et qu’il n’y a qu’un processus central qui s’établit. Certains parlent de la
linéarité du phénomène d’apprentissage probablement parce qu’ils entourent
la nécessité d’organisation de notre système d’intégration.

À mon avis, ce qui compte avant tout dans l’apprentissage, c’est le domaine
affectif et je suis d’accord avec l’idée de filtre affectif tel que présenté par
Bialystock. En effet tout enseignement doit passer par le filtre affectif de
l’apprenant pour pouvoir devenir un acquis, si ça ne passe pas, il ne peut
pas y avoir acquisition. Je me demande si ce filtre affectif fonctionne en
quelque sorte comme un aimant qui retient des parcelles d’information pour
ensuite les inclure dans un procédé “établisseur de sens.” Il me semble évident
que dans le sens de la production l’on pourrait parler de l’activité d’une sonde
“chereuse de sens” qui fonctionnerait comme un faisceau électrique qui
balaye une surface, qui serait la plage porteeuse de sens, jusqu’à ce qu’il
s’arrête, ou à quelque sorte reste accroché ou éclaire sur cette plage tous
les items qui ont trait à ce que la sonde recherche et puis tous ces items
s’acheminent vers une voie à l’entrée de laquelle se fait un tri et à partir de
laquelle se fait un acheminement plus précis. J’aimerais enfin rappeler une
notion qui m’a toujours paru intéressante bien qu’incomplète. Le premier
professeur d’allemand que j’ai eu à l’âge de 15 ans expliquait toujours l’appren-
tissage par des “tiroirs”. Il avait bien compris que dans une situation d’apprentissage l’attention porte toujours sur un objet, de là l’idée du tiroir
comme l’objet. Il avait en outre ajouté qu’il y avait une certaine linéarité
dans le phénomène d’apprentissage en disant qu’il fallait ouvrir le “bon
tiroir.” De plus il s’était rendu compte que les notions acquises étaient mises
en blocs, car il disait que l’ensemble des règles relatives à tel ou tel aspect
de la langue se trouvait dans un “tiroir précis,” et il attribuait les erreurs
au fait que l’apprenant avait ouvert le mauvais tiroir.

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Références

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relations were reported to exist between the integrative orientation and second language proficiency (Oller, Hudson and Liu 1977), while at other times (Chihara and Oller 1978), no significant relation was obtained between other orientation and proficiency.

In an attempt to reconcile these divergent findings, Clément and Kruidenier (1983) examined the orientations of eight groups of students: francophones and anglophones, living in multicultural and unicultral environments, studying English or French or Spanish as a second language. Four orientations were obtained which were common to all eight groups of learners: "Students learn a second language to achieve pragmatic goals (i.e., the instrumental orientation), to travel, to seek new friendships, and to acquire knowledge." (Clément and Kruidenier 1983: 286). Five other orientations were specific to certain subsets of language learners, and two aspects were proposed to influence the appearance of these factors. The first aspect was related to the relative dominance or nondominance of the language learner's group in comparison to that of the target language group. The second aspect was related to the opportunity for immediate contact with the target language group. Kruidenier and Clément (1986) further showed that the four orientations common to all groups were significant predictors of the individual's motivation to learn a second language.

Although Clément and Kruidenier (1983) emphasized the importance of extrinsic variables in second language acquisition, they did not consider apparently important aspect of that context: the ethnonomnistic background of the learner. In some cases, students of a second language are learning parents' or ancestors' mother tongue (Danesi 1986). Some studies indicated that within this subset of learners the patterns of integrative orientation for second language learning may not appear as clearly as originally defined by Gardner and Lambert (1972). For example, Anisfeld and Lambert (1981) showed that Hebrew learners of Hebrew who responded to items indicative of the language for instrumental reasons achieved greater proficiency than those who did not respond to items indicative of the language for instrumental reasons. It was suggested (Anisfeld and Lambert 1972) that an "instrumental" orientation is what second language learning such as employment may, in fact, be. The integrative orientation, since entering into the target language group requires extensive participation in the target language group.

In another study, Teitelbaum, Edwards, and Hudson (1975) found that students of Spanish with a Spanish-speaking background who used their Spanish skills to use through employment in the local Spanish-speaking community did better on a Cloze test designed to measure proficiency than those who did not. Given the results obtained in two studies, the first purpose of the present study is to compare the orientations of students learning a "heritage" language with those learning the same language as a second language.

The second purpose of this study is to investigate the orientations to learning German: The Effects of Language Heritage.

The acquisition of a particular non-official minority language: German. The German community in Canada represents the second largest minority language group in Canada (Statistics Canada 1987). Studies on the orientations of German language learners have produced conflicting conclusions. While an early study (Bausenhart 1981) suggested that more instrumental-oriented students were enrolled in German Language Schools, a later study (Bausenhart 1984) indicated that more integratively-oriented students were enrolled in university courses of German. If Clément and Kruidenier's (1983) conclusions regarding the effect of context are accurate, the contradictory results may be due to the fact that the two studies involved students living in different contexts. The present study, however, may be, for example, that students with a German family background would be more "pragmatically" oriented than students with no German background. Also, for the former students, the instrumental orientation may be more related to motivation and second language achievement than for the latter. This study is meant to assess these hypotheses.
Factor I accounted for 19.4% of the variance and had an eigenvalue of 6.60. It received appreciable loadings (i.e., greater than .30) from eight variables (items 6, 4, 3, 2, 1, 28, 18, 17, and 34). All of these variables indicated an interest in learning German in order to achieve career or educational goals, and was, therefore, identified as an Instrumental orientation.

Factor II accounted for 8.8% of the variance, with an eigenvalue of 3.00. Appreciable loadings came from eight variables. Students who learn German in order to meet and gain the friendship of German-speaking people (items 16, 24, 27, 11, and 31), also learn German in order to become a member of the German Canadian community (item 7), and to acquire new ideas and to broaden their outlook (item 27). Because the heaviest loadings on this factor came from those items expressing a strong desire to develop a friendship with German-speaking people, this cluster of reasons was termed a Friendship orientation.

Factor III accounted for 6.4% of the variance and had an eigenvalue of 2.16. This factor received appreciable loadings from nine variables. The composition of this factor suggests that students who learn German in order to facilitate travel, particularly travel to a German-speaking area (items 33, 10, 5, and 20), also learn German in order to meet and converse with more varied people, including German-speaking people (items 11, 1, and 31). Also characteristic of this dimension is a desire to learn German in order to become more knowledgeable, to appear more cultured, and to gain respect from others (items 23, 11, and 16). The major loadings appear to best identify this factor as a Travel orientation, with the qualification that this type of activity is also related to the pursuit of social prestige.

Factor IV accounted for 4.7% of the variance, and had an eigenvalue of 1.61. It received appreciable loadings from ten variables. The composition of this factor indicates that students interested in identifying and making friends with German-speaking Canadians (items 32, 7, 9, and 22), are also interested in gaining influence over the German-speaking community, and understanding the problems of German-speaking people in a predominantly English community (variables 24, 43, 36, and 18). As well, these students indicate that they believe that a knowledge of German will contribute to success and better pay in business (items 28 and 17). Because this desire to identify with the target language group is tempered by the desire to exert influence over that community, this dimension is termed an Identity-Influence orientation.

Factor V accounted for 3.6% of the variance, with an eigenvalue of 1.24. This factor received appreciable loadings from eleven variables. It suggested a desire to learn German in order to learn about oneself, to help one to understand one's own language and/or another language later on, to become truly educated through a knowledge of German, to acquire new ideas and to become more knowledgeable (items 29, 15, 8, 19, 27, and 11). Furthermore, it indicated (items 9, 2, 34, 13, and 26) that a desire to learn German in order to become
acquainted with how people live in German-speaking areas, was related to a desire to become familiar with this group's art and literature, to a desire to speak German in order to understand the problems which these people may experience as a minority ethnic group, as well as to a desire to participate more freely in other cultural groups. This factor seems best described as a Knowledge orientation.

Following the factor analysis of orientation items, indices of each of the five orientations were compiled for each individual. This computation was done by averaging the scores obtained on the items which uniquely identified each factor. This procedure was followed, rather than computing factor scores, in order that each orientation score would correspond to a specific subset of items. Asterisks in Table 1 identify the items included in the computation of the respective orientation indices. The remaining analyses were meant to assess the relationship between orientations and the other constructs involved in this study. As a first step, a multivariate analysis of variance was computed to compare students with and without a German-speaking background.

Multivariate Analysis of Variance

The results of a multivariate analysis of variance comparing students with and without German background on the orientation indices and the scores on the attitude, motivation, quality and frequency of contact, and self-confidence measures revealed a significant difference between those students learning German who did not have a German heritage and those who did have a German-speaking background [Wilks = .739, $F(11,94) = 3.02, p = .002$]. Examination of the univariate results suggested that students with a German-speaking background had more contact with speakers of German outside the school situation ($M = 2.91$) than did students without such a background ($M = 1.79$; $F(1,104) = 23.28, p < .001$). They were also more likely to learn the second language in order to identify with and/or to influence members of the target language group ($M = 2.73$) than were the other students ($M = 2.38; F(1,104) = 5.10, p = .026$). As well, they experienced greater self-confidence when using the second language ($M = 13.790; F(1,104) = 8.86, p = .004$).

Factor Analysis

In order to delineate the relationships between the orientations and the other constructs, the corresponding indices were included in a second factor analysis. In addition, for theoretical interest as well as because of the results obtained in the previous multivariate analysis, German background, coded as a dichotomous variable (with or without), was included in the analysis. In this analysis, a principal components extraction procedure was again used, followed by a Varimax rotation. As can be seen in Table 2, four factors emerged, accounting for 47.5% of the variance.

### Table 2

<table>
<thead>
<tr>
<th>Items</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitude Toward German-speaking people</td>
<td>IV</td>
</tr>
<tr>
<td>2. Quality of Contact</td>
<td>IV</td>
</tr>
<tr>
<td>3. Motivation</td>
<td>IV</td>
</tr>
<tr>
<td>4. Self-Confidence</td>
<td>IV</td>
</tr>
<tr>
<td>5. Frequency of Contact</td>
<td>IV</td>
</tr>
<tr>
<td>6. German Background</td>
<td>IV</td>
</tr>
<tr>
<td>7. Instrumental</td>
<td>IV</td>
</tr>
<tr>
<td>8. Friendship</td>
<td>IV</td>
</tr>
<tr>
<td>9. Travel</td>
<td>IV</td>
</tr>
<tr>
<td>10. Identity-Influence</td>
<td>IV</td>
</tr>
<tr>
<td>11. Knowledge</td>
<td>IV</td>
</tr>
<tr>
<td>12. German Proficiency</td>
<td>IV</td>
</tr>
</tbody>
</table>

* Decimal points have been omitted for all loadings

The first factor accounted for 23.3% of the variance, and had an eigenvalue of 2.80. It received appreciable loadings (i.e., greater than .3) from six variables (items 1, 2, 3, 5, 6, and 7). This factor indicated that a positive attitude toward the target language group, a desire to learn the language for reasons of friendship, high quality of contact, and a desire to learn German for knowledge and identity-influence purposes would be predictive of higher motivation. Because of the inclusion of attitudinal and motivational properties in this cluster, along with the desire to identify with the second language group for socio-affective reasons, this factor was considered to reflect an Integrative Motive.

The second factor accounted for 11.1% of the variance, and had an eigenvalue of 1.33. It evidenced appreciable loadings from four variables (items 3, 4, 5, and 7). Those students who experience high frequency of contact with the target language group were more likely to have a German-speaking background. They were also more likely to be learning German for reasons of identity and influence. As well, self-confidence loaded substantially on this factor. Because of the strong influence of the German culture and contact with German, this cluster of variables was labelled a German Environment dimension.

The third factor accounted for 7.1% of the variance, with an eigenvalue of .86. It received appreciable loadings from three variables (items 3, 4, and 9). It was most strongly defined by Travel and Instrumental orientations, and less strongly by the Friendship orientation. This combination suggested a pragmatic element, and was, therefore, labelled as a Pragmatic Orientation dimension.

The fourth factor accounted for 6% of the variance, and had an eigenvalue
of .716. It received appreciable loadings from four variables (items 3, 12, 2 and 10). While the loadings received from the motivation, proficiency, and quality of contact indices were positive, a negative loading was evident from the 'Identity-Influence' orientation index. Because of the relationship between motivational strength and achievement, this factor was taken to reflect an Achievement/Motivation dimension.

Discussion

The present study was conducted to delineate orientations to learning German as a second language, to investigate the relationships between these orientations and variables which have been associated with second language acquisition, and to assess the effects of language heritage on the learning process.

The results of the first factor analysis revealed the existence, in the present context, of five orientations to second language learning. It appears that students learn German in order to develop a skill meant to be useful in pragmatic endeavours, to gain friendships, to identify with and influence the target language group, to travel, and to broaden their knowledge. Four of these orientations — the instrumental, travel, friendship, and knowledge orientations — closely resemble the orientations which were found to be common to all groups of language learners in the Clément and Kruidenier (1983) study. This replication of the earlier results supports the proposition that these orientations are characteristic of all groups of language learners, and underscores Clément and Kruidenier's (1983) recommendation that they be recognized and assessed as independent orientations in future studies.

The pairing of influence and identity reasons, characteristic of the fifth orientation, has already appeared in other studies (e.g. Clément and Kruidenier 1983; Bolger 1980). In one of the earliest theoretical statements on the matter of motivation and second language acquisition, Ervin (1954), borrowing from Mower's (1950) theory of first language acquisition, suggested that identification with the target language speaker might be a prime determinant of language competence. In the present case, it is associated with a desire to become influential in the target language community. This combination suggests that the expression of the desire to become an influential member of the community need not necessarily be regarded as a desire to manipulate the target language group to achieve self-serving ends. The desire to influence the second language community may be a reflection of a wish to participate actively in and contribute to the target language community. This goal may be accomplished through such avenues as business or politics, aspirations which have typically been classified as instrumental or machiavellian (see Gardner and Lambert 1972) goals. Thus, seeking identification may be served, rather than hampered, by the pursuit of personal influence and prestige.

The above orientations are related to attitude, motivational strength, aspects of contact, and self-confidence along lines that at once replicate and extend conclusions drawn from previous results (Gardner and Lambert 1972; Gardner and Smythe 1975; Gardner 1985; Clément 1984). In line with a fundamental principle of current formulations, motivation was found to be associated with achievement in the second language. Furthermore, motivation was related, together with quality of contact, to a cluster of variables which have in the past been identified as reflecting an integrative motive. Thus, supporting Clément's (1980, 1984) proposition, learning the language of a group relatively weakly represented in the community seems primarily dependent upon an affective process.

The sample participating in this study also included, however, a group of students who had ready access to Germanophone family members. In their case, Clément (1984) would predict a relationship between achievement, motivation, self-confidence, and frequency of contact. As shown by the results of the second factor analysis and the multivariate analysis of variance, students with a German-speaking background did tend to demonstrate a higher incidence of contact, higher self-confidence, and a stronger endorsement of the identity-influence reasons for learning German. They did not, however, evidence stronger motivation or higher achievement.

The results obtained for students with a German family background are, therefore, at variance with the theoretical expectations. For this group of "heritage" language learners, frequency of contact is related to a higher level of self-confidence, but the hypothesized relationship to motivation and achievement is not supported. The reason for this incongruity may be related to the orientation which is characteristic of learners with a German language heritage. Although contact with Germanophones might be advantageous for these students, this advantage may be reduced by their endorsement of goals (i.e. identity-influence) which are adverse to proficiency in German, at least as it is measured in the context of university language courses.

Two post hoc explanations may be proposed to account for these results. First, it may be that the core language courses available in the university situation are not conducive to encouraging development of language skills among these individuals. These students already have a German language background, a fact which may explain their general self-confidence in their own ability to use that language. At the same time, however, their identity-influence orientation, which may concord with their life situation, may be contrary to goals addressed by the written exercises of the German class context. Thus, from a motivational point of view, the heritage language learner finds him/herself in an environment which does not fulfill his/her particular needs.

Second, the problem of reduced interest may be compounded by one of language skills. Driedger and Hengstenberg (1986) have indicated that among those Mennonite speakers of German who experience greater urbanization and education, "the standard variety (of German) is not so much a vehicle of in-group communication, but rather becomes an "educational asset", while the dialect variety retains its traditional function" (Driedger and Hengstenberg...
1986: 100). In the present setting, it is possible that the language which is being taught in school is not the same dialect used by the students in interactions with Germanophones. These students with a German-speaking background appear to be learning the language to increase the intensity of their interaction with the target language group, i.e., for reasons of identification and influence. If the immediate language group does not speak the standard dialect, the language taught in the school setting may not be relevant to students’ purposes. They may still rate themselves highly on their fluency but their perception of themselves is unrelated to their knowledge of the formal style as assessed by classroom tests and exercises.

Within the particular context of learning one's ancestral language, it is possible that because of the learner's orientation, he/she may be inclined to concentrate on the development of particular language skills at the expense of others. Research has shown that in instances where immediate contact with speakers of an ancestral language is possible, those students who express a desire to live and work within that community may exhibit a lower level of competence in written aspects of the second language (Teitelbaum, Edwards, and Hudson 1975). In the present case, the desire to identify with and to influence the second language community may be reflected in a heightened ability to use one's listening comprehension and verbal expression skills, while neglecting to develop one's writing and reading skills.

The results of the present study indicate that the language context in which second-language learning occurs may influence the dynamics of the motivational processes which contribute to successful second language acquisition. While in non-heritage language learners motivation may be seen to stem from an integrative motive, the motivation to learn a heritage language may be subject to different constraints. Higher incidence of contact with members of the target language group may lead to increased self-confidence, which may in turn serve as the fountainhead of motivation for the heritage language learners. In their particular context, motivational orientations and skill development might not, however, correspond to what is generally expected in university German classes.

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**References**


