

ATTITUDE, BELIEFS AND MOTIVATION AND LANGUAGE CHOICE

**The Impact of Attitude, Beliefs and Motivation on
Students' Decisions to Choose to Study a Foreign Language**

by

Guy Demers

A Thesis submitted to the Faculty of Graduate Studies of

The University of Manitoba

in partial fulfilment of the requirements of the degree of

Master of Education

Department of Curriculum Teaching and Learning

University of Manitoba

Winnipeg, Manitoba, Canada

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Of

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Dedication

This thesis is dedicated to my wife, Noriko Kosaka for all of her patience and support and love throughout the years it took to finish this document. Thank you also to Dr. Sandra Kouritzin, for her amazing fortitude in seeing me through until the end.

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Abstract

In an increasingly globalized world, the need for a pool of competent multilingual citizens is of growing importance. To help develop this pool of multilingual talent, this study explores the role attitudes, beliefs and motivations have on the motivation of language learners. To do so, this study centered on interviews with two groups of undergraduate students studying at a large mid-Western Canadian university. One group consisted of language learners who were studying or had studied a foreign language as part of their university coursework, while the second group consisted of students who had never studied a language at the university level. The findings of the study were that integrative language experiences through 'language positive' experiences and/or experience adapting to another's culture had the most significant positive effect on a subject's interest in learning a foreign language. It was also found that to lesser degree that language classroom pedagogy that modelled authentic language use likely has a similar though less significant effect.

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The Impact of Attitude, Beliefs and
Motivation on Students'
Decisions to Choose to Study
A Foreign Language

Introduction

In a country where the majority of people are largely monolingual and there is little visible advantage to speaking more than either of the country's dominant languages (at least for Anglophones), why do some Canadian university students still study foreign languages? This is the question which sits at the heart of my research proposal. As a language educator and someone who loves to learn languages, I am naturally drawn to this question.

In a world that seems to grow smaller and more integrated with each passing year, it also seems that this question is an increasingly important one. How can we expect to trade with any advantage or help make peace when we don't have a significant resource of linguistic expertise to draw upon? The European Union has set as an educational target the goal of having its citizens speak a minimum of three languages (Vogel, 2001). The U.S. government has begun to support the promotion of certain "strategic" languages with eye on defence and future global power shifts (Baucom, 2005; Hebel, 2002; National Security Education Program, n.d.).

Canada supports, at least on paper, the goal of preserving and promoting heritage and Aboriginal languages. However, in a country where Aboriginal languages are on a decline (Abley, 2003) and where immigrant families generally experience language loss within three generations (Wong, 2000), it would seem our success has been limited. Our

multicultural nation seems not to necessarily speak in one voice but in only one (or occasionally two) languages.

That is why I propose, in my thesis looking at beliefs about and motivation in foreign language learning, to focus on two groups of students. The first is a group of students who have managed to go through the Canadian public educational system and have then elected to take foreign language courses in university. The second is a group of students who have chosen not to take languages as part of their post-secondary education. By examining these two groups, I hope to explore what beliefs and attitudes motivate their choices and, in the case of the students who have chosen to take foreign language courses, what sustains them in their desire to learn foreign languages. The assumption behind this proposed research is that by looking at a particular group of language learners, university students in a mid-Western Canadian university, we might be able to discern a pattern or some patterns that would eventually lead to some possible ways to encourage foreign language learning in our university students and help make our multicultural nation a vibrant and thriving multilingual one as well.

Five questions guide this study:

1. Why have certain university students elected to take university foreign language courses?
2. Why have certain university students elected to not take university language courses?
3. How do students' attitudes and beliefs towards languages and culture affect their choices?

4. What aspects if any, of their previous educational experience have influenced them in their decisions about pursuing foreign language courses in university?
5. What aspects if any, of their “linguistic histories” have influenced them in their decisions about pursuing foreign language courses in university?

Overview

As the purpose of this document is to explore the differences in attitudes, beliefs and motivation with regards to language learning between students who study languages as a part of their university studies and students who decide not to study language during their university studies, the study focused on two pools of university students from a large Canadian mid-Western university. The first group was made up of twenty-four students who had studied or were studying a foreign language and the second group was made up of sixteen students who had not.

The main reasons for using interviews as a data collection method was to explore the concepts of motivation, attitudes and beliefs towards language using a more descriptive and rich form of data gathering than is traditionally used for this type of research (The overwhelming method being surveys using Likert-type scales). After the initial gathering of the interview data, the responses of the subjects were explored by examining them for common reoccurring themes that might possibly explain the differences between these two groups in terms of their attitudes, beliefs and motivations in relation to learning languages.

All the subjects used for this survey had been products of the Canadian educational system since junior high school and were undergraduates at the large Canadian mid-Western university where the study took place. The subjects were also all found randomly either through a sign up sheet that came with a similarly focused survey or through random selection in the university's public spaces (libraries, cafeterias and hallways). The selection criteria was designed to create two pools that apart from their choice whether to learn languages or not, were had relatively similar educational

experiences and, as mentioned earlier, grew up in an environment where knowing a language other than English was not a pressing need.

Afterwards, the subjects' responses to the surveys were organized into four categories (General Background Information, Attitude, Beliefs and Motivation) and examined for emergent themes.

Broadly speaking the findings of this analysis were as follows:

General Background Information: Students who had studied language in university had a richer history of 'language positive' memories and experiences (incidents in which a foreign language, environment or speaker is seen in a positive light). These ranged from relationships with multilinguals in the past and present to experiences living in a foreign language environment for an extended period of time. Students who hadn't studied languages also had generally positive memories and experiences but they were far less developed and often vague. The students who had not studied language also had a tendency to view cross-language experiences as incidents wherein they were trying to understand what someone else was trying to communicate in their language, while the students who were studying language tended to see such incidents as moments in which they had to adapt or struggle to understand someone else's language and/or culture.

Attitudes: Both groups respond similarly to questions that ask them to comment on general attitudes of other Canadians about languages (particularly the value of languages). In both cases it was generally recognized that languages were an advantage in terms of employment but at the same time both groups could understand why languages weren't seen as a priority for working in Canada and that languages were perceived as having less value than math and sciences.

Beliefs: In both groups, there was the general belief that learning a language was positive and had benefits that resulted from the exposure to a language (new ideas and culture) as well as from the process of learning a new language. Both groups also felt generally positive about supporting or allowing the support of the languages of Canadian residents from non-English speaking countries. The difference comes in that the students learning language tended to have a wider array of possible benefits while the students not studying language tended to focus largely on economic benefits of learning a language. Also, the answers of the students studying language tended to be more in-depth and elaborate.

Motivation: The students studying language tended to be very engaged with their language learning. Many of them were studying or had studied more than one language at the post-secondary level. They saw their language learning experiences after high school as positive. While a small number of students in the other group of subjects expressed having a positive view of language learning, most did not look back on their previous language learning experiences with fondness. In both groups it was not unusual for students to comment negatively about their high school language learning experiences with complaints of an unengaging pedagogy, a lack of language choice and a lack of competence among instructors.

The main findings that came out the analysis of the data for this study was that 'language positive' experiences early on (through family members, friends or romantic partners) and opportunities to travel and live overseas for a prolong period of time (generally one year in most cases in the study) seemed to coincide with a love of language learning. To a lesser degree, previous language studying experiences could also

act as an influence, both positive and negative, on the desire to learn a language – though in the case of high school language programs the tendency was towards the negative.

Literature Review

Motivation, Attitudes and Beliefs: A Context

The literature in the area of motivation, attitudes and beliefs in second language learning is dominated on a theoretical level by a handful of researchers and researcher associations. This reality has had considerable impact on how this field has developed. As a result, this literature review will fall into three distinct parts that represent a roughly historical perspective. In the first section I will focus on the initial theory in the areas of motivation and attitudes as investigated primarily by R. C. Gardner and his associates, as their work laid the foundation for studies in the area of language motivation. In the second section, I will explore the responses of critics and the further developments they have engendered. In the final section, I will explore a relatively new focus to the area of language motivation – beliefs and belief systems.

Early Research

Research into learner attitudes and motivation almost always link back to the work of R.C. Gardner and his research associates. Beginning primarily with his and Lambert's (1972) book *Attitudes and Motivation in Second Language Learning*, Gardner and his associates have set the starting point for almost all further studies.

In earlier work, Gardner and his associates focused on language learning amongst Anglophones studying French in Quebec. In doing so, they explored the motivational and attitudinal factors surrounding the success some students experienced in becoming successful French speakers as compared to those Anglophones who did not. In these studies, a wide variety of variables were examined, however, what stood out was the effect of the learner's feelings towards the culture of the target language on the learner's

motivation to learn the language. This group of researchers concluded from their work that the more positively students viewed the culture of the language they were attempting to learn, the more likely they would be to be successful at that task (Gardner & Lambert, 1959; Gardner, 1960). As an overall division of language learning motivations, Gardner and Lambert established two categories that have since become leading tools for the field. One has to do with the motivation mentioned above, which they labelled integrative motivation. Integrative motivation occurs when the motivation of learners of a second or foreign language reflects “a willingness or desire to be like representative members of the ‘other’ language and to become associated, at least vicariously, with that other community” (Gardner & Lambert, 1972, p. 14). The contrasting motivation that they developed is known as instrumental orientation, which is “characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language (Gardner & Lambert, 1972, p. 14).

After the initial success of Gardner and Lambert’s *Attitudes and Motivation in Second Language Learning* (1972), the researchers wanted to broaden the scope of their research to determine the generalizability of their findings. To do so, they studied a number of language learners in different contexts: Anglophone adolescents studying French in Louisiana (near a community with a French background), Maine (near a vibrant French community) and Connecticut (with no significant French community or background nearby) and Filipino students studying English in their home country (Gardner & Lambert, 1972).

The results of these initial explorations determined much of the outlook of research in the areas of motivation and second language acquisition to this day. While

instrumental motivations such as economic and educational benefits certainly played a part in the language learning of the subjects of these studies (particularly in the Filipino case where English was the language of instruction at the time in most secondary and post-secondary institutions), integrative motivation still dominated as the "main clue" as to why some learners are more motivated to learn a second language than others (Gardner & Lambert, 1972).

In 1985, Gardner published another seminal work in this field entitled, *Social Psychology and Second Language Learning*. This text was important for two reasons: First, it was here that he unveiled his Attitude/Motivation Test Battery (AMTB) which has become, in its original and modified forms, one of the most commonly used tools for this field of research. The use of this tool has produced a considerable body of comparable research in this area (75 independent samples incorporating 10,489 subjects) (Masgoret & Gardner, 2003). Second, in this text he outlined a more elaborate theory of how integrative and instrumental motivations affect language learning. In this new approach, integrative motivation consists of three parts (each measurable through the AMTB): integrativeness, attitudes towards the learning situation and motivation. This was done partly to reflect new understandings of the complexity of Gardner's idea of integrative motivation but also to deal somewhat with the criticism that the context of the subjects' learning situations was largely being ignored in his previous studies. The conclusions Gardner drew from an overview of past research and research done for this book was that motivation was the single best correlation for determining success at learning a second language, and that integrative orientation (essentially being open to and identifying with another culture) and attitude towards a learning situation strongly

correlated, in turn, with motivation. Hence, Gardner and his associates reasoned that their hypothesis that integrative motivation (the combination of these three traits), while in no way a guarantee, was, in fact, the best indicator of future language learning achievement (Gardner, 1985; Masgoret & Gardner, 2003).

Limitations of Work to Date

Beginning in the 1980's, other researchers began to critically examine and build upon Gardner's work. Four major criticisms appear in these critiques that relate to research I am proposing. These four major criticisms are that his findings: 1) are considered by some to be inconclusive; 2) fail to account for the specific contexts of different learners; 3) fail to acknowledge differences between second language learners and foreign language learners; and, 4) overemphasize his concept of Integrative Motivation as the strongest indicator of success.

Inconclusive Findings

The first criticism of Gardner's research is simply that when his tools (e.g., AMTB) are used for other studies, particularly studies synthesizing other studies, the findings are inconclusive, some studies showing integrative motivation as having positive, negative and/or no effect, depending on the circumstance (Au, 1988). This led to Gardner backing away from describing integrative motivation as necessarily the most important motivation in all cases and lessening his claim on a direct causal relationship between integrative motivation and language learning success (Crookes & Schmidt, 1991). Gardner still maintains that integrative motivation plays a primary role in all forms of second language learning (including foreign language learning) and has produced some large scale synthesis reports to support this contention (Gardner, 1985; Masgoret &

Gardner, 2003). In his and his associate's most recent and comprehensive synthesis study (Masgoret & Gardner, 2003), the authors re-examined 75 independent samples (21 in a second language acquisition context and 54 in a foreign language acquisition context) involving 10,489 individuals that had used Gardner's AMTB or a modified form of the AMTB as their basis, to attempt to demonstrate that his findings on integrative motivation are accurate.

In their results, they make their case on the extant data, but it is worth noting that in their Methods section they dismiss many of their critics' work (and their critics' data) by saying that the data of these other researchers are not comparable because the terms used to define motivation are too different to be accurately comparable. Given that the two main terms used by Gardner to divide his data--integrative motivation and instrumental motivation--are purely his creations, and that he claims to have no corollary in motivational or educational psychology, he may have discounted any pool of data from which any real challenge to his work might have emerged. It is important to note that, in general, other researchers in this area do not reject Gardner's work wholesale, but rather they are simply beginning to see some limitations in his survey tool and its terminology and they have begun to use new tools and terminology more grounded in traditional motivational psychology. It is less a case of revolution than evolution.

Lack of Account for Context

A second criticism is that Gardner's research, even though it does pay some attention to learner' attitudes towards the learning situation; doesn't really do justice to the tremendous variety of learning contexts. An example of this would be Zoltan Dörnyei's (an analysis of which appears in Csizér & Dörnyei, 2005) initial work which

was in the public school system in his native Hungary. When this work is compared with the context of Canadian Anglophone students learning French in Canada (the largest part of Gardner's work) where there is a significant French minority and cultural presence, the results end up quite different from the world of Hungarian students studying foreign languages in a context that does not include a significant pool of native speakers or cultural representation. The argument here is that in order to have an integrative orientation, you need to have a notion of a target language world to integrate into. The resulting studies did not disprove the importance of motivation as a key indicator of success in learning a foreign language but it did challenge the labelling of motivation as an integrative motivation as in Hungary the motivation was largely instrumental (jobs, education) or intrinsic (travel, simply enjoyment of learning a language) – neither of which fit exactly into Gardner's notion of integrative motivation. Dörnyei has been the most influential among new researchers in this area, but he is not alone in making this criticism (2001).

Second Language Acquisition Versus Foreign Language Acquisition

Along similar lines, a third major criticism deals with Gardner's failure to differentiate between second language learning and foreign language learning. The argument is quite similar to that used when challenging Gardner and his associates' lack of concern over the context of the studies. The criticism deals with the fact that when students study a language as a second language, it usually implies there is some form of cultural support for the language implicit in the learning context (be they Anglophones in Quebec or immigrants learning English in the U.S. or Canada) while students studying foreign languages have a different relationship with the language they are trying to learn.

As the majority of studies by Gardner and his associates deal with the Canadian context, his critics claim his analysis is likely over generalized and that Gardner's research is valid--but only in the area of second language acquisition (Oxford, 1996; Schmidt, Boraie & Kassabgy, 1996). Gardner counters this argument by looking statistically at the Canadian population and claiming that only in the provinces of Quebec and New Brunswick are there significant populations of francophones or bilingual English/French speakers that would justify this criticism (Masgoret & Gardner, 2003). As Canadians across the country have considerable access to French language resources or minority French-speaking communities, it would seem that, perhaps, this argument is somewhat overstated.

Integrative Motivation as Strongest Indicator of Success

A final criticism deals with Gardner's emphasis on integrative motivation as the strongest indicator of future linguistic success. If, as was discussed in the first two criticisms, there is little exposure to the target language in an FLA environment, it follows that integrative motivation will not play as significant a part in the motivation of these same students as it might in an SLA context. This, as many of the authors point out (Csizér & Dörnyei 2005; Masgoret & Gardner 2003; Noels, Pelletier, Clément, & Vallerand 2003; Oxford, 1996), does little to diminish the scope and value of the work of Gardner and his associates, as he was the one who quite correctly aimed research towards the study of attitudes and motivation which, despite these new criticisms, still remain the best indication of future language achievement in the field of second language acquisition. In fact, much of this research is now revealing similar results to the work of Gardner and his associates, (that is, that intrinsic motivation, as opposed to extrinsic motivation, may

be our best indicator of possible future linguistic achievement).¹ Some researchers have even gone so far as to suggest Gardner's integrative/instrumental motivations are largely interchangeable with the intrinsic/extrinsic motivations labels (Intrinsic and extrinsic motivation are two common terms use in the field of motivational psychology to differentiate motivational outlooks. Intrinsic motivation refers to motivation to engage in an activity for its own sake while extrinsic motivation is when the motivation of the learner is based on using the learning activity to achieve another end, Pintrich & Schunk, 1996). If I learn Russian because I find it enjoyable and I love the sound of the language, my motivation is intrinsic. If I learn Russian in order to better my chances to work in Canada's Foreign Affairs Department, my motivation is extrinsic. However, as mentioned earlier, this is a point of contention for Gardner² and his associates as well as for other researchers who are holding out for further research that could confirm this possibility more definitively (Noels et al., 2003).

Later research

Research in this area begins with Gardner but does not necessarily end with him. The study of attitudes and motivations in second and foreign language learning situations

¹ This is still a very contentious issue. Attitudes and motivation seem "givens" as important factors in language acquisition; however, whether either intrinsic or extrinsic is a better indicator (or integrative or instrumental for that matter) there is another branch of theory that confirms attitudes and motivations cluster in patterns so that this search for the important motivations definitely has some basis but that these "clusters" differ from context to context. The most obvious example of data that runs counter to the current debate about whether intrinsic motivation (or integrative motivation, depending on the definition the researcher chooses) is that colonial peoples often excel at their colonial masters' languages and it would be fairly difficult to see that as involving much intrinsic motivation (or, possibly, integrative motivation for that matter). (Clément, Dörnyei & Noels 1994)

² In Gardner's view, it would seem the greatest difficulty in finding a clear relationship between these two sets of labels ("intrinsic/extrinsic" and "integrative/instrumental") has to do with his notion that he considers both of his labels to be extrinsic motivations. In his explanation of these ideas one would be hard pressed to see the possibility of an intrinsic motivation in language learning (Gardner, 1985). While on the other side of the debate, the researchers see the intrinsic/extrinsic labels as existing on a continuum rather than two terms strictly set apart from each other.

is a burgeoning field and there has been much written about the subject. As can be seen above, new theorists such as Dörnyei, Oxford, Horwitz and Clément (Clément, Dörnyei & Noels, 1994; Dörnyei, 2001; Horwitz, 1989; Oxford & Shearin, 1994, for some significant examples) being foremost among them, have emerged and new ways of thinking about attitudes and motivations and language learning are beginning to emerge.

Much of what they are exploring falls very much into the same pattern as Gardner and his associates but there are differences that are starting to suggest new patterns. These gave birth to the four criticisms of Gardner and his associates explored earlier in this work. Primary among our changing understanding of the role of attitudes and motivations in language learning is the mounting evidence that context plays a much larger role in language learning than previously supposed.

Beliefs

While most research into the area of language learners followed the lead of Gardner in exploring language learning in terms of attitude and motivation, another stream of related research has developed to help understand how we learn languages and this area is one that has to do with language learning beliefs.

Much of the work done on language learners targets those who are actively learning a second or foreign language. While this certainly is a logical place to begin, the truth of the matter is that most people who attempt to learn languages in a formal setting (such as a high school or university) do not continue past an introductory level (Mandell, 2002; Wen, 1997 for evidence of this tendency). To examine this tendency; researchers in this area have been exploring the effect of learner beliefs about language learning on the

learning process itself and have revealed a great deal (Horwitz, 1988; Horwitz, 1989; Turner, 1974).

While motivation deals with the reasons why a student might choose to learn another language and with what intensity they might study it, beliefs deal with socially-conditioned and contextually-driven ideas about language learning. Even before a student steps into a language classroom, there are a host of beliefs that may help (or as seems more often the case, hinder) the language learning process. Examples of these beliefs are fairly wide-ranging and the following are just a few: (1) simply taking a single university language course can deliver a comfortable level of fluency; (2) translation is the most effective way to learn a language; and, (3) in the end there isn't really any necessity to learn a language other than English in Canada or the U.S (Horwitz, 1988; Horwitz, 1989; Turner, 1974). Respectively, these beliefs can either implant the students with unrealistic expectations (belief that one can master a language in one single course), weak methodology (one can learn a language simply by translating everything) or a complete lack of interest in learning another language (a received disinclination when a society doesn't value languages).

The study of motivation and attitude has focused on foreign and second language learners and their personal ideas about language learning, whereas an examination of beliefs about second and foreign language learning allows us to broaden the scope and also examine those who have chosen not to study languages or have abandoned language learning, by examining a host of beliefs about learning languages, the value of languages and the best ways to learn a language (Horwitz, 1988; Horwitz, 1989; Turner, 1974).

Previous Research

In exploring the literature relating to attitudes, beliefs and motivations among language students studying at university, there is no difficulty in finding articles dealing with these concepts (Bernaus, Moore & Azevedo, 2007; Humphreys & Miyazoe-Wong 2007; Wright & McGrory, 2005, for a number of recent examples)³. Unfortunately, the vast majority of these studies deal with students studying in universities outside of North America. As one of the main criticisms of Gardner's early work in these areas was that it did not account for context, it was felt that these studies would be of little direct relevance to this study as they are likely affected by the context in which they are situated⁴.

Unfortunately, the author was unable to find research done in Canada targeting this specific type of language student or using interviews as research tools. As a result, the closest matches in the current research are a small number of articles written about American university students. While not necessarily a perfect fit, there are enough parallels between the world of Canadian university students and their counterparts in the United States to at least give some perspective to the findings of this study

Previous Qualitative Research

While there has not been any research done in this field using interviews as was the case with this study, a small number of researchers have attempted to use data other than that found through surveys. Two of these studies have used entrance essays as a way

³ The vast majority of studies, including most of the work done by the prominent theorists in the field, were done using junior high and high school aged subjects

⁴ However, in all cases, these studies found that integrative (when Gardner's terminology was used) or intrinsic motivations were the dominant motivating factors for successful language learners

to address questions dealing with language attitudes, beliefs and motivations in an attempt to avoid some of the limitations of surveys.

In Roberts (1992), 703 incoming first year students were asked a number of questions as prompts for an entrance essay. Of these 547 students responded to a writing prompt suggesting that all American students should be required to study a foreign language. In examining the results, the author found that 80.6% of the students mentioned the value of being introduced to another culture as the most commonly given argument to support the essay prompts assertion. The second most commonly used argument was "business" at 47.7%.

The value of culture and other intrinsic or integrative attitudes, beliefs and motivations was not isolated to Roberts' study but also finds a parallel in the other study that asked students to write about their language attitudes, beliefs and/or motivations as an option for their entrance essays. In Price and Gascoigne's (2006) research, 1,700 students were given four essay prompts as options for writing their entrance essay. Of the four prompts, one essay topic asked them to explain why student should or shouldn't be required to study a foreign language. One hundred and fifty five students chose to write on this prompt, with the majority expressing an overall positive response to the prompt. While the results were not as dramatic as in Roberts' case, 'cultural understanding' accounted for 32.46% of the responses, followed by 'individual job/career success' (22.76%) and then 'broaden personal perspective' (16.79%). While these two studies allowed for a more open ended approach to some of the ideas covered in this study; there were a number of other studies that examined the areas of attitude, beliefs and motivation in language learning through the more traditional survey formats.

Previous Quantitative Research

Yang's (2003) study of 341 university students studying Asian languages (Korean, Japanese and Chinese) explored language learning motivation using Gardner's integrative and instrumental motivation categories and found that, overall, most students were motivated by integrative motivation even in a university context where a foreign language component was a requirement. Yang, as researchers did in a number of other studies, explored the idea of the motivation of heritage language speakers as compared to students without a cultural tie to the languages they were studying and found that the link to integrative motivation was even stronger (linguistic heritage was not an aspect of this study that was approached directly). Also, as with some of the other studies in this section, Yang made a point to focus on the languages she chose as they are among the languages less commonly taught languages (LCTLs) and felt that they may reflect different types of motivations. In the end, only in the case of the Chinese language students did instrumental motivation emerge most frequently. The author posits that it is a result of the growth in the importance of China that may account for this discrepancy.

Another researcher who was exploring motivation among students studying an LCTL was Wen (1997) who surveyed 122 students about their motivations for studying Chinese. The study itself did not incorporate all the data but instead focused on the 77 students for whom Chinese was a heritage language. Unlike Yang (and all the other researchers in this section), Wen opted to use the more traditional motivational psychology terms, intrinsic and extrinsic motivation, finding that the motivation for these heritage language students of Chinese was largely intrinsic and resulted from the students' desires to understand their own culture (a very integrative type of motivation if Gardner's

terminology had been used). Another finding of Wen's piece was that those students who were motivated by extrinsic motivations (in this case, the intrinsic motivation was a perceived 'easy credit'), there was a much higher chance that the students would drop out or do poorly. Wen also predicted that integrative motivations may lead to increased levels of success.

Like the two previously mentioned studies, Husseinali (2006) explored the concept of motivation among learners of a LCTL, Arabic. In his study he surveyed 420 students of Arabic. Again the students were divided into two groups, heritage and Muslim students and students with no cultural attachment. Again, the most popular choices were motivations like: converse with people (90% and 91.4% respectively), learn other cultures (72% and 88.6%) and travel (90% and 90%). Once again, employment was not strongest but was also important (62% and 71.4%). Part of Husseinali's study was designed to focus on the heritage aspect of motivations and so integrative motivation was divided into 'identification motivation' and 'travel and culture' motivation. Together these make up the majority response.

All the studies in this area were not focused on LCTLs though. In Hernandez's (2006) study of 130 fourth year Spanish students, the findings were similar. He found that the students he surveyed were largely motivated by integrative types of motivation. The survey was also accompanied by an oral language test and it was found those students with integrative motivations tended to have a greater ability in Spanish.

As there are no comparable Canadian studies with this age group and no interview focused studies of attitude, beliefs and motivation at all, the range of comparable research is sparse and flawed. That being said, the abovementioned studies do point the way to

some possible generalizations about the strength of integrative motivation as a factor in more successfully encouraging university aged students to study language.

Conclusion

The areas of motivation, attitude and belief all play an important part in any examination of second and foreign language acquisition. By examining the large body of research in these areas, stretching back from the work of Gardner and his associates to the many people working in this field today, we can catch a glimpse into what helps language learners to maintain (or, on occasion, what diminishes) their interests in acquiring second or foreign languages. In time, we may be able to use this knowledge to help encourage the learning of foreign and second languages in our society to help insure the legacy of our generation is a vibrant and multicultural one.

Methods

In order to best explore the methodology used in this study, this section has been arranged to first examine why previous studies have perhaps been limited by their methodology, which has consisted primarily of survey data. This is then followed by an explanation of the process by which this study was organized including how the methodology helps to overcome some of the limits of previous attempts at similar studies using only survey data.

Methodological Limitations of Previous Research

The vast majority of studies and meta-studies in the field of attitude and motivation in language learning have been done using surveys involving Lickert scales and/or ranking of predetermined items. These methods provide ways to assemble statistically significant bodies of data fairly effectively, with minimum disruption to the research participants, and at reasonable cost. As well, survey instruments allow researchers to ask a fairly large number of questions at one time, as they are much more time-efficient than qualitative research tools such as interviews and/or long-term observations. At the same time, these surveys have some limitations that have not been commented upon greatly in the literature that might, in fact, be quite significant.

One of the problems with surveys of the type used in the majority of these studies is that Lickert scales can only ask questions that are answerable in a simple rating system structure. They do not allow students to elaborate on their answers beyond an occasional comments section. While, as mentioned previously, this allows for the gathering of information that is relatively easy to analyze, it doesn't necessarily give a nuanced view of the subject being examined.

For example, the questions from Gardner's AMTB test (Gardner, 1985) about integrative and instrumental orientations are to be answered using a Lickert scale that runs from "strongly disagree" to "strongly agree." To demonstrate how this works, I cite several examples below which come from the AMTB:

Integrative Orientation

1. Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French.
2. Studying French can be important for me because it will allow me to meet and converse with more and varied people.
3. Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.
4. Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups

Instrumental orientation

1. Studying French can be important for me only because I'll need it for my future career.
2. Studying French can be important for me because it will make me a more knowledgeable person.
3. Studying French can be important to me because I think it will someday be useful in getting a good job.
4. Studying French can be important for me because other people will respect me more if I have knowledge of a foreign language. (Gardner, 1985, p. 179)

There are other questions that deal with a few more aspects of motivation but one of the limitations of this type of instrument should be obvious by looking at these questionnaire examples. It is the researcher who has, in *a priori* fashion, determined the sources of motivation in this type of study. If students are motivated by something outside the limitations of these questions such as: an inspiring multilingual relative, travel, or the social desirability of being able to say they are bilingual to mention three possibilities, there is no way for the researcher to register that information through the closed set of questions necessitated by these types of questionnaires (A limitation of variables is a necessary process in statistical analysis).

Another limitation has to do with the richness of detail available from this type of survey. Even if the item does reflect the prime motivating factors of the subjects, the researchers are still left only with a raw sense of the meaning of that factor for the research participant. Perhaps one subject answers in strong agreement with the second item in the instrumental orientation and feels he/she studies French because it will make him/her a more knowledgeable person-- but there still remains much unknown about the answer. Is it pure linguistic knowledge that intrigues the participant? Cultural knowledge? Global-political knowledge? An elaboration of the meaning of these factors could yield a richer and more subtle view of motivation.

A final possible limitation to this type of study is that it is quick and easy. The filling out of questionnaires doesn't allow much time for participants to ponder their notions regarding why they would choose the answers they do. Even if they do reflect on their answers, there is little room on the survey forms for them to record that reflection. It

seems not entirely unlikely that the subjects, particularly younger ones, may simply respond using received wisdom when they haven't thought too deeply about their choices prior to taking the survey. It is for these reasons I would like to propose the following process for my research.

Before moving on it is worth noting that while there has been a movement in the area of language beliefs, attitudes and motivations towards smaller-scale context-sensitive studies (much like the one being proposed for this thesis) an extensive search of the literature revealed no research into this area that used interviews as part of their data collection. In fact, other than a trend towards the use of a different scope of study, little has changed in terms of the process used for gathering data and all the research available has involved only surveys of the Lickert variety (see Ossipov, 2000; Wen, 1997; Yang 2003 for examples).

The Development of the Interview Questions

The questions being used for this research evolved over a long gestation period through a number of stages. The initial stage of their development involved the development of the survey instrument used in the larger scale research done by Kouritzin & Piquemal (See Appendix A for an outline of the project) which, briefly, is a project that seeks to explore "through a comparison of contextual influences on foreign language learning in Japan, France and Canada." In developing the survey questions, focus groups first began with critiquing earlier surveys and focusing on more general questions than were generally used in such surveys. The survey developed through this process was then trialed, tested and then administered in three nations to a sample numbering over 7,000. Based on the results obtained from the survey, comments received as part of the survey,

and the experiences of the research team, an interview protocol was developed to be administered in the same three countries.

My involvement in the study began with the administration of the survey and involved data collection and entry in the Canadian section of the larger research project. Having a basic knowledge of the languages and cultures involved in the research project (English, French and Japanese and, correspondingly, Canada, France and Japan) and having been involved with the data collection and entry of Canadian student surveys placed me in a unique position as a researcher on this project. As a result, I was invited to help develop the interview protocol and questionnaire (along with Professors Kouritzin and Piquemal) I will be using for this project. Both the protocol and interview questions have already been used extensively in all three countries in the larger project. In the case of the Canadian interviews, the data gathered has examined the language attitudes, motivations and beliefs of other segments of the Canadian public than the target interview population of this study (language teachers, government officials and the public at large). In fact, my data collection was among the last few sets of interviews needed for the completion of this larger research project.

While the intent of the project as a whole was focused largely on an intercultural perspective on language learning, I felt that the data of the particular subset of data I was in charge of gathering (the university students section) could well be used to explore how language learners and non-language learners differed and perhaps more to the point, why language learners had chosen to learn languages – a question which I found tremendously engaging.

As mentioned above, the larger study's initial data collection phase sought more traditional questionnaire-type data and in the Canadian section, students in the Japanese and French language programs at the Midwestern university I am proposing to focus on were surveyed. In terms of analysis, this grouping of target respondents does not correspond in any way useful to the data I plan on seeking through interviews but I introduce this stage of this larger research project as context for this study and acknowledge some of the direction and source material drawn upon in order to develop this piece of research and its data collection tools.

The questions we arrived at borrow heavily from the initial questionnaire (Appendix B) as their primary focus was to elaborate the data found through the surveys and so serve as an extension of them. The questions for the interviews are categorized in the five categories as the surveys. These are: (1) social norms in foreign language learning; (2) advantages of foreign language learning; (3) the role of instruction and instructional strategies in foreign language learning, (4) personal attitudes towards foreign language learning; and, (5) personal experiences in foreign language learning.

The process for arriving at the questions involved the consideration of a number of concerns. The questions served to elaborate and draw out more complex answers to some of the questions in the survey. An example of this would be the following:

Survey Questionnaire

B2 People who can use more than one language have more economic opportunities than those who do not (SNIFFL, p. 2)

Interview

A2 What opportunities do you think that people who can use more than one language have in today's society? (Work, education, etc.)⁵

You can see that the first question (answered in a Lickert scale) would likely yield similar information as the interview question but its scope is narrower (It deals only with economic opportunities) and would simply, by the nature of these two very different types of data collection tools, provide a much less developed answer.

Other questions were developed as a direct result of an initial analysis of the survey data and were meant to follow up a particular topic dealt with in the survey questions as you can see in the survey and interview items below.

Survey Questionnaire

D22 Including English, from most to least important. What do you think will be the most important foreign languages for English-speaking Canadians to know in the next 20 years? Please list up to five, though fewer is fine. You may choose from this list, or use your own ideas: English, French, Japanese, Cantonese, Mandarin, Hindi, Punjabi, Arabic, Ukrainian, German, Russian, Tagalog, Spanish, Italian, Korean, Portuguese, Swahili, Cree, Ojibway, Inuk, Hebrew, Polish. (SNIFFL, p. 3)

D7 I feel that learning a foreign language is important to my career. (SNIFFL, p. 2)

Interview

D 4 Why do you think that, in our surveys, English, French, Spanish, Japanese, German, Cantonese and Mandarin (Chinese) were seen to be influential languages for the next decade?

A2 What opportunities do you think that people who can use more than one language have in today's society? (Work, education, etc.)

⁵ Information in brackets is not strictly part of the question but used to indicate the direction of the question when it was felt there might be some confusion and to offer prompts to help the subject should they seem necessary.

A final source of questions was researcher intuition. Questions were included to fill in perceived gaps in the initial survey questionnaire or to, in the case of this thesis, to focus some light on an area not necessary for the larger study but still related to the type of data we were seeking. An example of this type of question would be C2 among the interview questions (What languages were available to study in your high school? Why do you think those were available? How did your experiences in high school affect your interest in learning languages?). This question, or short series of questions, allowed me to ask more directed questions about a possible source of motivation for students that had not been approached directly in the initial survey questionnaire.

The process of developing these interview questions went through a vetting process among the collaborators. Each offered up suggestions and through discussions in person and via e-mail decisions were made on which questions should be used and how they were to be organized into groups for ease of later analysis (Appendix C). The interview protocol was piloted with a number of people from each of the three languages (though it was piloted only in English), resulting in a number of wording changes to the questions to eliminate confusion. Finally, a protocol was drafted for the conducting of the interviews through a similar vetting process (Part of Appendix C) and then everything was translated into the other two languages of the larger research project.

Process

I chose to examine two groups of students at a Midwestern Canadian university through an interview process. One group consisted of twenty-four students who were then studying or had studied foreign languages at the university and one group consisted of sixteen students who had never study foreign languages at a post-secondary

institution.⁶ I chose these two groups for three reasons. First, I hypothesize the motivations for taking language at a Midwestern Canadian university may likely be quite specific to its context, as the population of the Canadian Midwest lacks the diversity of the more densely populated areas of Canada. Therefore, if we are seeking ways to encourage language learning among students in the Canadian Midwest, we need to examine what seems to work in this specific context. Second, by examining two groups, one of students who had already expressed interest in foreign languages and one that did not, we might be able to discern some identifiable and useful knowledge about what different attitudes, beliefs and motivations towards learning foreign language might exist between these two groups and how they developed. Finally, by using the more open process I am about to outline, I am hoping to develop a pool of more nuanced data about language attitudes and motivations than one that might be attained through surveys alone.

The university used in the research for this thesis is a large mid-Western university with a student population exceeding 25,000. The university is a full-service university offering a wide range of undergraduate and graduate programs and includes a medical campus. The research for this thesis was done on the campus that houses the humanities. This university offers a number of language choices for students interested in studying languages. Most of the languages are European (French, Spanish, Italian, German, Russian, Ukrainian, Polish, Yiddish and Icelandic) but a number of non-

⁶ The initial number of interviews done as part of the previous study required that there be twenty-five subjects for each group. The current study, however, had additional criteria for the subjects, such as that the subjects needed to be undergraduates and had to have studied in the Canadian Mid-West for junior and Senior High school. The current number of subjects was arrived at after vetting the students under these additional criteria. There was also some difficulty finding enough students who had not studied language with only twenty being found in the end (which have become sixteen after being vetted by the criteria mentioned above).

European languages are also available as a choice (Cree, Ojibway, Japanese, Mandarin, Hindu-Urdu and Sanskrit).

The recruitment of students occurred in two ways, the first stage of the recruitment was done as part of the surveying process. When the surveys for the larger research project were being administered to language students studying French or Japanese, the distributor of the surveys also circulated a sign up sheet for those interested in the second interview stage of the project. Further interview participants were sought by randomly approaching possible participants in a variety of campus locations such as the university's libraries, cafeterias and hallways through a call for volunteers. An interview time and location was then arranged usually on campus but the researcher occasionally met off campus with interviewees when meeting on campus proved difficult. Whatever the location used, the aim was to find a quiet location conducive to a thoughtful conversation. All interviews were recorded and transcribed verbatim before the analysis began.

In order to create a satisfactory pool of data for exploring what encourages or discourages language learning among students who have grown up in the Canadian public school system and are now attending a mid-Western Canadian university, I limited my pool of interview participants to random undergraduate students who have lived and studied in Canada since at least their junior high school years and who were currently attending the university specified at the time of the data collection.

The intention behind using an interview process is that it will help offset the critiques of past survey-based research in this field outlined earlier in this section. The questions on the survey were designed to approach the area of attitudinal and

motivational research from a more open-ended perspective to allow the students time to think about and elaborate on their answers. It was not meant to be a completely open ended process as prompts are limited to the ones outlined in the list of questions (Appendix C) but should allow us a glimpse of a more complex view of language attitudes and motivations of foreign language learners.

The analysis that follows focuses on reoccurring themes that might allow us to answer the five research questions outlined in the introduction to this thesis proposal. As an organizational tool, the five sections of the interview protocol were used to initially categorize the data. In a successive iterative process, the data was examined, question by question, and comparisons as well as emergent themes were generated.

Trustworthiness

While the notion of validity is difficult to apply to a piece of qualitative research such as this one, an attempt needs to be made to insure that some measure of 'truth' is incorporated into the project design to insure that the findings accurately reflect the data used for the study. The concept of "trustworthiness" as explored by Guba and Lincoln (1989) has been chosen as a guiding concept to help ensure the accuracy of the findings.

In response to a need for a set of tools to insure the legitimacy of findings in qualitative research, the research team of Guba and Lincoln (1989) devised a set of tools that functioned as a qualitative research equivalent to the notion of validity and its measures. Central among those tools are the following that were incorporated into this study: prolonged engagement, persistent observation and peer debriefing.

While this research project did not require the researcher to live among his subjects for a prolonged period of time (the traditional application of this concept), one of

the key features of the structure of the data set was that it was quite large for a set of interviews. This allowed the researcher to be immersed in the world of the subjects for over a period of two years, giving him an opportunity to develop a sense of that community. While doing this research, the researcher participated on campus as both a language teacher and student⁷, giving him a general sense of the world of second language classrooms on campus and a greater sense of ease when dealing with the interview subjects. This may be an overstatement but there was a sense of comfort during the interviews and, more than once, a subject expressed reticence after an initial contact and then agreed after discussing the general sense of the interviews with another subject (either because they were friends or because they were in the same class). I believe my experience being part of that world helped to set a tone of trust and drew out accurate responses.

This researcher used persistent observation as a method to ensure accuracy in the findings. Persistent observation involves pulling oneself out of the immediate world of the study (in this case the interactions during the actual interviews) to note and focus on emerging themes. While no change was made to the questions or the ways in which the interviews were conducted over the two years they took place, a focus on emerging themes was an important part of the earlier stage of the larger piece of research of which this belongs. Careful thought and discussion went into considering the questions that would go into the interview protocols based on the earlier survey data. This was followed, after the two years of interviewing, by organizing the interviews into a number of databases to explore what the questions revealed discretely as well as in combination.

⁷ though not in any of the classes containing the subjects

The final tool used was that of peer debriefing. Peer debriefing involves inviting peers to examine and comment upon the work in question. In the case of this project a number of peer reviewers were used. Among those peers consulted outside the immediate world of the researcher's committee and classmates, were a researcher with expertise in qualitative research, a university level language instructor and a high school language instructor. In all cases, these peers were able to offer both additional insight and challenge to the analysis of the data that makes up this study.

Beyond these tools borrowed from the work of Guba and Lincoln, an effort was also made to insure that there was a consistency in the way the interviews were conducted. Besides having developed a set of questions and protocols previous to beginning the interviews, all the interviews were conducted by the researcher allowing for a significant continuity throughout the entire process. Every effort was made to maintain roughly the same atmosphere for each of the interviews – always with an eye on trying to allow the subjects the room to expressive their points of view clearly.

It is the researcher's belief that the use of these methods in combination worked significantly to help insure the trustworthiness of the data.

Research Findings

Categories for Analysis

The purpose of this study was to explore the attitudes, beliefs and motivations in both students who had and those who had not studied language at a university level. For the purpose of exploring the data, the basic organizing categories of the interview and this thesis (attitude, belief and motivation) will be used to organize this section. As well, for the purpose of “fleshing out” the subjects, I will also begin with a *General Background Information* category.

Subjects

The subjects of this study, as explained in the methodology section of this work are from two different groups of students. There are twenty-four students who have studied languages and sixteen students who have not. All of the students were attending a large Canadian mid-Western university, were undergraduates and had attended school in the Canadian mid-West since junior high school (with the exception of one student who had spent one year in Brussels at an international school).

Sub-Groupings

The original intent in collecting this data was to compare the responses of two distinct groups of subjects, university undergraduate students who had studied a foreign language in university and university undergraduate students who had not studied a foreign language in university. As I began to organize the data, it started to become clear that for both groups, sub-groups formed that differentiated themselves enough that it occasionally raises some interesting questions for this study and the research questions it is attempting to explore. To deal with this first, and unexpected, emergent theme, I have

decided to include reference to these sub-groups in this section of this work when it is relevant.

In the group that is made up of university students who have not studied language, a natural distinction occurs with regards to several questions between students who are unilingual English speakers (eight of the sixteen interviews) and students who are multilingual as a result of family background (the remaining eight). In the group that is made up of students that have studied language in university, the natural distinction is between students who are studying French as a second or foreign language (eight of twenty-four) and those students who are studying other languages (the remaining sixteen students).

Referencing

For the ease of the reader, two types of simplified reference systems will be used in this and the following sections to refer to the data gathered for this study.

When referring to specific interview questions after their initial introduction in a particular section they will be referred to in the following fashion: general background question (GB), attitude question (A), belief (B), and motivation (M). These letters will then be followed by the number that represents the question. For example, M3 would refer to the third question in the series categorized as motivation questions.

As well, when referring to evidence taken from a specific subject's transcript data, the reference will begin with a reference to the question indicating the question to which the subject was responding followed by either LL for language learner or NLL for non-language learner. For example, A2 NLL10 would refer to the non-language learner #10's response to the second attitude question.

General Background Information

The general background section is intended to include those questions that relate to the language history of the subject without exploring their attitudes, beliefs and motivations directly. Occasionally, as is sometimes the case with interviews, the responses spill over into another category. When dealing with those responses, they will simply be noted and saved for the discussion section of this thesis.

Early Multilingual Experiences

The first question explored in this section was, “Do you remember any childhood heroes who were bilingual? Or somebody you looked up to who was bilingual? (Any stories about bilinguals from childhood? How did you know that that person was bilingual?)” (GB1). The intent behind the prompts in this question was to explore early experiences the subjects may have had with multilingualism in their childhood to see if early general experiences have any discernable effect on their future enthusiasm, or lack thereof, for learning languages.

Among students who did study language, most did not respond positively to the initial question and there were many who asked what was meant by a hero. Those that did respond to the question were either mentioned their teachers (2) or Pierre Trudeau (3). The second question and the prompts, however, yielded some fascinating information. Almost everyone found it easy to come up with someone who was bi- or multilingual in their past. What emerged from their stories were really three basic categories of response – family (13), famous people and characters (5) and teachers/educators (3). Three people had no response. What emerged through these stories was that the majority of these students had very positive images of being multilingual. In many cases, particularly with

regards to family, the subjects reacted to another (non-English) language with curiosity trying to figure out the punch lines to family jokes told in Low German (GB1 LL18) or to decipher the secrets being discussed by an uncle and his new French-speaking girlfriend (GB1 LL16). Other glimpses of curiosity emerge when they discuss listening in on phone calls back to the “homeland” (GB1 LL13, GB1 LL18). There is also a healthy selection of stories involving the use of pet names and terms by grandparents that gave them (GB1 LL8), if only in a few words, a secret “foreign” world that they could share in. The stories involving teachers/educators fall into a similar pattern with some of the subjects remembering quite clearly their early exposure to language through French Immersion and their desire to be like the “big kids” who could talk comfortably to their teachers (GB1 LL20, GB1 LL24). The famous people and characters seemed more an evocation of pride and enthusiasm for Pierre Trudeau’s dream of a bilingual Canada, though both sports stars and celebrities were also mentioned.

What emerges from the responses is that these students grew up seeing language as something intriguing or something to pursue with pride and it came from an environment that was supportive of language whether it was relatives who were comfortable being multilingual, a national ethos of bilingual pride or positive experiences in our French Immersion system.

A generally different picture emerges when we look at the group of students who had not studied another language but it is a difference that emerges in the way they talk about influential bi- or multilingual individuals from their youth. Once again, most of the subjects didn’t respond to the question about heroes. The three that did, mentioned politicians and hockey players but in a fairly vague way, not really centering on an

individual (though both Wayne Gretsky and Brian Mulroney were mentioned). As with the previous group the biggest influences came in the form of – family (10), famous people and characters (2) and teachers/educators (2). There were two or three fairly developed responses to these questions but for the most part they required considerable thought on the part of the subject to come up with an answer and most were fairly brief.

What emerges from this set of responses is not so much a negative response but responses that were largely confused and searching. It was clear that except for a very small minority, it was not something that they had thought greatly about previously and likely did not figure strongly into their self-image.

High School Experiences

In order to continue an examination of the language histories of the subjects, the second question in this series, “What languages were available to study in your high school? Why do you think those were available?” (GB2) was asked of the subjects to see if the language offerings at the respective high schools attended by the subjects had any effect on their openness towards learning languages.

As all of the students who studied language in university attended high school in Canada (with one exception who spent one of his high school years at an international school in Belgium), the predominant second/foreign language taught was French which was taught in all the schools referred to in the interviews. French was then followed by the following language choices: Spanish (14), German (5), Japanese (1), Mandarin (1), Ojibwe (1) or Cree (1). I have not included the international high school in this data as it is not reflective of the norm (English, French, Spanish, German, Danish, Flemish and Japanese were taught).

The perceived rationale for the French programs was universal; Canada is a bilingual country and French must be taught. As for Spanish, the subjects tended to see the reason for it being offered as a reflection of it being an important language in North America and the world or, most often, because the French teacher could usually speak some Spanish. With German, Ojibwe and Cree, the main reasons the students saw for them being offered was that they were heritage languages in the areas they were being taught in. As for Japanese and Mandarin, the subjects who mentioned them felt that it may have been offered because they were major global languages and that they might lure someone not generally interested in learning a foreign language.

As with the students studying language, the students who hadn't studied language in university all attended high school in Canada and were exposed to much the same types of language option choices. French was available at all schools and the other languages mentioned were: Spanish (8), German (3) and Japanese (2). The rationales that the subjects posited for their schools offering these programs were virtually identical with those in the other group. The only thing that differs is that this group, in general, went to schools with less languages offered or weren't sufficiently interested in language learning to know which languages were available but the difference is slight enough that it is hardly a conclusive observation.

Friends and Family

The experience of others we know can often influence our own attitude and behaviors; therefore, one question, "Can you tell me about anyone you know who has worked overseas in a non-English speaking country? Did they know the language before they went there? Did they know the culture before they went there?" (GB3) was asked

specifically to explore the exposure of the subjects to people they knew who had had the opportunity to live in a non-English speaking environment. The question was meant to examine if the two groups had significantly different experiences in this regard.

Of the twenty-four students studying language, sixteen knew someone who had lived overseas in another country. The largest group was made up of friends of the subjects (10) but there were also smaller numbers of relatives (3), subjects themselves living overseas (2) and missionaries from a subject's church (1). The majority did not know the language when they went (9) though some were comfortable (4) and a smaller group had a bit of knowledge (2). As for cultural knowledge, there appeared to be a generally stronger sense of background knowledge than with the languages of the countries they lived in. Answers ranged from 'yes' (3) to 'a bit' (5) to a definite 'no' (4). For this question there were also a few 'I don't knows' (3). Two-thirds of the subjects had been exposed to someone living overseas either themselves or through friends.

On the other hand, of the sixteen students who were interviewed in this group, 10 knew someone who had lived overseas in another country. Again, the largest group was made up of friends of the subjects (7) with a few relatives (2). None of the subjects had lived overseas. Also similar to the students who were studying languages most of the people described did not know the language before living in the other country (8) but in a few cases they knew a bit (2). Unlike the students who had studied language, no one knew someone who knew the language before leaving. As for cultural knowledge, answers ranged from 'yes' (1) to 'a bit' (3) to 'no' (3). Again, there were a few 'I don't knows' (3).

There seems to be little that separates these groups when it comes to this question; however, there are some differences worth noting. Within the group of students studying language, there were two students who identified themselves as having lived overseas. Not mentioned in this set of answers was the fact that there were seven other students from this group who at other times in the interviews mentioned living overseas for significant amounts of time (usually a year) so the responses to this question do not give us a perfect picture of the differences (Only one subject from the other group had lived overseas for a significant amount of time). For those who had spent a considerable time overseas, it was clear that in all cases it had a profound effect on their desire to learn language. An example of this would be subject LL9:

Well, growing up I didn't have a second language in my house but I always wanted one and I discovered that later in, like, after I graduated high school. 'Cause I didn't take French in high school or anything like that. I did some traveling over in South America and I discovered I could not communicate and it drove me crazy. And I thought, "Why didn't I learn another language?" so I think that's where it came on my own, later in life." (B1 LL9)

Personal Experience

The final question in this series of general background questions, "Can you describe a cross-language experience that you've had?" (GB4), was the most general of all four General Background questions and was designed to allow students to elaborate on their personal experiences negotiating or dealing with communication across languages. As some subjects did not clearly understand the concept of "cross-language", it was explained as a situation in which communication was effected by the presence of a linguistic gap. The intention behind this question was to explore any differences that

might come up in the types of experiences they had and their reactions to those experiences.

Among the students who had studied languages, there were a number of events that were singled out. While there was a small minority who couldn't identify a cross-language situation in their lives (3), the majority could. The majority of the subjects from this group described a cross-cultural situation from time spent overseas either traveling or living for a significant amount of time (13). Others recounted cross-cultural incidents that occurred with distant relations (3), the family of their romantic partners (3), at work here in Canada (3), language exchange (1) and through random chance meetings (2). It is evident from examining the types of encounters the subjects described that were largely cross-language experiences of a fairly personal nature. In their discussion of this question, it was also clear that these cross-lingual experiences were generally not isolated incidents but part of a situation in which that cross-language experience extended itself over time. Finally, in describing these experiences, the perspective they had was overwhelmingly positive. A typical example comes from this subject who was studying Japanese.

The best one (cross-language experience) that I think I've had so far is with the three exchange students from Japan, trying to help them with their idiom homework, and it's just interesting trying to explain things with words they already know and you don't know what words they know. Then they'll say something to see if I understand it in Japanese back and so we're trying to find a way to communicate all the time and making friends but trying to communicate with them and they're really, really neat people. Two of them have actually gone home now, one is left, but they really were a highlight of my year, having them here. (GB4 LL24)

Among the group of students who had not studied language at university, a number could not think of a cross-language experience (4). Among those who could, the largest number experienced cross-language encounters overseas (5, with 4 of those belonging to the multilingual sub-group), while others experienced cross-linguistic experiences with friends (3), through work (2) and through a random encounter (1). In these cases the number of encounters was less as a percentage of the population and the encounters described tended to be single incidents and often dealt with the other person attempting to communicate in English, rather than trying to communicate in someone else's language. This was particularly true in the sub-group of students who were unilingual. Among the multilingual subjects from this group, the incidents described still seem to be one time incidents but some involved speaking their first languages in their families' home countries and having generally negative feelings about their ability in those languages (speaking Hindi in India - GB4 NLL11, speaking Russian in Eastern Ukraine - GB4 NLL14). Overall, the incidents described seem to figure less positively or significantly in their desire to learn languages.

Overall, a picture does immerse when we examine the two groups' responses to the General Background questions. Particularly when looking at the responses to questions GB1, GB3 and GB4, it would seem that the responses for the students who had studied language at university were, on the whole, richer in detail, more personal and more positive than those who had not.

Attitude

Attitude in the case of these questions and, indeed, this thesis refers to socialized attitudes about language. As such, the questions in this section are primarily focused on asking the subjects of this study questions about social perceptions about language that were revealed in the survey that proceeded the interviews. They are in effect being asked to comment on the opinions of society as constructed through survey data.

Societal Value of Learning Languages

The first question in this series, “What opportunities do you think that people who can use more than one language have in today’s society?” (A1), is intended to explore how the subjects see the value society places on linguistic knowledge in terms rewards and opportunities.

Among the students who studied language in university, there is a slight difference in the types of answers given by the two sub-groups when discussing this question. For both sub-groups the answers tended to focus on opportunities such as: employment (22), living overseas and travel (12), intercultural communication (9), and further study and scholarships (3). Clearly, the overwhelming majority saw a perceived benefit to being multilingual in terms of employment. For the French language students, however, employment largely referred to government jobs and jobs in the service sector in Canada, only one student mentioned using French in relation to working overseas.

For the students studying languages other than French, one of the predominant opportunities was the opportunity to work overseas (11 out of 16 mentioned it as opposed to 1 in 8 for the French language students). It would seem that while both groups share a

great deal, it is clear that the students studying French see their opportunities largely in a Canadian context while the other students see their opportunities in more global terms.

As with the students who had studied language, the students who had not studied language tended to focus on the opportunities available in the job market. In the monolingual sub-group the focus was almost entirely on jobs (8) with some identifying travel (3) and life experience (2) as other opportunities. When discussing jobs they tended to focus on government positions and assumed the question was about French. Much like the students of French, they saw language primarily in the Canadian context.

In the multilingual sub-group, jobs (7) were once again the main choice as an opportunity for a multilingual but most also mentioned a second or third possibility such as: opportunities for travel (4), social interaction (3) and education (2). In general, these subjects had a clearer and more articulated sense of possibilities than the other sub-group.

Academic Value of Language Learning

“If you want to go work in accounting or in a bank and you can speak three different languages that’s not going to get you in if you can’t do Math” (A2 LL21). This quote from one of the students, describing what the speaker saw as the typical reasoning of an average Canadian, really sums up how the subjects responded to the question, “Why do you think the respondents to our survey felt that language study was not as important as other subjects like mathematics, sciences, and social studies?” (A2). While a small number of them said they absolutely didn’t agree with this societal attitude (3), most did not comment either way about their own point of view on this subject. Many of their responses centered on the idea that, particularly in countries like Canada, the US and England, language acquisition was part of a second-tier of subjects that came behind

more practical subjects such as math and science. There were many comments about how language could help facilitate those other activities but were not independently valuable in themselves when compared to math and science. Only a few subjects chose to ascribe a source to these societal attitudes. Those who did generally focused on society and the environment they grew up in. Most saw Canada, or at least the mid-West, as a unilingual country and that the learning of a language was really just an advantage in the workforce rather than a necessity. It was also suggested by some that language learning had lesser status in the area of public education as explained below:

Think it has to do with the idea passed through the governments, and through international organizations that the Maths and the Sciences are measurable, indicators of education levels of populations. You always see studies saying you know, United States Math is dropping, Japanese Math is rising. German science is above the rest. You don't hear about languages... (A2 LL5)

Interestingly, except for one brief mention, the respondents never mentioned social studies as an important subject in their responses. This leads one to question if it, too, might be a second-tier subject.

Much like the previous group of subjects, the group who had not studied language - almost to a person - felt that languages were not a necessity. The attitudes towards its importance ranged from seeing it as a hobby to it being a useful accompaniment to more essential skills. There was a particular emphasis on jobs and earning a living in this group and they did not see language acquisition as important in finding work. Perhaps the most succinct response to the question was the following comment: "the sad story is that a lot of people who take languages, end up working in Chapters" (A2 NLL14). It was clear in

their responses that this group largely concurred with this assessment of the importance of language in comparison to other subjects.

Benefits of a Multilingual Workforce

One of the findings of the survey data that helped shape the interview process was that most people felt that linguistic ability led to jobs. At the same time, the survey data **also** found that most people did not feel that they needed to know another language to get a good job. This curious seemingly contradictory ideas led to the development of the question, "Why do you think that many people who did our survey felt that having a bilingual workforce is important for the economy, but they did not feel that they personally needed to be bilingual to get a good job?" (A3), in an attempt to further clarify how linguistic ability benefited those seeking jobs and to explore why a lack of linguistic ability was not viewed as an impediment.

In the responses by the subjects who had studied a language in university to this question, it was clear that the vast majority felt that it was likely due to the fact that outside of working in international trade or in the federal government, a second language did not seem all that essential to most Canadians and if you were not seeking out those types of opportunities, it wasn't necessary. It was also mentioned several times that for most people a knowledge of English is enough to do well in Canada outside of Quebec and New Brunswick. In fact, it was also mentioned that it is far more important, in terms of employment, for those who do not speak the English language to learn it than for native speakers to learn another language in the Canadian context. There were one or two subjects who felt this was unfortunate but the picture painted of why society in general might think this was very clear.

As with the students who had studied language, those who had not felt that unless you were going into the federal government or planning work in international business, it really wasn't that important to speak more than one language. There were, interestingly, a few comments that there was a clear need for multilingual workers but just that they were really a minority group. One subject even suggested that immigrants could and possibly do provide our best source of multilingual workers, lessening the need for unilingual Canadians to learn a language (A3 NLL10). While many recognized that another language could offer more employment options in specific fields, the overall tone hinted that they basically agreed with this position. There was really only one strong dissenting voice and that was of a unilingual English speaker who had married into a French-Canadian family (and he felt similarly until his marriage, A3 NLL7).

Belief

The questions asked in regards to the subjects' beliefs about languages were designed to target their personal feelings and thoughts about languages and language learning. In this section, the questions needed to be open-ended to gain a richer sense of how the subjects felt about languages and learning them; as a result, the responses could sometimes be quite unwieldy when included simply as part of the main text. To render them less unwieldy and to make it easier to get an overview of the data, some of the findings in this section have been organized and presented in the form of charts.

The Importance of Learning Languages

The first question in this series, "Do you think that speaking more than one language is important? If so, why? If not, why not? Where did that belief come from?" (B1), was asked to get a clear sense of how the subjects valued language and also to prompt them to explore beyond what might have been a simple "yes/no" answer in the hopes of creating a richer sense of how students from this particular cohort value (or don't) language and language learning.

In the group of subjects who had studied language, all respondents agreed that speaking more than one language is important and nearly all of them emphatically so. When describing their reasons why they felt this was true, most of the subjects listed more than one reason and some several. As there were so many varied responses, they have been presented as a table (Table 1) to give an easier overview of their responses.

Table 1	
<i>"Do you think that speaking more than one language is important? If so, why? If not, why not?" Language Students</i>	
<i>Reasons why speaking more than one language is important</i>	<i># of responses</i>
Travel	6
Meeting others/ Better communication	5
Gives you insight into other cultures	5
Canada is bilingual	4
Makes you well-rounded	4
Creates new pathways for learning in the brain	4
Employment opportunities	3
Generally more opportunities	2
Better understanding of own language	2
Technology and information sharing	2
Speaking two languages is natural	1
Note: N = 24	

In general, the sources to which the subjects attributed these beliefs were also varied and multiple as can be seen in the following chart (Table 2).

Table 2	
<i>"Do you think that speaking more than one language is important? Where did that belief come from?" Language Students</i>	
<i>Where their beliefs came from</i>	<i># of responses</i>
Travel (both short-term and long-term)	8
Personal experience (using other languages)	7
Multilingual family members	4
Multilingual friends	3
Immersion programs	3
Core French	2
Research	1
Parents Influence	1
N = 24	

What becomes clear from these two tables is that the personal experiences on the whole, such as the three most commonly mentioned sources (travel, personal experience

using another language and multilingual family members), played a significant part in the attitudes of these particular subjects towards language.

Among the subjects who had not studied language in university, most agreed that speaking more than one language was important (three were ambivalent). Again, as there were so many different responses a chart (Table 3) has been used to facilitate an overview of the data.

Table 3	
<i>The first question in this series, "Do you think that speaking more than one language is important? If so, why? If not, why not?" Students not Studying a Language</i>	
<i>Reasons why speaking more than one language is important</i>	<i># of responses</i>
Employment opportunities	8
Cultural Enrichment	3
Meeting others/ Better communication	2
Lack of ability in language (experience)	2
Travel	2
Asset in academia	2
To enter politics	1
To help with children's education	1
Sympathy for others learning language	1
Canada is a bilingual country	1
N = 16	

The two groups differ significantly in their response to why language is important in one significant way. For the students who are learning languages, the reasons they think language is important are linked to direct life experience whether they are travel, communication with others and having insight into other cultures; whereas, in the group of students who are not studying language the overwhelming reason is for employment opportunities. Given that the majority of both groups felt that unless your job involved languages they were not actually that important for employment, 'employment

opportunities' does not seem like a strong incentive and it is likely that may be one reason this belief does not seem a strong impetus for learning a language. While there are certainly similarities among the other responses, many of them are quite abstract (asset in academia, to enter politics, Canada is a bilingual country) when compared to the types of answers given by the students who were studying languages.

The differences between the groups with regards to this question continue with the question dealing with the source of these beliefs as can be seen below (Table 4).

Table 4	
<i>"Do you think that speaking more than one language is important? Where did that belief come from?" Students not Studying a Language</i>	
<i>Where their beliefs came from</i>	<i># of responses</i>
Job listings	5
Multilingual family members	4
Personal Experience (using other languages)	4
Travel	3
Canadian multiculturalism	2
Meeting others/ Better communication	1
French Immersion	1
Research	1
Parental Influence	1
N = 16	

Again, there is a difference between these two groups. A much more passive experience is revealed through this data for the students who had not taken language courses. While personal experience and travel are still on the chart they are less significant factors (and in the case of personal experiences, they belong entirely to the multilingual sub-group) than received experiences such as the knowledge of economic opportunities unavailable to unilinguals and family influence.

Affect of Language Learning on Cultural Ideas

After asking a fairly general question (B1) regarding the subjects attitudes towards language learning, the question, "What affect does learning foreign languages have on cultural ideas that people have?" (B2), asks the same subjects to discuss any effects on cultural ideas that learning a language might have. This questions also opens up the discussion to include possible societal benefits that might result from learning languages.

The responses for this question from the students who had studied language almost always included an aspect of learning a foreign language opening up the learner to other cultures and perspectives and generally broadening them as a person. Couched in this general attitude were a fair number of more specific notions of the effects of learning a second or foreign language. For the sub-group studying French, the focus was primarily on the French perspective in Canada and the more detailed explanations brought up ideas such as: understanding Quebec or French-Canadians, understanding the French and/or Métis perspective of Canadian history and enjoying French-Canadian culture through events such as the Festival du Voyageur (A Manitoban festival celebrating French and Métis culture). For the students studying other languages, the sense of the discussions was similar but there was more of an emphasis on a more general overall opening to others and included many more specific references and examples. These subjects also spent more time discussing not only how we gain insight into the perspectives of others, but also how that engenders a lessening of stereotypes and more understanding between people of different cultures.

The responses from the students who had not studied languages were not unlike the other group in tone. There was an overall sense that learning a language helped language learners to understand other perspectives, appreciate other cultures and move beyond stereotypes. There was a difference, however, in the type of discussions that occurred in the sense that there were few detailed examples of how this happens. There were also four respondents who either didn't have a response for this question or questioned whether studying languages necessarily had any benefit (referring to high school French class as similar to Math and not really an in-road to further cultural awareness) (B2 NLL14).

Benefits of the Language Learning Process

Following up on a question that asks about the possible societal impact of learning languages, the question, "Do you think the process of learning another language brings benefits? If so, what kind?" (B3), explores the possible impact the act of process a language might have.

The response to this question by the group of subjects who had studied language tended to vary a great deal depending on how they interpreted this question. Once again, many subjects reiterated the idea that learning a language opens you up to other cultures but along with that idea came many other benefits such as: a better understanding of grammar; the ability to communicate with those who don't speak English; the ability to travel more easily and sensitively; a better understanding of the communication process; opening your mind to a second pathway of learning; teaching you to be an active learner; making you a better student and worker; opening you up to another culture; allowing you to appreciate another body of art; developing the brain; connecting you to new friends;

giving you better insight into your own language; teaching perseverance; helping with memory; forcing you to develop new methods of learning and improving your study habits in general. The wealth of perceived benefits was similar across both groups and really forms the commonality among their responses to such an open-ended question. What is clear from their responses is that they clearly see many benefits that come with the process of learning a language including but stretching beyond cultural awareness.

Among students who had not studied a language in university a similar trend was encountered, but less diversity was evident. For subjects in this group the tendency was to respond, much like the language learners, either by discussing the benefits in terms of becoming more culturally aware or by discussing the positive effects it has in terms of developing the mind of the learner. Generally, there was a clear sense that learning a language clearly brought benefits. Interestingly, despite being the main reason this group chose for why speaking a language is important, jobs were not mentioned at all as a benefit of learning languages in this set of responses.

Language Support for Immigrant Languages

The next question, "Should Canada encourage the languages spoken by residents in Canada from other countries? Why or why not? How?" (B4), is intended to explore the openness of the subjects to language learning when put in a specific context. It is fairly easy to agree that language learning is good in a general sense but by couching the same question in a specific context, it can sometimes be possible to collect some very different data, sometimes even in contradiction to earlier stated beliefs.

The responses to this question among the students who had studied language were mixed. All subjects who responded to this question agreed that languages spoken by

residents in Canada from other countries should be encouraged. Most felt they should be encouraged because a variety of languages leads to a more diverse country while others felt that languages should simply be encouraged on general principle. Where there was a fair amount of variance in their responses had to do with the how the languages might be encouraged as can be seen in the table below (Table 5).

Table 5	
<i>"Should Canada encourage the languages spoken by residents in Canada from other countries? How?" Language Students</i>	
<i>How to encourage languages spoken by residents of Canada from other countries</i>	<i># of responses</i>
Offer more programs at high school and university level (especially high school)	7
No official support but don't discourage those languages	5
Create appropriate programs in areas with high concentrations of particular ethnic groups	5
Advertise programs more	2
Sister school programs for high school and university	1
Use media	1
Encourage positive attitude towards other languages	1
N = 24	

Looking at the three most common suggestions shows us three very different beliefs at work. The first, "offer more programs," puts the onus on the Canadian school system to facilitate not just the learning of more languages by those who want to maintain their languages but also to have them available to those outside that group who might be interested. Not only does the group see a strong need to help preserve the language in this new environment but they also seem to want to keep the door open for its further growth. The second in the list is the most passive and while not opposing these languages, doesn't see a place for Canada to encourage them. The third group is a bit of a compromise between the other two and believes, within limits, that the government can be an agent to help facilitate first language preservation. Though given the low number of respondents

for each category, the clearest finding that can be seen is that this group of subjects generally supports first language preservation.

Except for one individual, the group of students who had not studied a language in university also agreed that to some degree Canada should encourage residents of Canada from other countries to speak their own languages. At the same time, a common caveat to this sentiment was that immigrants must also learn one or both of Canada's national languages (in five responses). For this question, this group tended to focus less on language and more on culture as can be seen in the following table (Table 6).

Table 6	
<i>"Should Canada encourage the languages spoken by residents in Canada from other countries? How?" Students not Studying Language</i>	
<i>How to encourage languages spoken by residents of Canada from other countries</i>	<i># of responses</i>
Community-based classes and centres	4
Cultural events	3
Establish ethnic communities (like China town)	2
Multilingual library resources	2
Change national language policy from bilingual to multilingual	1
N = 16	

Either directly or indirectly the impression is that this group, generally, shares the same set of beliefs for this question. While not opposed to the preservation of minority languages in Canada, the best way to support their preservation is through facilitating the preservation of their cultures – an idea to which each of the suggestions listed in the table lends support.

Feelings about Multilinguals

The final question in the Belief section, "What are your feelings about people who speak more than one language?" (B5), asks the subjects to move beyond questions about

learning languages to explore how they feel about those people who have successfully become multilingual. The intent behind this question is to explore the value given to multilingualism among these two groups when it is expressed as a characteristic of an individual.

Most of the subjects who had studied a language in university describe a positive view of people who speak more than one language that ranges from the very positive (“they’re like, worldly, like Renaissance people” B5 LL11) to the less effusive (“They are just people who speak another language. Just, well, that’s interesting.” B5 LL23). Generally, they were thought of as worldlier and well-rounded, better informed, able to understand other cultures more easily, more intelligent, able to take advantage of more work and travel opportunities, and hardworking if they learned the language as an adult. Overall, this group of subjects most definitely saw multilingual individuals in a positive light.

The subjects who had not studied a language at university were less elaborate in their explanations but had the same overall feelings towards multilingual people. All respondents felt that it was positive and either expressed admiration or envy of those individuals who could speak more than one language. Their impressions of multilinguals were also similar to the subjects who had studied languages with multilinguals being thought of as: worldlier, hardworking, open-minded and intellectual. There were no negative comments though one subject, while admiring multilinguals, declared she most definitely did not want to join their ranks.

Motivation

The final category, motivation, used questions that tended to ask direct questions about the subjects motivations for learning language. This was an excellent way to get the students to discuss their motivations for learning languages and ideas surrounding these motivations among the students who had studied language at a university. For the subjects who had not studied language at a university, these questions sometimes felt a bit awkward as they searched for ways to answer the questions.

General Motivation for Studying Languages

The first question in this section, “Are you studying now, or have you studied, a foreign language? If so, why? If not, why not? How do you hope to use it in the future?” (M1), like the first question in the previous section (B1), is a straightforward attempt to get a rich picture of the motivations that the students had or didn’t have for studying languages.

For the group of students who were studying languages at university, all responses for the first part of the question were affirmative with students studying French (13), German (9), Spanish (4), Japanese (3), ASL (American Sign Language) (2), Hindi (1), and Greek (1). As can be seen in the list of languages studied, many of these students had studied more than one foreign language – a trait not uncommon in this group. Their reasons and aspirations were varied and can be seen in the following two tables.

The main motivations given for their language study were: general interest (13), language maintenance (from high school) (6), to experiencing living overseas (5) and work (3). Some lesser reasons mentioned were: communication with family (2), program requirement (2) and heritage language maintenance (1). As to how they hoped to use their

language skill in the future there were again a few main ideas: work (14), travel or live abroad (9) and/or continue their studies (6). There were, once again, a few lesser reasons as well: to communicate with family (2), to communicate with friends (2) and for enjoyment's sake (1).

The responses from the group who had not studied language at a university were interesting in that this question, coming late in the interview, tended to provoke a bit of latent language guilt that seems prevalent growing up in bilingual Canada. This is particularly reflected in answers to the questions about using their language skills in the future. It is conceivable to break the category 'Planning to study language in the future' into two groups, the larger of which containing responses that seem to have evolved entirely in response to being surveyed rather than as a result of their true feelings. The decision has been made not to do this as it may be assuming too much but, it seems important to note that this sense of guilt was in play for this question.

While none of the students had completed language courses in university, a few had started and dropped some, and most had either studied French in the Canadian public system or had experienced ESL in elementary school as immigrants. As the question does not specify at which level they were studying, the subjects in this group tended to refer to their earlier experiences learning language when answering the questions for this section. As a result all but four subjects responded positively to having studied language.

With this group of subjects, the reasons for studying were quite different than those mentioned in the responses of the students who had studied language at university. The only reason given for studying another language was that it was compulsory (8), while there were a number of reasons given for not studying one: too difficult or

frustrating (3), not enough time (2) and was not successful in earlier attempts (2). As to how they might use their language skills in the future, they responded as follows: to study a language (5), for travel (3), for fun (2), no plan to use another language (2) and to work (1).

When comparing the two groups, I find that the contrast is stark. Among the language learners there is a real sense of enthusiasm with only a few students (2) studying a language as a requirement as opposed to subjects in the other group who had studied a language because it was a compulsory subject (8). Even these two categories express a difference despite reflecting largely the same reasons for taking a language. This is because the sentiments expressed in answering were significantly different. The two language students who categorized their learning as a 'Study requirement' were both ASL translators who were taking Spanish as a means of receiving a degree after successfully completing a translation program. Both gave other reasons for their choice besides necessity and both made it clear that they were enjoying their studies. Students in the group not studying languages were decidedly less positive in describing this as a reason for studying language.

It is interesting to note that among the students studying language that while they tended to feel that they would be using languages for work in the future, only a few used work (3) as an expressed rationale for studying a foreign language. This points to the likelihood that within the context of the Canadian mid-west, language learning is not spurred on by the opportunity for work.

High School Language Learning Experiences

The second question in this section, “How did your experiences in high school affect your interest in learning languages?” (M2), was included in order to help the subjects explore possible sources of motivation more closely. Certainly, with almost all Canadian children taking language classes at some point during their junior and high school years, one would suspect that it would have had some sort of effect.

Among the students who had studied language, the results to this question are quite interesting. The majority of students were actually discouraged by their high school language learning experiences (13), while a slightly smaller group was encouraged (10). When describing their experiences, certainly commonalities emerge for both groups. In the group that found their language learning experiences in high school discouraging, many reasons were given for this response. Primary among these reasons were: didn't like the instructor (4), classes focused on grammar and drills (3), lack of choice (3) and slow achievement (3). In the group that found their language experiences in high school encouraging, most people weren't as forth coming with their rationales for their choice. Some of the reasons for their enthusiasm were: traveling helped get them excited about their language courses (3), relating the language to culture (1), having active classes (1) and having an enthusiastic teacher (1).

With the subjects who had not taken a language course at university, the results to this question are quite interesting. As with the previous group, the majority of students were actually discouraged by their language learning experiences (11), while a slightly smaller group was encouraged (4). For those who were discouraged by the experience, the main reasons were as follows: too difficult/frustrating (6), didn't like the instructor (3),

and didn't seem relevant (3). For those who were encouraged by their language learning experiences, only one gave a reason and it was that the instructor was engaging.

When examining the responses to this question, what is particularly striking is that while there were more positive responses among the students studying languages, indicating a possible link between a positive high school experience and further language learning, most people found their high school language experiences to be negative and those that continued on with language studies seemed to have done so almost despite their high school experience. Certainly, students who experienced enthusiastic, communicative-based classes tended to fair better in terms of later interest.

Further Language Learning Experiences

The final question in this section, "Would you describe your language learning experiences as encouraging or discouraging? How?" (M3), was intended to explore the feelings of the subjects to their language learning experiences in a general sense with the thought that the openness of the question would encourage them to speak about their experiences studying outside of junior high and high school classes. As that was not clearly spelled out in the question, the answers tended to be a bit more varied than expected.

There was some variety in the responses the students who had studied language in university gave to this question. They tended to distinguish their answers between the world of the junior high and high school classrooms and university language classroom experiences. The majority of subjects who discussed their university experiences for this question, felt their experiences were encouraging (13) while a small group (3) felt that

their experiences were discouraging. Those that felt their university language experiences were encouraging tended to generalize in their reasons why but notions such as an emphasis on communicative learning and fun did seem to factor in to their choice. In the case of those subjects who felt their university language experiences were discouraging tended to qualify this response saying, in two cases, that this had to do with the level becoming more challenging and in another that they felt an immersion experience would make the process easier. All three also commented that while it was discouraging for those reasons they also felt it was worth pursuing. For the responses dealing with high school experiences, almost the inverse was true. The majority of responses dealing with junior high and high school (10) felt that their experiences were discouraging and focused on issues such as suspicions about the competency of instructors (4), a focus on rote learning with an emphasis on grammar (4) and the amount of repetition from year to year (2). A number of subjects (5) saw their middle and high school experiences as encouraging and gave reasons such as fun, communicative classes and having native speakers being involved in their education.

The responses from the other group of subjects were more equally divided and dealt exclusively with their high school experiences. Half of the relevant responses (7) dealt with what the subjects saw as positive experiences. Some felt they weren't good enough to continue but felt the classes and teachers themselves were positive. The other half of the relevant responses (7) dealt with overall discouraging experiences. It wasn't unusual for respondents from this group of subjects to give both positive and negative responses to this prompt, citing the quality of the instructors as one of the main reasons for having a discouraging or encouraging language learning experience (3). Other reasons

for a negative response to this prompt were being forced to study French (4) and what they perceived as a lack of ability among instructors (3). In two cases, subjects reported that they found French courses to be less engaging because they weren't an option while their other language classes (German M3 NLL8 and Spanish M3 NLL9) were engaging partly because they were options.

Overall, there is a sense from these groups that while occasionally successful, high school language programs tend to be less encouraging than their university counterparts. Notions such as language choice, a communicative approach and instructor competence all seem to be significant concerns.

Discussion

After examining the data found in the interviews conducted for this thesis, some themes emerge regarding what separates students living in a large mid-Western Canadian city who have an interest in pursuing the study of a second or foreign language from those who do not. As is befitting the type of interview data used for this study (see the Methods Sections), these themes emerge not only through an examination of specific responses to one or two of the questions but also by examining the ways and attitudes in which they responded.

Possible Sources of Bias

Before launching into an analysis of this data it is important to note that, in the course of conducting the interviews as well as writing about them afterwards, a few sources of possible bias were noticed that are worth noting before proceeding any further. The primary source of bias in the data largely affected only the students who had not

studied language. The bias had to do with the use of an extended interview structure. Students in this group who initially seemed negative about the study of language tended to soften their attitudes through the process of being interviewed. Part of this can be attributed to the fact that asking someone to consider a subject for upwards of 30-45 minutes in an in-depth manner might cause them to revisit their own preconceived notions. While perhaps this might lead to a healthier attitude towards language learning among the general population, it can soften the more negative responses that would, perhaps, give us a clearer picture of what the average non-language learner thinks about learning languages. As the other group of subjects, the students who had studied language had already given much thought to these issues it is possible that the interview structure influenced them less.

Another possible source of bias lay in the context of the interview. As mentioned in the research findings section, when responding to questions such as "Do you think that speaking more than one language is important? Why or why not?", the interviewer could detect a sense of latent guilt on the part of some of the subjects (particularly those who did not seem to have enjoyed studying another language) that may have come from the fact that all of the subjects had largely grown up in Canada and had been through the Canadian school system with its emphasis on multiculturalism and bilingualism. Canada's multicultural and bilingual status came up often when students were clearly having difficulty finding a rationale for some of their 'language positive' responses.

It may have also been that questions like the one above almost demand a more altruistic answer, much like the question, "Do you think the environment is important?" would. Whether or not the respondent would actually act on their stated beliefs or had

thought about them greatly, most respondents would likely respond in the affirmative. As well, as was mentioned in the research findings section, there is no way to quantify these last two sources of bias but it would seem prudent to mention them and perhaps temper any findings about the positive responses among this group for these types of questions.

Research Questions

This study began with the following five research questions:

1. Why have certain university students elected to take university foreign language courses? (see next paragraph)
2. Why have certain university students elected to not take university language courses? (see next paragraph)
3. How do students' attitudes and beliefs towards languages and culture affect their choices? (RQ2)
4. What aspects if any, of their previous educational experience have influenced them in their decisions about pursuing foreign language courses in university? (RQ3)
5. What aspects if any, of their "linguistic histories" have influenced them in their decisions about pursuing foreign language courses in university? (RQ4)

In preparing to analyze these questions it became apparent to me that the first two questions would be best considered together as they are really simply examining the same set of data but from the perspective of two different groups of subjects. For that reason rather than treating them as separate questions, they will be combined into one question: "Why have certain university students elected to take or not take university foreign language courses?" (RQ1) Aside from that change, the questions remain rich and engaging ones for examining the data and will serve as a framework for doing so.

Motivation

The students from both groups who responded to the questions in this study share a number of commonalities, most of which were built into the study. These are: they have spent the majority of their junior and high school years in the Canadian school system (one subject spent one year at an international school in Europe); they are studying for an undergraduate degree at the large mid-western Canadian university where the interviews took place, and; they have either studied or not studied a second or foreign language at the same or a similar university. An accidental commonality that resulted from the subjects having grown up largely in the Canadian public school system was that despite their experiences at university, all of them had studied language for a number of years prior to attending a post-secondary institute.

In terms of this study, this means that all of the subjects, despite their interest or disinterest in learning a language at a post-secondary level, have a significant body of experience being engaged (though some would argue that the process was, at times, far from engaging) in a language learning process. As a result, all of the subjects were able to broach the questions in the interview, at least some degree, with a level of expertise that would perhaps not be present in a similar breakdown of subjects in a geographical area in which public school language education was not compulsory. This, in turn, means that the subjects were able to contribute a rich set of responses for the questions that relate to this guiding question.

To explore why students did or didn't take a language course at the post-secondary level (RQ1), the most relevant responses to examine dealt with the questions relating to student motivation. For the purpose of this discussion, those questions would

primarily be Motivation Question 1, "Are you studying now, or have you studied, a foreign language? If so, why? If not why not? How do you hope to use it in the future?" (M1) and Attitude Question 1, "What opportunities do you think that people who can use more than one language have in today's society?" (A1) The first question (M1) is being used for this section of the analysis because it addresses the question directly and the second question (A1) is being used as it addresses the question of linguistic motivation in a more general and oblique manner allowing us to examine what may have motivated them in terms of their beliefs about the possible extrinsic rewards attached to the learning of language. At the same time, there will be reference to other data particularly among the responses to the General Background questions.

When asked directly about their motivations for pursuing (or not pursuing) a second or foreign language, the responses from the group of students who had studied language were enthusiastic and often multiple. In their responses themselves, the primary reason cited was simple interest in the language or culture from which that language came from. Often that response was supported by other reasons for their studies such as maintaining their high school language study (generally for the French students) and having lived overseas and for work – among other reasons. When comparing their responses to this question with their general background information gathered through the General Background questions, a richer picture emerges. Students in this group are generally able to trace their enthusiasm back to experiences in their past either involving someone they knew growing up, experiences they had living overseas for a period of time (usually a year) or dealing with a linguistic gap between them and a loved one or their family (usually a boyfriend or girlfriend).

For them there was something personal and engaging that pulled them into a 'language positive' mindset, sometimes quite late in life. These stories invariably revolve around a real life interaction in which they were put in the position of having to adapt, whether it be trying to figure out what fellow students are saying while trying to fit in during a stint studying abroad (GB4 – LL19), trying to understand the punch line at a family gathering to a joke that only works in Low German (GB4 – LL18), or getting to know a boyfriend's family when they don't speak English (GB4 – LL2). These types of narratives are not always related as positive experiences in themselves but are often regarded as promptings for their further language study.

Among this group it is worth noting that interest in learning one language tended to reflect an interest in learning other languages and a fair number these subjects (9 of the 24 subjects) had studied more than one.

Among the group of subjects who had not studied language at the post-secondary level, the differences in the types of responses were quite striking. For those who said they had studied language, they almost exclusively focused on the fact they studied the language (French) because it was compulsory. Those who identified themselves as not studying language tended to focus on the fact they felt it was too difficult or that they didn't have time for it at this point. When examining the general background information regarding these students there are a few stories that are similar to the ones mentioned above involving attempts to negotiate someone else's language (GB4 NLL7, GB4 NLL10, GB4 NLL11) but the majority focused on incidents in which someone else was having difficulty speaking English. These situations varied from working with international students in a business class (GB4 NLL9), to becoming friends with an international

student from Mexico (GB4 NLL8), to working with an Italian immigrant with a thick accent (GB4 NLL13). The striking difference is that their experience with other languages is represented from the point of view of the power language (e.g., Fairclough, 2001, Pennycook, 1998) in the situation. The few exceptions who described situations in which they had to adapt to someone else's language or culture were the subjects who were also most positive about language learning in among the subjects who had not studied a language (again GB4 NLL7, GB4 NLL10, GB4 NLL11).

This data would seem to suggest that closer contact with situations in which the subject must adapt to someone else's culture or language, particularly over a longer period of time tends to encourage the subjects to value language learning. This generalization does of course have some problems. Presumably, not all people who are put into a situation where they must adapt turn the situation into a positive one. Also, it is possible that the fact these subjects put themselves in positions in which they have to adapt speaks of their having natures predisposed to risk-taking. Some of the interviewees speak against this criticism and make it clear that they had little interest in learning language beyond similar feelings described by those subjects not taking language courses (having vague ideas of it being a good thing) but there is possibility that personality may predispose some people towards taking that first step.

The final part of M1, "How do you hope to use it in the future?", also brought out very different points of view from the two groups of subjects. The students who had studied language saw themselves using their language skills through the work place, living or traveling overseas or just as a continuing part of their studies. They had a clear sense of where their language skills might lead. On the other hand, the students who had

not studied language had far less in the way of responses and the few responses they did have tended to focus on future study of a second or foreign language (some of which was possibly guilt induced by the interview – see note in ‘Possible Sources of Bias’ section) and travel.

As mentioned above, in order to approach the issue of motivation from another perspective, the A1 question, “What opportunities do you think that people who can use more than one language have in today’s society?” essentially asks if there are any extrinsic motivational factors that might encourage someone to learn a language. In almost every single case, the subjects responded that being bi- or multi-lingual resulted in more job opportunities. While using their second or foreign languages in a work context figured greatly into the future plans of the students studying language, not a single person mentioned it as a motivating factor for learning a language.

It certainly brings up the question whether employment is a strong reason for learning a language or whether it is simply just a received societal notion. It is worth noting again (It was mentioned in the research findings for this question as well) that for those language learners studying French, and for the unilinguals among the students not studying language, that ‘employment’ had a specific Canadian context and generally referred to bilingual French/English jobs either with the government or in the service industry.

The group of students who did not study language also felt that job opportunities were the strongest reason for learning a language. Those who were unilingual tended to focus on the notion of employment opportunities and particularly French/English jobs in a Canadian context (government and service sector positions). The multilinguals in this

group had a bit more variety including jobs but also including travel, social and educational opportunities. With both the unilinguals and multilinguals in this group, their rationales tended to be brief or nonexistent.

It would seem that while learning a language in order to find better employment opportunities exists as a common notion in the popular view of language learning, few language learners, at least in this group of subjects, were actually inspired by this motivation. This is not to say that after beginning to learn a language or if a person is bi- or multi-lingual these job opportunities don't appear. In fact, among the students studying language, plans to use their linguistic skills for work in the future are common. However, there is virtually no evidence in the data collected in this study that this type of extrinsic reward spurred interest in learning a language among these subjects.

Attitudes and Beliefs about Language and Culture

There were a number of interview questions that give insight to the second research question (RQ2) and first among them are questions that relate to how these subjects viewed societal attitudes about language and language learning. These questions were: "Why do you think the respondents to our survey felt that language study was not as important as other subjects like mathematics, sciences, and social studies?" (A2); and, "Why do you think that many people who did our survey felt that having a bilingual workforce is important for the economy, but they did not feel that they personally needed to be bilingual to get a good job?" (A3).

For the first of these two questions, the general response was pretty much universal. While languages may be an important asset, they are still secondary to the primary skills generally needed to succeed in a career. For the most part the students who

were studying language did not express strong disagreement (three did and a number expressed mild disagreement in the tone of their answers) with this attitude and there were a number of comments that supported the idea that in largely unilingual environments (most of Canada, the USA and England were commonly mentioned), a second language was not really essential. Another set of responses dealt with the fact that, as mentioned above, knowing another language was a secondary skill and that a task like translation has little importance if there is no primary skill-based task that makes the translation necessary. There was a smattering of other views such as French and other languages are presented as options unlike math and sciences, or that funding is more readily available for study in these "core" areas. Among the students not studying language, their responses tended to focus on the fact that a second language really was not necessary for finding work and that it was a secondary helping skill or hobby. Most of these subjects gave the impression that they tended to agree with this outlook.

The data from this question would suggest that, generally speaking, there is a slight difference in the way these two groups viewed the attitude of the survey respondents in this question. While their responses tended to produce similar reasons for why they thought the respondents of the survey thought this way, the language learners through vocal tone--or in three cases directly--displayed some antipathy to these ideas. Among the group of students who weren't studying languages, this sense of antipathy wasn't present at all with the sole exception of one subject who had recently married a bilingual partner.

In responses to the second question, "Why do you think that many people who did our survey felt that having a bilingual workforce is important for the economy, but they

did not feel that they personally needed to be bilingual to get a good job?" (A3) the differences in the responses between the two groups were almost non-existent. Most of the interview subjects felt the reason for this attitude was that in a country like Canada if you are living outside a French-dominant area there is little need to speak another language unless you are involved in international trade or government offices dealing with other countries. In both cases, there was little revealed about their own attitudes even through the tone of the responses. One possible reason for the lack of substantial personal commentary might have to do with the fact that most of the respondents felt this situation to be largely true in the Canadian situation and that the students studying language saw themselves as those who would gravitate to those positions in which language was useful and those who were not studying language saw themselves as not really needing a second language to fulfill their ambitions.

The second part of this research question deals with the beliefs the subjects have about language learning. To look at how these beliefs differ there are a number of useful questions such as: "Do you think that speaking more than one language is important? If so, why? If not, why not? Where did that belief come from?" (B1), "What effect does learning foreign languages have on cultural ideas that people have?" (B2), "Do you think the process of learning another language brings benefits? If so, what kind of benefits" (B3), "Should Canada encourage the languages spoken by residents in Canada from other countries? Why or why not? How?" (B4), and "What are your feelings about people who speak more than one language?" (B5).

The first of these questions "Do you think that speaking more than one language is important? If so, why? If not, why not? Where did that belief come from?" (B1) speaks

directly to the beliefs students have about the value of learning a language and the responses create a very different picture when we examine the two groups. Almost everyone agreed that speaking more than one language was important. For the group studying language, the reasons for giving this response had largely to do with cultural interaction (travel, meeting others/better communication, gives insight into other cultures were the top three choices) while only a few discussed employment opportunities as a reason (it was the 7th place choice). They also tended to almost entirely ascribe these beliefs to experiences in which they were personally involved in a multilingual and/or multicultural situation (travel/living abroad, personal experience using other languages, multilingual family members were the three top sources).

On the other hand, among the students who hadn't studied language fully half mentioned employment opportunities as the main reason why languages were important. In their responses to where this belief came from there was a diversity of responses. This diversity, however, became simpler when the respondents from this group were broken down into their unilingual and multilingual sub-groups. The unilingual subjects tended to choose sources that were removed from direct experience (job listings, Canada's multiculturalism) while the multilingual subjects tended to favour personal experiences (multilingual family members and personal experience using other languages).

It would seem that much of what separates the different groups when dealing with this question (B1) has to do with the very different experience bases they have. The students studying language focused far more on personal experience dealing with the adaptations required of actual intercultural/interlingual experiences. Given that their personal reasons for wanting to learn a language were very similar (see the discussion of

the first research question), it would seem to reinforce the idea that personal experience adapting to someone else's language or culture is part of what makes someone interested in learning a language.

Meanwhile, the students not studying other languages tended to focus on employment opportunities as a reason why it is important to know another language. This would hardly seem a compelling reason to learn one given their responses to the previously examined question "Why do you think that many people who did our survey felt that having a bilingual workforce is important for the economy, but they did not feel that they personally needed to be bilingual to get a good job? (A3)." Clearly, if the general perception is that languages are not necessary or particularly useful for employment opportunities and jobs are the most compelling reason they can think of for learning a language, there is not a great likelihood that they will be learning a language soon.

The one odd bit of data relating to this question lies with the multilingual students who were not studying language. Like the students studying language, they tended to favour personal experience as a source for their beliefs that speaking more than one language is important while, at the same time, while generally supporting the idea of their fellow group members that employment is the most important reason for learning a language. There are a few possible reasons for this intriguing bit of data. The most likely reason for this situation is that these groups likely mean different things by the terms like "multilingual family members" and "personal experience using language."

In their interviews, it was clear that when talking about family members that the multilinguals often lived in households where a language other than English was the

home language (at least between them and their parents) while among the students learning language, when they talked about family members they were nearly always talking about someone who had married into the family or an older relative who occasionally expressed themselves in another language. In one case, language use was everyday (B1 NLL13) and in the other, it was presented as if it were somewhat mysterious or exotic (GB1 LL16).

Another possible reason for this interesting quirk in the data comes from some of the other comments in response to the question "Why do you think that many people who did our survey felt that having a bilingual workforce is important for the economy, but they did not feel that they personally needed to be bilingual to get a good job?" (A3). In the responses to this question, at least one subject mentioned that one reason most people don't need to learn another language to get a good job in Canada is that those roles can often be more easily filled by immigrants to Canada (A3 NLL10). In the case of the multilingual students who are not taking language this might be true and, in fact, a number of them had already worked in such positions in the service industry (B1 NLL11; A1 NLL13). This could possibly indicate that "personal experiences using language" meant very different things. In the case of the multilinguals from the group of students who had not studied language it would have been largely been helping others deal with the predominantly English environment of Mid-Western Canada while among the students of language, personal experience using language tended to be in situations in which they were adapting to another dominant language culture. It would require more investigation to see if this were truly the case but it does seem a logical, if perhaps premature, assumption.

The next in this series of questions, “What effect does learning foreign languages have on cultural ideas that people have?” (B2) involves a far less clear distinction between the responses of the students who had studied languages and the responses of those who had not. The overall sense for both groups is that the learning of language opens up the minds of the learners in a general sense as well as specifically in regards to other cultures and ideas. The only difference of note was that the group studying language had generally more developed answers involving more detail and examples and that they extended this notion of being open to other cultures to the lessening of stereotypes. It is also worth noting that four (25%) of the students who had not studied another language gave no response at all or felt there wasn’t necessarily any benefit. The difference in the depth of their answers would seem a natural one given the explicit interest the students studying language have in the learning of languages. What is clear from this question is that the subjects have overall positive beliefs about the effects of learning languages and that with so many similar responses, it is possible to hypothesize that it is also a general attitude among the general population base. It would, however, be interesting to do further study to see how much effect the bias mentioned previously (Possible Sources of Bias) had on the responses of the subjects who had not studied language to this question.

With the third question in this series, “Do you think the process of learning another language brings benefits? If so, what kind of benefits” (B3), again there was little difference in the response to the initial prompt. All respondents felt there were benefits; however, as with the previous question, much of the difference between the two groups lay in the richness of their responses. Among the students who were studying language, a

wide range of benefits were mentioned and most subjects mentioned more than one benefit. The richness of responses makes it difficult to generalize about them but some of the main themes that emerge from the responses are that learning a language helps you understand your own language better, helps develop your mind, develops your skill as a learner, and allows you to be more open and receptive to others. At the same time, while the students who hadn't studied language were positive as well, there was a tendency for them to focus primarily benefits such as: developing the mind and becoming more culturally aware. As with the previous question, the differences had much more to do with the quality of the answers than the kinds of answers received. Also, as with the previous question, it would seem that the similarity of beliefs among these subjects would indicate a likely attitude among the general public.

The fourth question in this series, "Should Canada encourage the languages spoken by residents in Canada from other countries? Why or why not? How?" (B4) explores student attitudes to a different group of language learners. Most of the interview is devoted to general language acquisition and, as such, the responses tended to focus on language learners who were learning a second or foreign language in a mid-Western Canadian context. This question approaches the question of beliefs about learning language from a different perspective, that of immigrants to Canada who are in the position of adapting to life in Canada. Not only does it require that the subjects examine their beliefs about language learning from a novel perspective but it gives them an extremely concrete situation to which to respond when compared to the more generic questions that are possible to respond to with simple generic altruistic responses. In all groups there were a variety of responses but there were some distinctions as well.

Among the students learning language, all subjects responded positively to the first part of the prompt. As a group they felt that Canada should not discourage and in many cases should encourage the learning or maintenance of the languages of new Canadians. As mentioned in the findings section, there were three basic responses to the "how" part of the question. A small portion (7) supported the offering of more diverse choices at the high school and university level (with more emphasis on high school). The next two groups, which were only slightly smaller, felt that either there should be no official support but that the languages should not be discouraged (5) or that there should be programs create specifically to target areas with high concentrations of people who spoke that language (5). The overall sense is that these languages should at worst be accepted and respected and at best be part of a push to encourage more language learning.

The subjects in the group of students who had not studied language were also almost entirely positive (only one person did not feel we should be supporting the languages of new immigrants). Small proportions in both groups offered suggestions on the "how", but the responses from the group not studying languages were different. For most of them, including their multilingual members, their focus was not so much on language but on culture with the establishing of community-based classes (3) and cultural events (4) being primary among their suggestions. Another substantial difference was in the preponderance of subjects from this group who wanted to emphasize that the government should try to ensure that these new immigrants work on learning the dominant language (English) as a priority.

In a general sense, these two groups share a similar opinion. Both feel that the languages of these new Canadians should be encouraged to some extent or at least not

discouraged. On the other hand, the emphasis on having these new immigrants learn the dominant language (English) in one group might indicate a clear hesitance at creating a situation in which they had to deal with someone who did not know their language. This begs a question unanswered by this data. Did the students who were studying language have this attitude before studying and, therefore, did it predispose them to language learning or did it come about as a result of studying another language and being put in the position of having to adapt, at least to some degree to another set of cultural and linguistic norms? An answer to this question would certainly help us to know if there is a certain personality type more predisposed to being open to language learning or if language learning engenders empathy for others who have to adapt to another culture (or, perhaps it is both).

The final question in this series, "What are your feelings about people who speak more than one language?" (B5), gives us little to differentiate between our two groups. In both cases all the respondents were positive and their reasons for their responses were also quite similar. Most felt that bi- or multi-lingual people were generally more open, interesting and hardworking (if they learned the language as adults). The only difference was that the answers by the students who had studied language were more developed and detailed.

When examining the previous five questions, it would seem that in all except the first question there is little to distinguish the responses between the two groups. This might be because these are commonly held attitudes among this demographic (mid-Western Canadians with at least a post-secondary education) or part of it might lie with the possibility that this particular question set engenders biased responses based on guilt.

As there are four questions and all seem to solicit similar responses, it seems reasonable to surmise that any bias is negligible and that the former is closer to the truth. As for the one question (B1) to which the two groups had very different responses, it would seem to support earlier findings (see Research Question 1 discussion) that part of what encourages language learning is the experience of having to adapt to someone else's language and/or culture.

Personal Histories

For the purpose of examine the third research question (RQ3) three questions seem of primary importance: "What languages were available to study in your high school? Why do you think those were available?" (GB2); "How did your experiences in high school affect your interest in learning languages?" (M2); and, "Would you describe your language learning experiences as encouraging or discouraging? How?" (M3)

The first question "What languages were available to study in your high school? Why do you think those were available?" (GB2) offers essentially no clear distinction between the two groups of subjects. All of them were offered a similar variety of language courses with French being mandatory until the beginning of high school and Spanish and German being the two most common options after that. There were also mentions in both groups of some other languages that were offered in rare circumstances. It is not surprising that the picture of second and foreign language courses they give us does reflect the most recent data available about foreign languages offered in the Manitoban high school system (<http://www.edu.gov.mb.ca/k12/cur/languages/stats.html>). As of the 2000-2001 school year, there were 4,014 students taking foreign or heritage

languages (French was not included) and 2,060 were taking German, while 1,577 were taking Spanish leaving just a smattering for the other languages on offer.

The primary reasons given for the offering of these courses were that French was a mandatory offering in all Canadian schools, Spanish was offered because many French teachers could teach it and it is an important North American language and German was offered as a common heritage language. This data means that at least in terms of high school class offerings there were no substantive differences.

When asked the question, "How did your experiences in high school affect your interest in learning languages?" (M2), significant differences begin to emerge particularly in relation to positive experiences.

In the group of students who were studying language, the group responded with more students saying they had been discouraged from learning languages. At the same time, just slightly less responded that they had experiences that encouraged their learning. While hardly a ringing endorsement of our public school language programs, it is far (far, far) less bleak than the other group. For those who felt their experiences were discouraging they mentioned causes such as: weak instructors, over emphasis on grammar drills and lack of language choice, among others. Those who felt their experiences were positive mentioned reasons such as: class trips, cultural activities, active classes and enthusiastic (native-speaking) instructors.

The other group of students, except for one lone voice, felt that their high school language learning experiences were overwhelmingly discouraging. Their primary reasons for this were: the classes were too frustrating/difficult, weak instructors and lack of

relevancy. Contributing to reasons why a class might be effective, the one student who felt strongly encouraged said it was due to an engaging instructor (M2 NL13).

While clearly negative experiences did not eliminate the desire among some subjects to learn a language, it seems like it may be one of the prime reasons for the lack of interest on the part of the students who did not study a language at the university level. On the other hand, the fact that a considerable minority of students (roughly 43%) did find their high school language programs encouraging would point to the fact that these programs, if they well run, might encourage students to follow up on those experiences in university and later on in life.

The final question that sheds light on this research question, "Would you describe your language learning experiences as encouraging or discouraging? How?" (M3), seemed a bit confusing to both sets of students as they weren't sure which experiences the interview was referring to, given that they had just been asked about their high school experiences. This was particularly true of the students who had not studied languages at university as they could only refer to the high school experiences. In the end, the subjects in the group that was studying languages respondents talked about their university experiences as well as elaborating on their high school language learning experiences, while the students who had not studied a language at university simply added a bit more detail to their high school experiences.

In responding to this question, the students who had studied a language at university were overwhelmingly positive about their experiences. The qualities that made the classes interesting for them were similar to those qualities that they found encouraging in high school: an emphasis on communicative teaching and fun. As to their

elaboration on their high school experiences were largely the same as in the previous question.

Strangely, in their second time around discussing their high school experiences the group of subjects who did not study language in university were more equally divided about their experiences being positive or negative (some discussing both positive and negative experiences). The positive responses tended to reflect an impression that the teachers and the classes were not that bad but that they were not good enough to continue, while the negative responses covered the familiar territory of: weak instructors, lack of language choice and a perceived lack of ability on their part.

Overall it would seem that those students who were studying language courses in university had a more positive experience in high school (though still a minority) and that may have very likely predisposed them to study more in university. The emphasis of all students on having choice, quality teachers and engaging pedagogy speaks to some possible ways our school system could help to encourage students to study second and foreign languages. Certainly there seems to be something of a connection between positive, engaging pedagogy and interest in language learning and the opposite seems true as well.

Linguistic Histories

In order to explore the 'linguistic histories' of the subjects of this study (RQ4), it is important to examine the data found in three of the General Background questions: "Do you remember any childhood heroes who were bilingual? Or somebody you looked up to who was bilingual? (Any stories about bilinguals from childhood? How did you know that that person was bilingual?)" (GB1); "Can you tell me about anyone you know

who has worked overseas in a non-English speaking country? Did they know the language before they went there? Did they know the culture before they went there?" (GB3); and, "Can you describe a cross-language experience that you've had?" (GB4).

When examining the interview data relating to the question, "Do you remember any childhood heroes who were bilingual? Or somebody you looked up to who was bilingual? (Any stories about bilinguals from childhood? How did you know that that person was bilingual?)" (GB1), a very different picture emerges when looking at the two groups of students. For the students who were studying a language, the series of questions in this prompt released a considerable amount of enthusiastic and telling detail about their early experiences and attitudes towards language and language learning. Throughout their responses one gets the sense that other languages were presented to them as possibilities to other worlds, whether it was a secret language between couples (GB1 LL16) or the language used for rare calls back to the 'home country' (GB1 LL13, GB1 LL18), the overwhelming sense of the data was that other languages provided opportunity to see inside other worlds. The remembrances of the group of students who had not studied language, particularly among the unilingual subjects were not in anyway negative but lacked the same enthusiasm as and detail of the responses of those students who were studying language. There was a sense, in some cases, that they were searching for a moment to share but that nothing really came readily to mind. The data from the multilinguals were mixed. For many, the responses were similar to their unilingual group members, but for a handful of them stories similar to those of the responses from the students who were studying language emerged.

There is a clear difference between the groups when it comes to this question and it seems to have to do with being exposed to people who were confident in their use of a second language. In none of these stories does one get any of the sense of embarrassment that sometimes accompanies stories about other language use that often go along with childhood narratives about growing up with minority languages and immigration. It is possible that as language students (and multilinguals, in the handful of cases from the other group) they have recast their experiences in a 'language positive' light but the overwhelming consistency in their enthusiasm speaks to a distinct pattern. It would seem that exposure to different languages in a positive way triggers an enthusiasm or at least a positive attitude towards learning languages later in life.

The second question that deals with the linguistic histories of the subjects of this research, "Can you tell me about anyone you know who has worked overseas in a non-English speaking country? Did they know the language before they went there? Did they know the culture before they went there?" (GB3), does not give us any quick and easy distinctions between the groups but there are significant differences. In both cases roughly two-thirds of the subjects had known someone who had lived overseas and again the breakdown of these numbers were similar in terms of the number of friends and relatives (the two largest groups). There was a small difference in the richness of answers but nothing striking.

For the final question for this section, "Can you describe a cross-language experience that you've had?" (GB4), the differences between the groups' experiences are significant. Among the students who were studying language this question much like GB1, brought forward an enthusiasm and sense of detail that did not generally appear in

the responses of the other group of students. As well, the subjects could point directly to many of these experiences as motivational triggers for their language learning impulse. There were a small number who could not think of a cross-language experience but for the majority who could, some commonalities emerge: the majority of these experiences occurred overseas during prolonged stays either traveling or living abroad (usually for study but none for language study); most of the encounters revolve around a situation in which they had to adapt to another language or culture situation; and, most situations involved contact that extended beyond a brief encounter.

On the other hand, among the students who had not studied language there were only five subjects who had had some overseas encounters; however, they were not for extended periods of time and the majority of these encounters were by members of the multilingual sub-group. A fair number of subjects (25%) could not think of an encounter and those that did focused on incidents in which they were trying to understand someone who was trying to speak their language and most were one time encounters.

This question reveals significant differences in the experiences of these two groups. The students who were studying language tended to have richer, extended experiences and experiences that demanded that adapt to someone else's culture. The group of students who had not studied language, in contrast, related experiences that were brief and occurred when someone else was trying to adapt to their culture. This builds on one of the major themes that has emerged from this study; that prolonged exposure to a situation in which a subject has to adapt to another language and culture may have a strong impact on encouraging that person to learn languages.

Conclusion

In the process of interviewing the forty participants for the interviews that make up the data of this study, a number of possible triggers for language learning have emerged. While a study of this size is too small to be generalizable and, therefore, there is some risk of overstating the findings, there are a few findings that are strong enough that they might give us some ideas about the types of approaches we might take to encouraging interest in language learning as well as areas that would benefit from further study.

'Language Positive' Experiences

Primary among these triggers would be their exposure to 'language positive' experiences. Almost all of the respondents seem to have a generally positive attitude towards the learning of language. Living in an area that is not known for its linguistic diversity, these students still generally see a benefit in learning languages both in terms of its extrinsic and intrinsic rewards. It might, perhaps, be safe to say that Canadians as a whole are positive towards the idea of learning language. This, however, does not seem to translate directly into encouraging students to learn language. There is the distinct sense among the students who had not studied language that it was a good idea but, really, not all that necessary in most of their lives (particularly among the unilingual sub-group).

One of the great differences appears to be in the types of exposure the students who were studying language had compared to the students from the other group. Early, positive exposure to language diversity through actual life situations seems to have a great impact on their openness and desire to learn languages and plays a big role in the way they attribute their motivations for learning language.

It would be interesting to explore the experiences of the multilingual students who were not taking language courses to examine their early linguistic experiences more closely with a view to understanding why they seem less interested in learning other languages. It would be interesting to see if part of their hesitance comes from possible 'language negative' experiences of growing up having immigrated to Canada as children. In the case of almost all the students studying language they had been raised entirely in Canada.

Experiencing Adaptation

Another strong possible trigger lies in the considerable experience the students who were studying language had dealing with cultures from the point of view of being the participant who needed to adapt. Whether it was through living overseas for an extended period of time or meeting that special person, these students were exposed to another language and culture in a way that demanded they, at least to a degree, adopt the language of someone else. None of the students explicitly set out to fall in love with a person who spoke another language nor did any of those who went overseas do so explicitly to learn a language, but both sets of circumstances seem to have triggered the desire in them to learn more.

There is little we can do about encouraging the romantic relations between people's of different linguistic backgrounds, but opening up opportunities for students to travel overseas and further encouraging students to take advantage of the opportunities that already exist may help to develop a strong core of new language learners. Certainly, it is rare to find members of the other group, particularly among the unilinguals for whom the idea of language study seems at all intriguing. Some expressed interest (or, perhaps,

as mentioned earlier, guilt), so it would seem that a natural pool of possible language learners exists.

Again, it would be interesting to explore the world of the multilinguals who were not studying language to see what prevents them from starting to learn a new language. Perhaps it has to do with the effects of growing up an immigrant in a fairly unilingual environment and the negative messages they received about speaking a language other than English. Perhaps it has to do with visiting their families' home countries only to discover that they don't speak "their" mother tongue well enough to be considered 'native speakers' (two people mentioned this type of situation, GB4 NLL11, GB4 NL14). Perhaps these multilinguals are just like unilinguals, having never had a chance to learn a language as an adult and therefore not yet open to the idea. It is a question worth investigating further.

Education

While hardly a ringing endorsement for the Canadian public school system, it would seem there are some indications that a good high school language program can encourage further language learning and conversely, and perhaps more strikingly, a poor high school language program can significantly discourage further language study. The picture that emerges of what constitutes a good program is fairly clear across all groups: competent, enthusiastic teachers (with some emphasis on native speaking teachers), communication and activity-based pedagogy and direct exposure to the language and culture (class trips were mentioned as strong incentives). What constitutes a poor language program also seems clear: incompetent teachers, grammar-based rote learning and a lack of choice for language study.

While of the three findings, this was the least definitive, it allows for the most direct opportunity to influence students to choose language study in the future. Improvements such as a renewal of pedagogical approaches, a more stringent assessment of a teacher's linguistic facility and more choice beyond the standard three languages offered in the area of the study would all likely help to encourage students to learn languages.

Employment Opportunities

One thing that seems true across all the interviews is that while there is a common perception that linguistic ability leads to better job opportunities, it seems to play an almost negligible role in encouraging students to begin learning a language, at least in the Canadian mid-West. That is not to say it does not play any role, as it is clear that once students achieved a certain level of competence, the notion of working in that language became an enticing one.

Integrative Motivation

It would seem that this study largely supports the findings of Gardner and his many research associates in that the primary factor that seems to cause an interest to develop among the students who were studying language tended to be experiences in which there was value in adapting to someone else language and culture. Not only do these experiences feature most prominently in a quantitative analysis but they also seem far and away the most significant events in the richness and enthusiasm with which they are presented as part of the personal language narratives of these students. This sense of wanting to adapt or integrate is also present in the responses to a number of questions across the interviews further strengthening its relevance as a finding.

While there have been some challenges to Gardner and his research associates' work in the last decade or so, most of it comes from places in the world with very different language learning contexts. It would seem that, based on this study, the main drives of students from Gardner and his research associates' work over the four decades corresponds with the data from this study. The desire or the inclination to allow oneself to be put in a position wherein you must adapt (or integrate) seems to be one of the keys to develop a strong motivation for learning languages.

Beliefs Effect on Motivation

It would also seem from some of the data gathered during the course of this study that one of the key factors separating out the language learners from those who had not studied a language in university has to do with beliefs. In almost all cases when the subjects were asked why the subjects of the survey that preceded these interviews assigned a low value to languages in general (A2 & A3), they tended to agree or at the very least had no problem being able to explain these societal attitudes. It would seem that, on some level, these attitudes would affect their beliefs and that would mean despite generally positive beliefs about language (B1-B3, B5), there really is not any instrumental or extrinsic motivation for starting a language. Rather than there being a negative attitude towards language learning among those who had not studied a language at university, there was simply a lack of motivation without having had an integrative experience to lead them onto language study. In this case, a belief based on societal attitudes may have led to the lack of motivation on the part of some students.

Areas of Further Interest

While this thesis has offered some insight into why some students choose to study language at the university level and why some don't, a fair number of new questions emerge that would be interesting to explore in further research.

- How can we create 'language positive' environments in public settings (such as schools and work places)?
- What is the affect of living overseas for an extended period on people's desire to learn a foreign language? (Do most respond the way those in the interview data did or are they a minority?)
- What types of teaching practices in high school encourage or discourage learners from developing a motivation to learn languages?
- Does language choice in high school significantly affect the motivation of students to learn languages?

Concluding Remarks

The intent of this piece of research was to explore the concepts of attitude, beliefs and motivation in relation to language learning at the post-secondary level through the use of interviews. The hope was that the interview format would give the researcher a richer sense of the data than previous, largely survey-based data sets. In this regards it was a success. A rich picture emerges of the types of experiences and influences that may help to develop a language learner. As this type of research relies on open-ended findings, significance did not appear so often as specific 'magic bullet' responses but more in the form of a commonality in the types of experiences and attitudes these subjects shared. Nonetheless, these differences in the types of answers given and the richness and depth in

which the respondents answered gives us a clear sense of how these two groups differ and helps point the way to further research and, hopefully, demonstrates the value of this research technique in this field of study.

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APPENDIX A: The Effect of Socially Suggested Norms on language study in Canada, France and Japan

According to the Introduction to the Initiative on the New Economy (INE), Canada aspires not merely to participation, but to leadership in the globally-developing knowledge economy. The INE document recognizes that "there are major concerns about whether Canada is surging ahead of, barely keeping up with, or falling significantly behind other countries" (p. 1). The INE document then spells out the need for researchers to consider the question "What can Canada learn from other countries about how to address...problems and take advantage of...opportunities" (p. 2). This research project, exploring internationally factors that promote multilingualism, is fundamental to the aims and intents of the Initiatives on the New Economy (INE), because, without the ability to communicate across cultural and linguistic borders, competition in the new economy may well prove impossible. Indeed, Lambert (1990) notes that North Americans have become "pushovers on the international scene" because our lack of linguistic ability has rendered us dependent on "local hired hands...to tell us their versions" of events, of industrial initiatives, of trade implications, of contractual intents (p. 2). Economically, Canadian companies already require multilingual competencies both to avoid conflict (Lehman-Wilzig, 2001; Cummins & Sayer, 1995), and to engage in international negotiations, joint ventures, and trade without disadvantage (e.g., Chorney, 1996; Grosse, 2000). The need for a multilingual workforce will continue to increase as "virtually all of Canada's economic growth has been a consequence of growth in international exports" where "the implications of language for its international competitiveness is a matter of considerable economic significance" (Harris, 1998, p. 66). For small and mid-sized businesses which cannot afford the high costs of translation, or high cost of failed international initiatives, "a lack of linguistic ability can be fatal" (Bloom, 1998). Breton (1998) notes that Canada is undergoing a paradigm shift. When the benefits of second languages become evident, that leads us "to reconsider our ideas on the social as distinguished from the private, yield on investments in languages and in bilingualism" (p. ii), with a consequent need to reappraise our collective theories about bilingualism and our public policies supporting it.

Sounding a similar note, Baker (2000) argues: "As economic trade barriers fall, as international relationships become closer, as Unions and partnerships across nations become more widespread, ever more jobs are likely to require [people] to be bilingual or multilingual" (p. 5). But, this does not mean that citizens of other nations need to become better English speakers, but rather that we need to learn foreign languages in order to successfully compete (e.g, Baker, 2000; Harris, 1998; Beaudin, 1998; Breton, 1998). Cummins and Sayer (1995) argue that the bias toward monocultural, monolingualism in Canada (and the United States) cannot stand up to "the fact that cross-national and cross-cultural cooperation is crucial for economic, scientific, and environmental progress," which in turn "cries out for more two-way communication among cultures," and the establishment of school programs that promote linguistic and cultural understanding (p. 10).

This research also addresses the INE objectives of access and equity, in that it will point toward suggested changes which might enable both English as a second language or dialect speakers such as Canada's Aboriginal and immigrant populations to expand their participation in the global economy. This project therefore takes a two-pronged approach to informing issues in the new economy--one

which could result in Canadians more fully utilizing available linguistic resources, and one which could enable more Canadians to become bilingual, thereby more effectively trading abroad.

Because communication is fundamental to all of the issues identified in the Initiative on the New Economy document, the proposed research arguably addresses all four themes:

General issues: The INE document states that "In the new economy, knowledge is now recognized as a--perhaps the--key factor in economic, social and cultural development worldwide" (INE, p. 6). The communication, storage and retrieval of knowledge is dependent on language. The belief that English will become the global lingua franca has led to complacency about foreign language learning in the U.S. and Canada (Lambert, 1991), yet, it is not certain that English will emerge as an international lingua franca (Crystal, 1997; Guédon, 1997). Our research project will begin to address the values Canadians might need in order to develop the foreign language capabilities necessary for participation in a knowledge-based economy.

Management and entrepreneurship: The impact of language in any trade setting is difficult to ignore: For example, first, next to a common border, a common language is the most effective predictor of trading partners globally (Harris, 1998). Second, Reich (1991), argued that national wealth in the new economy will depend on how well nations are able to employ highly skilled, well-educated, information-focused workers, which he called "symbolic analysts." Chorney (1998) suggests that because language skills are an important aspect of symbolic analysts' work, "people who learn other languages are much more likely to succeed as symbolic analysts" (p. 193). Third, the direct costs of a failed expatriate assignment range from \$250,000 to 1.25 million, while the indirect costs in terms of damaged international relationships, lost human potential, and lost business opportunities, sets the losses even higher (Grosse, 2000, p. 311). In response, this research project addresses how "firms and organizations [can] develop globally competitive assets" (INE, p. 8) such as linguistic and cultural awareness.

Education: The INE document suggests that educational institutions are expected to "educate citizens, to respond to the needs of a knowledge-intensive, technology-based labour market, and to prepare individuals for learning and acquiring new skills throughout their lifetimes," and that research should "assess our existing learning systems and how they might evolve" (p. 10). Through a comparative study of how social-suggestive norms about language and culture affect foreign language learning, we expect to address fundamental issues for educators and policy makers. In particular, by exploring how we can foster foreign language learning, this research will help us to understand how Canadians can better participate in international relationships.

Lifelong learning: We suggest that this research project directly or indirectly answers a number of questions proposed within the Lifelong learning theme. This research responds to the need to understand how social-suggestive norms "affect adults' readiness and motivation to engage in purposeful learning" (p.12). It is directly concerned with "understanding...the economic, cultural, social and psychological factors which motivate adults" (p. 12). It indirectly addresses the question: "what policies and strategies do governments, the private sector, unions and NGOs apply in the provision of adult learning and in promoting educational continuity throughout life?" (p. 13). Our research therefore fully addresses and directly responds to the purpose stated in the lifelong learning theme: To understand the concepts, policies and practices informing lifelong learning [with special attention to foreign language learning] in Canada, within an international and comparative context." (p.12)

1. Summary of proposed research

Problem and context. Recent research indicates that the development of multilingual competencies (i.e., learning foreign languages) will be one of the major challenges arising from the new economy for business and government (Harris, 1998; Antes, 1999; Voght, 2000). Canada has not been overly successful in addressing the teaching of foreign languages (with the possible exception of the teaching of official languages through immersion instruction), meaning that there are fewer multilingual teachers and employees than needed. While it has been argued that the success of language learners is dependant upon the possibilities for involvement in a variety of language "communities of practice" (Toohey & Day, 2000; Peirce, 1995), many European and Asian countries have been successful at teaching foreign languages, even with little or no possibility for learners to have such involvement (e.g., Duff, 1997; Bjorklund, 1997). We suggest that foreign language acquisition is also dependant on contextual factors, its "social-suggestive norms" (Miele, 1982) such as historical legacy and socio-political practices.

Purpose. Through a comparison of contextual influences on foreign language learning in Japan, France, and Canada, this research will explore factors that promote multilingualism. In particular, this research will be guided by the following three questions: (1) What are the "social-suggestive norms" that encourage or discourage foreign language learning in Canada, France, and Japan? (2) How do national, regional, or local policies and/or strategies in promoting the learning of foreign languages compare with one another, and how have these impacted or been impacted by "social-suggestive norms"? (3) What conditions and strategies are transferable to the Canadian context which might promote the learning of foreign languages for all Canadians, and possibly facilitate the acquisition of English as a second language for Aboriginal and immigrant communities?

Methodology. This research will take place in comprehensive research universities in selected cities in France, Japan, and Canada. The principal investigator is bilingual in Japanese and English, married to a Japanese citizen, and held a university faculty position in Japan. The co-investigator is originally a French citizen. She was a teacher and graduate student in France. Both researchers have taught second and foreign languages in Canada; they have access to, and are familiar with, the teaching contexts and concerns here. Our team is therefore well-suited to the conduct of this study.

Data gathering activities will be: (1) collection of current and historical texts in the public domain such as policy statements and protocols, public media documents, and descriptions of language learning activities, statements of university and employment foreign language requirements, and any texts identified by research subjects; (2) a survey of undergraduate and graduate foreign language learners of Japanese, English or French (as each context dictates) about language learning attitudes and motivation, and providing basic personal data to produce a "portrait" of foreign language learners in each institution; (3) reflective focus group or individual interviews with: (i) business and government representatives, (ii) members of language teaching organizations, (iii) a random sampling of undergraduate and graduate students studying and not studying foreign languages, and (iv) volunteers from various public communities about factors or events perceived to promote or hinder multilingualism.

Potential contribution. This research aims at answering key questions identified in the INE document. At the intersection of several INE themes, this research has the potential to inform foreign language teaching practices, lifelong and workplace learning, and teacher education. This research is unique because it will begin the exploration of how the historical, political, social and cultural context in which people learn foreign languages affects their learning of that language, identifying factors which could possibly inform political and educational goals for Canada.

1.1 Objectives

Given that, in a global economy, business and government could benefit from the abilities of multilingual individuals (Chorney, 1996; Lehman-Wilzig, 2001; Grosse, 2000; Baker, 2000; Harris, 1998; Beaudin, 1998; Breton, 1998; He et al, 1999), it is necessary to understand how Canadians may be informed about re-aligning political, educational, and social goals with a view to promoting multilingualism (e.g., Harris, 1998; Christofides & Swidinsky, 1998; Pendakur & Pendakur, 1998; Warschauer, 2000). This research project aims to analyze comparatively the "social-suggestive norms" (Miele, 1982), by which we mean the social and historical norms, institutional and economic influences, perceptions of pedagogical practice, public attitudes, perceived opportunities for multilinguals, collective values, and perceptions of governance and administrative structures, on foreign language learning in officially bilingual Canada with influences in Japan and France, countries currently actively promoting the learning of foreign languages (e.g., Mombusho, 1998; Ministry of Education, 2001).

The objectives of this research are, in Canada, Japan and France, (1) to explore, describe, and analyze language learners', educators', business and government representatives', and general public perceptions of the "social-suggestive norms" which influence language learning; (2) through comparative analysis, to identify those "social-suggestive norms" that might promote (or hinder) linguistic achievement of foreign language learners, and to explore those facilitating factors which may be transferable to the Canadian context; (3) to develop a reliable survey instrument to be translated into the majority languages of many foreign language learning contexts; and, (4) throughout, to disseminate findings to national and international audiences, with a view both to informing Canadian audiences, and identifying research partners in such countries as Mexico, China, Taiwan, and the Middle East (see below, "fast-growing languages") to collaborate on a large-scale international comparative analysis of the impact of "social-suggestive norms" on foreign language teaching.

The questions guiding the research are, in Canada, Japan, and France:

- What are the "social-suggestive norms" that encourage (or discourage) foreign language learning?
- How do national, regional, or local policies and/or strategies in promoting the learning of foreign languages compare with one another, and how have these impacted or been impacted by the "social-suggestive norms"?
- What conditions and strategies are transferable to the Canadian context which might promote the learning of foreign languages for all Canadians, (and which might possibly facilitate the acquisition of English as a second language for Aboriginal and immigrant communities)?

A secondary purpose of this research will be to refine a survey instrument which could be used in a multinational collaborative research project which would follow from this project.

Context of the Research

Beliefs that English would become a global *lingua franca* have led to complacency about foreign language learning in the U.S. and Canada (Lambert, 1991). Yet, for many reasons, including growing resistance to linguistic imperialism (Phillipson, 1996; Canagarajah, 1999), linguistic genocide (Skutnabb-Kangas, 2000), and the growth of machine translation (Cribb, 2000; Lehman-Wilzig, 2001), it is not certain that English will emerge as a global *lingua franca* (Crystal, 1997; Guéron, 1997). Given that the most pressing challenges to global supply chain management are language (Revenaugh, 2000) and cultural competency (Grosse, 2001) barriers, Canadians need to develop facility in other major languages, particularly Chinese, Arabic and Spanish (Cribb, 2000), Hindi, Arabic, and Spanish (Graddol, 1997), languages of desirable trading partners such as Japanese (e.g., Helliwell, 1999), or languages within its borders (e.g., Helliwell, 1999). The French Minister of Education has acknowledged that France cannot participate in the new economy through the medium of English or French only: "Tout montre que l'avenir de notre pays et des jeunes Européens impose la maîtrise d'au moins deux langues vivantes étrangères en plus de la langue maternelle," (Lang, 2001, p. 10). Within such frameworks, Ministries of Education in both France (Ministry of Education, France, 2001) and

Japan (Mombusho, 1998) recently introduced foreign language teaching in primary classrooms, and policies advancing French instruction have been adopted in Japan (Pecheur, 1991).

Despite official bilingualism, with the possible exception of French immersion instruction (Swain & Johnson, 1997), Canada has not been overly successful in addressing the needs of second language learners, be they English speakers learning a foreign language in K-12, tertiary, or adult educational settings (Bayliss & Vignola, 2000; Pendakur & Pendakur, 1998; Lambert, 1991), or immigrants and Aboriginal people learning standard English as a second language/dialect (ESL/D) in the mainstream school system (Derwing, et al, 1999, Watt & Roessingh, 1994; 2000; Piquemal, 2001a; Kouritzin, 1999). Crawford (1992) pointed out that there has been a persistent monolingual bias in the United States, what Hofman (2000) calls the "classic American mistake of talking slowly and loudly, and assuming people would understand" (p. 161). Cummins (1996; 1989; 1984; 1979) has established that this bias also exists in Canada, the result of early research in which bilingual students compared unfavorably with their monolingual peers. More recent research, employing culturally and linguistically sensitive instruments, has indicated that bilingual students are comparatively advantaged rather than disadvantaged; yet the bias toward monolingualism remains (Wardle, 1992; Nieto, 2002). Cummins and Sayers (1995) suggest that with McLuhan's "global village" upon us, monocultural monolingualism has "reached a point of diminishing returns" (p. 10) for all learners. Such concerns stem not only from economic considerations, but also from a growing realization in the English teaching community that loss of minority languages has accelerated, and that we are causing non-English speaking schoolchildren to lose their first languages (Kouritzin, 1997; 1999), only to have them learn those languages as foreign languages when they are adolescents or adults (e.g., Pendakur & Pendakur, 1998, p. 107).

Relationship to the literature

While the idea that social and political factors have an impact on an individual's language learning in second language contexts is not new (e.g., Turner, 1974; Miele, 1982; Strevens, 1978; Demert, 1993, Pennycook, 1994; Ingram, 1989), there is little research exploring social-suggestive norms in foreign teaching situations, and none that we could find comparing contexts or languages internationally, or in a Canadian context. The majority of research to date has focused on learners of English, either in second language or foreign language contexts, or on learners of French, German or Spanish in the United States (Rifkin, 2000) which has a policy of English Only (Crawford, 1992). It, therefore, cannot be stated with certainty that much of the extant literature on foreign language teaching directly informs this research project. Moreover, the paucity of information on social suggestive norms, and how these influence the motivation and attitudes of language learners reiterates the need for survey instruments such as that we propose to develop.

With some recent exceptions (e.g., Norton & Toohey, 2001), analyses of foreign language learning tend to focus on individual language learners, and their relationships with unique and individual social circumstances (e.g., Cook, 2001). This research appears to be dominated by looking for universals in "good language learners," either in terms of the learning strategies they employ (e.g., deCourcy, 1997; McGroarty, 1989; Nation & McLaughlin, 1986; Oxford, 1989; Reiss, 1985; Watanabe, 1990), individual traits and characteristics (e.g., Mollica & Nuessel, 1997; Lalonde et al, 1987; Chapelle & Green, 1992;), or variation in learning styles (e.g., Lombardo, 1990). Research focusing on the context of language learning is primarily focused on the classroom context (e.g., Martin, 1990; Graham & Brown, 1996), how culture is transmitted in formal and informal settings (e.g., Hull, 2000; Courchene, 1996; Kennedy, 1995), learners' individual beliefs about foreign language learning (e.g., Rifkin, 2000; Horwitz, 1988; 1989; Kern, 1995), and societal perceptions of groups of learners (e.g., Stephens, 1997).

A second line of research has argued that the success of language learners is dependant upon the possibilities for involvement in a variety of target language "communities of practice" (Toohey & Day, 2000; Peirce, 1995). Yet, many European and Asian countries have been successful at teaching foreign languages, at least to the point of functional ability, even with little or no possibility for learners to have

such involvement (e.g., Duff, 1997; Björklund, 1997; Johnson, 1997; Eng et al, 1997). We suggest that the success or failure of foreign language acquisition is possibly dependent on contextual factors (Kouritzin, 2001), such as a nation's sociocultural contexts and its historical legacy (Nieto, 1999; Canagarajah, 1999; Phillipson, 1992; Pennycook, 1994), its social-suggestive norms.

By exploring social-suggestive norms, the proposed research will begin to examine the larger socio-cultural and socio-political contexts, and their perceived impacts on foreign language learning, a needed contribution to the literature. Studying "attitude intervention" in the foreign language classroom, Mantle-Bromley (1995) found that "without a positive learning atmosphere, students may well gain nothing from new curricular infusions" (p. 383). Rifkin (2000) and others (e.g., Oxford et al, 1991) suggest in order to "overcome learners' counterproductive beliefs" (p. 394), educators must first know what those beliefs are, and, we argue, where they come from. In a second language teaching context, Nieto (1999) suggested that "structural conditions and policies outside the control of most educators--including societal stratification through institutional racism, sexism, and social class oppression, and discriminatory policies of schools" (p. xxii) can prevent students from learning (also Goldin, 1987). These assertions point to the need to explore how and whether structural conditions and social-suggestive norms also shape learners' beliefs about the learning of foreign languages, and learners' consequent attitudes toward, and motivations for, learning them.

Relationship to ongoing research

With internal funding from the University, the principal and co-investigator are, in the 2001-2002 academic year, working to develop, pilot test, and refine a survey instrument to investigate social-suggestive norms in foreign language learning. The proposed research extends that work, using the survey instrument to examine social-suggestive norms in international and national settings. The proposed research also extends the investigators' SSHRC-funded research exploring specific interaction patterns between dominant culture and Aboriginal individuals, by beginning to look beyond the immediate social, linguistic, and cultural communities, to the larger societal context. The proposed research also extends Piquemal's work with Aboriginal (Piquemal, 2001a; Piquemal, 2001b) and Kouritzin's work with immigrant communities (Kouritzin, 2000a) on the development of dual linguistic competence. Since 1995, Kouritzin has been involved in policy analyses in tertiary and K-12 education (Kouritzin, 1995; 2000b), resulting in a comparative analysis of second language teaching practices in Western Canada (Kouritzin, 2001). Kouritzin (2001) found that the social and educational context, more than instructional practices, most contributed to learners' success. The proposed research extends this research by comparing social contexts internationally.

Significance of proposed research

This research project lies at the intersection of several INE themes, possibly informing foreign language teaching practices, teacher education of foreign language teachers, lifelong and workplace foreign language learning. It will help to inform the foreign language teaching context nationally, and possibly begin to address the Catch 22 situation in which few Anglophone applicants to a French teacher education program in Ottawa have learned French sufficiently well to meet the demands of teaching the French language (Bayliss & Vignola, 2000), forcing standards to be lowered in order to meet the enormous demand for French teachers (Majhanovich, 1990; Smith, 1988; also Long, 2000, on other foreign languages). Finally, this research project fills an identified need in the literature regarding what contributes to foreign language learning in Canada by widening the scope of inquiry to one which seeks to look for historical, social, cultural and political patterns. This research is unique because it will begin identifying factors which may inform social, political and educational goals for Canada.

Theoretical and analytic framework

Horwitz (1988) noted that "definite viewpoints on the best techniques for learning a language, the 'right' age to begin language study, and the nature of the language learning process are the subject of airline magazine articles, Sunday supplement advertisements, and cocktail party small-talk" and she concluded

that "if beliefs about language learning are prevalent in the culture at-large, then foreign language teachers must consider that students bring those beliefs with them into the classroom..." (p. 283). Widening this view, Clifton et al (1990), suggested that cultural groups have distinctive value systems (such as collective ambition, persistence, tolerance of deferred gratification, etc., stemming from cultural, national, geographic, linguistic, racial and religious beliefs) that shape aspirations and achievement (p. 248; see also Bullivant, 1978, Clifton, 1982; Mehan, 1984), and language methodologies (Kennedy, 1988; Markee, 1997; 2000). Following from the body of work on second language contexts, this research project holds that there are sets of social conditions which predispose students to successful foreign language learning (collectively the "social-suggestive norms"). Analytically, the project adapts the view of second language education which identifies national, social, institutional, and economic domains delineated by Ashworth (1984; 2000). This framework has been used to examine both policy and practice in TESL settings (Kouritzin, 2001; 1995; Kouritzin & Mathews, 2000), and includes:

- a) national questions (e.g., who, when, where, from where, how many, and under what circumstances, for what reasons, people study foreign languages);
- b) social issues (e.g., forms of motivation, the status and qualification needs of language teachers, a community's tolerance for and attitudes toward linguistic and cultural diversity, the curriculum and support for programs, collective attitudes toward attainment);
- c) institutional influences (e.g., goals informing practice, the design, length and quality of programs, the definitions of linguistic and cultural competence); and,
- d) economic forces (e.g., presence of a language program, class size, number of teachers, and the [perceived] economic impact of multilingualism for individuals and specific communities).

Methodology

There are a number of reasons why a comparative study of language learning in Canada, Japan and France is important and timely. First, all three are G7 countries [also G8] in which learning a foreign language is not essential to education and employment; therefore, it cannot be argued that foreign language learners in these countries study foreign languages because they must (Phillipson, 1992; Skutnabb-Kangas, 2000; Canagarajah, 1999). Foreign language learners in these countries have elected to study foreign languages for reasons stemming from personal or societal motivation. Second, in each country, one foreign language is commonly taught and the other less commonly taught (i.e., in Japan, English teaching is common and French rare; in Canada, French teaching is common and Japanese rare; in France, English teaching is common and Japanese rare), meaning that a range of social-suggestive norms will be represented. While in studies of Romance languages the frequency with which a language was taught did not affect learners' attitudes toward that language (Horwitz, 1988; 1989), it is necessary to explore whether that applies to a comparison of Germanic, Romance and Asian languages. Third, neither Japan nor France have official bilingual or multilingual educational or social policies (as Canada does), and yet there appears to be widespread promotion of bilingualism, resulting in both countries recently introducing foreign language instruction in primary school (Mombusho, 1998; France, Ministry of Education, 2001). While this might suggest that Canada is better at foreign language teaching than France and Japan, indeed the reverse is true. Although we can find no research to support this assertion, it is generally understood in language teaching circles that, while many Japanese and French students learn sufficient English to study at universities in Canada, few Anglophone Canadians learn foreign languages sufficiently to study abroad. Fourth, French is considered a Group I language (easier) and Japanese a Group IV language according to American Foreign Service Institute classifications, yet difference in the attitudes toward learning a foreign language based on the difficulty of the language have not been noted (Horwitz, 1988; 1989). Fifth, a methodological parallel exists in that English, French, and Japanese are languages of diplomacy and international trade, often associated with imposing colonial linguist practices (Phillipson, 1992), but not subject to them.

The proposed research will take place in comprehensive research universities in selected cities of equivalent size, economic and strategic importance, and representative-ness, in France, Japan, and Canada, that is, one North American, one European, and one Asian context. We have chosen university students in large, full-service universities in order to be able to extrapolate regional differences (i.e., students will be from various regions), and to gather data from a large sample undergoing similar experiences (Antonek et al, 2000; Rifkin, 2000). We have also chosen this group because the only comparative research on foreign language learners' beliefs to date indicates that there is considerable variation in perceptions among freshmen, sophomore, junior, senior, and graduate students, and among institutions (Rifkin, 2000). Tentative sites are Fukuoka, Kagoshima, and Osaka in Japan, Marseilles, Perpignan, and Aix-en-Provence in France.

Data collection Three data collection methods will be employed: (1) archival research, (2) survey research, and, (3) reflective interviews, both individual, and focus group.

- (1) Archival research. Throughout the research, the research team will collect documents in the public domain that represent collective knowledge and "social suggestive norms," such as language education policies, media representations of bilinguals and language learning, university entrance requirements, job advertisements, non-traditional documents such as websites, biographies, documentaries, legends, childrens' stories, videos, or street signs, and any related documents identified during the conduct of the research project.
- (2) Survey. During the 2001-2002 academic year, using the University's internal funding programs, the investigators will work together to construct and pilot test an initial survey. Working from such published sources as the Beliefs about language learning inventory (BALLI, Horwitz, 1988; 1989; 1990), the Strategy Inventory for Language Learning (SILL, Oxford, 1990) and untitled surveys (e.g., Antes, 1999; Wesche et al, 1986), the researchers will reformulate questions with two purposes in mind: (1) to focus on individuals influenced by social suggestive norms rather than individuals operating in social isolation and (2) to create several different versions of the survey to ensure that any results cannot be attributed to the question sequence, a critique of earlier work. A series of focus group interviews with language learners and educators will further develop the survey, and establish other avenues of questioning.

In year one of the proposed research, the investigators will translate the survey into Japanese and French. The team, in October, will administer the survey to all students studying French and Japanese in the Canadian setting (i.e., extrapolating from current enrollments, N=@2000) and those results will be analyzed (below). Also in year one, one investigator will travel to France (December) and one to Japan (April) to distribute the survey to all undergraduate foreign language learners of English and Japanese in France and of French and English in Japan, aiming for N=2000 in each location. We anticipate that survey questions will be closed (e.g., one-word answer demographic data such as program information, languages spoken and studied, and Lickert scale ratings of items such as importance of foreign languages to employment and education, use of various learning strategies, motivational items) and open (e.g., short-answer opinions and retrospection about contextual influences, instruction, exposure to foreign language culture, learning strategies, motivation, attitudes). The surveys will be anonymous and non-exclusive. They will take no more than 45 minutes to complete, and will be distributed early in each academic year. Each survey will have a coded (for anonymous, follow-up reminders), return-addressed, stamped envelope enclosed so as to discourage students from completing the surveys during class time and maximize return. The surveys will describe the frequency of various perceptions of social-suggestive norms according to demographic characteristics, and will explore relationships between identified factors. With the large N size, some causal relationships among variables should be implied.

- (3) Interviews. (N=125 in each of France, Japan, and Canada). A separate sampling of 25 subjects from each of five groups will interviewed on audio-tape: (1) a representative sampling of business and

government associations, such as members of the Ministries of Education, human resources representatives from various business communities, managers of small or mid-sized businesses, elected officials from school boards or national, regional or municipal governments, (2) a representative sampling of members of language teaching organizations including language teachers, administrators, owners of private language teaching schools, academic organizations, (3) a random sampling of graduate and undergraduate students studying foreign languages (4) a random sampling of graduate and undergraduate students not studying foreign languages, and (5) volunteers from various public communities approached at coffee shops, sports events, or other public arenas. While the interviews will be differently focused for each audience, in general questions will address social experiences and factors perceived to promote or hinder foreign language learning, perceptions of the usefulness and prestige of foreign language learning, and explorations of values and beliefs about bilingual or multilingual individuals. We will also post public notices for open focus group interview sessions, and we will invite all interviewees to these as well. The audio-taped focus group interviews will cover the same themes and topics as the individual interviews, but, by allowing for discussion among participants, more connections will be made. Both forms of interview are intended to serve two purposes: (1) to triangulate data, and ensure that emergent as well as *a priori* factors are fully explored, and (2) to suggest additional avenues of questioning to be followed in refining the survey instrument near the end of year three of the study.

Data analysis

Results from the survey data will be to comparative analysis, within each year of study, within each site, and then among the three sites using the statistical software SPSS 10. Qualitative analysis will begin with verbatim transcription of interview tapes, member checks, and translation into English. Answers to open survey questions, and selections from archival documents will also be translated. Because of the quantity of data, rich text files will then be imported into NUD*IST qualitative software to facilitate coding and analysis. Separately, each investigator and one GRA will first code the data to identify national, social, economic, and institutional influences on foreign language learning contexts, and any additional domains not identified by the analytic framework. Results will be compared, and any differences discussed and resolved. The research team will code each of the domains to identify specific emergent concepts within each domain, first within each country, and then aggregately. As a final step, questions designed to elicit information about emergent factors will be added to the survey instrument.

Communication of Results

In addition to the conference papers for academic audiences, including the Canadian Society for the Study of Education (CSSE) in 2003, 2004, 2005, and the American Educational Research Association (AERA) in 2005, the research team will provide reports to the Ministries of Education and to the Modern Language/Heritage Language Associations, locally, provincially, and nationally. These reports will summarize our research findings, and make some grounded recommendations for consideration. Academic reports will be submitted to such journals as the Canadian Modern Language Review, Foreign Language Annals, and The Modern Language Journal. In year three, we will contact the American Council of Teachers of Foreign Languages (ACTFL), the Modern Language Association, Heritage Canada, provincial Ministries of Education, and the heritage/international language list serve to advertise a call for papers on "social-suggestive norms" and social contexts in foreign language teaching, to be published as an edited collection. At the same time, we will request funding from a variety of sources (including SSHRC Outreach grants) to host a conference, open to the public, with scheduled discussion and workshop forums, on the same theme. Local, provincial and national policy makers will be invited as guests and discussion leaders. Through these initiatives, we will contact researchers from international settings who are working on similar or related ideas in foreign language teaching, and who would be interested in working collaboratively on a large-scale international comparative study.

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1.3 Description of Team

Rationale for a Team Approach

We propose to work with a team approach for several reasons. First, this type of study requires intensive data collection, using multiple methods, and multiple locations both at a national and international level. Second, this study requires expertise in a number of domains: second language acquisition, policy and document analysis, cross-cultural and linguistic competencies, and knowledge of multiple methodologies. Each member of this collaborative team brings certain skills and understandings to the research project. First, with regard to data collection, Kouritzin is bilingual in Japanese and English, Piquemal in English and French. Because Kouritzin held a faculty position in a Japanese university, and is married to a Japanese citizen, she can gain access both to the university system and to information not customarily shared with non-Japanese researchers. Similarly, because Piquemal is originally a French citizen and teacher who attended university in France, she can also negotiate closer relationships than would normally be the case. At the same time, Piquemal and Kouritzin have taught second and foreign languages in Canada, and, therefore, have access to, and are familiar with, the teaching contexts and concerns here. They can, therefore, provide a more informative portrait for Canadian purposes than would result from employing foreign researchers. The researchers in this project therefore can make a unique and important contribution within the structure of INE that arguably could not be made by other research teams.

Two bilingual graduate student research assistants will be employed from the University of Manitoba. Because the University of Manitoba houses a large graduate program in second language teaching, in which students have a minimum of two years' teaching experience prior to entering the program, and because bilingual students will likely be former teachers of English or French as a foreign language with considerable experience and expertise, they will be an important part of the research team.

Roles and Responsibilities

1. The **principal investigator**, Dr. Kouritzin, will be responsible for the overall conduct of the study, coordinating research activities, and liaising with the budget officer. She will take responsibility for initiating and maintaining contact with universities, for ensuring that ethical protocols are in place, for equipment purchase and maintenance, and for hiring GRAs. She will take responsibility for data collection in Canada and Japan, for establishing schedules of meetings, and she will take leadership in the conduct and dissemination of research.
2. The **co-investigator**, Dr. Piquemal will share in the design and conduct of all research strategies and activities above. She will participate in all analysis and interpretation activities, and share responsibility in providing leadership to GRAs. Dr. Piquemal will be responsible for data collection in France.
3. The **GRAs** will assist with data collection, transcription and coding of data, analyzing and interpreting data, and dissemination of findings, including proposal and manuscript writing.

1.4 Training (Role of Students)

While receiving guidance and training from the investigators, three Graduate Student Research Assistants (GRAs) will work as members of the research team over the course of the research program. In requiring the GRAs have fluency in one of the languages under study, we believe that it is likely the students will be international students or minority language students from Canada, students who are not normally recruited as research assistants. Because Kouritzin teaches in the graduate programs in Teaching English as a second language and second language education, she often has graduate students from Japan. Because the University of Manitoba also houses the College de St. Boniface, a Francophone college, there are also often French-dominant bilingual students in our programs. Ideally, the bilingual GRAs will travel to France and Japan, at least for part of the data collection there; if they prove unable to do this, GRAs will be hired in those locations. Given that the two bilingual GRAs will probably be drawn from students working on degrees in second language education, they will then have a unique opportunity to engage in data collection overseas.

The GRAs will be involved in all aspects of the study. Throughout, we will provide appropriate training so that the students are able to participate in all the research tasks. In particular, as members of this research team, they will join with the principal and co-investigators to: (1) update the literature review and bring forward to the team all items which will inform our research; (2) collect archival data; (3) develop, translate, distribute and collect survey instruments, and make recommendations for revision; (4) assist in conducting individual and focus group interviews with participants, observing in some, taking primary responsibility for others; (5) transcribe and translate interviews; (6) engage in developing and refining emergent domains, variables, and categories; (7) develop conference proposals, (8) prepare and present papers at scholarly conferences; and (9) co-author manuscripts for publication.

Each GRA will be supervised, yet each will have significant opportunities to develop autonomy, and to work as members of the research team. The students will be able to develop their skills in collaboratively designing, redesigning, and conducting a research study, and in considering the cross-cultural competencies in research. They will actively engage in research skills such as interviewing, transcription, coding, interpretation, quantitative and qualitative analysis, and reporting. They will gain valuable experience in working collaboratively as research team members, and in presenting arguments and ideas to team members. By participating in the dissemination of findings, they will develop their skills in writing for academic and professional audiences, as well as have the opportunity to learn, to share knowledge, and to build academic and professional relationships outside of the University of Manitoba. There will also be significant opportunities for each GRA to work on specific parts of the research program, taking "ownership" of a theme or area of research that could lead to their graduating papers or theses.

One final consideration for this study concerns our use of release time. In September, 1992, a small cohort of graduate students will be admitted to the doctoral program in language and literacy specializing in TESL. Not only will the GRAs directly involved in research benefit, but there will be the additional opportunity to have doctoral students teach courses at the post-baccalaureate and undergraduate levels while being mentored by Kouritzin. The opportunities for graduate student involvement created in this research are therefore many and varied.

1.5 Summary of previous and ongoing research results

a) SSHRC standard research grant (\$56,622)

In May, 2001, Dr. Piquemal and I began work on a SSHRC standard research grant scheduled for completion in April, 2004. At the present time, we have just begun data collection in Grade 1 classrooms in an inner city school with a high Aboriginal student population. The purpose of this research project is, over three years, to explore how specific patterns of interaction between dominant culture and Aboriginal individuals affect the learning environment, promoting or hindering school success. In particular, the objectives of this research are, in inner city and rural elementary schools, to: (1) describe and analyze interactions involving Aboriginal students, and dominant-culture teachers and students in Grade 1 classrooms, (2) co-construct and collaboratively analyze various interpretations of representative interactions, (3) collect, analyze and synthesize research and scholarship on interaction patterns in schools with large Aboriginal student populations, (4) communicate findings and interpretations between schools, parents, and communities, and, (5) collaboratively develop protocols for culturally relevant interactions with Aboriginal communities. We are collecting ethnographic data in each location through multiple methods including field notes, audio and video-recording and semi-structured interviews. Concepts drawn from existing Western and Aboriginal frameworks will be applied, in a successive iterative manner, to the analysis of interactions in classrooms. We will work collaboratively with Aboriginal community members toward developing a framework for examining cross-cultural interactions, which will take the interpretations and insights of all stakeholders and participants into account. It is hoped that this will provide a framework for informing policy and teacher education.

b) UM/SSHRC Grant (\$4115) to be completed August, 2002

In December, 2000, Dr. Piquemal and I were awarded a UM/SSHRC grant to support our research project, "Patterns of interaction in the education of Aboriginal students." This research project is scheduled for completion in December, 2001. A pilot project for the SSHRC standard research grant, this research is a focused portrait of interactions involving Aboriginal students and dominant culture teachers and students in one classroom, focusing on pragmatics, non-verbal communication, turn-taking, and discourse conventions. While data collection and analysis is not yet complete, our observations have so far resulted in the co-construction of a pedagogical story, a story which illustrates many of the cultural dissimilarities in Aboriginal students' home and school environments, and which both of us are using in our classrooms to invite discussion. It is our intention, upon completion of this research project, to co-author an article with our pre-service teachers which will be presented at WestCast, and submitted for publication in the Canadian Journal of Education.

c) University Research Grants Program (\$4577) to be completed December, 2001

In December, 2000, I was awarded a University of Manitoba internal research grant for the research project entitled "A comparative analysis of best TESL practices." This research is almost complete, and will be completed in December, 2001. Preliminary results suggest that program structures, not classroom practice, have the most important impact on ESL learner success, at least in low-incidence districts. Most work in TESL right now is aimed at the integration of language and content instruction, either in mainstream or regular ESL classrooms, while it appears that more focus needs to be on policies and programs which support ESL teachers and learners, including: (1) Administrative support (a "visionary" administrator or administration), (2) Community support (bringing the community into the school and the school into the community; parental involvement and commitment, even homestay parents, and even itinerant parents; collaborative construction of individual learning plans which include means of evaluation to be used, and sticking to them) (3) School support (respect and support for ESL teachers--Manitoba needs to respect the profession of TESL by making it a teachable; respect and support for ESL students by their peers, and the recognition by the ESL students that it is not their difference which makes it difficult for them to make friends initially, but the high school culture of cliques), (4) Resources

in the classroom, and freedom to order what is needed); (5) ESL teacher or professional control of timetables BEFORE mainstream students are slotted in; (6) ESL teacher distribution of report cards which have no "ESL comments"; (7) An innovative means of accomplishing the purposes of the curriculum and of attaining the credits to achieve graduation; (8) Respectful inclusion; (9) Trained teachers with a commitment to reading research and who are committed to the big picture of the curriculum rather than the specific objectives; (10) Funding accountability and sufficient funding with a commitment to maintaining service beyond the funding cap; (11) Access to and awareness of additional support systems, including a local battery of Education professionals; (12) Teachers who are in their own full-sized classrooms and who are part of the regular teaching staff, not resource teachers or paraprofessionals, and who have a full-time ESL assignment, without association of ESL with remediation, either on the part of staff or other students; and, (13) Intake and ongoing assessments using more than one means to evaluate students, preferably in L1 and English.

d) Educational resources unit development grant (\$1000) completed

Dr. Nathalie Piquemal and I were awarded a small grant to support the development of a SSHRC INE application in order to hire a research assistant to aid us. Our research assistant worked with us in the crafting of the proposal, in searching the economic and language education literature, in making recommendations, particularly for the significance and literature review sections, with the result that, when she has her Ph.D. in hand, she will have had the experience of working on a major grant proposal and be familiar with the process.

e) Postdoctoral Fellowship & Research Grant (\$5000) completed

In May, 1998, I was awarded a SSHRC postdoctoral fellowship entitled "Settlement Stories." The research proposed was to compile retrospective, life history, interview-based, familial case studies of immigration and settlement, with a special focus on the issues and concerns around first language maintenance during English second language schooling. During the tenure of my postdoctoral fellowship, I completed six of the 25 familial case studies proposed in the SSHRCC application. Combined medical and maternity leaves meant that I completed only 1/3 of the 24 month term (i.e., 8 months) of the award before beginning a tenure track position.

Emergent theme analysis has revealed a number of important concerns. I will mention three:

- a) Parents have difficulty in trying to resolve the conflict between being expected to assist their children with the learning of English and other school subjects, and being expected to ensure that their children maintain the heritage language and the heritage culture simultaneously.
- b) It is apparent that children becoming dominant in English, a language which parents sometimes have little knowledge of, causes hardship and misunderstanding in families. This appears to be a critical issue, one requiring additional research attention.
- c) Unemployment and underemployment seriously undermine the abilities of immigrant parents to effectively assist in educating their children. Established practices, like the seniority system, have come under fire for ensuring that immigrant adults never "rise above" Canadian born citizens. The demoralizing effect affects families in myriad profound ways.

Reporting on results from this research, I presented a paper, "Settlement Stories" at the TESOL (Teachers of English to Speakers of Other Languages) convention in Vancouver, a paper which, I was notified, ranked in the top 10% for this conference. A paper entitled "A Mothers' Tongue," which makes reference to the data in this research has recently been published in TESOL Quarterly, with a response and rejoinder, and an article based on the pilot study for this research project, augmented with data from this research, was published in the Journal of Multilingual and Multicultural Development. I am currently working on a single family case study manuscript for Canadian Modern Language Review.

f) SSHRC Doctoral Fellowship and British Columbia Ministry of Education Research Grant

As a SSHRC doctoral fellow, I received a research grant from the British Columbia Ministry of Education, which enabled me to purchase some of the software and equipment necessary for completing

my dissertation on the loss of first languages which can accompany second language acquisition at the commencement of public schooling in Canada. Focusing on both immigrant and Aboriginal adults who lost a first language during childhood, this research revealed that there are numerous consequences for individuals, even those who would otherwise be thought of as successful. Familial consequences included the loss of extended family and the breakdown of family relationships because of inability to communicate. Participants in the research reported that they never felt comfortable in speaking English, but that their not knowing their first languages, left them in a kind of "limbo." School performance was negatively affected, especially in language-based subject areas, but also surprisingly, in subjects not normally considered language dependent. The most devastating effects of language loss that were reported during this research were those that had to do with cultural identity, and the inability to ever negotiate a sense of belonging anywhere, or to anyone.

This research resulted in a number of conference presentations at national and international conferences, as well as my dissertation, and book. My dissertation was awarded the Canadian Association for Curriculum Studies outstanding dissertation award in 1998 (for 1997). In a revised form, it was accepted for publication by Lawrence Erlbaum Associates. It was published in 1999.

2. Budget Justification

1 Personnel costs

i) **Student salaries and benefits.** A total of three, two bilingual, graduate students will assist with the ongoing review of the literature; participate in data collection; proofread transcripts; assist with translations, code and analyze data; prepare conference proposals and presentations, and work on statistical analyses. Ideally, these GRAs will come from the University of Manitoba, though in the foreign locations this may not be possible. There are no GRA term positions in our Faculty. SSHRC provides for a maximum of 12 hours per week for full time students, 40 hours per week in the summer. We will make arrangements with GRAs to work up to 30 hours per week in the foreign locations (while still respecting the data collection needs of our graduate students) and as little as six hours per week in Canada to ensure we fall within this allotment. In Japan, data collection will fall during the summer months, while in France it will not. This may require working only with students who want to do data collection in France, limiting their employment to 12 hours per week, or hiring foreign graduate students. Allowing for six weeks' vacation in each year, and at an average of 12 hours per week, we estimate our needs as: Calculating 1 GRA @\$14.00 plus 15.6% benefits & payroll levy (\$16.18/hour) for 12 hours per week for 13 weeks (one semester) in year one, and for 46 weeks (six weeks' holiday) in years two and three = **\$2524 in year one and \$8931 in each of years two and three.**

B) Non-student salaries and benefits.

- i) In preparation for translation, high quality verbatim transcripts are essential. **Secretarial assistance** related to transcription of data is estimated at 150 hours in each year. 150 hours @ \$15 per hour + 16% benefits and payroll levy = **\$2610 in each of years one, two and three.** Secretarial total: \$7830.
- ii) In year one, for professional preparation and formatting of the survey instrument in English, French and Japanese, we request **secretarial assistance** for 200 hours. The University of Manitoba rate for secretarial assistance is \$15 per hour + 16% benefits. 200 hours @ \$15 = \$3000 + 16% fringe benefits and payroll levy = \$3480. **Total: \$3480 in year one.**
- iii) In year three, for preparation of a monograph based on the call for papers, we request secretarial assistance for 200 hours, the time required to properly format manuscripts for submission to publishers and to do revisions. The University of Manitoba rate for secretarial assistance is \$15 per hour + 16% benefits. 200 hours @ \$15 = \$3000 + 16% fringe benefits and payroll levy = \$3480. **Total: \$3480 in year three.**

1.1 Request for Research Allowance: In requesting RA, we understand the need to have sufficient time to conduct the proposed research, to analyze a large quantity of qualitative and quantitative data, and to prepare papers for distribution, and disseminate results. We estimate requiring at least three half days per week, or approximately 30% of each investigator's work week. Owing to the heavy teaching load in our faculty, this means requesting 6 credit hours release time per researcher in each year. In years two (Kouritzin) and three (Piquemal), when the investigators will be absent from the country during the academic year, we will be able to make arrangements through our faculty. We therefore request **\$18,000 in years one, two, and three.**

2 Transportation and Subsistence:

Applicants/Graduate students.

In preparing this part of the budget, we are keeping in mind that short-term hotel accommodation is more expensive than the furnished guest lodging which can be negotiated on a more long term basis. Neither Japan nor France has accommodations available which can be rented on a monthly basis, because leases must be signed for a minimum of two years in Japan (plus 3 months' non-refundable deposit called "key money") and one year in France. It is not a custom in Japan, nor in France, to sublet houses for sabbatical leave. It likely will not be possible to stay in the dormitories during the academic year for three months. Our budget is based on our best estimate of what lodging will cost, based on double occupancy, in 2004 and 2005, in a Japanese guest house or Ryokan, and a French pension.

Foreign travel/investigators

i) In year one, in order to administer the survey, we will require 28 days (one month) of accommodation in Japan, probably in a dormitory) = \$3000 inclusive + per diem @ \$40 CDN per day = \$1120 + roundtrip airfare @ \$2400 = **\$6520 in year one**. And, one month of accommodation in France = \$3000 inclusive + 28 days' per diem @ \$40 CDN per day + roundtrip airfare @ \$1770 = **\$5890 in year one**

Foreign travel/investigators and students

a) three months of furnished accommodation in Japan @ approximately \$3000 per month including utilities to be shared with GRA = \$9000 in year two + 95 days @ \$40 CDN per diem = \$7600 for Kouritzin and GRA + two round trip economy class plane tickets from Winnipeg, Canada to Naha, Japan at @ \$2400 (mid season) = \$4800. Total travel and subsistence to Japan: **\$21,400 in year two**

b) three months of furnished accommodation in France @\$3000 per month including utilities to be shared with GRA + 95 days per diem @ \$40 CDN per day x 2 member team = \$7600 in year three for Piquemal and GRA + Two round trip economy class plane tickets from Winnipeg, Canada to Marseilles, France at @ \$1300 = \$2600. Total travel and subsistence to France: **\$18,200 in year three.**

B) Communication of Research Results: It is important to disseminate the findings to a wide audience, and for the GRAs to help present results; graduate students often lack resources to travel to conferences such as CSSE. Near the end of years 1 & 2, we expect to present at the CSSE conferences in Halifax, and a yet to be determined location (probably in central Canada). At the end of the research project, the team will present several papers at AERA (meaning US exchange rates). We are budgeting for this expense at today's exchange rates, on the basis of a 3 member team, staying for 6 days in dormitory rooms, at the UM *per diem* rate, and traveling at best airfare. We are also expecting that the GRAs will receive travel grants in the amount of \$400, and that the investigators will use \$500 each from their PD allotments. Totals: **Year 1: \$3500. Year 2: \$3500. Year 3: \$6200.**

3. Other expenses

Non disposable Computer hardware: In order to collect data and manage files in foreign locations, complete the statistical analysis necessary, send files to research team by email attachment, and to ensure ease of communications, a laptop computer will be necessary for the investigators to share. The IBM A series model WSU type A22m already loaded with Windows 98 OS is recommended for these purposes. Educational price is @\$3729.95 + 14% of total tax = **\$4552 in year one.**

Other expenses:

- i) Costs for site licenses (word processing package, Adobe Acrobat version 5 & SPSS version 10 that can be taken off-site), mini disks, duplicating, courier, postage, and other expendable supplies are budgeted at \$1150 for year one and \$350 in years two and three. The investigators own Microsoft Windows in Japanese, and French & Japanese language keyboards. **Three year total: \$1350**
- ii) Costs for required computer software at educational discount price: QSR NUD*IST (\$729.95) + 14% tax = \$832. **Total \$832 in year one**

4. Communication of Research Results

- i) Conference travel as above "Travel and subsistence". Total \$13,200
- ii) Secretarial assistance as above. Total \$3480

Total communication costs: \$16,680

APPENDIX B: The Effect of Socially Suggested Norms on
language study in Canada, France and Japan -
Questionnaire

This questionnaire is divided into five sections. Each section addresses a particular theme related to foreign language learning. In each section of the questionnaire, there are a number of statements with which some people agree and others disagree. We would like you to circle the number or letter, which best expresses your opinion about each statement. This is not a test, so there are no right or wrong answers. We are interested in your personal opinions. At the end of the survey, there are some demographic questions, which will enable us to analyze the questionnaires. Please answer the questions to the best of your ability. You do not need to write your name on the survey. The contents of this form are absolutely confidential. Information allowing you to be identified will not be disclosed under any circumstances. Please give your answers sincerely as this will help guarantee the success of the investigation. The word "Canadians" in this survey refers to English-speaking Canadians in English-dominant Canada. The term "foreign language" in this survey refers to any language that is not normally spoken outside the classroom. In English-dominant Canada, this includes French. Thank you so much for your help.

(A) Social norms in foreign language learning

In this section, answer according to what you think are the general social attitudes toward learning foreign languages. You may have a different opinion, which will be explored, in a later section.

Scale: (Please circle your selection)

(1) Strongly disagree (2) Disagree (3) Slightly disagree (4) Partly agree (5) Agree (6) Strongly agree (9) Do not wish to respond or I have no opinion

1. Canadians respect people who speak more than one language	1	2	3	4	5	6	9
2. English-speaking Canadians believe that all residents in English-speaking Canada should learn English	1	2	3	4	5	6	9
3. Canadian education supports learning more than one language	1	2	3	4	5	6	9
4. Canadians are bilingual	1	2	3	4	5	6	9
5. English-speaking Canadians think that knowing English only is good enough	1	2	3	4	5	6	9
6. The media makes me aware of people who speak more than one language	1	2	3	4	5	6	9
7. There are government policies which encourage Canadians to learn foreign languages	1	2	3	4	5	6	9
8. Canadians believe that learning foreign languages is just a normal part of life	1	2	3	4	5	6	9
9. Canadian celebrities who speak more than one language frequently use foreign language words and phrases in public	1	2	3	4	5	6	9
10. Most Canadians are fluent in a foreign language by the end of high school	1	2	3	4	5	6	9
11. Canadians are becoming more interested in learning a foreign language	1	2	3	4	5	6	9
12. Canadians believe that learning a foreign language is difficult	1	2	3	4	5	6	9
13. Canada promotes the maintenance of languages spoken by the children of immigrants and foreign visitors	1	2	3	4	5	6	9
14. Students need to learn a foreign language in order to get into university	1	2	3	4	5	6	9
15. Canadians believe that the study of foreign languages is equally important to core subjects such as mathematics, sciences, social studies, and language arts	1	2	3	4	5	6	9

Are there any further responses you wish to make in regards to the theme of this section, social attitudes towards foreign language learning?

(B) Advantages of foreign language learning

In this section, express your personal opinion about the advantages or disadvantages of foreign language learning

Scale: (Please circle your selection)

(1) Strongly disagree (2) Disagree (3) Slightly disagree (4) Partly agree (5) Agree (6) Strongly agree (9) Do not wish to respond or I have no opinion

1. The daily reality of life in Canada reinforces the idea that speaking more than one language is important	1	2	3	4	5	6	9
2. People who can use more than one language have more economic opportunities than those who do not	1	2	3	4	5	6	9
3. People who can use more than one language have more educational opportunities than those who do not	1	2	3	4	5	6	9

4. I often see job advertisements asking for people who speak more than one language	1	2	3	4	5	6	9
5. I need to learn a foreign language to get a good job	1	2	3	4	5	6	9
6. Learning foreign languages helps to break cultural biases	1	2	3	4	5	6	9
Are there any further responses you wish to make in regards to the theme of this section, advantages of foreign language learning?							

(C) The role of instruction and instructional strategies in foreign language learning

In this section, express your personal opinions about the importance of formal instruction in foreign language learning.

Scale: (Please circle your selection)

(1) Strongly disagree (2) Disagree (3) Slightly disagree (4) Partly agree (5) Agree (6) Strongly agree (9) Do not wish to respond or I have no opinion

1. I think people should study a foreign language in public education classrooms	1	2	3	4	5	6	9
2. I think people should study a foreign language at their own expense	1	2	3	4	5	6	9
3. For people learning a foreign language at a beginning level, foreign language classes are important	1	2	3	4	5	6	9
4. For people learning a foreign language at an intermediate level, foreign language classes are important	1	2	3	4	5	6	9
5. For people learning a foreign language at an advanced level, foreign language classes are important	1	2	3	4	5	6	9
6. It is important to have an immersion experience when learning a foreign language	1	2	3	4	5	6	9
7. Having a good teacher is important to being successful at learning a foreign language	1	2	3	4	5	6	9
8. I had a lot of opportunities to practice foreign language conversational skills in my learning experience in the school system	1	2	3	4	5	6	9
9. It is important to get corrective feedback when learning a foreign language	1	2	3	4	5	6	9
10. It is important to begin learning foreign languages in elementary school	1	2	3	4	5	6	9
11. Canadian educators should develop immersion programs in many languages	1	2	3	4	5	6	9

Are there any further responses you wish to make in regards to the theme of this section, the role of instruction and instructional strategies in foreign language learning?

(D) Personal attitudes toward foreign language learning

In this section, express your personal opinion about your own attitudes toward foreign language learning, not what you feel other people think.

Scale: (Please circle your selection)

(1) Strongly disagree (2) Disagree (3) Slightly disagree (4) Partly agree (5) Agree (6) Strongly agree (9) Do not wish to respond or I have no opinion

1. I believe that all residents in English-speaking Canada should learn English	1	2	3	4	5	6	9
2. I am not afraid to make mistakes when using a foreign language	1	2	3	4	5	6	9
3. It is important to speak a foreign language with an excellent accent (BALLI)	1	2	3	4	5	6	9
4. I have foreign language learning aptitude (BALLI)	1	2	3	4	5	6	9
5. It is important to Canada's economy for residents of Canada to speak more than one language	1	2	3	4	5	6	9
6. Foreign language learning is an interesting activity	1	2	3	4	5	6	9
7. I feel that knowledge of a foreign language is important to my career	1	2	3	4	5	6	9
8. Foreign language learning is an intellectual activity	1	2	3	4	5	6	9

9. I believe that everybody should learn English, and that those who already know English don't need to learn another foreign language	1	2	3	4	5	6	9
10. People who know English do not need to learn a foreign language	1	2	3	4	5	6	9
11. Learning a foreign language is important for travel	1	2	3	4	5	6	9
12. It is important to learn a foreign language and culture together	1	2	3	4	5	6	9
13. I am introverted	1	2	3	4	5	6	9
14. I would like to learn a foreign language so that I can get to know its speakers better (BALLI)	1	2	3	4	5	6	9
15. When I am watching a movie in a foreign language, I prefer to read subtitles than to listen to dubbing into my first language	1	2	3	4	5	6	9
16. It is more important for people from developing nations to speak more than one language than it is for people from developed nations	1	2	3	4	5	6	9
17. Learning one foreign language makes it easier to learn a third or fourth language	1	2	3	4	5	6	9
18. Knowing a foreign language makes it easier to learn other subjects (such as sciences, mathematics, social studies, geography)	1	2	3	4	5	6	9
19. You can never know too many languages	1	2	3	4	5	6	9
20. Canadian education should promote the learning of languages spoken by the indigenous peoples of Canada	1	2	3	4	5	6	9
21. Learning a foreign language should be a requirement for all Canadians	1	2	3	4	5	6	9
22. Including English, from most to least important, what do you think will be the most important foreign languages for English-speaking Canadians to know in the next 20 years? Please list up to five, though fewer is fine. You may choose from this list, or use your own ideas: English, French, Japanese, Cantonese, Mandarin, Hindi, Punjabi, Arabic, Ukrainian, German, Russian Tagalog, Spanish, Italian, Korean, Portuguese, Swahili, Cree, Ojibway, Inuk, Hebrew, Polish.							
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ (Most Important) (Least Important)							
Are there any further responses you wish to make in regards to the theme of this section, personal attitudes towards foreign language learning?							

(E) Personal experiences in foreign language learning							
Scale: (Please circle your selection)							
(1) Strongly disagree (2) Disagree (3) Slightly disagree (4) Partly agree (5) Agree (6) Strongly agree (9) Do not wish to respond or I have no opinion							
1. I chose to take a foreign language course because I am interested in an aspect of the traditional culture associated with that language	1	2	3	4	5	6	9
2. I chose to take a foreign language course because I am interested in an aspect of the popular culture associated with that language	1	2	3	4	5	6	9
3. I chose to take a foreign language course because it was mandatory in my university program	1	2	3	4	5	6	9
4. I chose to take a foreign language course because I thought it would be easy	1	2	3	4	5	6	9
5. Globalization is making it less important to know at least one foreign language	1	2	3	4	5	6	9
6. I remember making a conscious decision to learn more than one language	1	2	3	4	5	6	9
7. I often try to communicate with people who speak the language I am learning	1	2	3	4	5	6	9
8. While I was growing up, I remember admiring people who speak more than one language	1	2	3	4	5	6	9
9. While I was growing up, I remember hearing more than one language spoken in my community	1	2	3	4	5	6	9
10. My parents told me that learning a foreign language was important	1	2	3	4	5	6	9
11. In my high school, learning foreign languages was considered important	1	2	3	4	5	6	9
12. I often read the newspaper in a foreign language	1	2	3	4	5	6	9
13. I have always wanted to learn a foreign language	1	2	3	4	5	6	9

14. I have always had a lot of opportunities to practice speaking a foreign language outside of school	1	2	3	4	5	6	9
15. I watch TV in a foreign language	1	2	3	4	5	6	9
16. Some languages are more useful than others	1	2	3	4	5	6	9
Are there any further responses you wish to make in regards to the theme of this section, personal experiences in foreign language learning?							

(F) Demographic Information							
1. Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>							
1. What was your age on your last birthday? _____ years							
2. Where were you born? City/Town: _____							
Province/State: _____							
Country: (Canada) <input type="checkbox"/> (Other) <input type="checkbox"/> _____							
3. How long have you lived in Canada? _____ years							
4. What was/were the main language(s) spoken in your home when you were a child?							
5. What do you consider to be your dominant language?							
6. Current year of study: Undergraduate: 1 st 2 nd 3 rd 4 th (year) / Masters <input type="checkbox"/> / PhD <input type="checkbox"/> / Undergraduate class <input type="checkbox"/>							
7. Program of study (if applicable): Bachelors <input type="checkbox"/> / Masters <input type="checkbox"/> / PhD <input type="checkbox"/> / Undergraduate class <input type="checkbox"/> / Major: _____							
8. What is the highest educational degree you have obtained? (Choose the closest)							
Grade School <input type="checkbox"/>	High School <input type="checkbox"/>	Vocational/ Technical <input type="checkbox"/>	College Diploma <input type="checkbox"/>	Bachelors Degree <input type="checkbox"/>	Masters Degree <input type="checkbox"/>	PhD <input type="checkbox"/>	Other <input type="checkbox"/>
9. Mother's highest educational degree? (Choose the closest)							
Grade School <input type="checkbox"/>	High School <input type="checkbox"/>	Vocational/ Technical <input type="checkbox"/>	College Diploma <input type="checkbox"/>	Bachelors Degree <input type="checkbox"/>	Masters Degree <input type="checkbox"/>	PhD <input type="checkbox"/>	Other <input type="checkbox"/>
10. Father's highest educational degree? (Choose the closest)							
Grade School <input type="checkbox"/>	High School <input type="checkbox"/>	Vocational/ Technical <input type="checkbox"/>	College Diploma <input type="checkbox"/>	Bachelors Degree <input type="checkbox"/>	Masters Degree <input type="checkbox"/>	PhD <input type="checkbox"/>	Other <input type="checkbox"/>

(G) I have studied these languages for the following length of time and rank my ability as (if applicable):						
	Elementary	High school	University	Ability		
FRENCH	_____ years	_____ years	_____ years	Beginner <input type="checkbox"/>	Intermediate <input type="checkbox"/>	Advanced <input type="checkbox"/>
JAPANESE	_____ years	_____ years	_____ years	Beginner <input type="checkbox"/>	Intermediate <input type="checkbox"/>	Advanced <input type="checkbox"/>
1. What other foreign languages have you learned, even minimally?						
2. Have you lived for more than 3 months in an environment where a language other than English is spoken? Yes <input type="checkbox"/> No <input type="checkbox"/>						
Are there any further responses you wish to make in regards to the intent of this questionnaire?						

APPENDIX C: The Effect of Socially Suggested Norms on
language study in Canada, France and Japan –
Interview Protocols and Questions

Social suggestive norms in foreign language learning
Interview Protocol
(second draft)

Prior to the interview, the interviewee should be given two copies of the consent form, one to sign and return, one to keep. Answer any questions that the interviewee has about giving consent and withdrawing consent.

Prior to the interview, the interviewee should be given a copy of the study survey to read, and asked to complete the demographics section. The interview should also be given a brief overview of the survey—that it was distributed in Canada, Japan, and France, that it is part of a larger study, and the interviewee should be allowed to ask questions. If any questions cannot be answered, give out contact information for Dr. Kouritzin and Dr. Piquemal. When the demographic sections is completed write the interviewee's name [or pseudonym if preferred] and the date they were interviewed on a copy of the survey. Ask the interviewee if they would like copies of their transcripts. If so, take names and email information for that purpose. Also ask if interviewees would like to be kept apprised of results. If yes, take names and email information on a separate sheet for that purpose.

Each interviewee should be given a copy of the interview questions, if possible in advance of the interview, to help guide the process.

Each interview should take place in a space comfortable for the interviewee.

Each interview should be recorded on tape and the tape labeled with date, time, name or pseudonym, and kept for transcription.

At the beginning of each recording the interviewer should state his or her own name (that is, the data collector), the date, the time, the location of the interview and have the interviewee state his or her own name or pseudonym.

At any point during the interview if the interview should be interrupted (changing the tape, someone taking an order in a coffee shop, etc.) a verbal note should be made on the tape.

In most cases, the questions should be asked with as little elaboration as possible but in cases where the interviewee has difficulty understanding the question, the interviewer can take a moment to make the question clear. However, some questions have prompts that are built in, such as,

- Can you tell me about anyone you know who has worked overseas in a non-English (E,F,J) speaking country?

Did they know the language before they went there?

Did they know the culture before they went there?

With such questions prompting is expected.

If you have any questions about this protocol or anything else regarding the interviews, please feel free to contact Sandie Kouritzin (by phone: (204) 474-9079 or by e_mail: kouritzi@ms.umanitoba.ca) or Nathalie Piquemal (by phone: (204) 474-7032 or by e_mail: piquemal@ms.umanitoba.ca). In their absence, you may also contact Guy Demers (by phone: (204) 474-6283/452-6573 or by e_mail: guy_demers@yahoo.com)

Social suggestive norms in foreign language learning
Interview Protocol
(second draft)

Prior to the interview, the interviewee should be given two copies of the consent form, one to sign and return, one to keep. Answer any questions that the interviewee has about giving consent and withdrawing consent.

Prior to the interview, the interviewee should be given a copy of the study survey to read, and asked to complete the demographics section. The interview should also be given a brief overview of the survey—that it was distributed in Canada, Japan, and France, that it is part of a larger study, and the interviewee should be allowed to ask questions. If any questions cannot be answered, give out contact information for Dr. Kouritzin and Dr. Piquemal. When the demographic sections is completed write the interviewee's name [or pseudonym if preferred] and the date they were interviewed on a copy of the survey. Ask the interviewee if they would like copies of their transcripts. If so, take names and email information for that purpose. Also ask if interviewees would like to be kept apprised of results. If yes, take names and email information on a separate sheet for that purpose.

Each interviewee should be given a copy of the interview questions, if possible in advance of the interview, to help guide the process.

Each interview should take place in a space comfortable for the interviewee.

Each interview should be recorded on tape and the tape labeled with date, time, name or pseudonym, and kept for transcription.

At the beginning of each recording the interviewer should state his or her own name (that is, the data collector), the date, the time, the location of the interview and have the interviewee state his or her own name or pseudonym.

At any point during the interview if the interview should be interrupted (changing the tape, someone taking an order in a coffee shop, etc.) a verbal note should be made on the tape.

In most cases, the questions should be asked with as little elaboration as possible but in cases where the interviewee has difficulty understanding the question, the interviewer can take a

Free and Informed Consent Form
(For interviews: to be translated into Japanese and French)

Project title: Social suggestive norms in foreign language learning.

Researchers: Sandra Kouritzin and Nathalie Piquemal

Sponsor: Social Sciences and Humanities Research Council of Canada/ Initiatives on the New Economy.

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

This study is being conducted by two Faculty members from the Faculty of Education at the University of Manitoba in Winnipeg, Canada. The two researchers are Dr. Sandra Kouritzin (Dept. of Curriculum, Teaching and Learning and Dr. Nathalie Piquemal, Dept. of Educational Administration, Foundations and Psychology). The purpose of this project is explore the "social-suggestive norms" in foreign language teaching, by which we mean the social and historical norms, institutional and economic influences, perceptions of pedagogical practice, public attitudes, perceived opportunities for multilinguals, collective values, and perceptions of governance and administrative structures, which impact (negatively or positively) foreign language learners (and consequently, their learning) in a western Canadian/Japanese/French university. We hope to better understand what contributes to the development of multilingual competencies (i.e., learning foreign languages), which is one of the major challenges arising from the new economy for business and government.

Each participant will be asked to consent to an interview which should last no more than 45 minutes. The time and location of the interview will be determined by mutual convenience. The interview will be audio-recorded and transcribed verbatim. If necessary, the interviews will then be translated into English and the translations copied into a data analysis software program. The audio-tapes will then be destroyed. There are

no risks involved in this study. Benefits include the opportunity to receive feedback about the study results, and a greater understanding about social-suggestive norms in foreign language teaching.

Please understand that you are free to withdraw your consent and discontinue your participation in this study at any time without prejudice or consequence. Please be assured that your confidentiality will be maintained at all times. At no time will your name or any closely identifying information be included in any documents generated from this study. You may choose a pseudonym for yourself if you like. All information received from you will be kept in an area to which only the researchers involved in this study will have access. The informed consent sheet containing your name will not be kept with the data, avoiding the possibility of connecting your name to any information that you have given. You have the opportunity to request a copy of the summary of the study's result.

The study has been approved by the Education/Nursing Ethics Review Board. If you have any questions about this study, please feel free to contact Dr. Piquemal at (204) 474-7032 or Dr. Kouritzin at (204) 474-9079. You may also call the Human Ethics Secretariat of the Education/Nursing Research Ethics Board at (204) 474-7122.

If you are interested in participating in this study, please read the following statement and sign and date it. One copy is yours.

I _____ agree to participate in this study. I understand that participation is voluntary and that I may withdraw from the study at any time by simply telling one of the researchers. I have read and understood the above description of the study. I understand that my privacy will be safeguarded as explained above. I understand that if I have any questions or concerns, I may contact one of the researchers and/or the Human Ethics Secretariat Board at the numbers given above.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering questions you prefer to omit, without prejudice or consequence. Your continued participation should be as

informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

This research has been approved by the Education/Nursing Research Ethics Board. If you have any concern or complaints about this project you may contact any of the above-named persons or the Human Ethics Secretariat. A copy of this consent form has been given to you to keep for your records and reference.

Signature of participant _____ Date _____

Signature of researcher _____ Date _____

I would like to receive a summary report of the findings:

YES

NO

Please mail a summary report of the findings at:

Social suggestive norms in foreign language learning

Interview Questions

(A) Social norms in foreign language learning

- Do you think that speaking more than one language is important?
If so, why? If not, why not?
Where did that belief come from?
- What opportunities do you think that people who can use more than one language have in today's society? (Work, education, etc.)
- How is learning foreign languages encouraged in Canada (C,J,F)?
through education? [possible prompt]
by the government? [possible prompt]
by society? [possible prompt]
- How would you describe C,F,J people's level of competency in a foreign language at the end of high school?
- Does the media affect people's attitudes toward foreign languages in Canada (C,F,J)?
If so, how?
If not, why not?
- Can you name a bilingual or multilingual country?
What does that mean to you? Being a bilingual or multilingual country?
- 70% of the people who completed our surveys were female, and 30% male; all were learning languages. Why do you think it is that women seem more interested in learning language than men?

(B) Advantages of foreign language learning

- Why do you think that the respondents to our survey felt that language study was not as important as other subjects like mathematics, sciences, and social studies? (is this true across the board or only in Canada?)
- Do you remember any childhood heroes who were bilingual? Or somebody you looked up to who was bilingual?
Any stories about bilinguals from childhood?
How did you know that that person was bilingual?
- Can you name three well-known Canadians (C,F,J) who speak more than one language?
Do you know anyone other than politicians? [possible prompt]

- Why do you think that many people who did our survey felt that having a bilingual workforce is important for the economy, but they did not feel that they personally needed to be bilingual to get a good job? (Canada only?)
- What affect does learning foreign languages have on cultural ideas that people have?
- Do you think the *process* of learning another language brings benefits?
If so, what kind of benefits?
- Are you studying now, or have you studied, a foreign language?
If so, why?
If not, why not?
How do you hope to use it in the future?

(C) The role of instruction and instructional strategies in foreign language learning

- At what age do you think that people should start learning a foreign language?
Why did you choose that age?
- What languages were available to study in your high school?
Why do you think those were available?
How did your experiences in high school affect your interest in learning languages?
- Would you describe your language learning experiences as encouraging or discouraging?
How?
- Should Canada (C,F,J) encourage the languages spoken by residents in Canada (C,F,J) from other countries?
Why or why not?
How?
- Should Canada (C,F,J) encourage Aboriginal/indigenous/regional languages/dialects?*

**Choose the most appropriate one or ones: indigenous languages, regional dialects, Aboriginal languages.*

(D) Personal attitudes toward foreign language learning

- What are your feelings about people who speak more than one language?
- Can you tell me about anyone you know who has worked overseas in a non-English

(E,F,J) speaking country?

Did they know the language before they went there?

Did they know the culture before they went there?

- Why do you think that some foreign languages are more sexy or more glamorous than others? Can you give examples?
- Why do you think that, in our surveys, English, French, Spanish, Japanese, German, Cantonese and Mandarin (Chinese) were seen to be influential languages for the next decade?
- Can you describe a cross-language experience that you have had?
- How have recent world events (like SARS, the Iraq war, the war on terrorism) affected your feelings about learning foreign languages?

If after this interview, you should have any further thoughts about these questions, about the subjects raised, or about the process please feel free to contact Dr. Sandra Kouritzin or Dr. Nathalie Piquemal using the contact information below..

Sandra Kouritzin
260 Education Building
University of Manitoba
Winnipeg, MB
Canada
Phone: (204)474-9079
kouritzi@ms.umanitoba.ca

Nathalie Piquemal
210 Education Building
University of Manitoba
Winnipeg, MB
Canada
Phone: (204)474-7032
piquemal@ms.umanitoba.ca

Proposal Defense Outline

1. Rationale

- a. economic
- b. governmental
- c. shared cultural wealth
- d. personal

2. Research Question(s)

“In an area of the world where it is not necessary nor significantly encouraged to know another language do some students still try to learn another language?”

1. Why have certain university students elected to take university foreign language courses?
2. Why have certain university students elected to not take university language courses?
3. How do students' attitudes and beliefs towards languages and culture affect their choices?
4. What aspects if any, of their previous educational experience have influenced them in their decisions about pursuing foreign language courses in university?
5. What aspects if any, of their “linguistic histories” have influenced them in their decisions about pursuing foreign language courses in university?

Introduction

In a country where the majority of people are largely monolingual and there is little advantage to speaking more than either of the country's dominant languages, why do some Canadian university students still study foreign languages? This is the question which sits at the heart of my research proposal. As a language educator and someone who loves to learn languages, I am naturally drawn to this question.

In a world that seems to grow smaller and more integrated with each year, it also seems that this question is an increasingly important one. How can we expect to trade with any advantage or help make peace when we don't have a significant resource of linguistic expertise to draw upon? The European Union has set as an educational target the goal of having its citizens speak a minimum of three languages (Vogel, 2001). The U.S. government has begun to support the promotion of certain "strategic" languages with eye on defence and future global power shifts (Baucom, 2005, January; Hebel, 2002, March 15, National Security Education Program, n.d.).

Canada supports, at least on paper, the goal of preserving and promoting heritage and Aboriginal languages. However, in a country where Aboriginal languages are on a decline (Abley, 2003) and where immigrant families generally experience language loss within three generations (Filmore, 2000), it would seem our success has been limited. Our multicultural nation seems not to necessarily speak in one voice but in only one (or occasionally two) languages.

That is why I propose, in my thesis looking at beliefs about and motivation in foreign language learning, to focus on two groups of students. The first is a group of students who have managed to go through the Canadian public educational system and have then elected to take foreign language courses in university. The second is a group of students who have chosen not to take languages as part of their post-secondary education. By examining these two groups, I hope to explore what beliefs and attitudes motivate their choices and, in the case of the students who have chosen to take foreign language courses, what sustains them in their desire to learn foreign languages. The assumption behind this proposed research is that by looking at a particular group of language learners, university students in a mid-Western Canadian university, we might be able to discern a pattern or some patterns that would eventually lead to some possible ways to encourage foreign language learning in our university students and help make our multicultural nation a vibrant and thriving multilingual one as well.

Five questions guide this study:

1. Why have certain university students elected to take university foreign language courses?
2. Why have certain university students elected to not take university language courses?
3. How do students' attitudes and beliefs towards languages and culture affect their choices?
4. What aspects if any, of their previous educational experience have influenced them in their decisions about pursuing foreign language courses in university?

5. What aspects if any, of their “linguistic histories” have influenced them in their decisions about pursuing foreign language courses in university?

Motivation, Attitudes and Beliefs: A Context

The literature in the area of motivation, attitudes and beliefs in second language learning is dominated on a theoretical level by a handful of researchers and researcher associations. This has had considerable impact on how this field has developed. As a result, this literature review will fall into three distinct parts that represent a roughly historical perspective. In the first section I will focus on the initial theory in the areas of motivation and attitudes as investigated primarily by R. C. Gardner and his associates, as their work laid the foundation for studies in the area of language motivation. In the second section, I will explore the responses of critics and the further developments they have engendered. In the final section, I will explore a relatively new focus to the area of language motivation – beliefs and belief systems.

Early Research

Research into learner attitudes and motivation almost always link back to the work of R.C. Gardner and his research associates. Beginning primarily with his and Lambert’s book Attitudes and Motivation in Second Language Learning (1972), Gardner and his associates have set the starting point for almost all further studies.

In earlier work, Gardner and his associates focused on language learning amongst Anglophones studying French in Quebec. In doing so, they explored the motivational and

attitudinal factors surrounding the success some students experienced in becoming successful French speakers as compared to those Anglophones who did not. In these studies, a wide variety of variables were examined, however, what stood out was the effect of the learner's feelings towards the culture of the target language on the learner's motivation to learn the language. This group of researchers concluded from their work that the more positively students viewed the culture of the language they were attempting to learn, the more likely they would be to be successful at that task (Gardner & Lambert, 1959; Gardner, 1960). As an overall division of language learning motivations, Gardner and Lambert established two categories that have since become leading tools for the field. One has to do with the motivation mentioned above, which they labelled integrative motivation. Integrative motivation occurs when the motivation of learners of a second or foreign language reflects "a willingness or desire to be like representative members of the 'other' language and to become associated, at least vicariously, with that other community." (Gardner & Lambert, 1972, p. 14). The contrasting motivation that they developed is known as instrumental orientation, which is "characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language (Gardner & Lambert, 1972, p. 14).

After the initial success of Gardner and Lambert's Attitudes and Motivation in Second Language Learning (1972), the researchers wanted to broaden the scope of their research to determine the generalizability of their findings. To do so, they studied a number of language learners in different contexts: Anglophone adolescents studying French in Louisiana (near a community with a French background), Maine (near a vibrant

French community) and Connecticut (with no significant French community or background nearby) and Filipino students studying English in their home country (Gardner & Lambert, 1972).

The results of these initial explorations determined much of the outlook of research in the areas of motivation and second language acquisition to this day. While instrumental motivations such as economic and educational benefits certainly played a part in the language learning of the subjects of these studies (particularly in the Filipino case where English was the language of instruction at the time in most secondary and post-secondary institutions), integrative motivation still dominated as the "main clue" as to why some learners are more motivated to learn a second language than others (Gardner & Lambert, 1972).

In 1985, Gardner published another seminal work in this field entitled, "Social Psychology and Second Language Learning". This text was important for two reasons:

First, it was here that he unveiled his Attitude/Motivation Test Battery (AMTB) which has become, in its original and modified forms, one of the most commonly used tools for this field of research. The use of this tool has produced a considerable body of comparable research in this area (75 independent samples incorporating 10,489 subjects) (Masgoret & Gardner, 2003).

Second, in this text he outlined a more elaborate theory of how integrative and instrumental motivations affect language learning. In this new approach, integrative

motivation consists of three parts (each measurable through the AMTB): integrativeness, attitudes towards the learning situation and motivation. This was done partly to reflect new understandings of the complexity of Gardner's idea of integrative motivation but also to deal somewhat with the criticism that the context of the subjects' learning situations was largely being ignored in his previous studies. The conclusions Gardner drew from an overview of past research and research done for this book was that motivation was the single best correlation for determining success at learning a second language, and that integrative orientation (essentially being open to and identifying with another culture) and attitude towards a learning situation strongly correlated, in turn, with motivation. Hence, Gardner and his associates reasoned that their hypothesis that integrative motivation (the combination of these three traits), while in no way a guarantee, was the best indicator of future language learning achievement (Gardner, 1985; Masgoret & Gardner, 2003) was in fact correct.

Limitations of Work to Date

Beginning in the 1980's, other researchers began to critically examine and build upon Gardner's work. Four major criticisms appear in these critiques that relate to research I am proposing. These four major criticisms are that his findings: 1) are considered by some to be inconclusive; 2) fail to account for the specific contexts of different learners; 3) fail to acknowledge differences between second language learners and foreign language learners; and, 4) overemphasize his concept of Integrative Motivation as the strongest indicator of success.

Inconclusive Findings

The first criticism of Gardner's research is simply that when his tools (e.g., AMTB) are used for other studies, particularly studies synthesizing other studies, the findings are inconclusive, some studies showing integrative motivation as having positive, negative and/or no effect, depending on the circumstance (Au, 1988). This led to Gardner backing away from describing integrative motivation as necessarily the most important motivation in all cases and lessening his claim on a direct causal relationship between integrative motivation and language learning success (Crookes & Schmidt, 1991). Gardner still maintains that integrative motivation plays a primary role in all forms of second language learning (including foreign language learning) and has produced some large scale synthesis reports to support this contention (Gardner, 1985; Masgoret & Gardner, 2003). In his and his associate's most recent and comprehensive synthesis study (Masgoret & Gardner, 2003), the authors re-examined 75 independent samples (21 in a second language acquisition context and 54 in a foreign language acquisition context) involving 10,489 individuals that had used Gardner's AMTB or a modified form of the AMTB as their basis, to attempt to demonstrate that his findings on integrative motivation are accurate.

In their results, they make their case on the extant data, but it is worth noting that in their Methods section they dismiss many of their critics' work (and their critics' data) by saying that the data of these other researchers are not comparable because the terms used to define motivation are too different to be accurately comparable. Given that the two main terms used by Gardner to divide his data--integrative motivation and

instrumental motivation--are purely his creations, and that he claims to have no corollary in motivational or educational psychology, he may have discounted any pool of data from which any real challenge to his work might have emerged. It is important to note that, in general, other researchers in this area do not reject Gardner's work wholesale, but rather they are simply beginning to see some limitations in his survey tool and its terminology and they have begun to use new tools and terminology more grounded in traditional motivational psychology. It is less a case of revolution than evolution.

Does not Account for Context

A second criticism is that Gardner's research, even though it does pay some attention to learner's attitudes towards the learning situation, doesn't really do justice to the tremendous variety of learning contexts. An example of this would be Zoltan Dörnyei's (an analysis of which appears in Csizér & Dörnyei, 2005) initial work which was in the public school system in his native Hungary. When this work is compared with the context of Canadian Anglophone students learning French in Canada (the largest part of Gardner's work) where there is a significant French minority and cultural presence, the results end up quite different from the world of Hungarian students studying foreign languages in a context that does not include a significant pool of native speakers or [alternative] cultural representation. The argument here is that in order to have an integrative orientation, you need to have a notion of a target language world to integrate into. The resulting studies did not disprove the importance of motivation as a key indicator of success in learning a foreign language but it did challenge the labelling of motivation as an integrative motivation as in Hungary the motivation was largely

instrumental (jobs, education) or intrinsic (travel, simply enjoyment of learning a language) – neither of which fit into Gardner's notion of integrative motivation. Dörnyei has been the the most influential among new researchers in this area, but he is not alone in making this criticism (Dörnyei, 2001).

Second Language Acquisition versus Foreign Language Acquisition

Along similar lines, a third major criticism deals with Gardner's failure to differentiate between second language learning and foreign language learning. The argument is quite similar to that used when challenging Gardner and his associates' lack of concern over the context of the studies. The criticism deals with the fact that when students study a language as a second language, it usually implies there is some form of cultural support for the language implicit in the learning context (be they Anglophones in Quebec or immigrants learning English in the U.S. or Canada) while students studying foreign languages have a different relationship with the language they are trying to learn. As the majority of studies by Gardner and his associates deal with the Canadian context, his critics claim his analysis is likely over generalized and that Gardner's research is valid--but only in the area of second language acquisition (Oxford, 1996; Schmidt et al., 1996). Gardner counters this argument by looking statistically at the Canadian population and claiming that only in the provinces of Quebec and New Brunswick are there significant populations of francophones or bilingual English/French speakers that would justify this criticism (Masgoret & Gardner, 2003). As Canadians across the country have considerable access to French language resources or minority French-speaking communities, it would seem that, perhaps, this argument is somewhat overstated.

Integrative Motivation as Strongest Indicator of Success

A final criticism deals with Gardner's emphasis on integrative motivation as the strongest indicator of future linguistic success. If, as was discussed in the first two criticisms, there is little exposure to the target language in an FLA environment, it follows that integrative motivation will not play as significant a part in the motivation of these same students as it might in an SLA context. This, as many of the authors point out (e.g., simply cite a number of studies here rather than worrying unduly about getting them all), does little to diminish the scope and value of the work of Gardner and his associates, as he was the one who quite correctly aimed research towards the study of attitudes and motivation which, despite these new criticisms, still remain the best indication of future language achievement in the field of second language acquisition. In fact, much of this research is now revealing similar results to the work of Gardner and his associates, (that is, that intrinsic motivation (as opposed to extrinsic motivation) may be our best indicator of possible future linguistic achievement).¹ Some researchers have even gone so far as to suggest Gardner's integrative/instrumental motivations are largely interchangeable with the intrinsic/extrinsic motivations labels (Intrinsic and extrinsic motivation are two common terms used in the field of motivational psychology to differentiate motivational outlooks. Intrinsic motivation refers to motivation to engage in

¹ This is still a very contentious issue. Attitudes and motivation seem "givens" as important factors in language acquisition; however, whether either intrinsic or extrinsic is a better indicator (or integrative or instrumental for that matter) there is another branch of theory that confirms attitudes and motivations cluster in patterns so that this search for the important motivations definitely has some basis but that these "clusters" differ from context to context. The most obvious example of data that runs counter to the current debate about whether intrinsic motivation (or integrative motivation, depending on the definition the researcher chooses) is that colonial peoples often excel at their colonial masters' languages and it would be fairly difficult to see that as involving much intrinsic motivation (or, possibly, integrative motivation for that matter). (Clément et al., 1994)

an activity for its own sake while extrinsic motivation is when the motivation of the learner is based on using the learning activity to achieve another end (Pintrich & Schunk, 1996). If I learn Russian because I find it enjoyable and I love the sound of the language, my motivation is intrinsic. If I learn Russian in order to better my chances to work in Canada's Foreign Affairs Department, my motivation is extrinsic). However, as mentioned earlier, this is a point of contention for Gardner² and his associates as well as for other researchers who are holding out for further research that could confirm this possibility more definitively (Noels et al., 2003).

Later Research

Research in this area begins with Gardner but does not necessarily end with him. The study of attitudes and motivations in second and foreign language learning situations is a burgeoning field and there has been much written about the subject. As can be seen above, new theorists such as Dörnyei, Oxford, Horwitz and Clément (Clément, Dörnyei & Noels, 1994; Dörnyei, 2001; Horwitz, 1989; Oxford & Shearin, 1994 for some significant examples) being foremost among them, have emerged and new ways of thinking about attitudes and motivations and language learning are beginning to emerge.

Much of what they are exploring falls very much into the same pattern as Gardner and his associates but there are differences that are starting to suggest new patterns.

² In Gardner's view, it would seem the greatest difficulty in finding a clear relationship between these two sets of labels ("intrinsic/extrinsic" and "integrative/instrumental") has to do with his notion that he considers both of his labels to be extrinsic motivations. In his explanation of these ideas one would be hard pressed to see the possibility of an intrinsic motivation in language learning (Gardner, 1985). While on the other side of the debate, the researchers see the intrinsic/extrinsic labels as existing on a continuum rather than two terms strictly set apart from each other.

These gave birth to the four criticisms of Gardner and his associates explored earlier in this work. Primary among our changing understanding of the role of attitudes and motivations in language learning is the mounting evidence that context plays a much larger role in language learning than previously supposed.

Beliefs

While most research into the area of language learners followed the lead of Gardner in exploring language learning in terms of attitude and motivation, another stream of related research has developed to help understand how we learn languages and this area is one that has to do with language learning beliefs.

Much of the work done on language learners targets those who are actively learning a second or foreign language. While this certainly is a logical place to begin, the truth of the matter is that most people who attempt to learn languages in a formal setting (such as a high school or university) do not continue past an introductory level (Mandell, 2002; Wen, 1997; for evidence of this tendency). To examine this tendency, researchers in this area have been exploring the effect of learner beliefs about language learning on the learning process itself and have revealed a great deal (Turner, 1974; Horwitz, 1988; Horwitz, 1989).

While motivation deals with the reasons why a student might choose to learn another language and with what intensity they might study it, beliefs deal with socially-conditioned and contextually-driven ideas about language learning. Even before a student steps into a language classroom, there are a host of beliefs that may help (or as seems more often the case, hinder) the language learning process. Examples of these

beliefs are fairly wide-ranging and the following are just a few: (1) simply taking a single university language course can deliver a comfortable level of fluency; (2) translation is the most effective way to learn a language; and, (3) in the end there isn't really any necessity to learn a language other than English in Canada or the U.S (Turner, 1974; Horwitz, 1988; Horwitz, 1989). Respectively, these beliefs can either implant the students with unrealistic expectations (one course mastery), weak methodology (translation method) or a complete lack of interest in learning another language (societal beliefs).

The study of motivation and attitude has focused on foreign and second language learners and their personal ideas about language learning, whereas an examination of beliefs about second and foreign language learning allows us to broaden the scope and also examine those who have chosen not to study languages or have abandoned language learning, by examining a host of beliefs about learning languages, the value of languages and the best ways to learn a language (Turner, 1974; Horwitz, 1988; Horwitz, 1989).

Although most of the research done in this area has been at American high schools and universities, it is not difficult to see how much of what has been examined would likely apply to similar Canadian institutions nor is it difficult to see how the notion of the "beliefs" concept might add a useful tool to the project of examining second and foreign language learning.

Conclusion

The areas of motivation, attitude and belief all play an important part in any examination of second and foreign language acquisition. By examining the large body of research in these areas, stretching back from the work of Gardner and his associates to the many people working in this field today, we can catch a glimpse into what helps language learners to maintain (or, on occasion, what diminishes) their interests in acquiring second or foreign languages. In time, we may be able to use this knowledge to help encourage the learning of foreign and second languages in our society.

Methods

Methodological Limitations of Previous Research

The vast majority of studies and meta-studies in the field of attitude and motivation in language learning have been done using surveys involving Likert scales and/or ranking of predetermined items. These methods provide ways to assemble statistically significant bodies of data fairly effectively, with minimum disruption to the research participants, and at reasonable cost. As well, survey instruments allow researchers to ask a fairly large number of questions at one time, as they are much more time-efficient than qualitative research tools such as interviews and/or long-term observations. At the same time, these surveys have some limitations that have not been commented upon greatly in the literature that might, in fact, be quite significant.

One of the problems with surveys of the type used in the majority of these studies is that Likert scales can only ask questions that are answerable in a simple rating system structure. They do not allow students to elaborate on their answers beyond an occasional comments section. While, as mentioned previously, this allows for the gathering of information that is relatively easy to analyze, it doesn't necessarily give a nuanced view of the subject being examined.

For example, the questions from Gardner's AMTB test (Gardner, 1985) about integrative and instrumental orientations are to be answered using a Likert scale that runs from "strongly disagree" to "strongly agree." To demonstrate how this works, I cite several examples below which come from the AMTB:

Integrative Orientation

1. Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French.
2. Studying French can be important for me because it will allow me to meet and converse with more and varied people.
3. Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.
4. Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups

Instrumental orientation

1. Studying French can be important for me only because I'll need it for my future career.
2. Studying French can be important for me because it will make me a more knowledgeable person.
3. Studying French can be important to me because I think it will someday be useful in getting a good job.
4. Studying French can be important for me because other people will respect me more if I have knowledge of a foreign language. (Gardner, 1985, p. 179)

There are other questions that deal with a few more aspects of motivation but one of the limitations of this type of instrument should be obvious by looking at these

questionnaire examples. It is the researcher who has, in a priori fashion, determined the sources of motivation in this type of study. If students are motivated by something outside the limitations of these questions (an inspiring multilingual relative or travel, to mention two possibilities), there is no way for the researcher to register that information through the closed set of questions necessitated by these types of questionnaires (A limitation of variables is a necessary process in statistical analysis).

Another limitation has to do with the richness of detail available from this type of survey. Even if the item does reflect the prime motivating factors of the subjects, the researchers are still left only with a raw sense of the meaning of that factor for the research participant. Perhaps one subject answers in strong agreement with the second item in the instrumental orientation and feels he/she studies French because it will make him/her a more knowledgeable person-- but there still remains much unknown about the answer. Is it pure linguistic knowledge that intrigues the participant? Cultural knowledge? Global-political knowledge? An elaboration of the meaning of these factors could yield a richer and more subtle view of motivation.

A final possible limitation to this type of study is that it is quick and easy. The filling out of questionnaires doesn't allow much time for participants to ponder their notions regarding why they would choose the answers they do. Even if they do reflect on their answers, there is little room on the survey forms for them to record that reflection. It seems not entirely unlikely that the subjects, particularly younger ones, may simply respond using received wisdom when they haven't thought too deeply about their choices

prior to taking the survey. It is for these reasons I would like to propose the following process for my research.

Before moving on it is worth noting that while there has been a movement in the area of language beliefs, attitudes and motivations towards smaller-scale context-sensitive studies (much like the one being proposed for this thesis) an extensive search of the literature revealed no research into this area that used interviews as part of their data collection. In fact, other than a trend towards the use of a different scope of study, little has changed in terms of the process used for gathering data and all the research available has involved only surveys of the Likert variety (see Ossipov, 2000; Wen, 1997; Yang 2003 for examples).

The Development of the Interview Questions

The questions being used for this research evolved over a long gestation period through a number of stages. The initial stage of their development involved the development of the survey instrument used in the larger scale research done by Kouritzin & Piquemal (See Appendix A for an outline of the project) which, briefly, is a project that seeks to explore “through a comparison of contextual influences on foreign language learning in Japan, France and Canada.” In developing the survey questions, focus groups first began with critiquing earlier surveys and focusing on more general questions than were generally used in such surveys. The survey developed through this process was then trialed, tested and then administered in three nations to a sample numbering over 7,000. Based on the results obtained from the survey, comments received as part of the survey,

and the experiences of the research team, an interview protocol was developed to be administered in the same three countries.

My involvement in the study began with the administration of the survey and involved data collection and entry in the Canadian section of the larger research project. Having a basic knowledge of the languages and cultures involved in the research project (English, French and Japanese and, correspondingly, Canada, France and Japan) and having been involved with the data collection and entry of Canadian student surveys placed me in a unique position as a researcher on this project. As a result, I was invited to help develop the interview protocol and questionnaire (along with Professors Kouritzin and Piquemal) I will be using for this project. Both the protocol and interview questions have already been used extensively in all three countries in the larger project. In the case of the Canadian interviews, the data gathered so far has examined the language attitudes, motivations and beliefs of other segments of the Canadian public than the target interview population of this study (language teachers, government officials and the public at large). In fact, my data collection will be the last set of interviews needed for the completion of this larger research project.

As mentioned above, the larger study's initial data collection phase sought more traditional questionnaire-type data and in the Canadian section, students in the Japanese and French language programs at the Midwestern university I am proposing to focus on were surveyed. In terms of analysis, this grouping of target respondents does not correspond in any way useful to the data I plan on seeking through interviews but I

introduce this stage of this larger research project as context for this study and acknowledge some of the direction and source material drawn upon in order to develop this piece of research and its data collection tools.

The questions we arrived at borrow heavily from the initial questionnaire (Appendix B) as their primary focus was to elaborate the data found through the surveys and so serve as an extension of them. The questions for the interviews are categorized in the five categories as the surveys. These are: Social norms in foreign language learning; Advantages of foreign language learning; The role of instruction and instructional strategies in foreign language learning, Personal attitudes towards foreign language learning; and, personal experiences in foreign language learning.

The process for arriving at the questions involved the consideration of a number of concerns. The questions served to elaborate and draw out more complex answers to some of the questions in the survey. An example of this would be the following:

Survey Questionnaire

B2 People who can use more than one language have more economic opportunities than those who do not (SNIFFL, p. 2)

Interview

A2 What opportunities do you think that people who can use more than one language have in today's society? (Work, education, etc.)³

You can see that the first question (answered in a Likert scale) would likely yield similar information as the interview question but its scope is narrower (It deals only with economic opportunities) and would simply, by the nature of these two very different types of data collection tools, provide a much less developed answer.

Other questions were developed as a direct result of an initial analysis of the survey data and were meant to follow up a particular topic dealt with in the survey questions as you can see in the survey and interview items below.

Survey Questionnaire

D22 Including English, from most to least important. What do you think will be the most important foreign languages for English-speaking Canadians to know in the next 20 years? Please list up to five, though fewer is fine. You may choose from this list, or use your own ideas: English, French, Japanese, Cantonese, Mandarin, Hindi, Punjabi, Arabic, Ukrainian, German, Russian, Tagalog, Spanish, Italian, Korean, Portuguese, Swahili, Cree, Ojibway, Inuk, Hebrew, Polish. (SNIFFL, p. 3)

D7 I feel that learning a foreign language is important to my career. (SNIFFL, p. 2)

Interview

D 4 Why do you think that, in our surveys, English, French, Spanish, Japanese, German, Cantonese and Mandarin (Chinese) were seen to be influential languages for the next decade?

A2 What opportunities do you think that people who can use more than one language have in today's society? (Work, education, etc.)

A final source of questions was up to the researchers' discretions. Questions were included to fill in perceived gaps in the initial survey questionnaire or to, in the case of

³ Information in brackets is not strictly part of the question but used to indicate the direction of the question when it was felt there might be some confusion and to offer prompts to help the subject should they seem necessary.

this thesis, to focus some light on an area not necessary for the larger study but still related to the type of data we were seeking. An example of this type of question would be C2 among the interview questions (What languages were available to study in your high school? Why do you think those were available? How did your experiences in high school affect your interest in learning languages?). This question, or short series of questions, allowed me to ask more directed questions about a possible source of motivation for students that had not been approached directly in the initial survey questionnaire.

The process of developing these interview questions went through a vetting process among the collaborators. Each offered up suggestions and through discussions in person and via e-mail decisions were made on which questions should be used and how they were to be organized into groups for ease of later analysis (Appendix C). The interview protocol was piloted with a number of people from each of the three languages (though it was piloted only in English), resulting in a number of wording changes to the questions to eliminate confusion. Finally, a protocol was drafted for the conducting of the interviews through a similar vetting process (Part of Appendix C) and then everything was translated into the other two languages of the larger research project.

Process

I have chosen to examine two groups of students at a Midwestern Canadian university through an interview process. One group will consist of twenty five students who are currently studying or have studied foreign languages at the university and one

group will consist of twenty five students who have never study foreign languages at a post-secondary institution. I have chosen these two groups for three reasons. First, I hypothesize the motivations for taking language at a Midwestern Canadian university may likely be quite specific to its context, as the population of the Canadian Midwest lacks the diversity of the more densely populated areas of Canada. Therefore, if we are seeking ways to encourage language learning among students in the Canadian Midwest, we need to examine what seems to work in this specific context. Second, by examining two groups, one of students who have already expressed interest in foreign languages and one that did not, we might be able to discern some identifiable and useful knowledge about what different attitudes, beliefs and motivations towards learning foreign language might exist between these two groups and how they developed. Finally, by using the more open process I am about to outline, I am hoping to develop a pool of more nuanced data about language attitudes and motivations than one that might be attained through surveys alone.

The university being used in the research for this thesis is a large mid-Western university with a student population exceeding 25,000. The university is a full-service university offering a wide range of undergraduate and graduate programs and includes a medical campus. The research being done for this thesis will be done on the campus that houses the humanities. This university offers a number of language choices for students interested in studying languages. Most of the languages are European (French, Spanish, Italian, German, Russian, Ukrainian, Polish, Yiddish and Icelandic) but a same number of

non-European languages are also available as a choice (Cree, Ojibway, Japanese, Mandarin, Hindu-Urdu and Sanskrit).

The recruitment of students will occur in two ways, the first stage of the recruitment was done as part of the surveying process. When the surveys for the larger research project were being administered to language students studying French or Japanese, the distributor of the surveys also circulated a sign up sheet for those interested in the second interview stage of the project. Further interview participants will be sought by randomly approaching possible participants in a variety of campus locations such as the university's libraries, cafeterias and hallways through a call for volunteers. An interview time and location will then be arranged preferably on campus but the researcher will attempt to convenience participants if and/or when this should prove difficult. Whatever the location used, the aim will be to find a quiet location conducive to a thoughtful conversation. All interviews will be recorded and transcribed verbatim before analysis begins.

In order to create a satisfactory pool of data for exploring what encourages or discourages language learning among students who have grown up in the Canadian public school system and are now attending a mid-Western Canadian university, I will limit my pool of interview participants to random undergraduate students who have lived and studied in Canada since at least their junior high school years and who are currently attending the university specified in this research proposal.

The intention behind using an interview process is that it will help offset the critiques of past survey-based research in this field outline earlier in this section. The questions on the survey are designed to approach the area of attitudinal and motivational research from a more open-ended perspective allowing students time to think about and elaborate their answers. It is not meant to be a completely open ended process as prompts are limited to the ones outlined in the list of questions (Appendix C) but should allow us a glimpse of a more complex view of language attitudes and motivations of foreign language learners.

The final stage will be the analysis stage in which the data will be examined for reoccurring themes that might allow us to answer the five research questions outlined in the introduction to this thesis proposal. As an organizational tool, the five sections of the interview protocol will be used to initially sort the data. In a successive iterative process, the data will be examined, question by question, and comparisons as well as emergent themes will be generated. In this way, I hope to determine some of the patterns which may predict or influence positive foreign language learning beliefs or attitudes.

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