Heritage Language Maintenance of German as a Second Identity and Motivation

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Part 2: Language Maintenance for Immigrants and Their Families

German in Canada

Dependency on the institutional context

In the context of this chapter, the strengths of the German community are articulated by people who see the German community as a strong community because of their close ties to the community. The role of the German community is to provide a space for community-building events and activities. This chapter focuses on the development of community and cultural awareness and the importance of the community in maintaining the German language and identity. The aim is to foster a sense of belonging and to create a sense of community among German-speaking Canadians.

Heritage Language

Heritage language is a concept that refers to languages that are passed down from one generation to another within a family or community. Heritage languages are often spoken by people who are not fluent in the language, but who use it as a means to communicate with family members and to maintain cultural traditions. The maintenance of heritage languages is important for preserving cultural identity and for transmitting cultural knowledge to future generations.

Motivation

Motivation is a key factor in language learning and maintenance. The motivation to learn a language can be intrinsic, such as a desire to improve communication skills or to maintain cultural traditions, or extrinsic, such as a need for professional or social reasons. In the case of heritage languages, motivation can come from a desire to maintain family and cultural connections.

The development and maintenance of the German language and culture are important for maintaining cultural identity and for promoting intercultural understanding. The German language is an essential tool for communication and cultural exchange, and it plays a significant role in shaping identity and cultural expression. The maintenance of heritage languages is a vital aspect of maintaining cultural diversity and promoting cultural pluralism.

References


Motivation and Learning German

The German language and culture have a strong influence in our world, and learning German can open doors to opportunities for personal and professional growth. This document will provide an overview of the history, culture, and language of Germany, and explore the benefits of learning German.

History and Culture

Germany is the fourth most populous country in Europe, with a rich history and diverse culture. The country is known for its contributions to science, art, and philosophy, as well as its economic strength.

Language

German is a West Germanic language spoken by over 100 million people worldwide. It is the official language of Germany, Austria, and Switzerland, and is also spoken in parts of Belgium, Luxemburg, Poland, and other countries.

Benefits of Learning German

Learning German can provide a variety of benefits, including opportunities to travel, improve job prospects, and gain a deeper understanding of German culture. It is also a valuable asset in international business and diplomacy.

Resources

Many resources are available for learning German, including language classes, online courses, and language exchange programs. The German Embassy in the United States offers information on learning German and cultural exchange programs.

Conclusion

Learning German can open doors to new opportunities and provide a deeper understanding of a fascinating culture. Whether you are interested in visiting Germany or simply want to expand your linguistic horizons, learning German is a worthwhile endeavor.
In Figure 5.1, we can observe an examination of the relationship between motivation and emotion as a function of learner group (adapted).

The diagram illustrates the interplay between motivation (internal, external, and total) and emotion (positive and negative) across different learner groups. The horizontal axis represents motivation levels, while the vertical axis shows emotion levels.

Key observations from the figure include:
- Learners in the non-HLS group exhibit a higher percentage of internal motivation compared to learners in the HLS group.
- Learners in the HLS group show a greater percentage of external motivation compared to the non-HLS group.
- Overall, learners in the HLS group seem to experience more positive emotions, whereas learners in the non-HLS group tend to have a mix of positive and negative emotions.

These findings highlight the importance of understanding how motivation and emotion interact and influence learning outcomes across different learner groups.

(portion of text extracted)

In the context of learning and development, it’s crucial to consider how motivation and emotion are interrelated. While motivation can drive learning, emotions can significantly influence the learning process. This diagram provides a visual representation of these dynamics within diverse learner groups.

(Sources: Zhang, 2005; Zhang et al., 2006)
Identifying as a HIL

Given the evidence that the internalization of a language into the learner's self-concept is important for motivated engagement in language learning and linguistic identity should be defined. There are a number of approaches to understanding identity and language learning (e.g., Admott et al., 2014). A common theme in L2 acquisition research is that ethno-linguistic identity is constructed through social interactions and that ethno-linguistic identity is a feeling of belonging to one or more ethno-linguistic reference groups. This identity is contextually variable, reflecting a broad range of factors, including personal and cultural factors.

The process of identifying as a HIL is complex and involves a number of factors, including language learning, cultural identity, and social interactions. HILs often have a strong attachment to their heritage language and culture, and they may maintain these connections throughout their lives.

In addition to identifying with their heritage language and culture, HILs may also identify with their L2 language and culture. This is referred to as bilingual identity. Bilingual identity is often seen as a more complex identity than monolingual identity, as it involves negotiating multiple languages and cultures.

Not all HILs identify with both their heritage and L2 cultures. Some may identify more strongly with their heritage language and culture, while others may identify more strongly with their L2 language and culture. This may be influenced by factors such as the level of proficiency in each language, the amount of exposure to each culture, and personal preferences.

The figure below illustrates the self-identity of HILs. The figure shows the self-identity of HILs across various domains, including family, friends, school, leisure, and work. The figure is divided into five domains, with each domain represented by a different color.

- **Family**: The self-identity of HILs in their family is high, with a score of 4.5.
- **Friends**: The self-identity of HILs in their friends is slightly lower, with a score of 4.0.
- **School**: The self-identity of HILs in their school is moderate, with a score of 3.5.
- **Leisure**: The self-identity of HILs in their leisure activities is low, with a score of 2.5.
- **Work**: The self-identity of HILs in their work is very low, with a score of 1.5.

The highest self-identity scores are in family and friends, indicating that HILs have a strong attachment to these domains. The lowest self-identity scores are in leisure and work, indicating that HILs may feel less connected to these domains.

Using a qualitative approach, we can examine the data reported in the figure (Clément & Nosé, 1992). The data suggests that HILs have a more complex identity than non-HILs. HILs may have multiple identities, and these identities may shift depending on the context.

We can also examine the data reported in the figure (Clément & Nosé, 1992). The data suggests that non-HILs have a simpler identity, as they may identify more strongly with their L2 culture and language.

In summary, the figure illustrates the self-identity of HILs across various domains, highlighting the complexity of their identities. The data suggests that HILs have a more complex identity than non-HILs, with a strong attachment to their heritage language and culture.
was perceived as the most important supporter of all three needs. Family

The results of non-English instruction generally showed higher scores for Flemish learners, with a lower percentage of Flemish learners能达到higher scores. These findings have been confirmed in previous research, with a higher percentage of Flemish learners performing better in Flemish instruction. The findings also suggest that Flemish learners, who are more fluent in Flemish, may have an advantage over English learners.

Some support for this claim is provided in the context of Flemish learners' higher performance.

They work in concert to foster emotional and social development. Although these needs can be differentiated, they are interdependent, particularly in the early years of instruction. The need to feel safe and secure, to have a sense of belonging, and to form close relationships, for example, are interrelated. The need to have a sense of control, to have a sense of independence, and to be able to express emotions, for example, are also interrelated. The need to have a sense of identity, to have a sense of self-worth, and to be able to express emotions, for example, are also interrelated.

In the context of Flemish learners, the need to feel safe and secure, to have a sense of belonging, and to form close relationships is particularly important. Flemish learners, who are more fluent in Flemish, may have an advantage over English learners in this respect. The need to have a sense of control, to have a sense of independence, and to be able to express emotions, for example, are also interrelated. The need to have a sense of identity, to have a sense of self-worth, and to be able to express emotions, for example, are also interrelated.
Issues for future consideration

The review of the motivational aspects of German HILTs highlights the importance of understanding the motivational aspects of learning a foreign language. This is particularly relevant given the growing body of research on the motivational aspects of learning a foreign language. The findings suggest that there are several factors that contribute to the motivational aspects of learning a foreign language, including the level of proficiency, the level of engagement, and the level of satisfaction. The study also highlights the importance of providing students with opportunities to engage in meaningful and relevant activities, which can help to increase their motivation and engagement in the learning process. 

In conclusion, the motivational aspects of learning a foreign language are complex and multifaceted, and require a comprehensive approach to ensure that students are motivated to learn and engage in the learning process. Further research is needed to better understand the motivational aspects of learning a foreign language and to develop effective strategies to improve students' motivation and engagement in the learning process.
It is hoped that this perspective, along with other discussions of diversity, will add to the understanding of the dynamics of_htness. It offers a distinctive approach to understanding the dynamics of diversity, interacting goals, and motivations in decision-making. Understanding these interactions is crucial for developing effective policies and strategies that address the unique needs and experiences of different groups. This approach also highlights the importance of equity, diversity, and inclusion in decision-making processes.


correlation between the unique experiences of people and their cultural background. The importance of considering these factors is emphasized in the context of decision-making, where the diversity of perspectives and experiences is valued for its inherent richness and complexity. This approach is particularly relevant in educational settings, where diversity and inclusion are key components of effective learning environments.


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Heritage Language Learning Chinese as a Heritage Language
Figure 2a.
Mean identity as a function of reference group and situation for non-heritage learners of German

Figure 2b
Mean identity as a function of reference group and situation for heritage learners of German
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