

**Motivations to Learn Languages Other Than English in an English-Forward
Technologically Advanced Society**

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THESIS

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ABSTRACT

With foreign language learning on a decline in the U.S., there is a need for research into the motivations of foreign language learning in order for individuals to have access to the benefits of language learning. Operating under Zoltan Dörnyei's 2005 L2 Motivational Self System (L2MSS) framework, an investigation of the relationships between prior contact to the L2, future intentions with the L2, perceptions of English as the global lingua franca and utility of modern language technology was performed to develop a motivation questionnaire to be administered to undergraduate students at an American university. The questionnaire can be used to collect motivational data with the intention of developing more efficient second language programs and courses.

Language learning motivation, L2MSS, Languages other than English (LOTE), Second language acquisition (SLA), Foreign language learning, Translation technology

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I. INTRODUCTION

Bilingualism allows individuals the ability to interact with a wider range of people, enjoy arts and media more intimately, and travel abroad with greater ease than is possible speaking just one language. In addition to these social privileges, there are in fact well-documented cognitive, career and financial benefits of bilingualism. Evidence for enhanced executive control, which allows control over cognitive behaviors like attentiveness, working memory, and inhibition, has been discovered among bilinguals compared with monolinguals (Bialystok, 2011). Such dexterity with executive control has pointed to greater cognitive reserve among individuals with dementia, which results in a greater cognitive function among those people (Schweizer, T. A., Ware, J., Fischer, C. E., Craik, F. I. M., & Bialystok, E., 2012). Bilingual people furthermore earn an estimated 2% higher salary in their work than monolingual people who perform the same job (Berlin, 2014).

Such positive data on bilingualism provides more than enough rationale to learn a second language. While it is not always possible to learn a language abroad in an immersed setting due to time and financial constraints, foreign language learning, in which the learning takes place in a country where the language is not widely spoken, is generally accessible to Americans and has been mandated in many American universities. Despite all of these fertile conditions for foreign language learning, it is actually on a steady decline in higher learning in the United States. A 2018 report in the Modern Language Society pointed out a 9.2% decrease in foreign language enrollment in higher learning between 2013 and 2016 (Looney & Lusin, 2018). This decline in foreign language learning creates a missed opportunity to enjoy of above-mentioned benefits among monolingual American individuals and American society as a whole.

In order to uncover why individuals are declining to learn foreign language learning in universities, it is essential to understand the sources of motivation among those who *do* learn foreign languages. This data can be applied to pedagogical practices and language program structures to suit the needs of learners to encourage them to continue learning or start learning in the first place. Motivation in the context of second language acquisition (SLA) can be defined as “the learner's orientation with regard to the goal of learning a second language” (Norris-Holt, 2001). In SLA, motivation is a widely accepted barometer for not only determining a starting point for learning, but for planning long-term student success as well (Dörnyei, 1998). Due to the time commitment required to learn a second language and the extensive attention required for it throughout the process, learner aptitude alone cannot sustain learner momentum. For these reasons, motivation must be presupposed (Dörnyei, 1998).

Data on the motivating factors among a group of learners can be a useful resource for creating effective language courses and programs, and on how to achieve the goals of the learners and the institution. Sources of motivation vary from student to student, but may demonstrate social and psychological influences such as the L2's ability to afford them a higher quality of life, the learners' relationships with personal challenges, and their desire to use the language with other speakers of its community (Gardner & Lambert, 1972). These sources of motivation are applicable to a second language-learning context and present critical information that can and should be utilized in shaping the learning experience.

Identifying factors that demotivate foreign language learning is equally as important as identifying motivating factors. In an increasingly globalized, multicultural and technology-oriented society, language-learning motivations are likely to change rapidly. Advances in technology have created a society in which its members have regular access to media from various

other cultures, can communicate with individuals who live virtually anywhere in the world, and travel internationally at costs relatively less expensive than in previous eras. With these changes to our global community, English has had the infrastructure to spread across the globe as the global lingua franca.

Simultaneously, technology has allowed for vast improvements in rapid translation. Such changes present potential different needs for multilingualism and, accordingly, language courses that suit modern learners. All of these factors in modern communication should be considered when investigating the motivations of current foreign language learners to determine if or how they shape learner attitudes.

II. MODELS OF MOTIVATION

With regards to types of motivation, theories on the forces that motivate learners have been evolving since the 1960's (Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J., 2000). Definitions of *intrinsic* and *extrinsic* motivation serve as a basis of interpretation and provide the foundation for many of modern theories. Intrinsic motivation describes the drive to perform actions that are self-rewarding. These actions trigger positive emotions, such as pride, satisfaction or enjoyment (Deci, 1972). Learners who study a language because they find it fun or appreciate the challenge are intrinsically motivated. Conversely, extrinsic motivation is driven by the possibility of a reward given by an external source. Common examples of these external sources could be an authoritative figure such as a parent or employer. Such rewards from these external sources might include a higher salary or a lifestyle that the learner desires (Deci, E.L., Ryan, R.M., & Aronson, E., 1985). These fundamental building blocks of motivation concepts have served as the basis of the following specific models.

A. **Socio-Educational Model**

In one of the earliest SLA studies on motivation, Gardner and Lambert (1959) expanded the basic intrinsic and extrinsic principles of motivation to SLA by introducing two orientations of motivation which have become widely applied in the field of SLA: *integrative* and *instrumental*. Integrative motivation is described as the motivation to interact with members of a particular language. Learners who are integratively motivated may want to adopt a new culture, or simply know the members of that culture. For example, learning a second language might allow a learner to understand better the music or films that they enjoy from that language. At a more basic level, learning a second language might be key to embracing a culture that has generally intrigued the

learner through surface interactions like meeting a person or reading a book from a country where that language is spoken. (Gardner & Lambert, 1959).

Instrumental motivation describes the motivation that comes with learner's anticipation to reap the externally applied benefits of knowing the language. These benefits might include academic progression or higher earning potential (Gardner & Lambert, 1972). A learner, for example, might receive a higher salary due to their ability to perform work in more than one language. Or, more fundamentally, speaking another language might allow a learner to enroll in a foreign institute of higher learning, such as a medical school where only English is spoken. This investment provides the opportunity to study medicine and earn a higher salary than would be possible without that second language.

B. Psychological Model

Gardner's theories of motivation shed light on the societal factors that influence behavior, but failed to address the constructed social identities of the learners. Self Determination Theory (Deci & Ryan, 2000) has built an increasingly significant model of motivation that expands the concepts of intrinsic and extrinsic motivation, with. This theory emphasizes the role of the learner as the agent of their outcome. Deci and Ryan argue that humans have three basic psychological needs that determine their well-being:

Competence: Competence refers to the need to control the outcome of an endeavor and to master it. Learners engage when they understand what is being taught and perceive it as able to master (Niemi & Ryan, 2009). Relatedness describes the universal compassion for other individuals and the need to interact and connect with them. This position can extend to the learner's perceived nature of the relationship between the teacher and the learner; positive perspectives may lead to greater internalization of the lessons (Niemi & Ryan, 2009). Lastly, autonomy is the need to be

the determiner of the events of one's life. It is governed by the desire to be in control of one's own actions according to what they value and what interests them. This may influence whether to study a language, whether to engage in a lesson, or what language to study.

Autonomous motivation is that which satisfies the self and is determined by intrinsic factors. Autonomous motivation can be influenced by extrinsic factors so long as those extrinsic factors align with the learner's sense of self (Deci & Ryan, 2000). For example, an extrinsic factor of learning such as a family member's approval would be considered autonomous if family member's approval is in line with what the learner seeks to achieve. Within this model, intrinsic factors are referred to as controlled, while extrinsic factors are called self-determined, also referred to as autonomous regulation. The determining factor in motivation, under this model, is the learner's self-regulation. Deci and Ryan maintain that motivation exists on a continuum, and identify 5 categories that exist in this continuum:

1. External regulation: an award or threat that is offered by an external source
2. Introjected regulation: regulations imposed by outside sources that learners comply with to avoid feelings of guilt, anxiety or embarrassment
3. Identified regulation: to participate in an activity because the learner can acknowledge its utility
4. Integrated regulation: making choices that comply with the individual's values, identity and personal needs
5. Pure intrinsic regulation: to participate in an activity purely for self-reward

Several studies have identified autonomous regulation as linked to positive academic and psychological outcomes, resulting in greater achievement of learning outcomes (Jang, H., Kim, E.J. & Reeve, J., 2016).

External regulation governs the learner's behavior through motivation from outside sources. Avoiding the consequences of not learning the language or rewards for doing so are examples of external regulation, so long as the source of the pressure is a source other than the learner, such as family or an employer. Similarly, introjected regulation is still perceived as an external threat because the conditions under which the learner will experience negative feelings is considered a restriction on the learner. If a learner feels embarrassed or guilty for not completing an assignment on time, he or she has been controlled and motivated by avoidance of this feeling (Niemic, C. P., Lynch, M. F., Vansteenkiste, M., Bernstein, J., Deci, E. L., & Ryan, R. M., 2006).

Identified regulation has greater autonomy compared to the aforementioned types of regulation, but still remains an external force, as the source of motivation is out of the learner's control. Identified regulation can be illustrated by a learner's desire to study a language based on what advances it could provide them, such as learning Japanese in order to be promoted at their job. An example of integrated regulation, an extension of this concept, would be learning Japanese to receive a promotion as well as to teach Japanese to those who want to achieve a similar accomplishment. Integrated regulation combines identified regulation with other aspects of the learner's self (Niemic et al., 2006).

Deci & Ryan (2000) point out that this continuum is not a developmental one. Learners do not need to move through each of these stages, necessarily. Rather, they may exist at any point in this continuum depending on their background, orientation and prior experiences.

C. Process-Oriented Model

Elements of the above-mentioned concepts of motivation ultimately served as a foundation for Dörnyei's 2005 framework of the L2 Motivational Self System (L2MSS). The L2MSS consists of three components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The

Ideal L2 Self is characterized by the learner's optimal conceptualization of his or herself. It is the image the learner has imagined that represents the ideal version of the self. This ideal conceptualization of oneself does not necessarily have to relate to language capabilities, but can be a strong motivator if that conceptualization speaks the L2.

The Ought-to Self represents that which learners feel is necessary to evade negative consequences in life. The Ought-to Self typically relates to expectations that are imposed on an individual by an external force. These external forces could exist in the form of a parent applying pressure to the learner to get good grades or a school-imposed requirement to pass a class. Finally, the L2 learning experience is a more situated motivation that relies on the circumstances of learning. Here, the learner's motivation is influenced by the course and its components. Learners may be motivated to learn by their approval of the teacher, relationships with classmates, classroom activities, and the success of the group (Dörnyei, 2009, p. 14). It has been noted that L2MSS and Self Determination Theory overlap where the Ideal L2 Self is an expression of intrinsic motivation while the Ought-to-Self expresses extrinsic motivation (Lanvers, 2017). L2MSS has been adopted as the standard model for current motivation studies, some of which are mentioned in this text.

Finally, to add another dimension to the L2MSS, Thompson and Vázquez (2015) introduced the Anti Ought-to Theory. The Anti Ought-to Theory addresses psychological reactions, referred to as psychological reactance that can occur *counter* to societal pressures. Under this theory, a learner would do the opposite of the expectations that are placed upon them. For example, a learner might learn a language that is not their heritage language or choose to learn a language because they were told it was very difficult to learn.

III. FOREIGN LANGUAGE LEARNING ON A DECLINE IN THE U.S.

Potential Demotivators to Learn a Foreign Language

1. English as the lingua franca

The context of English as a global language is of particular importance where languages other than English (LOTE) learning is concerned. Within the last century, the English language has emerged as the lingua franca of the global society. With 1.75 billion speakers “at a useful level,” and growing (Howson, 2013, p. 5) it is the primary language of business and international affairs, and has become the most sought after language in the world. At the forefront of this surge in English acquisition is its status as the academic lingua franca (Coleman, J.A., Galaczi, Á., & Astruc, L., 2007).

The pervasiveness of English acquisition has led to concerns that LOTE acquisition in English-speaking countries has been devalued, and its learners demotivated (Coleman, 2009). To compound this possibility, so much existing research on English acquisition and so little on LOTE acquisition has led to LOTE-learning motivation studies to be approached the same way that English-learning motivation studies are approached. Ushioda (2017) warns against a narrow, instrumentalist view of motivation that only approaches motivational studies from the angle of acquiring a second language as “a necessary means to a personally or socially desirable end” (Ushioda, 2017, p. 471), as many English motivation studies have been. Rather, she encourages gathering data on acquiring second languages’ ability to diversify meaning-making capacity. This stance suggests that multilingualism offers its speakers more varied options of expression. Moving forward, LOTE-learning motivation studies should probe for data on an appreciation for diversity in meaning-making capacity and means of expression.

2. Language translation technology

Presently, there are a wide range of language interpretation and translation technologies available for use on any communication device. Current software and devices are growing in number and sophistication, allowing users to instantaneously translate long or short texts, interpret speech between languages and transmit spoken information to a listener who does not speak their language. In the developed world, these technologies are accessible, affordable and easy to use. The Google Translate app, for example, is available on Androids and iPhones and allows users to speak into a microphone and receive a verbal translation on the phone's speaker from a choice of 40 languages. The Google Pixel Buds and the Bragi Dash Pro earbuds have taken this capability a step further to allow for real-time translation output in the user's ear. Additionally, Microsoft's Skype Translator can perform real-time voice or chat translations in over 50 languages.

With this growth has come advancements in reliability. Google Translate's recent adoption of deep neural learning, an algorithm that allows computers to learn as a human would, have resulted in 25% fewer errors than previous translation technology (Jones, 2014). With such technology available, many questions are drawn on motivations behind individuals who would choose to actually learn a language and attempt to use it in a meaningful way rather than use a machine to transmit or obtain the information they need in another language.

IV. LITERATURE REVIEW

A. Learning English as a Foreign Language

To gain a fuller scope of the nuances of motivation behind English speakers to learn a second language, review on motivation studies on English speakers and non-English speakers should be examined. In comparing both, it is possible to establish similarities and differences that could be helpful in understanding English-speaking learners better and develop pedagogical practices to serve them.

In an effort to validate the L2MSS, a study by Khan (2015) examines the relationship between motivation and achievement among English learners in Saudi Arabia, using the L2MSS. Using qualitative and quantitative methods, the study sought to answer the following:

1. “Which self, ought to or Ideal L2 Self, does prove to be the strongest predictor of motivated learning behavior of Foundation Year Saudi students? 2. Does the well-developed L2 self of Foundation year Saudi students, is significantly related to the achievement of English language proficiency? 3. What other motivational pattern does this study yield?” (Khan, 2015, p. 70).

Women between the ages of 18 and 20 studying at an English language institute in Saudi Arabia were chosen to participate in the study. The participants completed a structured questionnaire containing questions on attitudes towards their ideal and ought-to selves. The questions were divided into the following themes: “attitude towards learning English, importance of English, intended efforts to learn English, vision of future self, role of English in future career, utilitarian value of English, and pressure of people (Family and friends) to learn English” (Khan, 2015).

The results were statistically analyzed using SPSS to find correlations between the participants' motivation and their achievements on their formal exams. Additionally, qualitative data was obtained through semi-structured interviews between the researchers and participants.

The data from the study quantitatively showed a strong correlation between the students' L2 Ideal Selves and achievement on their formal exams. The students with well-defined L2 Ideal Selves performed better on their formal exams than those who did not. Among the most strongly represented factors that influenced the participants' Ideal L2 Selves was the role of the participants' prior contact with English in social settings. Those who reported social setting as a part of their Ideal L2 Selves revealed having traveled abroad to English-speaking countries and having had the chance to practice English.

Conversely, qualitative data showed that the students' L2 Ought-to Selves had little impact on their achievement. Implications of the findings, according to Khan (2015), confirm the impact of the L2 Ideal Selves on achievement in the form of performance on formal exams and it is thus necessary for language teachers to bolster learners' image of their L2 Selves. Still, this study is limited to connections between L2 Ideal Selves and achievement on formal exams. More data can be collected on Ideal Selves and other forms of achievement to cover a wider range of learners. Additionally, achievement on exam only represents just one aspect of language learning.

B. Learning LOTE's Versus English as Foreign Languages

Huang's 2019 study on university students in Taiwan was conceptualized to compare motivation to learn English as a foreign language with motivation to learn a LOTE, using the L2MSS system as a theoretical framework. Specifically, the following research question was posed: "What were the Taiwanese college LOTE learners' motivational characteristics, and how did their LOTE motivation characteristics compare to those for English?" (Huang, 2019, p. 578).

National Chengchi University, the university where the participants studied, requires two semesters of English. LOTE classes are considered electives. The LOTE's included in the study were Japanese, Korean, Malay, Thai, Vietnamese, Spanish, German and French.

590 learners were surveyed in two waves: at the beginning of the semester for English and at the end of the semester for their respective LOTE's. The survey contained seven scales tested for a regression analysis: classroom experience, ideal self, ought-to self, instrumentality-promotion, instrumentality-prevention, learning attitude, and culture/community interest (the learner's interest in interacting with the culture of the LOTE).

Results of the study showed that the foremost represented motivational characteristic for both LOTE learners was classroom experience, followed by ideal self and community/culture interest. In the case of English learning, results were the same as LOTE learning, though learning attitude trailed closely behind ideal self and overall demonstrated as a more robust factor of motivation than it did among LOTE learning. Comparing the assertiveness of the classroom experience variable between English and LOTE learning, it was much higher in LOTE learning. Conversely, where both variables of instrumentality played some role in motivation to learn English, they played none in the motivation to learn LOTE's. The findings of this study exhibit the importance of including the classroom experience and considerations for the ideal self in any study on LOTE learning.

Through the extensive capital of data that exists on motivations to learn English as a second language, advancements in nearly every context of English learning can be made. English teaching pedagogy continues to grow more sophisticated with every publication. Still, there is markedly less data on the motivations of learning languages other than English (LOTE's), especially among native English speakers. Identification of these motivations can help shape more efficient LOTE

learning programs in English speaking universities and help to identify the members of these language communities.

C. Continuing Foreign Language Study Past High School

In 2002, Andress, James, Jurasek, Lalande II, Lovik, Lund, Stoyak, Tatlock and Wipf published a study that surveyed high school students in the US to determine why they don't continue studying German in college and throughout their lives. Andress et al. pose the following research questions:

1. "What motivated students' decision to take their first German class;
2. What motivated them to continue with German after the first year; and
3. What motivated their decisions to take or not take German in college,
4. What students most wanted to learn in college German, if they had not ruled it out"

(Andress et al., 2002, p. 2).

Four thousand seven hundred and eleven high school students in their junior and senior years in the Midwest were surveyed with a 4-point Likert scale questionnaire. The questions were divided into the following categories: motivation to initially enroll in German, motivation to continue German after the first year of study, and factors that influence the desire to continue German in college.

Results showed the top motivation behind initial enrollment to study German were that students found it interesting and fun to learn German and liking the German language. No details on what constitutes as "fun" were provided, nor were any explanations for why the participants like the German language. Behind these three affective variables were utilitarian variables "German satisfies a college entrance requirement, possibility of career benefits, and reputation of German program." The implications of these findings are that classroom experience is at the

forefront of the participants' interests, while ought-to variables relating to academic and professional career follow closely behind. Notably, more than a third (34.6%) of the participants indicated their German heritage as a strong motivator for studying German. 19.5% of the participants in fact revealed that their grandparents spoke German with them.

Where continuing to study German is concerned, participants ranked "wanted to continue what I started" as the greatest motivator, though this does not explain the variables that motivate the learners to want to continue. Having fun in class, earning good grades in German, and liking the German language followed as the greatest motivators. The potential to earn good grades and evidence of progress or greater fluency were considered to be critical factors in this study. These data suggest also indicate the importance of classroom experience as clear motivator along with ought-to motivators of good grades.

D. Foreign Language Choice and Motivation

A 2017 study by Thompson sought to define the relationship between choice of language and motivation as well as the relationship between motivation and multilingualism in order to learn more about motivation behind foreign language learning in the United States. The following questions were addressed:

1. What is the relationship between language choice and motivation, as operationalized as the three psychological aspects of "self" (ideal, ought-to and anti-ought-to)? 1a. Are there group differences in motivation (ideal, ought-to and anti-ought-to selves) with regards to language choice?
2. What is the relationship between multilingualism and motivation? 2a. Are there group differences in motivation (ideal, ought-to, and anti-ought-to selves) between bilingual and multilingual students? 2b. Are there group differences in motivation

(ideal, ought-to, and anti-ought-to selves) who perceive positive interactions between foreign languages studied (PPLI) and those who do not (NPPLI)? 2c. Are there conceptualizations of “self” (ideal, ought-to, and anti-ought-to) person-specific or language-specific? (Thompson, 2017, p. 488)

The participants were 270 undergraduate students who studied a range of 14 different languages. Those languages included Spanish, French, German, Italian, Greek, Latin, ASL (American Sign Language), Russian, Korean, Hindi, Portuguese, Japanese, Chinese and Urdu. Spanish learners represented the largest percentage of participants. To find data, participants were asked to complete a questionnaire containing a background section and a section on L2MSS motivation. The contents of the questionnaire were designed to analyze the Ideal L2 Self, Ought-to Self, and Anti Ought-to Self among language learners. Participants with experience in more than one foreign language also filled out a questionnaire with regards to each language that they had learning experience with, in order to conceptualize their “selves” in different languages.

With regards to language choice and motivation, relatively lower Anti-Ought-to Self scores among Spanish learners than other languages was a distinguishing factor that found that allowed the researchers to predict which students would choose to study Spanish. A combination of Ideal and Ought-to Self scores provided data to predict for which students would study less commonly studied languages.

Concerning motivation and multilingualism, there were no significant difference in the Selves between bilingual and multilingual language learners. The Ought-to self was among the strongest factors, particularly among students who studied Spanish as a heritage language or because it was the language spoken by the United States’ closest neighbors. Career advancement also played a prominent role in the participants’ Ought-to Selves. An additional motivating factor

that showed some prominence was Ideal L2 Self as it pertained to the desire for cultural immersion.

In light of Thompson's findings on Spanish as a heritage language and Ought-to Self notions, any further studies in this realm must collect complete demographic information on the learners with regards to their prior contact with the language to establish connections.

E. Potential Demotivators to Learn a Second Language

1. English as a lingua franca

Concerns over a possible demotivating effect of English as the global lingua franca on the acquisition of LOTE's have been an impetus for a new wave of research on motivation to acquire LOTE's. A UK-based study by Ursula Lanvers (2013) investigated the motivation to acquire a second language in the context of a society where second language acquisition is in decline, and specifically, to empirically determine if perspectives on English as the global lingua franca serves as a demotivator to acquire a second language. In the study, Lanvers surveyed 701 English L1 university students, comparing some in a traditional classroom setting with others who were taking distance learning classes.

In order to explore relationships between the participants' motivation and their perception of English as the global lingua franca, Lanvers addressed the following research questions: 1.) What are students' self-reported prior language contacts and linguistic abilities? Do they differ between campus and distance students? 2.) How do students rate their motivation with regard to Ideal L2 Self and self-efficacy? Do these differ between campus and distance students? 3.) How do motivation aspects and perceptions of Global English relate to one another? Do these relations differ between campus and distance students? 4.) How do students perceive different aspects of

Global English and do these relate to the language studied? (Lanvers, 2017, pp. 224-225) ‘Global English’ is the term used in this study to refer to the concept of English as the global lingua franca.

The participants answered a 5-point Likert scale questionnaire based on the L2MSS as well as Lanvers’ own questions about the students’ perspectives on English as the global lingua franca as they relate to their motivation. The traditional students were found to appreciate higher self-efficacy and the intellectual benefits of language learning than the distance learning students. The majority of students surveyed (86%) rejected the notion that English as the global lingua franca negates the need to learn a second language. Further, there was a connection between an overall low perception of English ubiquity with positive beliefs in the value of language learning.

While the study did not find that there was significant demotivating effect of English as the global lingua franca on the motivation to learn a LOTE, the study could yield different results if performed in an English-speaking society other than the UK. Varying current cultural phenomena could yield different results in a similar study. Furthermore, a replication of this study with a focus on a traditional learning environment can benefit university language programs that do not offer distance learning.

2. Language translation technology

Crossley (2018) argues that there could be drastic social changes as a result of the expansion of language translation technology. These changes may take place at the government and business level, where the need for human translation will be met with the use of automatic translation technology and thusly allow more goals to be met and more people to be reached in a shorter amount of time and at a lower cost. Additionally, Crossley argues that the authentic tourism experience that travelers desire can be achieved through technology that allows direct communication with local residents. Theoretically, having access to such communication could

reduce or eliminate the need to speak the target language if the learner identifies communicating with native speakers of the language as a source of motivation.

Crossley (2018) maintains that translation technology poses an overall threat to language education due to its ability to save learners the time, money and cognitive effort required to learn a language in a classroom setting. He emphasizes the threat posed to foreign language learning, arguing that foreign language would not contribute significantly to daily societal needs, such as carrying out basic business transactions. He suggests that individuals may find translation technology sufficient for when they need are instrumentally motivated (Crossley, 2018). To this end, he argues, the demand for foreign language training could be diminished.

Nevertheless, there still remains some holdout on the accuracy and effectiveness of these technologies. Depending on what the technology is used for, there may be a favor of accuracy, the closeness of the original output, over fluency, the naturalness of the translation (Doherty, 2016). To this end, Doherty argues, despite the sophistication of translation technology, there will always be the need for human contribution and verification to maintain the quality of language translation. Additionally, though Crossley (2018) suggests that the usefulness of translation technology might weaken the instrumental motivation to learn a foreign language, it is unclear whether this technology has any effect on integrative motivation or the motivation to learn a language for the cognitive benefits or personal challenge. All of these questions feed into the need to examine the interaction between language translation technology use and L2MSS.

F. Summary of Literature Review

The findings of the aforementioned studies have provided a basis for an understanding of current motivation considerations in foreign language learning. Huang (2019) and Andress et al. (2002) both uncovered the importance of the classroom experience in motivating students. This

information identifies learning activities and relationships between students within the classroom as factors of motivation. The Ought-to Self also presented itself as a strong motivator in different ways. Andress et al. (2002) and Thompson (2017) found that learners are motivated by having family members who speak the language and by having ancestry related to the language. Andress et al. (2002) also discovered that students who had achieved high scores in the foreign language they studied in high school chose to continue studying it in university. Finally, Thompson's 2017 study found that language learners are motivated by career opportunities that speaking a foreign language might afford them in their future careers.

Less data was found on the possible demotivating effects on foreign language learning. Lanvers' 2013 study found that the perception of English as the lingua franca had no demotivating effects on motivation to learn a foreign language, although the study was performed in the U.K. and could yield different results in the United States. There is furthermore no data on the potential demotivating effects of the prevalence of sophisticated language translation technology. These findings warrant an insightful questionnaire that incorporates questions addressing student demographics, Ideal L2 Self, Ought-to Self, attitudes towards English as the lingua franca and the prevalence of language translation technology.

The findings of these studies were used in the development of the questionnaire which can be found in the Appendix. Operating under the theoretical framework of the L2MSS, the questionnaire should reveal information about learner demographics and sources of motivations, including attitudes on English as the global lingua franca and language translation technology as it relates to their motivation to acquire a LOTE. The information can be used to determine which and how many language courses are offered, course content, activities, class structure, and extra-class activities that could supplement language courses.

V. CREATING AND IMPLEMENTING A MOTIVATION SURVEY

A. Needs Analysis for Language Programs

A needs analysis is an essential procedure in designing a language course or program (Munby, 1978). In education, a needs analysis is “a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information, and then making course and curricular decisions based on the interpretation in order to meet the needs” (Graves, 2000, p. 98). Motivation questionnaires can be a useful tool in performing a needs analysis. By administering a motivational questionnaire to students, educators can collect information on learners’ attitudes towards the learning process, issues related to L2-learning, learners’ knowledge about SLA issues, and general demographic information about the learners (Dörnyei & Csisér, 2012, p. 75).

The goal of this questionnaire is to provide a tool that university language programs can use to collect data that can be used to ensure that language courses and programs are well-suited to learner motivations and, consequently, their learning needs.

B. Questionnaire Contents

1. Background

The first section of the questionnaire should collect demographic information about the learners (see Appendix, questions 1-14). This information can be compared with other sections of this questionnaire to establish possible trends in language choice, achievement, and motivation that can create learner profiles to apply to future course design and marketing. The question of the learner’s year in university (Appendix question 3), for example, might be examined to see if the year that learners take the class has any bearing on their motivation trends. Consequently, language programs could examine whether it is necessary to group learners of the same or close years in

university and modify the courses to suit any consistencies with that group's motivations. Appendix question 2 surveys whether the learners have completed their university language requirements. This information can be connected with other parts of the questionnaire to determine differences in learner motivation among students who are required to take the course versus those who are not. There might be different pedagogical implications for each group.

2. Ideal L2 self

This portion of the questionnaire was developed to ensure that the needs of students who value language learning on an intrinsic level are met. The questions within the Ideal L2 Self portion of the questionnaire survey the learners' attitudes about learning the language itself, and not what academic, relationship or career gains it could afford them. These intrinsic values collectively generate a learner's Ideal L2 Self, for which this section of the questionnaire can be used to collect data and apply it to course goals, objectives, content and activities.

Questions 15 through 21 (see Appendix) are adapted from Thompson's 2017 motivational study. These questions all pertain to the learner's attitudes towards using a foreign language in their everyday lives and interacting with native speakers. This section includes questions about a desire to communicate with native speakers both abroad and locally, attitudes towards using the language in work or school, and purposes for which learners see themselves using this language. The responses to these questions can inform the types of activities that are included in classes to ensure that they are aligned with the learners' personal goals in the language. This might entail having actual native speakers come to the classroom for conversations, email partnerships, video chats with native speakers or weekly journal writing in the target language.

Questions 22-25 in the Appendix survey the learners' attitudes towards learning the language itself, whether for enjoyment or for cognitive development or maintenance. The question

of whether the learners simply enjoy the language can validate the Andress et al. 2002 findings that some students continue studying German because they enjoy it, demonstrating the value of specific languages and adjusting course offerings appropriately. The findings from these questions can be compared with information from the background section of this questionnaire to determine which types of learners actually enjoy language learning, especially with regards to Appendix question 2 that asks if the learner has completed their university language requirement. There could be a connection between learners who do not need to take the language to complete any university requirement and learners who simply enjoy language learning. If there are enough of these learners, it might be helpful to establish a particular type of language course for them. For example, these learners might possess the motivation and vision of their Ideal L2 selves needed to set their own goals and objectives for themselves in the course. In this scenario, the instructor could act as a guide, providing suggestions for activities and developing assessments that are suited to the learners' goals and objectives.

Findings about learners' Ideal L2 Selves can be used to make decisions at the university and department levels. Data on learners' overall enjoyment or perceived value of language learning could provide implications for how language courses should be marketed. If it is determined that there is a large presence of learners who enjoy learning on an intrinsic level or have an interest in using the language as native speaker would as asked in Appendix questions 22-24, extra-class activities should be considered. This could include field trips, conversation clubs, or the development of new study abroad programs.

3. **Ought-to L2 self**

Both Andress et al. (2002) and Thompson (2017) have discovered noteworthy Ought-to L2 Self motivations among language learners who have had previous contact with the language they

are learning as a heritage language. Within the Ought-to L2 Self section, there are questions that ask the learners about how they believe their loved ones and the people that they respect regard their language learning, be they family members, friends, or teachers (Appendix questions 26-32). Questions within this section can be compared against the background portion of the questionnaire, which collects information on the learners' prior contact with the language and their families' relationships with it. If there are positive connections, language programs would have data that they can use in the development of heritage language courses.

The findings of questions related to career can establish learners' understanding of their career opportunities with the language. If their understanding of these opportunities appears deficient, language programs might find it fruitful to incorporate more information on these career opportunities either in courses, marketing or other programs in the departments. This effort could extend to the university as well.

4. Classroom experience

Both Andress et al. (2002) and Huang (2019) found classroom experience to be a strong motivator for foreign language learning. Huang's study found classroom experience to be an especially strong predictor in learning LOTE's. For this reason, Andress et al.'s questions (Appendix questions 36-50) will be applied in this section. These questions ask the learners to rate the importance of 14 classroom activities such as reading, learning about current events, speaking, and completing hands-on projects. Students will also be asked to write in any suggestions that they feel would enrich their classroom experience. It is useful to survey which classroom activities are appreciated and which the learners do not care for in order to keep them engaged, motivated and to encourage enrollment in the course.

Findings from the Classroom Experience section can be directly applied to class activities in the courses and incorporated in course marketing. If, for example, a majority of students do not find literature in the foreign language of importance, then the importance of this activity can be addressed in class or modified to motivate students more. Conversely, if a reasonable amount of students identify a previously unused classroom activity as important, it should be considered as part of the curriculum, within reason. Curriculum that is decided upon based on these findings can be advertised in course marketing to offset and potential demotivation and thereby encourage enrollment.

5. English as the lingua franca

Lanvers' 2013 survey to determine the effects of perceiving English as the global lingua franca is one that should be applied in a motivation questionnaire. Questions 51-58 in this section are adapted from Lanvers' study. Learners being demotivated by the perception of English as the lingua franca could account for any drops in language enrollment. Question 51 in the questionnaire specifically probes whether English as the lingua franca finds learning another language unnecessary. Question 57 is the opposite of question 51, asking the learner if they find knowing English to be sufficient. These sentiments should be compared with questions 52, 53, 54, 55, 56 and 58, which ask the learners to identify how they value learning a second language with regard to cognitive health, relationships between their language and a foreign language, and the career opportunities that knowing a foreign language would offer them. This information can be used to determine a need to provide or enforce positive reasons for language learning in the required language classes.

6. **Language technology**

The effect of language translation technology on motivation to learn a foreign language has not been fully explored in language learning studies, possibly due to its novelty. It is therefore necessary to first survey if this technology is used by language learners. Questions 60-63 probe learners to see what technology they are using, how often they use it, and what they use it for. Some prompts for use are translating song lyrics, speaking with native speakers on the internet, and help with homework. This question will leave space for the participants to write in their own answers. This section of the questionnaire also surveys whether learners would choose to communicate with native speakers either in the country where the language is spoken or otherwise. Finally, there should be an open question for the participants to explain why they choose to use language technology.

The findings of these questions can be examined to determine if there are patterns in use of this technology with regards to the learner demographics. This information can be connected with the data from the Ideal L2 Self section with regards to how learners perceive using the language and communicating with native speakers in their everyday lives, as well as the benefits of language learning. Language technology use can also be compared with the data from the Ought-to L2 Self section to establish any patterns that may be telling of any conflicts between what learners think they should be doing to achieve their Ought-to Self goals and how they should go about achieving them. Similar to the perception that English as the lingua franca devaluates learning a foreign language, ideas that translation technology makes language learning unnecessary should be addressed within the required language classes.

VI. CONCLUSION

The benefits of learning a second language are felt at the individual, academic, business, and societal scales. University language requirements are a first step in ensuring that these benefits are reached, but there is always room to improve efficiency and effectiveness of language instruction and offerings from language departments. It is equally important to uncover any demotivating factors in language learning, such as language translation technology or the perception of English as the lingua franca so that they may be addressed in language courses. This questionnaire can be used to guide the development of language programs and courses at American universities. Data will hopefully be used to address the current motivations of the learners that university language programs serve. More specifically, the data may contribute to create a course format that accommodates learners with the cultural, linguistic and technological perspectives that have been formed by the modern world.

VII. SUMMARY

Foreign language learning in the United States is currently on a decline. Recent research into second language acquisition has not yet provided an exhaustive look at the motivations of English speakers to learn a foreign language. These learners face different circumstances than learners who are learning English, given that they speak the language that is most sought after globally. Furthermore, today's learners have access to ever-increasing forms of technology that allow them access to content of another language without having to speak it. Understanding the motivations of these English speakers and their potential influences of the motivations can be key to developing language courses and programs that are effective and appropriate for the unique needs of English speakers. This can be achieved by performing a needs analysis in the form of a questionnaire for students. Without administering a questionnaire, language programs would rely on generic textbooks and materials that do not address the learners' backgrounds and specific motivations, running the risk of resulting in ineffective learning.

The contents of the questionnaire include a background section to collect demographic information about the learners that can be compared with the other sections of the survey: Ideal L2 Self, Ought-to Self, Classroom Experience, attitudes towards English as the lingua franca's bearing on the need for foreign language learning, and attitudes towards the prevalence of language translation technology's bearing on the necessity of foreign language learning.

An insightful questionnaire can inform the content of the course to ensure that it is consistent with the goals of the learners and to create relevant classroom materials and activities. Relating learners' place of upbringing, gender, previous contact with the language, and other features of their backgrounds to their motivations can open up previously undiscovered opportunities for growth within a language program. If, for example, there are many learners of

German who major in Computer Science, concepts and vocabulary from Computer Science could be incorporated into the curriculum, making it more relatable to the learners.

Learners who demonstrate Ought-to Self motivation in the form of wanting to use the language in their careers could benefit from a business language course that entails business vocabulary, résumé writing, and mock interviews in the target language. Similarly, if a large group of Ideal L2 Self-motivated learners demonstrates an interest in learning the language to enjoy media, a course that teaches the vocabulary, history and culture of media in that language through media in that language could be successful.

Where potential demotivation is concerned, there must be a plan of counter-attack. If it is discovered that the learners are demotivated by the perception of English as the lingua franca, it would be necessary to appeal to what *does* motivate learners. Collecting information on classroom activities can reveal what learners enjoy doing in the classroom, and this can be directly applied to the curriculum so that they can at least be motivated to participate in class, even if they don't perceive language learning to have any value. With regard to prevalent language technology as a demotivator, courses could be developed with activities that utilize technology in a fashion that highlights the shortcomings of technology in communication. To illustrate, if a learner demonstrates a weakly formed Ideal L2 Self but enjoys music, a lesson surrounding direct translation of song lyrics versus learning a song, its writer and cultural context might be demonstrative of the benefits of language learning compared with translation.

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APPENDIX

Background

1. What language are you studying in university?
2. Have you completed your university language requirement?
3. What is your year in university?
4. What is your major?
5. What is your gender?
6. In what country were you born?
7. In what country have you spent most of your life?
8. What language was spoken most in the household where you grew up?
9. Which language/s do you speak most fluently?
10. How many years have you studied this language in school?
11. Do any of your family members speak this language?
12. Did you join UIC knowing that you would like to study this language?
13. Was this language your first choice?
14. Why did you choose to study this language?

Ideal L2 Self (15-21 adapted from Thompson, 2017)

15. I can imagine myself living abroad and using this language effectively for communicating with the locals.
16. I can imagine a situation where I am speaking this language with foreigners.
17. I can imagine myself speaking this language with international colleagues.
18. I imagine myself as someone who is able to speak this language.
19. I can imagine myself writing emails/letters in this language fluently.
20. I can imagine speaking this language as if I were a native speaker.
21. I can imagine myself studying in a university where all my courses are taught in this language.
22. I really enjoy learning this language.
23. Learning this language is a challenge which I enjoy.
24. I find learning this language interesting.
25. Learning this language is one of the most important aspects in my life.

Ought-to L2 Self (26-32 adapted from Thompson, 2017)

26. If I fail to learn this language, I'll be letting other people down.

27. I have to study this language, because if I do not study it, I think my parents will be disappointed with me.
28. Studying this language is important to me in order to gain the approval of my peers/teachers/family/boss.
29. I consider learning this language important because the people I respect think that I should do it.
30. My parents believe that I must study this language to be an educated person.
31. I study this language because close friends of mine think it's important.
32. It will have a negative impact on my life if I don't learn this language.
33. My future line of work will require me to learn this language.
34. I believe I can have better work opportunities because of my foreign language abilities.
35. I believe I can earn more money in my career because of my foreign language abilities.

Classroom Experience- Likert Scale (Adapted from Andress et. al, 2002)

Please rate the importance of the following items as components of foreign language courses in college/university.

36. Speaking
37. Reading
38. Listening
39. Writing
40. Information about what people my age are doing in countries where this language is spoken
41. History of countries where this language is spoken
42. Art from countries where this language is spoken
43. Vocabulary building
44. Grammar
45. Popular music
46. Current events
47. Literature
48. Customs and traditions
49. Work with websites in this language
50. Hands-on projects

Are there any other types of activities or experiences you would like to see in class?

English as the Lingua Franca (1-3 adapted from Lanvers, 2013)

51. Knowing English makes learning other languages unnecessary.

52. Learning another language has value because it is intellectually stimulating.
53. Knowing English provides more career opportunities than other languages.
54. Knowing English allows communication with more people than other languages.
55. It is important to know a language other than English.
56. Being multilingual is important.
57. Speaking English is not sufficient.
58. Learning another language helps me understand my own culture better.

Language Technology

59. I use language translation technology.
 - Which ones? (i.e., Google Translate, Google Pixel Buds, Amazon translate, etc.)
 - How often do you use this technology?
 - For what purpose do you use them? (i.e., speaking with friends who speak the language, translating song lyrics, etc.)
60. If I were in a country where this language is spoken, I would attempt to speak in the language before using a translation technology for help.
61. If I were in a country where this language is spoken, I would attempt to read in the language before using a translation technology for help.
62. If I met someone from the country where this language is spoken, I would attempt to speak to them in this language before using translation technology for help.
63. If you choose to use language technology over using the language, please explain why.