or listen to Baluchi in literature?
35	How fluently do you speak Baluchi?
36	How fluently do you read Baluchi?
37	How fluently do you write Baluchi?
38	How fluently do you understand Baluchi?

**Appendix B: Survey Questionnaire
(English-learning Motivation Scale)**

Below are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by writing the number in the boxes below which best indicates the extent to which you disagree or agree with that statement.

1- Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

1	Studying English can be important to me because it will allow me to be more at ease with other people who speak English.	
2	Studying English can be important for me because it will allow me to meet and converse with more and varied people	
3	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	
4	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	
5	It is important for me to know English in order to know the life of the English-speaking nations.	
6	Studying English is important to me so that I can understand English pop music.	
7	The more I get to know native English speakers, the more I like them.	
8	Studying English is important to me	
9	Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.	
10	I would like to know more about native English speakers.	
11	The British are kind and friendly.	
12	The Americans are kind and cheerful.	
13	Studying English can be important for me because I'll need it for my future career.	
14	Studying English can be important for me because it will make me a more knowledgeable person.	
15	Studying English can be important for me because it will someday be useful in getting a good job	
16	Studying English can be important for me because other people will respect me more if I know English.	
17	Studying English can be important for me because I will be able to search for information and materials in English on the Internet.	

18	Studying English can be important for me because I will learn more about what's happening in the world.	
19	Studying English can be important for me because language learning often gives me a feeling of success.	
20	Studying English can be important for me because language learning often makes me happy.	
21	Studying English is important to me because an educated person is supposed to be able to speak English.	
22	Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.	
23	Studying English is important to me so that I can read English books.	
24	Studying English is important to me because it will enable me to get to know new people from different parts of the world.	
25	Studying English is important to me because without it one cannot be successful in any field.	

REFERENCES

- Ahmadi, M.R. (2011). The Effect of Integrative and Instrumental Motivation on Iranian EFL Learners' Language Learning. *ELT voices*. India.
- Alba, R.D. (1990) *Ethnic Identity: The Transformation of White America*. New Haven: Yale University Press.
- Ashmore, R.D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130, 80–114.
- Atlas Narodov Mira (1964). Moscow: Miklukho-Maklai Ethnological Institute of the Department of Geodesy and Cartography of the State Geological Committee of the Soviet Union.
- Aronson, J. (2002). Stereotype threat: Contending and coping with unnerving expectations. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 279–301). San Diego, CA: Academic Press.
- Bax, S. (2003). The end of CLT: a context approach to language teaching *ELT J* 57(3), 278-287.
- Belmechri, F. & Hummel, K. (1998). Orientations and motivation in the acquisition of English as a second language among high school students in Quebec. *Language Learning*, 48(2), 219-244.
- Berry, J.W. & Laponce, J.A. (1994) Evaluating research on Canada's multiethnic and multicultural society: An introduction. In J.W. Berry and J.A. Laponce (eds) *Ethnicity and Culture in Canada: The Research Landscape* (pp. 3–16). Toronto: University of Toronto Press.
- Berry, J.W. (1995). Psychology of acculturation. In N. Goldberg & J. Veroff (Eds.), *The culture and psychology reader* (pp. 457-488). New York: New York University Press.
- Berwick, R. and Ross, S. (1989), Motivation after matriculation: are Japanese learners of English still alive after examination hell, *JALT*, 11, 193-120.
- Brown, H.D. (2007). *Principles of language learning and teaching* (5th ed.). Addison Wesley, New York: Longman.
- Brown, C.L. (2009). Heritage Language and Ethnic Identity: A Case Study of Korean-American College Students. *International Journal of Multicultural Education*, 1-16.
- Gaertner, S. L., & Dovidio, J. F. (2000). Reducing intergroup bias: The common ingroup identity model. Philadelphia: Psychology Press.
- Cavazos-Rehg, P. A. and DeLucia-Waack, J. L. (2009), Education, Ethnic Identity, and Acculturation as Predictors of Self-Esteem in Latino Adolescents. *Journal of Counseling & Development*, 87, 47–54.
- Chandra, K. (2001a). "Ethnic Bargains, Group Instability and Social Choice Theory." *UPolitics and SocietyU*, 29 (3), 337-362.
- Chandra, K. (2001b). "Cumulative Findings in the Study of Ethnic Politics." *UAPS CPU*, 12, 1, 7-11.
- Chandra, K. (2004). *Why Ethnic Parties Succeed*. Cambridge: Cambridge University Press.
- Chandra, K. (2005). "Ethnic Parties and Democratic Stability." *Perspectives on Politics*, 3(2), 235-252.
- Chang, S. F. & Huang, S. C. (1999). Language learning motivation and language strategies of Taiwanese EFL students. ERIC No: ED 371589.
- Gibson, M., Gándara, P., & Koyama, J. (Eds.). (2004). *School connections: U.S. Mexican youth, peers, and school achievement*. New York: Teachers College Press.
- Chow, H. P. H. (2004). *Heritage Language Learning and Ethnic Identity Maintenance: A Case Study of the Chinese-Canadian Adolescents*. PCERII Funded Research.
- Clément, R. (1986), Second language proficiency and acculturation: an investigation of the effects of language status and individual characteristics, *Journal of Language and Social Psychology*, 5, 271-90.
- Clément, R. and Kruidenier, B.G. (1983), Orientations in second language acquisition: 1. The effects of ethnicity, milieu, and target language on their emergence, *Language Learning*, 33, 273-291.
- Clément, R. and Kruidenier, B.G. (1985), Aptitude, attitude and motivation in second language proficiency: a test of Clément's model, *Journal of Language and Social Psychology*, 4, 21-38.
- Clément, R., Gardner, R. and Smythe, P.C. (1977), Motivational variables in second language acquisition: a study of francophones learning English, *Canadian Journal of Behavioural Science*, 9, 123-33.
- Clément, R., Gardner, R. and Smythe, P.C. (1980), Social and individual factors in second language acquisition, *Canadian Journal of Behavioural Science*, 12, 293-302.
- Clément, R., Major, L.T., Gardner, R. and Smythe, P. C. (1977), Attitudes and motivation in second language acquisition: an investigation of Ontario francophones, *Working Papers on Bilingualism*, 12, 1-20.
- Clément, R., & Noels, K. (1992). Towards a situated approach to ethnolinguistic identity: The effects of status on individuals and groups. *Journal of Language and Social Psychology*, 11, 203–232.

- Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469-512.
- Damavand, A. (2012). The effects of motivation types (instrumental and integrative) on writing proficiency among Iranian IELTS candidates. *ZKU Journal of Social Sciences*, 8, 15.
- K.A. Davis and E. Skilton-Sylvester. Looking back, taking stock, moving forward: Investigating gender in TESOL. *TESOL Quarterly*. 2004, **38**(3): 381-404.
- Deci, E. L. Vallerand, R. J. Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26(3&4), 325-346.
- Deci, E. L. & Ryan, R. M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Dornyei, Z. (1990). Conceptualizing motivation in foreign-language. *Language Learning*, 40(1), 45-78.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78(3), 273-284.
- Dornyei, Z. & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working papers in applied linguistics*, 4, 43-69.
- Dornyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualization of student motivation. *British Journal of Educational Psychology*, 70, 519-538.
- Dornyei, Z. (2001). *Teaching and researching motivation*. Harlow, England, Longman.
- Dornyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research and applications. *Language Learning*, 53(1), 3-32.
- Dornyei, Z., Csizer, K. Nemeth, N. (2006). *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*. Clevedon, England: Multilingual Matters.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Ellinger, B. (2000). The Relationship Between Ethnolinguistic Identity and English Language Achievement for Native Russian Speakers and Native Hebrew Speakers in Israel. *Journal of Multilingual and Multicultural Development*, 2, 292-307.
- Ellis, R. (1986). *Understanding Second Language Acquisition*, Oxford: Oxford University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford, England: Oxford University Press.
- Ellis, R. (1999). *The Study of Second Language Acquisition*, Oxford: Oxford University Press.
- Ely, C. (1986). Language learning motivation: A descriptive and causal analysis. *Modern Language Journal* 70, 28-35.
- Eunyoung Hong, C. (2006). Exploring linguistic and ethnic self among Korean students learning English. Paper for the session "Identity Dynamics in Migration-Based Multilingual Communities: the Interplay of Ethnicity, Class, and Language Learning" at 46th Annual Meeting of the Northeast Anthropological Association.
- Fazel, I. & Ahmadi, A. (2011). On the Relationship between Writing Proficiency and Instrumental/Integrative Motivation among Iranian IELTS Candidates. *Theory and Practice in Language Studies*, 7, 747-757.
- Fearon, James and David D. Laitin (1996). "Explaining Interethnic Cooperation." *American Political Science Review*, 90 (4), 715-735
- Fearon, James and David D. Laitin (2000). "Ordinary Language and External Validity: Specifying Concepts in the Study of Ethnicity." Paper presented at the October 2000 meeting of LICEP, University of Pennsylvania.
- Fearon, J. (2003). Ethnic Structure and Cultural Diversity by Country. *Journal of Economic Growth*, 8(2), 195-222.
- Feuerverger, G. (1991). University students' perceptions of heritage language learning and ethnic identity maintenance. *Canadian Modern Language Review*, 47(4), 660-677.
- Fordham, S., & Ogbu, J. (1986). Black students' school success: Coping with the "burden of acting White." *Urban Review*, 18, 176-206.
- Fordham, S. (1988). Racelessness as a factor in Black students' school success: Pragmatic strategy or pyrrhic victory? *Harvard Educational Review*, 58(1), 54-84.
- Gardner, R.C. & Lambert, W.E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Gardner, R. C., Smythe, P. C., Clément, R., & Gliskman, L. (1976). Second-language learning: A social psychological perspective. *The Canadian Modern Language Review*, 32, 198-213.
- Gardner, R. C. (1980). On the validity of affective variables in second language acquisition: Conceptual, contextual, and statistical consideration. *Language Learning*, 30, 255-270.
- Gardner, R.C. (1985). *Social Psychology and Second Language Learning. The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. *Journal of Language and Social Psychology*, 6, 29-47.

- Gardner, R. C., & Macintyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- Gardner, R.C. and MacIntyre, P.D. (1992). A student's contributions to second language learning: Part I: Cognitive variables, *Language Teaching*, 25, 211-20.
- Gardner, R. C. Day, J. B. & Macintyre, P. D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, 14(2), 197-214.
- Gardner, R. C., & Macintyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.
- Gatbonton, E., Trofimovich, P., & Segalowitz, N (2011). The role of ethnic group affiliation in second language proficiency development: social and psychological intervening variables. Center for the study of learning and performance.
- Gatbonton, E., Trofimovich, P. and Segalowitz, N. (2011), ethnic group affiliation and patterns of development of a phonological variable. *The modern language journal*, 95, 188–204.
- Clément, R., & Noels, K. (1992). Towards a situated approach to ethnolinguistic identity: The effects of status on individuals and groups. *Journal of Language and Social Psychology*, 11, 203–232.
- J.G. Hansen and J. Liu. Social identity and language: Theoretical and methodological issues. *TESOL Quarterly*. 1997, 31 (3): 567-576.
- Gil, J. (2006). English in minority areas of China: Some findings and directions for further research. *International Education Journal*, 7(4), 455-465.
- H. Giles and J.L. Byrne. An intergroup approach to second language acquisition. *Journal of Multilingual and Multicultural Development*. 1982, 3(1): 17-40.
- Goldberg, Erin & Noels, Kimberly A, (2006). Motivation, ethnic identity, and post-secondary education language choices of graduates of intensive French language programs. *Canadian Modern Language Review*, 423-447.
- Gonzales, R. (2010). Motivational orientation in FL learning: The case of Filipino FL learners. In National Conference on Educational Measurement & Evaluation
- Ghanea, M. & Zeraat Pisheh, H.R. & Ghanea, M.H. (2011). The Relationship between Learners
- Guilloteaux, M. J. & Dörnyei, Z. (2008). Motivating Language Learners: A Classroom- oriented Investigation of the Effects of Motivational Strategies on Student Motivation. *TESOL Quarterly*, 42(1), 55-77.
- Hale, Henry (2004). "Explaining Ethnicity." *Comparative Political Studies*, 37(4), 458-485.
- Heller, M. (1984). Language and ethnic identity in a Toronto French-language school. *Canadian Ethnic Studies*, 16, 1–14.
- Horowitz, D. (1985). *Ethnic Groups in Conflict*. Berkeley: University of California Press.
- Htun, M. (2004). "The Political Representation of Identity Groups." *Perspectives on Politics*.
- Hutchinson, John and Anthony D. Smith (1996). *Ethnicity*. Oxford: Oxford University Press.
- Irvine, J. (1986). Teacher-student interactions: Effects of student race, sex, and grade level. *Journal of Educational Psychology*, 78(1), 14–21.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press Inc.
- Kruidenier, B. and Clément, R. (1986), *The Effect of Context on the Composition and Role of Orientations in Second Language Acquisition*, Quebec: International Centre for Research on Bilingualism.
- Ladson-Billings, G. (1995). But that's just good teaching: The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159–165
- Laine, E. (1981), *Foreign Language Learning Motivation in Finland II: Critical Review of Theories of Motivation and Studies with an Augmented Set of Variables*, English Summary, Turku: Publication de L'Association Finlandaise de Linguistique Appliquée, 21.
- Lambert, W. E. & Taylor, D.M. (1996). *Language in the Lives of Ethnic Minorities: Cuban American Families in Miami*. McGill university.
- Lee Brown, C. (2009). *Heritage Language and Ethnic Identity: A Case Study of Korean-American College Students*. *International Journal of Multicultural Education*, 11, 1.
- Leets, L., Giles, H., & Clément, R. (1996). Explicating ethnicity in theory and communication research. *Multilingua*, 15, 115–147.
- Locke, E.A. & Latham, G.P. (1990). *A Theory of Goal Setting & Task Performance*. Englewood Cliffs, NJ: Prentice Hall. Logan, G.E
- Locke, E. (1996). Motivation through conscious goal setting. *Applied and Preventive Psychology*, 5, 117-123.

- Mah, Bonnie, (2005). Ethnic identity and heritage language ability in second generation Canadians in Toronto. A Major Research Paper presented to Ryerson University in partial fulfillment of the requirement for the degree of Masters of Arts in Immigration and Settlement Studies.
- MacFarlane, A., & Wesche, M.B. (1995). Immersion outcomes: Beyond language proficiency. *The Canadian Modern Language Review*, 51, 250–274.
- MacIntyre, P. D. & MacKinnon, S. P. (2007). *Embracing affective ambivalence: A research agenda for understanding the interdependent processes of language anxiety and motivation*. Presented at City University of Hong Kong.
- MacIntyre, P., Baker, S., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23, 369–388.
- McDonough, S.H. (1981). Psychology in foreign language teaching. London: Alien and Unwin.
- T. McNamara. Theorizing social identity: What do we mean by social identity? Competing frameworks, competing discourses. *TESOL Quarterly*. 1997, 31(3): 561-567.
- Malouf, Amin (2000). In the Name of Identity: Violence and the Need to Belong. New York: Penguin.
- Markus, H., Steele, C., & Steele, D. (2000). Colorblindness as a barrier to inclusion: Assimilation and nonimmigrant minorities. *Daedalus*, 129(4), 233–263.
- Mason, V.W. (1983). Practice tests for the TOEFL: test of English as a foreign language.
- Michael, M. (2004). The attitudes of Chinese people towards fluent Chinese second language speakers of English. Masters thesis, Concordia University.
- Mickelson, R. (1990). The attitude-achievement paradox among Black adolescents. *Sociology of Education*, 63, 44–61.
- J. Miller. Audible differences: ESL and social identity in schools. Clevedon: Multilingual Matters, 2003.
- Moskovsky, C., & Alrabai, F. (2009). Intrinsic motivation in Saudi learners of English as a foreign language. *The open applied linguistics journal*, 2, 1-10.
- Myhill, J. (2003). The native speaker, identity, and the authenticity hierarchy. *Language Sciences*, 25(1), 77-97.
- Naiman, N., Fröhlich, M., Stern, H., and Todesco, A. (1978), *The Good Language Learner*. Research in Education Series No. 7, Toronto: The Ontario Institute for Studies in Education.
- Nagda, B. A., Kim, C.-w. & Truelove, Y. (2004), Learning about Difference, Learning with Others, Learning to Transgress. *Journal of Social Issues*, 60, 195–214.
- Noels, K. A. (2001). Learning Spanish as a second language: learners' orientations and perceptions of their teachers' communication style. *Language Learning*, 51(1), 107-144.
- Noels, K.A, Clément, R., & Pelletier, L.G. (2001). Intrinsic, extrinsic, and Integrative orientations of French Canadian Learners of English. *Canadian Modern Language Review*, 57, 424-444.
- Noels, K.A., Clément, R., & Gaudet, S. (2004). Language and the situated nature of ethnic identity. In S. Ng, C. Candlin, & C. Chiu (Eds.), *Language matters: Communication, culture, and identity* (pp. 245–266). Hong Kong: City University of Hong Kong Press.
- B. Norton and F. Kamal. The imagined communities of English language learners in a Pakistani school. *Journal of Language, Identity, and Education*. 2003, 2 (4): 301-318.
- B.P. Norton Peirce. *Social identity, investment, and language learning*. *TESOL Quarterly*. 1995, 29(1): 9-31.
- B. Norton. *Language, identity, and the ownership of English*. *TESOL Quarterly*. 1997, 31(3): 409-429.
- Norton, B., & Toohey, K. (2002). *Identity and language learning*. In R.B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 115–123). Oxford: Oxford University Press.
- Oxford, R. and Ehrman, M. (1993), Second Language Research on Individual Differences, *Annual Review of Applied Linguistics*, 13, 188-205.
- Oxford, R. & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*. 78, 12-28.
- Oxford, R. (1996). New pathways of language learning motivation. In R. Oxford (Ed.) *Language learning motivation: The new century* (pp.1-9). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Pagliari, A. (2002). Motivation and its implications in tertiary Italian studies. Proceedings of Innovations in Italian teaching workshop (pp. 16-25). Italy, Griffith University. Retrieved 25.10.03 from www.gu.edu.au/centre/italian/pdf/2_pag.pdf.
- A. Pavlenko and J.P. Lantolf. Second language learning as participation and the (re)construction of selves. In Lantolf, J.P. (Ed.), *Sociocultural theory and second language learning*. Oxford, England: Oxford UP. 2000.
- Phinney, J.S. (1990). Ethnic identity in adolescent and adults: Review of research *Psychological Bulletin* 108, 499-514.

- Podobnik, Sharon (2009) *Searching for Affirmation: Relationships Between Ethnic Identity and Language*. Undergraduate Thesis, University of Pittsburgh.
- Posner, D. (2005). *Institutions and Ethnic Politics in Africa*. Cambridge University Press.
- Ramage, K. (1990), Motivational factors and persistence in foreign language study, *Language Learning*, 40, 189-219.
- Richards, S. (1993), *Motivation in Secondary Language Learning: A Hong Kong Perspective*, Research Report 32, Hong Kong: City University of Hong Kong Department of English.
- Rivas-Drake, D. (2008). Perceived Opportunity, Ethnic Identity, and Achievement Motivation Among Latinos at a Selective Public University. *Journal of Latinos and Education*, 7(2), 113-128.
- Rueda, R. & Dembo, M. H. (1995). Motivational processes in learning: A comparative analysis of cognitive and sociocultural frameworks. *Advances in Motivation and Achievement*, 9, 255-289.
- Rummens, J.A. (2003). Conceptualising identity and diversity: Overlaps, intersections and processes. *Canadian Ethnic Studies*, 35, 10–25.
- Ryan, R. M & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57(5), 749-761.
- Sambanis, N. (2004). "What is an Ethnic War?" Manuscript.
- Schmidt, R, & Watanabe, Y. (2001). Motivation, strategy use, and pedagogical preferences in foreign language learning. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition*, (pp. 313–359). Honolulu, HI: University of Hawaii in Press.
- Sharon, P. (2009). *Searching for affirmation: relationships between ethnic identity and language*.
- Skehan, P. (1989), *Individual Differences in Second Language Learning*, London: Edward Arnold.
- Skehan, P. (1991), Individual differences in second language learning, *Studies in Second Language Acquisition*, 13, 275-98.
- Undergraduate thesis, university of Pittsburgh.
- Smolicz, J. J. (1992). Minority languages as core values of ethnic cultures: A study of maintenance and erosion of Polish, Welsh, and Chinese languages in Australia. In K. J. S. K. W. Fase (Ed.), *Maintenance and loss of minority languages* (pp. 277-305). Philadelphia: John Benjamins Publishing Company.
- Soureshjani, K.H. & Naseri, N. (2011). The interrelationship of instrumental, integrative, intrinsic, and extrinsic motivations and the lexical-oriented knowledge among Persian EFL language learners. *Theory and Practice in Language Studies*, 1, 662-670.
- Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and Psychopathology*, 9(4), 817–833.
- Spolsky, B. (1989), *Conditions for Second Language Learning*, Oxford: Oxford University Press.
- Steinberg, L., Dornbusch, S., & Brown, B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist*, 47(6), 723–729.
- Suleiman, Y. (2003). *The Arabic Language and National Identity: A Study in Ideology*. Edinburgh, Edinburgh University press.
- Svanes, B. (1987). Motivation and cultural distance in second language acquisition. *Language Learning*, 37, 341-358.
- Svanes, B. (1988), Attitudes and 'cultural distance' in second language acquisition, *Applied Linguistics*, 9, 4, 357-371.
- Tajfel, H., & Turner, J. (1986). The social identity theory of intergroup behavior. In S. Worchel, and Austin, W. (Ed.), *Psychology of Intergroup Relations* (pp.7-24). Chicago: Nelson-Hall.
- Tremblay, P. F., Goldberg, M. P., & Gardner, R. C. (1995). Trait and state motivation and the acquisition of Hebrew vocabulary. *Canadian Journal of Behavioral Science*, 27, 356-370.
- Tsai, J. Wen Ying, Y. & Lee, P.A. (2000). THE MEANING OF "being Chinese" and "being American: variation among Chinese American young adults. *Journal of cross-cultural psychology*, 31, 3, 302-332.
- Tse, L. (1997). Affecting affect: The impact of ethnic language programs on student attitudes. *The Canadian Modern Language Review*, 53(4), 705- 728.
- Vaezi, Z. (2008). Language learning motivation among Iranian undergraduate students. *World applied sciences journal* 5 (1), 54-61.
- Varshney, A. (2002). *Ethnic Conflict and Civic Life*. New Haven: Yale University Press.
- Vela, C.A.M. & Vara, R.C. (2009) Motivation and language learning: the case of 5 successful independent students. *World Applied Sciences Journal* 5 (1): 54-61, 2008
- Weber, Max (1996). "The Origins of Ethnic Groups." In John Hutchinson and Anthony D. Smith eds., *Ethnicity*. Oxford: Oxford University Press, 35-40.
- Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology*, 82(4), 616-622.
- Wilkinson, S. (2004). *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge University Press.
- M. Williams. Motivation in foreign and second language learning: An interactive perspective. *Educational and child psychology*. 1994, 11: 77-84.
- Williams, M. and Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

- Wlodkowski, R. (1985). *Enhancing adult motivation to learn*. San Francisco: Jossey Bass.
- Wright, S. C. & Taylor, D. M. (1995). Identity and the language of the classroom: Investigating the impact of heritage versus second language instruction on personal and collective self-esteem. *Journal of Educational Psychology*, 87, 241-252.
- T. Yashima. International Posture and the Ideal L2 Self in the Japanese EFL Context. In Dörnyei, Z. and Ushioda, E. (eds.) *Motivation, language identity and the L2 self*. (pp. 144-163). Clevedon, UK: Multilingual Matters. 2009, 144-163.
- Young Jo, H. (2001). 'Heritage' Language Learning and Ethnic Identity: Korean Americans' Struggle with Language Authorities. *Language, Culture and Curriculum*, 14, 1, 26 – 41.
- You, B. (2005). Children negotiating Korean American ethnic identity through their heritage language. *Bilingual Research Journal*, 29(3), 711-721.
- Yuanfang, Y. (2002). *foreign language learning: a comparative study of Australian and Chinese university students* PhD Thesis, School of Education, The University of Queensland.