

Perspectives on Motivating Learners in the Heritage Language Classroom

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To Begin With....

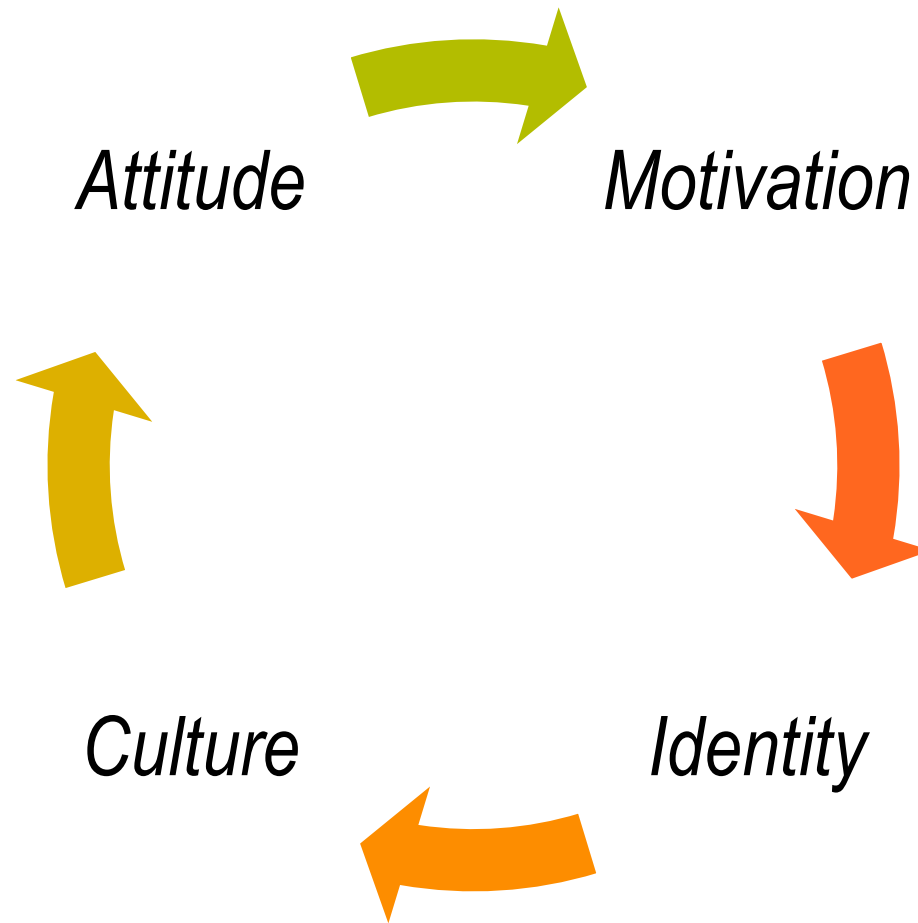
How would you describe motivation in the heritage classroom?



“Cultivating motivation is crucial to a language learner's success - and therefore crucial for the language teacher [and researcher] to understand”.

Dorney, Z. Ushioda, E (2013)

<http://unsplash.com>



Attitude and Language Learning

Defining Attitude (Baker, 1992)



- ☐ A hypothetical construct used to explain the direction and persistence of human behavior
- ☐ Key components: cognition, affect and readiness for action

Implications in the HL Classroom



- ☐ Attitude towards community and people who speak the target language
- ☐ Attitudes towards learning the language concerned
- ☐ Successful learners tend to acquire a positive attitudes towards the target language

Motivation

Self-Determination Theory

(Deci, E.L.,
Ryan, R.M.
2000)

Coming from inside individuals, it needs to be regulated by learners themselves, rather than regulated by others in order to be sustained.

Intrinsically motivated actions derive from one's desire to accomplish something for one's pleasure/satisfaction

External motivators are designed to control a person, can pressure a person to think, feel or behave in a certain way

To promote a high level of intrinsic motivation, learners need to experience *“satisfaction of the need for both competence and autonomy”*



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Chat Question

What could language teachers do support their learners feel self- confident and autonomous in daily classroom routines?

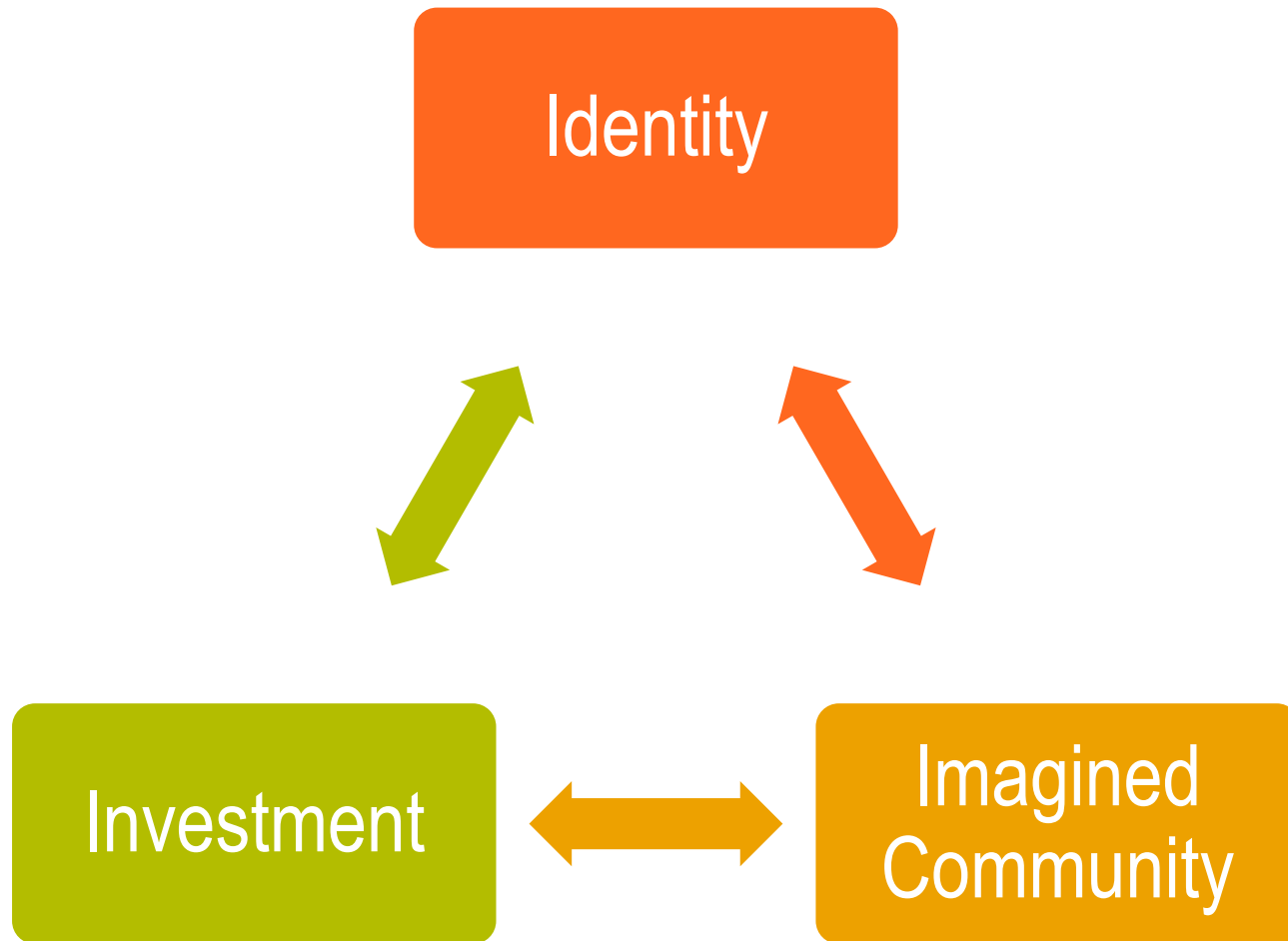
Identity and Language Learning

Identity in language learning context:

“[how] people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future”

Norton, B. (1997)

Identity and Language Learning (2)

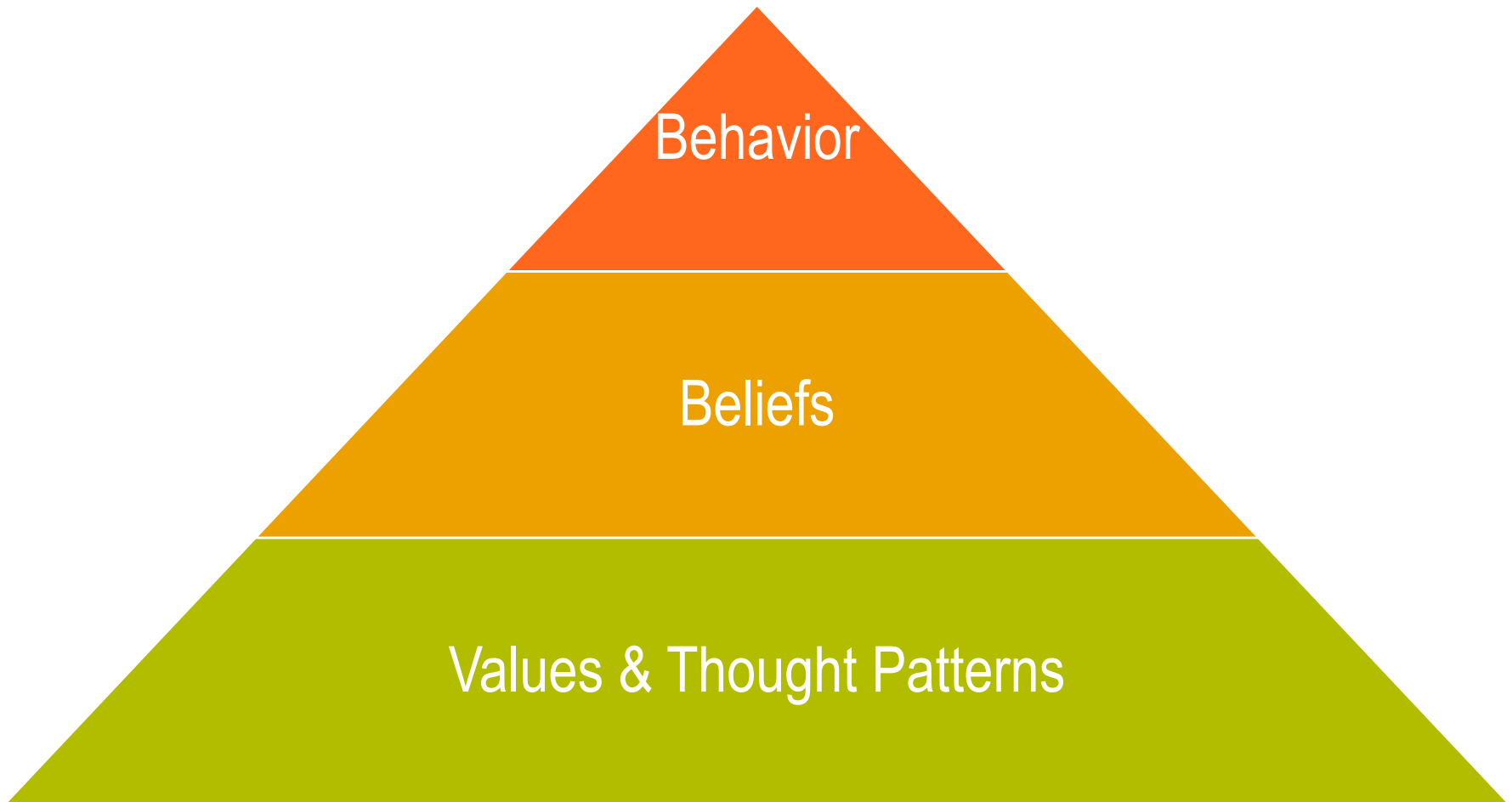


Norton, B.
2012

Language- Culture Connection

- Why this is so essential in the heritage language classes context?
- What do teachers teach about culture?

E.T. Hall's Cultural Iceberg Model





SURFACE CULTURE

Food
Language
Flags
Festivals
Fashion
Holidays

Music
Performance
Dance
Arts & crafts
Literature
Games

Communication styles & rules

Facial expressions ~ gestures ~ eye contact
personal space ~ touching ~ body language
tone of voice ~ display of emotion
conversational pattern in different social situations

Notions of

courtesy & manners ~ friendship
leadership ~ cleanliness
modesty ~ beauty

Concepts of

self ~ time ~ past & future
roles related to age, sex, class, family etc.
fairness, justice

Attitudes towards

elders ~ adolescents ~ dependents
rule ~ expectations ~ work ~ authority
cooperation vs. competition
animals ~ age ~ sin ~ death

Approaches to

religion ~ courtship ~ marriage
raising children ~ decision making
problem solving

DEEP CULTURE

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Chat Question

Most likely you have taught topics that are in “above the water” in the iceberg model.

What are some topics/themes you consider appropriate for your group of learners and you might teach in the future?

Planning a Lesson- Considerations

- Language proficiency and language needs
- Lesson objectives and expected learning outcomes
- The focus of a class: theme, structure, both?
- The skills practiced and the time allotted to each task : how will it fit
- Students' interests: *what motivates them?*
- Authentic tasks and teaching materials as often as possible
- Others



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Chat Question

With a partner or in small groups, draft a learning activity/a lesson for your group of learners that you feel will be motivating and engaging.

To conclude...

“What lies behind specifically designated HL classes is not strictly methodological, but rests primarily on (many) HLLs’ varied linguistic, identity and social needs, and their greater familiarity with the target language and culture.”

(Helmer, K.A., 2020)



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Questions?

Comments?

Resources

- Brown, H.D., Lee, H., (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Fourth Edition. White Plains: Pearson ELT.
- Dörnyei, Zoltán, Ushioda, E.. *Teaching and Researching: Motivation*. Routledge, 2011, <https://doi.org/10.4324/9781315833750>.
- Helmer, Kimberly Adilia. *Learning and Not Learning in the Heritage Language Classroom : Engaging Mexican-Origin Students*, Multilingual Matters, 2020
- Leeman, J. (2015). *Heritage Language Education and Identity in the United States*. Annual Review of Applied Linguistics, 35, 100-119. doi:10.1017/S0267190514000245