Perceptions of Foreign Language Learning at a Private Liberal Arts College: A Mixed Methods Study

by
Regina Palou Murray

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University
2018

Approval Page

This applied dissertation was submitted by Regina Palou Murray under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Aniello Trotta, EdD
Committee Chair

Kenneth Rockensies, EdD
Committee Member

Kimberly Durham, PsyD
Dean

Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this applied dissertation, I have acknowledged the author's ideas by citing them in the required style.

Where another author's words have been presented in this applied dissertation, I have acknowledged the author's words by using appropriate quotation devices and citations in the required style.

I have obtained permission from the author or publisher—in accordance with the required guidelines—to include any copyrighted material (e.g., tables, figures, survey instruments, large portions of text) in this applied dissertation manuscript.

Regina Palou Murray

_____

Name

August 2, 2018

_____

Date

Acknowledgments

I wish to thank my husband Les for believing in me; my parents for their love and generosity; Aly, my daughter and confidante; Mark for his support; and God for designing us with the ability to create, think critically, and open our hearts to others. I am eternally indebted to Dr. Neil Trotta for his wisdom and kind encouragement and Dr. Ken Rockensies for his patience, guidance, and hard work. Thank you also to Dr. Daniel Norris and Dr. Carol Wilkerson for permitting me to use their surveys; and Dr. Khrystyna Bednarchyk, Ms. Camille Coke, Dr. Zandra Stino, Dr. José Garcia, Dr. Brad Hollingshead, Dr. James Lynch, and all the other excellent scholars who helped me along the way.

Abstract

Perceptions of Foreign Language Learning at a Private Liberal Arts College: A Mixed Methods Study. Regina Palou Murray, 2018: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: advisors, students, foreign languages, perceptions, cultural influence, national security, attrition, college majors

This mixed-methods study was designed to ascertain undergraduate students' and faculty advisors' perceptions of foreign language learning at a private liberal arts college in Florida. The goal was to understand why the foreign languages department had not grown comparably with the rest of the college. Students were given a quantitative survey and advisors were interviewed for the qualitative portion of the study.

The results revealed that some students do not see the learning of a foreign language as a useful skill for Americans. The students majoring in the STEM and business disciplines were less interested in foreign languages than those majoring in the humanities, and 59% of students majoring in a single discipline believed that Americans should not be required to learn a second language.

While the advisors appeared to support the learning of foreign languages, 62.5% thought that college students were too busy to learn them. The belief that studying a foreign language is too laborious at the college level was less prevalent among older advisors. The data also revealed that advisors' perceptions affect how they advise students regarding foreign language requirements.

Table of Contents

Figure

Chapter 1: Introduction

Research has consistently revealed that there are cognitive, cultural, and economic benefits in speaking more than one language (Bialystok, Craik, & Luk, 2012; Campbell & Sais, 1995; Esposito, 2014). Recently, competitiveness in a global society and national security have emerged as compelling reasons for Americans to improve foreign language education policies (Brecht, 2015; Klein & Rice, 2014; Kramsch, 2014; McGinn, 2015; Pratt et al., 2008). The need for an increase in foreign language speakers has been addressed by the business sector, research studies, and the Government Accountability Office (GAO) (Brecht, 2015). Instead of these strong urgings spurring an increase in foreign language programs in the United States, Americans are becoming less interested in learning a second language, and this mindset has caused a scarcity of foreign language learners, teachers, and translators (Brecht, 2015; Furman, Goldberg & Lusin, 2010; Goldberg, Looney, & Lusin, 2015; Pufahl & Rhodes, 2011; Swanson, 2013; U.S. Census Bureau, 2012).

Arcand and Grin (2013) discovered that one reason for the shortage of second language speakers is many people in our society believe it is pointless for Americans to learn another language when English is spoken in many other parts of the world. Others believe that the process of acquiring a foreign language is not worth the cost or time and effort it takes to become fluent. Regrettably, even some administrators and faculty members in the education field are not aware of the importance of foreign language education (Bartram, 2010; Brecht, 2015). Consequently, there are continuing efforts to do away with language programs and undergraduate student requirements (Punteney, 2016; Straubhaar & Portes, 2016). Changing the perspective of policymakers and

increasing the urgency level of learning foreign languages in our schools is clearly crucial for the progress and security of the American people (Pufahl & Rhodes, 2011; Redmond, 2014; Wible, 2009).

In this first chapter, the status of foreign languages in the United States is described. The prominent focus here is on how the perspective of the government, school administrators, teachers, and advisors have all contributed to the insufficiency of second language speakers. Additionally, the research problem, the setting, where the problem was studied, deficiencies in the research, and the audience that will benefit from this study are reviewed. Lastly, definitions are provided to clarify the terminology used in this investigation.

Statement of the Problem

Former Secretary of Defense, Leon Panetta, stated that our military personnel need to learn foreign languages in order to communicate better and understand the culture of allied forces. He stressed that foreign language proficiency is mandatory in order to support America's economic status and security (Miles, 2011). In a press conference, Dr. Laura Junor, the current Principal Deputy under the Secretary of Defense for Personnel and Readiness, also warned that the lack of foreign language speakers in the United States government could be a risk to our national security. She emphasized that research studies have shown that schools do not start teaching foreign languages early enough (Marshall, 2012, para. 3). Most alarming is that our defense, intelligence, diplomacy, and homeland security departments do not have enough foreign language interpreters (Brecht, 2015; Dweik, & Suleiman, 2013; Mahmoud, 2013; Swanson, 2013).

According to the U.S. Census Bureau (2011), only 21% of American residents (born in and outside of the United States) speak a second language at home, and most people born in the U.S. do not speak a second language (U.S. Census, 2012). Therefore, the warnings and suggestions from top experts that we are experiencing a shortage of foreign language educators and competent interpreters are not reaching the majority of Americans. The Census Bureau results related to the lack of multilingualism are underscored by the knowledge that in 1965 there were twice as many students taking foreign language courses in American colleges and universities as there were in 2009 (Furman, Goldberg & Lusin, 2010; U.S. Census Bureau, 2012). Four years later, the percentage of students enrolled in foreign language courses had decreased even further (Goldberg, Looney, & Lusin, 2015). Fittingly, Diamond (2010) asserted that knowing multiple languages has become the exception, not the rule in the United States.

Presently, foreign language enrollments in colleges and universities are still declining (Wiley & Garcia, 2016). Some college administrators, faculty, and advisors do not see the relevance in studying a foreign language because they are convinced that learning languages other than English may keep our society back economically. Others believe that students do not have the amount of time it takes to learn a foreign language (Arcand & Grin, 2013; Brecht, 2015; Rogers, 2014). Because of these misconceptions, most higher education institutions do not require enough courses for students to become fluent in another language (Flemens, 2009). Thus, the problem is deeply entrenched in our society and will require the overhauling of belief systems and the changing of the perceptions of those who guide students' decisions in higher education institutions, principally, the perceptions of faculty and academic advisors.

The topic. The topic investigated in this study was faculty advisors' and college students' perceptions of foreign language learning. Faculty advisors' personal experiences while learning a foreign language, as well as other influences that formed their beliefs, were considered to determine the ideas they may or may not pass on to their advisees. Students' were surveyed to determine their opinions of foreign language learning based on intrinsic and extrinsic factors as well.

The research problem. Advisors play a major role in influencing students' perceptions about college programs of study and the courses they choose (Beggs, Bantham, & Taylor, 2008; Kolenovic, Linderman, & Karp, 2013), yet, research on how advisors view their roles is limited (Wiseman & Messit, 2010). Considering that many students base their decisions on the perceptions of others (Lokko, 2011), the problem addressed in this explanatory sequential study was the extent to which faculty advisors are advising students to pursue second language learning beyond the courses mandated by their college or university (Gardner, 2009; Wilkerson, 2006).

The site selected for this study is a private liberal arts college in Florida. In the Fall of 2017, there were 2,633 undergraduate day and evening students enrolled in the college, a marked increase from the 2,403 enrolled in 2014. Although the college has added several new buildings and faculty members to meet the upsurge in the student population, the number of instructors and professors in the Department of Modern Languages has not grown. By the spring of 2018, the already small department was down to two full-time professors and three adjuncts. The position of Modern Languages Chair had also been eliminated.

Furthermore, in 2015, according to the registrar, there were a total of 24 students pursuing the foreign language major. In the fall of 2016, there was only one student added to the list of foreign language majors and, in 2017, the Enrollment Report prepared by the Office of Institutional Research showed there were only 27 students on the list of foreign language majors. The slight increase of one or two students per year was not nearly as substantial as the increases in other departments such as the business, technology, and science departments. For instance, students majoring in Business went from 422 enrolled students in 2015 to 472 in 2017, and Biology majors went from 355 to 391 in the same two years. The number of foreign language majors comprises just over 1% of the student body at the college, while other departments are averaging more than 10% of the student body.

Notably, no previous study of a foreign language is required for admittance to the college, and the requirements for graduation depend on the students' major. Some of the majors have varying foreign language requirements, usually from one to three semesters. Many do not require students to take any language courses at all. According to Furman, Goldberg, and Lusin (2010), "language requirements are less frequently encountered at United States colleges and universities now than in past decades, and the length of the language requirement has also declined." The college's minimal requirements are not the only reason there has not been a satisfactory increase in foreign language students, but they have unquestionably added to the problem.

It is evident that the college is part of the nationwide downward trend in foreign language enrollments described in the 2013 report by the Modern Languages Association of America (MLA), which showed that the numbers of foreign language students have

been decreasing since 1965. This problem is more serious, as the 8.1 % average enrollment rate in the report is much higher than the college's 1% rate (Goldberg, Looney, & Lusin, 2015). The MLA's researchers also aptly stated that we are living "in a time of financial constraints, challenges to the profession, and general disregard for language study" (Goldberg, Looney, & Lusin, 2015).

Background and justification. Berman (2011) observed that foreign language programs have diminished, and budgets have been reduced at colleges and universities across the United States. Pufahl and Rhodes (2011) added that higher education institutions and K-12 schools were downsizing their foreign language departments. In their study of principals and department chairs, they discovered that middle schools and high schools were offering close to 7% less foreign language instruction than they were in the previous decade. As was previously mentioned, one of the reasons foreign language departments are shrinking is very few college students are majoring in foreign languages (Awad, 2014), and only about 8.1% of all students are enrolling in a foreign language course while in college (Goldberg, Looney, & Lusin, 2015). Moreover, many students who have studied a foreign language in the United States would not have if they had not been required to do so (McAlpine, 2011).

In a report from the National Research Council (NRC), Ostriker, Kuh, and Voytuk (2011) found that most graduate programs have grown over the years in the United States. The fields of engineering, geography, psychology, physical science, earth science, health science, and humanities have all flourished. In contrast, there has been a decline in aerospace engineering and Spanish language programs. In doctoral programs, foreign languages and English majors have seen the biggest decline. Other research

indicates that the demand for foreign language teachers and interpreters is not being met (Colomer & Harklau, 2009; Nerenz, 2014; Swanson, 2012). In the first part of the twenty-first century, while student enrollment in U.S. schools has risen, the number of teachers, especially foreign language teachers and professors, has diminished (Swanson, 2013).

The perspective of people in the United States is one of the primary reasons for the lack of interest in foreign languages and the less than ideal working conditions foreign language teachers face (McAlpine, 2011; Swanson, 2013). This perspective trickles down from the decisions made by the government (Brecht, 2015), and can be found in almost every segment of the population, including learning institutions. Bale (2011) argued there that there is a "blind spot" in the United States when it comes to foreign language education (p. 3). This mindset is making it difficult to recruit, support, and retain foreign language educators at all levels of education (Beggs, Bantham, & Taylor, 2008; Johnson, 2011; Kissau & King, 2015). The consequence of the lack of awareness is that it is still not clear how to resolve the weaknesses and failings in the system, and even the experts in the field say more research is necessary to understand the foreign language problem fully (Pufahl & Rhodes, 2011).

Deficiencies in the evidence. There is no doubt that foreign language learning in the United States is in a troubled state (Brecht, 2015; Klein & Rice, 2014; Kramsch, 2014; McGinn, 2015; Pratt et al., 2008). Yet, thus far, there is a lack of scholarly studies available on how to ameliorate the problem. Some research on students' attitudes toward learning a foreign language and on their perceptions of teaching practices can be found. There is also research available on students' opinions of advisors' effectiveness in

general (Brown, 2009; Gill, Russell, & Rayfield 2012; Noel-Levitz, 2010; Wesely, 2012). However, as noted earlier, research on faculty advisors' perceptions of the role they play in shaping students' decisions is more limited, most notably in the area of foreign languages (Wiseman & Messitt, 2010). Likewise, not much research exists on how to train foreign language advisors (Mozzon-McPherson, 2013).

Berman (2011) indicated that even in the field of education, learning a foreign language is not considered necessary in the United States. Thus, all educators and administrators need to become aware of how speaking more than one language has become critically important in this era of globalization (Redmond, 2014; Wible, 2009;). Pufahl and Rhodes (2011) suggested that it is time to examine the beliefs and motivations of everyone in our society. Pufahl and Rhodes (2011) also proposed that business owners, parents, school administrators, teachers, other education staff, and students should all be studied in order to determine the reasons for the disinterest in foreign language learning.

Audience. This study provides information about the perceptions of faculty advisors and students at a private liberal arts college in Florida, and it should be of interest to higher education and K-12 staff who may be faced with comparable situations and decisions. Foreign language teachers, instructors, translators, and professors should find the research studies and other references in this dissertation helpful for understanding the problems they and their colleagues encounter. Administrators and policy makers may utilize the information to begin to understand how to improve foreign language programs and support and retain their teachers. Advisors and counselors may gain a deeper understanding of the importance of recommending foreign language

courses, and researchers should be better equipped to target the areas that will need further investigation.

Definition of Terms

The following terms are defined for the intention of clarity in this applied dissertation.

Advising. Advising is a term that "most commonly suggests an imparting of knowledge, or a transference of information from an expert to a decision-maker" (Mynard & Carson, 2014). Advising is available in most secular and educational fields. However, foreign language advising is not offered as abundantly as advising for other disciplines in American universities because of the paucity of faculty members and the lack of funds (Pufahl & Rhodes, 2011)

Advisor. An expert in a certain field who is called upon to "provide answers and expertise" and to "make recommendations" (Mynard & Carson, 2014). Academic advisors have great influence on the choices students make (Filson & Whittington, 2013; Harrison, 2009; Noel-Levitz, 2010; Shuchat, 2014).

Attribution. Attribution is defined by Mkumbo and Amani (2012) as "The process of assigning causes to our or other people's behavior." Charging negative results on external causes such as other people or events and believing that learning a foreign language is not worthwhile because of preconceived ideas of the people who speak the language is an example of attribution theory.

Amotivation. This term refers to a complete lack of motivation. Amotivation is reflected by students who do not see the relationship between their actions and consequences of those actions (Vandergrift, 2005). This attitude can come about if the

student has low expectations of their ability to learn a concept or do well in a discipline such as foreign languages.

Culture. According to Griffith (2011), culture is a set of suppositions or opinions fashioned by those in a group or establishment. McLarney and Chung (2000) added that culture is set by those who lead.

Language attrition. Attrition occurs when a subject "can no longer do something which s/he had previously been able to do, and this loss of proficiency is not caused by a deterioration of the brain due to age, illness or injury, but by a change in linguistic behaviour due to a severance of the contact with the community in which the language is spoken" (Schmid, 2008, p. 9).

Extrinsic motivation. Extrinsic motivation refers to the "external factors driving learning for instrumental goals such as earning a reward or avoiding punishment" (Khodadady & Khajavy Fadafen, 2013, p. 271). The inspiration to achieve can also be driven by the opinions of those closest to the student and their cultural upbringing (Ryan & Deci, 2000).

Intrinsic motivation. Intrinsic motivation refers to the type of motivation which comes from inside and is not influenced by external factors. It can be affected by the possibility of receiving a performance-based reward, though (O'Reilly, 2014). Also, "Attribution theory states that rewards based upon accomplishment affect perceived competence and lead people to attribute their behavior to internal causes" (Pierce, Cameron, Banko, & So, 2012, p. 565). Ryan and Deci (2000) found that intrinsic motivation increases when the task is gratifying.

L2. This term refers to a second language learned (Schmid, 2013).

Motivation. Motivation can be defined as "how self-determined, or freely chosen, an individual's actions are" (O'Reilly, 2014, p. 1314) and is fueled by the belief that an action will have a certain result or consequence (Vroom, 1964). This belief is based on "abilities, prior experiences, attitudes toward learning, instruction, and the social context" (Schunk, 1990, para. 3).

Perception. According to Senzaki, Masuda, and Ishii (2014), "perception is significantly modified by expectations, values, emotions, needs, and other factors."

Perspective. Perspective can be defined as the "individual interpretation" of a person (Kirsh, 2009, p. 112). This interpretation is influenced by how a person perceives a situation, group of people or an individual. The group can be viewed as a cultural or social threat if the perceivers see themselves as more dominant. Thus, learning a foreign language can bring on fear of changing or losing the social hierarchy (Pereira, Vala, & Costa-Lopes, 2010).

Chapter 2: Literature Review

Introduction

Studying a second language can be thought of as a means for enrichment, a way to multiply career possibilities or a waste of time. These differing attitudes toward foreign language learning can be developed through personal and cultural experiences, and they can be found in every echelon of society. Experts have now deemed the learning of foreign languages to be of great importance for the upwards mobility and security of the United States. Therefore, understanding the causes of the downturn in foreign language enrollments in college courses was the focus of this study.

In this chapter, the beliefs and perceptions of students and faculty advisors are analyzed via an examination of three motivation and social psychology theories. In the first part of the literature review, the reasons for the foreign language deficit are considered, starting with the history and causes of foreign language bias in the United States. Then, the factors that influence student motivation, the influence of advisors on student motivation, the influence of schools on student motivation, the time devoted to learning a foreign language, the struggles of foreign language graduate students, the struggles of foreign language educators, and the shortage of funding are discussed. An explanation of the purpose of the study and summarizing points follow, and the chapter ends with the qualitative and quantitative research questions that guide the mixed methods study.

Theoretical Framework

The theoretical framework is comprised of the motivation and social psychology theories of self-determination, personal investment, and attribution. These theories are

explored in order to understand the reasons behind the decisions faculty advisors and students in the United States make regarding the learning of foreign languages.

Self-determination theory. Learner perceptions and viewpoints were a subject of study in the 1970s and 1980s. The concepts of amotivation, intrinsic motivation, and extrinsic motivation were researched and later advanced into self-determination theory, which offers strong insights into student identity and language learning (Deci, 1971; Deci & Ryan, 1985; Ryan & Deci, 2000). Amotivation is "non-intentional" and "incompetent" behavior, while both intrinsic motivation and extrinsic motivation are "intentional" behaviors. When students are intrinsically motivated, they favor "inherent satisfaction." When students are extrinsically motivated, they usually wish for some "reward" for their actions or accomplishments (Ryan & Deci, 2000, p. 72). They might "learn something as a means to something else" (Allen, 2010), such as better career prospects (Soria & Stebleton, 2013) or the approval of the individuals they socialize or associate with (Brown, 2011).

Personal Investment theory. A person's cultural environment is a particularly strong motivator according to King and McInerney (2014), who studied motivation through the lens of Personal Investment (PI) theory. Personal Investment theory encompasses three aspects of motivation: "sense of self (Who am I?), perceived goals (What do I want to achieve?), and facilitating conditions (What is the environment like?)" (p. 177). The theory was introduced by Maehr and Braskamp (1986) and was aimed at those who were dealing with motivation issues in the workplace. However, the theory could easily be applied to anyone, from employees to college students.

King and McInerny (2014) chose Personal Investment theory as the underpinning for their study because they found traditional Western motivation theories too superficial. Their premise was that people from different cultures have different outlooks on what motivates them. This model could be applied not just to people from different countries but the full scope of cultural groups (King & McInerney, 2014), such as those from different regions of a country or those from different races, social, economic, or political backgrounds.

Attribution theory. Basing beliefs and values on personal experiences is the foundation of external attribution theory. This theory was originally developed by Heider (1958) and is primarily used to study how people accredit their achievements and failings. The theory of external attribution details that a person will understand a negative situation to be caused by a setting, condition or another person, and this interpretation will inform their decisions (Mkumbo & Amani, 2012). Dörnyei, Henry, and MacIntyre (2014) concluded that our resolutions are connected to the political, cultural, and historical examples in the world around us. As some college students become teachers or professors, they cannot help but teach and make recommendations based on their perceptions and academic experiences.

The History and Causes of Foreign Language Bias

Most people in American society do not become fluent in more than one language. Although interest in foreign languages was keener in the mid-1900s (Furman, Goldberg, & Lusin, 2010; Goldberg, Looney, & Lusin, 2015), our preference for speaking only English has been passed down from generation to generation. The question some scholars have pondered is why our beliefs regarding foreign language

studies are so different from those of other nations (Barrientos, 2012; de Bruin, Erickson, & Sullivan, 2014; Kissau & King, 2015; Swanson, 2012).

One reason is numerous people in the United States believe that because English is so widely used in business and because many other countries teach their students to learn English, there is no need for native English speakers to speak another language (Arcand & Grin, 2013). It is true that many countries throughout Europe and Asia teach their students second and third languages, and English is often included. In fact, out of the 29 countries, 19 reported that English is the second most widely spoken language in their countries (Lundgren, 2015). Not surprisingly, 88% or more of the people in Nordic countries such as Sweden and the Netherlands speak English as a second language (Kramsch, 2014).

In spite of the fact that many countries choose English as their second language, Arcand & Grin (2013) found through several empirical studies that there is no more economic benefit to making English a lingua franca, or the language that every nation understands, than any other language. The researchers also found that a society that is multilingual has more advantages in economic movement and national advancement. Trochon (2009) also claimed that English alone does not suffice anymore in the job market, and companies are having to hire more multilingual employees than ever. The demand for multilinguals is in some cases making it difficult for monolinguals to find work. Therefore, learning more than one language is beneficial to everyone even English speakers. Arcand & Grin (2013) challenged "advocates of monolingualism to provide proof positive that uniformity is better" when it comes to learning a foreign language (p. 261).

Some scholars have found other reasons why we have chosen to stay a mostly monolingual society. For instance, Nieto (2015) purported that the reason some people in the United States believe that speaking other languages is not necessary, and even detrimental, is they do not want to change the social status quo. For example, policies on bilingual education can be traced back to conservative English-only policies that were meant to protect the upper class and keep the lower classes behind, and it is this ideology that led 28 states to adopt official English policies (Nieto, 2015). Wiley and Garcia (2016) found that dislike of foreigners brought on by World War I affected how foreign languages were viewed. Thus, teaching constraints were enacted, and they still influence foreign language education policies in the present day.

Nieto (2015) also established that these policies have negatively affected the education of Native Americans, Puerto Ricans, Hawaiians and other groups. Bartolomé (as cited in Nieto, 2015) said, "the practice of forbidding the use of non-English languages has constituted the more prevalent contemporary language practice in the U.S." (p. 378).

Nieto (2015) stated:

> The argument for adopting English as an official language is based on the premise that the United States was founded by overwhelmingly white, Anglo, and Protestant settlers. Supporters of official English perceive the maintenance of any other language as a threat to the unity of the United States.

These beliefs are so deeply entrenched in our society that only a few people see the threat they pose to prosperity and security. Hoskins, Saisana, and Villalba (2015) established that economic growth had been linked to a country's education system. In a

report on several European countries, they found that the highly democratic and progressive education system in countries like Sweden had a positive correlation with the country's economic advancement and stability.

Wiley (2014) highlighted that racism and the discrimination against foreign languages are closely intertwined. In his study, Nieto (2015) associated English only policies with foreign language discrimination. He observed that the learning of a foreign language is not currently opposed in the United States. Even so, foreign languages are not considered as important as other academic subjects by many Americans and even many in the education system. Nieto (2015) also argued that foreign languages are often "assigned a lesser status when used in public" (p. 178). Wiley and Garcia (2016) came to the same conclusion.

Furthermore, in some states, certain foreign languages may be stigmatized more than others. In their report, Wiley and Garcia (2016) analyzed the foreign language course offerings in Florida, Texas, California, and New York. Examples of the stigmatization were found in Florida and Texas where there were many more students enrolled in German foreign language courses than there were in Spanish courses, even though there were many more Spanish-speaking people in these states. In states like California and New York, the numbers were more equally matched.

The report also showed a disparity between the amount of Chinese, Spanish, German, French, Russian, and Japanese foreign language courses being offered and the need for more instructional offerings in those languages in all four states (Wiley & Garcia, 2016). Brecht (2015) reported that about 47% of the people in Michigan thought that foreign language studies should be a requirement in high schools, and only 40%

thought languages should be taught in the lower grades as well. Although not everyone believes students in the United States can do without second language studies, these numbers are nonetheless low and probably lower in other states where the interest in diversity is retrogressing. A more recent public opinion survey in Michigan still failed to uncover that Americans are convinced that foreign languages should be taught in schools (Brecht, 2015).

Student Motivation

Dörnyei and Ushioda (2013) asserted that motivation is critical for success in language learning, and it is what is behind a student's decision to appreciate and study a second language. Barrientos (2012) found that motivation impacts students' contact with speakers of a foreign language, whether they will try to use the language, and how fluent they will become. In addition, recall and maintenance of a foreign language can be influenced, and students who remember the least after graduation are usually the ones who were the least motivated to learn the foreign language.

Awad (2014) focused on who or what were the biggest motivators on a college student's decision to continue taking foreign language courses after meeting the minimum requirements. The findings revealed that external influences, such as the opinions of those around them, played a prominent role. Soria and Stebleton (2013) also found that external factors, such as a sense of belonging, parental influence, professor quality, status, and the potential for gainful employment, were big motivators in choosing college majors.

The findings of Rogers (2014) corroborated that internal and external factors both played a part in a student's decision to study a foreign language. Factors such as a

student's college major and the influence of advisors were as impactful as the encouragement of peers and parents. Surprising to Rogers (2014) was "that the majority of students continuing and not continuing, appeared to believe that a foreign language major was only useful if the individual was planning to teach the language or become a translator" (p. 126). As previously established, motivation to study a subject in college is usually affected by extrinsic factors such as how others in society perceive it, even if these perceptions are based on stereotyping or prejudice (Brown, 2011). Brown (2011) elaborated that motivation can be affected by the distinct personality and abilities of a person. For example, Holland's Vocational Choice Model (as cited in Porter & Umbach, 2006) shows that students' personality traits go hand in hand with the major they find most attractive.

There is also an association between openness to experience and taking risks in learning, and to a lesser extent, people who are not open to new experiences can be linked to generalized prejudice (Sibley & Duckitt, 2012). Some of the most extreme forms of prejudice are not just group centered but also attributed to people who have a special receptivity for it based on their personality (Brown, 2011). Brown (2011) specified that this group of people might have an "authoritarian" personality (p. 15).

The authoritarian personality type can be developed because of childhood experiences with parents who were overly concerned with the right types of behaviors. These behaviors are often based on conservative rules of morality. If children in these households were to deviate from the perceived moral path, they would be punished severely for it. The child would then convert the anger they could not display toward their parents into contempt for ethnicities other than their own or groups of people whom

they find undesirable in society (Brown, 2011, Adorno, et al., 1950). Brown (2011) further posited that the authoritarian personality type has a one-dimensional, black and white way of thinking that encourages and supports the stereotypes of certain ethnic groups. For this reason, students who have authoritarian parents, role models, or advisors are more apt to be exposed to the negative perceptions of people who have different cultural backgrounds and speak different languages than their own.

Brown (2011) does, however, stress that a person's group memberships or affiliations can be even more impactful on their beliefs and prejudices. Thus, the reason prejudice against learning other languages or associating with certain types of people "should be regarded as a group process is that it is most frequently a socially shared orientation" (Brown, 2011, p. 8). King and McInerney (2014) who studied how culture affects motivation, concurred that both cultural background and personality could influence a person's decisions. The argument King and McInerney (2014) made was that not all cultures are the same and that students who are high in socially oriented achievement motivation (SOAM) rely more on what their social group thinks. The researchers found differences between students from different religions, socio-economic groups, and geographical regions all over the world. For instance, students from rural areas were more likely to be higher in socially oriented motivation than students from urban areas. Students who were more religious were also higher in socially focused motivation (King & McInerney, 2014).

In a study on the differences between conservatives and liberals, Graham, Haidt, and Nosek (2009) confirmed that while liberal-minded individuals highly value independent thinking, fairness, and not harming others, to conservative thinkers,

authority, purity, and being part of a group were most important. Some of the findings discussed above may also explain why foreign languages such as Spanish are less appreciated in some parts of the United States than languages such as German (Wiley & Garcia, 2016). Raising children to be biased or close-minded can only hurt their chances of progressing in the world we live in today. That is why it is important for students to receive messages that will help them make well-informed and broad-minded decisions. Therefore, schools, instructors, and academic advisors should be active in helping students develop academically, as human beings, and as future professionals in the global marketplace (Hughey, 2011; Punteney, 2016).

Influence of Advisors on Motivation

The thousands of advisors in colleges and universities across the United States can be a powerful channel for students. Advisors help students acquire resources, acclimate to college life, clarify their interests, and choose the elective courses that best suit students (Borgard, 2009). Advisors, probably more than any other school professional, understand that choosing an academic major is a critical decision for students (Soria & Stebleton, 2013). For this reason, the influence of advisors can affect the way a student views his or her course of study and the world (Filson & Whittington, 2013; Harrison, 2009; Noel-Levitz, 2010; Shuchat, 2014).

The findings in the study by Porter and Umbach (2006) show that university staff should be aware of the political views and personality types of their students, as well as the views of other students, faculty, and employers whom the advisees will encounter in their chosen field of study. In this way, advisors can be instrumental in motivating students to pick a field that will be a good match for them. The reason this is important is

that pressure from family or preconceived ideas can influence the wrong career choice. Soria and Stebleton (2013) also expounded that advisors could "help advisees unpack the socially derived messages that they receive about certain major and career choices (p. 37). Further, Soria and Stebleton (2013) elaborated that advisors can and should "encourage students to consider the variety of reasons and potential benefits for choosing a major based on nonexternal factors." That is, advisors should help students choose majors based on interests instead of on their association with higher earning potential (pp. 37-38).

In a similar vein, Punteney (2016) stressed that advisors should all be aware of how to facilitate conversations regarding international careers and the learning of foreign languages. They should provide proper resources so that students will develop a more informed and positive outlook of these subject areas. Puntene (2016) observed that if awareness of how important these career paths is not raised in schools, it may not be possible to adequately prepare students "for an interconnected world" (p. 496). It is imperative that schools offer their student body the opportunity to meet and work with advisors who are knowledgeable and impartial. Accordingly, properly training administrators, instructors, and advisors on cultural diversity and student centeredness are crucial for the informed and unbiased support of every student at within every level and field of education (Porter & Umbach, 2006).

The results of a study by Burt et al. (2013) signified that students who thought they were receiving support from advisors also thought that their most critical needs were being met. Although students may receive encouragement and assistance from many people and places in and out of school, advising in a formal setting is more effective

because faculty advising can be monitored and changed to meet the needs of every learner, and it can be done in a highly efficient and accurate manner. Properly conducted, advising can guide and motivate students so that they will feel reassured by the choices they make regarding their education (Burt et al., 2013). Evidence of an advisor's significance in a student's life was also recognized by a report on four-year colleges and universities (Noel-Levitz, 2011).

The National Student Satisfaction and Priorities Report by Noel-Levitz (2011), denoted that students value the guidance provided through academic advising more than an of the college offerings in the survey (Awad, 2014; Noel-Levitz, 2011). Close to 89,500 students and the staff from 94 colleges and universities were asked to rank the following 11 categories: Academic Advising, Instructional Effectiveness Student-centeredness, Recruitment and Financial Aid, Registration Effectiveness, Safety and Security, Concern for the Individual, Campus Climate, Campus Support Services, Service Excellence, and Campus Life. The faculty members gave academic advising a fourth-place ranking. In contrast, students ranked academic advising as the most important feature of college life. To students, the importance of academic advising surpassed the importance of instructional effectiveness. The answers collected from the faculty members are revealing and concerning, as they exemplify the problem that many higher education institutions are failing to see how valuable advisors are to both undergraduate and graduate students.

Another area of concern in the Noel-Levitz study is that faculty members placed student centeredness in eighth place. The term student-centered is often used to describe teaching that takes into account a students' learning styles, interests, concerns,

personalities, and cultural background. However, the term does not apply to teaching alone; it includes college life and advising services as well (Costa, 2013; Griffiths, 2011). In her study on student-centeredness and the influences on student satisfaction with their college experience, Griffiths (2011) found that the strongest driver of student fulfillment was effective advisors. The ranking of academic advising in fourth place and student centeredness in eighth place for order of importance by faculty members may be the best indicators that some colleges and universities should offer more professional development to their staff.

Evidence that some advisors are not in tune with the needs of all their advisees can be found in an in-depth interview of 363 Caucasian, African American, Latino, Native American, Asian, and immigrant students at a California community college. Orozco, Alvarez, and Gutkin (2010) learned that many counselors and advisors need to "develop an awareness of the diversity of cultural experiences" (p. 729). Additionally, Shuchat (2014) determined that advisors influence college students based on personal experiences and views. The findings in the study by Shuchat (2014) are consequential because when it comes to learning a foreign language, the experience is frequently negative, even for those who become educators, advisors, and education administrators (McAlpine, 2011).

Rogers (2014), who investigated the reasons students continue studying a foreign language after meeting their school's requirements, identified one advisor who doubted first-year college students would do well even in a beginning Spanish course because of the perceived difficulty of the class. Another advisor admitted he always advised students to wait on taking foreign language courses and instead to take "other required

courses that were more relevant to the discipline for which he was advising" (Rogers, 2014, p.120). Rogers, 2014 concluded that a major factor in students' decisions to continue learning a foreign language was the perception their advisor held. More to the point, students could be dissuaded or inspired to continue or start learning a foreign language. In light of the challenges encountered by foreign language educators in the United States, and the power advisors have on the choices students make, it is not surprising that the dismissive or negative perception of advisors is one of the most influential moderating factors in foreign language studies.

However, sometimes advisors encounter obstacles that keep them from being helpful to students. In the case of the advisors working for a university bridging program in Ontario, the problem was not the advisors' skill level or their desire to help international students. The advisors reported that they were not provided adequate information, which kept them from advising students properly (Percival et al., 2016). King and McInery (2014) verified that the staff in some schools are not well equipped to handle the needs of some students, and this is markedly true of international students. In fact, staff members are often culturally unprepared to help students who either speak very little English or who want to learn a foreign language (Straubhaar & Portes, 2016).

Influence of Schools on Motivation

Lokko (2011) asserted that in addition to a student's cultural, social, and academic experiences, schools have a significant bearing on the major a student selects. Universities influence their students via their philosophical views and through the type of instruction they use. These views are regulated by socio-economic changes, politics, or historical happenings such as the 1957 launch of Sputnik by the Russians and the 2001

No Child Left Behind Act. Rogers (2014) found that "Due to policies regarding required courses and credit transfer, students may or may not have enough time to continue language study after the first year" (pp. 126-127). Lokko (2011) also realized that schools "unconsciously encourage straightjacket curricula that perpetuate the status quo." Consequently, this makes students less apt to think liberally about what they want to study (p. 2).

Gardner (2011) theorized that a school's culture has an impact on how school subjects are perceived by students and faculty members and that motivation to learn a second language can be influenced by two aspects.

Gardner (2011) stated:

> One is…any characteristic of the educational environment…varying from policies of the relevant board of education to the general environment in the school…The second context is the cultural one, which refers to any aspect of the individual's social world that has implications for second language learning. It can include such things as cultural beliefs concerning the relevance and importance of language study, purposes for second language learning, home background characteristics, peer pressure, etc. (p. 5-6)

Braskamp and Engberg (2011) called upon universities to inspire students to learn more about other cultures through course offerings. By increasing their global perspective, students would also develop compassion for others, which in turn open their minds to the possibility of learning another language. Learning a second language is one of the best ways to become "better equipped to adapt in a fast-changing world" (Trochon,

2009, para. 17). Braskamp and Engberg (2011) put the onus on higher education because students begin thinking more critically and independently when they get to college.

In her TED presentation, former Bennington College President Elizabeth Coleman also stated that colleges and universities are not preparing students to understand and address the world's problems in part because they are not incorporating multiculturalism into the curriculum (Coleman, 2009). In a recent report, the task force for General Education at Princeton University recommended that foreign language studies be made mandatory for every undergraduate student. The members agreed that "Enhanced language instruction would prepare students for deeper and sustained immersion in international contexts and give students the tools needed to more fully appreciate a different cultural worldview" (Princeton University, 2016).

Instead of preparing students to connect with other cultures, colleges and universities are cutting diversity and multi-cultural awareness courses. In Florida, the Articulation Coordinating Committee (ACC) of the Department of Education recently voted against continuing to include an introduction to diversity course as a pre-requisite in Florida's teacher education programs. This decision was made during their April 27, 2016 meeting, and it additionally allows for higher education institutions offering an associate's or bachelor's degree in teacher education to do away with the course altogether (Massey, 2016). The reality is that teacher education programs, in general, have seen a reduction in multi-cultural training since the No Child Left Behind Act of 2001 went into effect (Straubhaar & Portes, 2016).

New teachers should be offered diversity courses because they need multicultural skills in order to connect with all of their students. Not understanding and helping

students of all races and cultures is the reason we also have an achievement gap in the United States (Henson, 2015). There is a clear connection between speaking foreign languages and the diversity policies of the education system of a country, but the culture of our country supersedes the clear indications that change is warranted.

The appreciation and support of foreign languages may be why German students appeared to Bartram (2010) to be more interested in studying foreign languages than American students. Bartram (2010) also asserted that the opinions of teachers, administrators, and school governors could all be contributing to the differences between the two countries regarding second language acquisition. Pufahl and Rhodes (2011) correspondingly stressed that "ambivalence" toward foreign languages and "legislation" are the reasons there has been a decrease in interest on the part of all the stakeholders. When it comes to foreign language policy, all indications point to an education system that is spinning backward.

Time Devoted to L2 Learning

The cutting of programs. Studying a second language is advantageous at any age (Bialystok, Craik, & Luk, 2012), and it is even more valuable if the learning starts at a young age when students' brains are most receptive to linguistic cognition (Shanker & Kraemer, 2014). Students who study foreign languages for three years tend to do better on tests such as the SAT than those who take only one or two years of a foreign language. (Cooper, Yanosky, & Wisenbaker, 2008). Yet, Pufahl and Rhodes (2011), using data from their 2008 study of 5,000 private and public elementary and secondary schools and data collected again in 2011, determined that there had been a downward shift in foreign language education in the United States.

Universities and colleges have modified their foreign language requirements as well. Kadado (2014) reported that the Associate Director of Student Services for Wayne State University, Lezlie Hart, confirmed that students in the College of Performing and Communication Arts would no longer be required to take the third-semester foreign language course to meet the requirements for the bachelor of arts. A course on foreign cultures could be substituted instead. Mitchell (2017) reported that although enrollment has decreased university wide at Wayne, the impact has been stronger in the foreign language department. This claim is substantiated by one of Wayne University's French professors, Anne Duggan, who found that foreign language enrollments had decreased by 20% (Mitchell, 2017).

K-12 foreign language policies. After comparing education policies regarding foreign language education in 26 industrialized countries, Wang et al. (2010) established that the United States was last on the list of countries for the age in which students started learning a foreign language in school. American schools were also ranked last in foreign language requirements. In fact, Wang et al. (2010) also posted in their report that only nine states had some form of high school foreign language graduation requirement. Another setback for foreign language studies is that elementary and middle school programs have significantly decreased in the United States in this century (Shanker & Kraemer, 2014; Wang et al., 2010). The Center for Applied Linguistics (as cited in McAlpine, 2011), claims that only 25% of all elementary schools in the United States offer some form of foreign language instruction, and the number is just 15% for public elementary schools. Pufahl and Rhodes (2011) added that the instruction in many cases could merely be an exploration of the languages, not actual L2 learning. In most cases,

the time allotted is not enough for becoming proficient in a foreign language (Curtain Donato, & Gilbert, 2016).

Kearney and Barbour (2015) also confirmed that primary schools expose students to foreign languages only occasionally. As a result, goals around cultivating positive and open attitudes rather than developing functional language proficiency tend to predominate. Moreover, fostering acceptance of diversity may not be the outcome in some cases because of the way cultural awareness is taught and other moderating factors. Kearney and Barbour (2015) suggest that starting the learning of a second language process early and in a more structured way will promote "more positive attitudes toward language study in addition to providing a foundation for increased overall competence among Americans given longer potential learning sequences" (p. 171).

Early foreign language introduction is already in effect in countries such as France, Sweden, and Germany, where formal introduction and cultural awareness education frequently begin as early as first grade (Bartram, 2010; Hinkel, 2011; Lundgren, 2015). Lundgren (2015) reported that in Sweden, tolerance and social equality are taught very early on, and so are foreign languages. Even in primary school cultural and international diversity are emphasized (Lundgren, 2015). In the Netherlands, foreign languages such as English, French, and German are offered as early as age four (Unsworth et al., 2015).

Besides not benefitting from the cognitive aspects of learning a second language, too little time spent on learning the target language keeps many people in the United States from internalizing what they have learned. In a study of former high school foreign language students, Barrientos (2012) found that unless there was continued

instruction in college, the students retained little knowledge of the Spanish he had taught them. Cohen (2014) contended: "the U.S. can be characterized as a nation of attritters, where little remains of what there once was when we were high school students or college students fulfilling our L2 requirement" (p. 3). For these reasons, Flemens (2009) recommended that students should continue learning a second language in all four years of college and that there should be an increase in how often foreign languages are taught each week so that students can become more proficient.

Accelerated college courses add another problem to language learning. Many colleges and universities offer fast-track courses in the evenings, weekends, or during the summer months that offer some benefits to students. However, although these courses may pose no problems in some disciplines, several studies have suggested that they are not allowing students to learn or retain a foreign language. Rohrer (2015) found that longer periods of instruction were essential for foreign language learning and better scores on examinations. Lotfolahi and Salehi (2016) also discovered that spaced out, rather than accelerated learning of a second language, was much more effective for retention in children. Nakata (2015) acquired similar results in a study of higher education students. Students found they could recall vocabulary better if the learning process was not hastened.

Study abroad. Study abroad is one of the most beneficial ways to become fluent in a foreign language, even when it is for a shorter time than recommended (Allen, 2010). The interest in study abroad has increased every year since 1989, and it is crucial that it continues to increase so that more students will be "prepared for leadership roles in the global economy and an increasingly interconnected world" (Freidheim, 2012). However,

study abroad, which often lasted up to a year in the past, lasts less than eight weeks on average today. (Kinginger, 2008). Furthermore, students in humanities and social sciences majors study abroad at rates higher than foreign language students (Hoffa as cited in Soria, 2013), and to the surprise of Freidheim (2012), foreign language majors ranked in 6th place for studying abroad.

Freidheim (2012) elaborated that of all the students who traveled overseas for study abroad in 2010/2011, very few went to study a foreign language. Those studying foreign languages were essentially in the lowest percentile. Students in social sciences were in the highest percentile at 22%. Social science students were followed by students in business management at 21%, students in the humanities, 12%, the arts, 8%, the social and applied sciences, 8%, and foreign languages, 6%. Students in Health, Engineering, Education, Math, and Computing majors together totaled the remaining 15% of students traveling overseas for study abroad.

The reality is that information on the benefits of studying abroad is not always reaching students in some ethnic groups and college majors (Stroud, 2010). Hence, the students who might have turned their foreign language minors into majors or confirmed some of the merits of majoring in foreign languages due to encouraging study abroad experiences may be the least likely to come across the possibilities (Allen, 2010; Stroud, 2010).

Foreign Language Graduate Students

The U.S. Department of Education (2009) declared that there was a foreign language shortage in thirty-six states and the District of Columbia. Nerenz (2014) related that there is still a foreign language teacher shortage in the United States because students

who are interested in becoming teachers in the field of foreign languages are not finding enough resources and support. There is too little attention given to their training, professional development, and advising of foreign language teachers (Enkin, 2015; Evans, 2013). According to Maxim (2009), teacher education programs are failing to prepare students adequately, especially when it comes to "curricular thinking," advanced language abilities, and unified teaching practices (p. 127). Therefore, both foreign language undergraduate and graduate programs need restructuring in order to serve foreign language departments better (Maxim, 2009).

Graduate student advising. Administrators, faculty members, and students in graduate school view advising as important because advisors can foster a positive connection with students and are an integral part of the higher education process**.** Gill, Russell, and Rayfield (2012) discussed that the advisors they studied were "well versed in graduate student degree requirements, clearly define graduate student degree requirements, and recommend courses that may help graduate students achieve professional and personal goals (p.14-15). However, many of the students who pursue a Master's degree in foreign languages do not believe they are extended sufficient opportunities to discuss issues such as conflicts with their professors or their experiences as a student teacher in the classroom (Evans, 2012).

Foreign language graduate students also do not believe there are enough mentoring opportunities available to them. Mentoring, much like advising, has been shown to help students achieve more satisfaction with their chosen program and increase their self-confidence (Finch & Fernández, 2014). Eby et al. (2013) found that the

positive effects of instrumental mentoring could increase the perception that a career in a certain field is equitable and worth pursuing.

A study by Kissau and King (2015) was conducted to examine a peer-mentoring program targeting foreign language graduate students in the process of seeking their teacher license. The pilot program came after the American Council on the Teaching of Foreign Languages (ACTFL) identified mentoring as a way to reduce the high attrition rates of new foreign language teachers. Many of these teachers had not been given enough support while student teaching or during their first years as teachers. Kissau and King (2015) corresponded with previous findings that mentoring is beneficial for new teachers, and the mentor and mentee can both benefit from an effective mentoring program.

Evans (2012) holds the perception of language learning in the United States accountable for graduate student discontent. Basically, "the political and social ramifications" and "time constraints for language learning" are two of the areas that instill a lack of confidence in the field (p. 13). Osborn (2006) wrote that although taking a few courses in foreign languages is no longer seen as a threat to the country like it was during WWII, language diversity is. It stands to reason, then, that if there is less support for the field, there will be less support for its students and teachers.

Graduate student training. Regarding the quality of instructors who teach foreign language courses, Angus (2014) imparted that a major reason they are not meeting expectations is the inadequate way they were trained in graduate school. In many universities, adjunct instructors and teaching assistants teach many lower-level foreign language courses, yet there is insufficient regard for their professional

development. Teaching assistants are also not receiving the appropriate amount of training (Angus, 2014; Evans, 2012).

Hertel and Dings (2014) accentuated the importance of research as a means for understanding how to educate foreign language graduate students as many faculty members do not know how to change outdated curriculum to better meet the needs of their students. Evans (2012) recounted that some pre-service teachers in a qualitative study conveyed there is not enough training on how to teach students with special needs in a foreign language classroom. Hertel and Dings (2014) additionally urged departments to incorporate more study abroad and cultural opportunities for students, and per the Modern Languages Association (MLA), to add more professional development opportunities in cultural understanding for both experienced instructors and future instructors. There is usually enough emphasis put on pedagogy, but not enough on "in-depth cultural content" for those teaching beginning foreign language courses (Hertel & Dings, 2014, p. 560).

Foreign Language Educators

Teacher shortage. In the 2014-2015 school year, approximately 69% of school officials said they did not have enough foreign language teachers. In the 2013-2014 school year, 72% reported a shortage, and in the 2012-2013 school year, the figure was 76%. There was a slight increase every year. Still, not enough to fill all the open positions. These shortage rates are partly the result of cuts in teacher education programs and lack of funding (Kissau & King, 2015).

Lack of support for teachers and professors. In order to uncover the other reasons why there is a foreign language teacher shortage, Swanson (2012) surveyed over

400 teachers across North America to determine the etiology. The findings pointed to several causes such as retirements, student enrollments, current legislation, perceptions of the profession, and teachers' personality patterns. The teachers' answers additionally revealed that working in an environment that is not supportive and stressful situations correlated with the resignation of many foreign language teachers. Nerenz (2014) warned that it is imperative to give foreign language teachers additional support to help reduce attrition and burnout. Lamentably, the opposite is often the case.

A survey of foreign language teachers by Johnson (2011) indicated that most of the 59 participants in the study desired more professional development opportunities. Many of the participants wanted more training in cooperative learning, pedagogy, and the use of technology. They also thought that professional development had usually had a positive effect on their teaching in the past and that schools should provide more than the 30 hours of training they usually offered. Johnson (2011) recognized that additional training should be made available to foreign language teachers and that they should be encouraged to share their concerns. This recommendation is based on the understanding that meeting the needs of teachers regarding professional development is vital for keeping uniformity in foreign language teaching (Johnson, 2011). In turn, their students will have better experiences in the classroom and will be encouraged to continue with their foreign language studies.

Hertel and Dings (2014) reported that lack of support from university administrators was one of the concerns of foreign language faculty. Some of the instructors complained that their institution was not providing enough structure and direction. Some mentioned that there were no rewards for their efforts. Teachers in K-12

share similar concerns (Angus, 2014). Evans (2012) affirmed teachers also experience this lack of support from other individuals including students who do not appreciate or enjoy the learning of a foreign language. These observations are significant because the experiences students have in the classroom affect the well-being of foreign language departments in the United States (Angus, 2014).

Columer and Harklau (2009) found that another source of dissatisfaction for foreign language teachers was that instead of hiring interpreters, some schools were calling upon them for assistance. The consequence of this practice was that the teachers experienced stress from not having the knowledge necessary to be as effective as trained translators. The authors also noted that administrators who spoke only one language did not realize teaching a language and interpreting it require different levels of proficiency and training (Colomer & Harklau, 2009). Lack of awareness and insensitivity are two more factors causing foreign language teachers' discontent and attrition.

Program Funding

School programs. The federal government has decided to reduce or discontinue funding for foreign language programs on several occasions, and these determinations have affected every school district for more than a half-century. For instance, "The U.S. Department of Education reduced funding for the Foreign Language Assistance Program (FLAP) by $650 million in December of 2010 (Wiley & Garcia, 2016, p. 7). Pufahl and Rhodes (2011) observed that "insufficient funding for language programs continues to be a major obstacle [and] inequality in foreign language instruction compounds this problem" (p. 275). In some cases, this is the result of No Child Left Behind Act, which

de Bruin, Erickson, and Sullivan (2014) regarded as causal to the foreign language dilemma, i.e. “resources were shifted away from languages” (pp. 66).

A case study by Evans (2012) on foreign language student teachers showed that in her district foreign languages were not thought of as a core subject, and support, primarily for classroom management, was inadequate. Student teachers in the study reported that foreign language class sizes were larger than the average class size for other subjects because there were fewer teachers hired. Additionally, the technology was less up to date, teachers who traveled from class to class were unable to decorate and personalize their teaching space, and there was a general lack of respect and courteousness from the students. It is not difficult to connect the experiences of these future teachers to the foreign language deficit we face in the United States today.

Summary of Literature Review

In the 21st century, top experts have conveyed that the learning of foreign languages has become a necessity for national policy and security (Brecht, 2015; Klein & Rice, 2014; McGinn, 2015; Marshall, 2012; Pratt et al., 2008). However, the evidence found throughout the history of the United States shows an adverse cycle of effects caused by foreign language bias that continues to exist (Brecht, 2015; Marshall, 2012, para. 3; Miles, 2011; Nieto, 2015; Wiley, 2014). Unfortunately, these attitudes are becoming more prevalent due to the influence of schools and government agencies, which are not stressing multicultural awareness and regard for the foreign language discipline as they once were (Coleman, 2009; Florida Department of Education, 2016).

Because foreign languages are not thought of as a critical part of our national and local school curriculums (de Bruin, Erickson, & Sullivan, 2014), students are not learning

a foreign language early enough or well enough to become fluent (Barrientos, 2012; Flemens, 2009; Pufahl & Rhodes, 2011). Moreover, graduate students are not receiving the best training and advising and graduates are not receiving enough professional development and support, leaving a shortage of highly qualified teachers and resources (Pufahl & Rhodes, 2011). The absence of academic and institutional support coupled with insufficient government funding and lack of interest in foreign languages are three of the principal reasons foreign language departments have shrunk (Kissau & King, 2015).

The result is the majority of American students are not learning to appreciate the value of studying a foreign language at a time in history when it should be a top priority. It is imperative that the attitude of American students be transformed to one of appreciation for foreign languages and cultures (Marshall, 2012; Miles, 2011). Therefore, language studies should become more significant to the people who have an impact on students' lives (Brecht, 2015). Several studies have revealed that students are influenced by the beliefs of their parents, teachers, professors, counselors, school culture, and advisors (Dörnyei, Henry, & MacIntyre, 2014), and, according to Lokko (2011), to college students, advisors are the most influential of all. For this reason, this study focused on the foreign language perceptions of American college faculty advisors and undergraduate students.

Research Questions

The research questions in this study helped answer how perceptions, motivation, and cultural influences may be affecting the foreign language learning attitudes of

students and advisors at the study site. The questions that were utilized to direct and guide this applied dissertation are:

1. To what extent are students' attitudes, motivations, perceptions, and interests related to studying a foreign language influenced by their experiences and backgrounds?

2. What are students' attitudes and beliefs about the utility of studying a foreign language?

3. How do faculty advisors perceive the difficulty level, relevance and utility of studying a foreign language?

4. How do faculty advisors' attitudes, motivations, perceptions, and interests about foreign language study influence their advising of students in this area?

Chapter 3: Methodology

The purpose of this research study was to address the opinions of faculty advisors and students regarding foreign language studies at a private liberal arts college located in the state of Florida. The design that was used to study the research problem was a mixed-methods, explanatory model. The combined quantitative and qualitative methodology approach allowed for a deeper exploration of the problem. It also helped counteract the possibility of bias (Creswell & Plano-Clark, 2011). Through acquiring and comparing numerical and interview data on the different types of extrinsic and intrinsic stimuli that influence faculty advisors and undergraduate students, insights into the motivations and perceptions of those who pursue the study of a foreign language can be gathered. For instance, those who study a foreign language may not be intrinsically motivated to continue if their achievement level was unsatisfactory. On the other hand, extrinsic factors such as achieving the respect of others, status, job prospects, cultural environment, and political views can influence perceptions and the decision to pursue learning a foreign language (Allen, 2010; Brown, 2011; Dörnyei, Henry & MacIntyre, 2014; King & McInerney, 2014; O'Reilly, 2014; Ryan & Deci, 2000; Soria & Stebleton, 2013).

In Chapter 3, the participants, instruments used for data collection, procedures, research design, data analysis, limitations of the study, and possible research bias are discussed in detail. The instruments utilized were quantitative surveys and qualitative questions that were selected to answer the four research questions. The personal opinions regarding foreign language studies that influence undergraduate students were determined using quantitative questions. Through in-person interviews, faculty advisors

were asked to establish their personal experiences and perceptions and how these perceptions may affect their opinions of studying a foreign language. Because college students consider faculty advisors particularly influential in relation to their academic decision-making (Nerenz, 2014), this study also focused on factors that may affect advisors' recommendations regarding foreign language courses.

Participants

Students. The target population for the quantitative portion of the study was approximately 80-100 undergraduate students at a four-year liberal arts college in Florida. Students in any major and year of study were permitted to participate in the study. The undergraduate student population ethnic/gender breakdown in 2017 consisted of White-74.4%, Hispanic of any race-11%, African American or Black-4%, Asian-2.3%, two or more races-1.2 %, Native Hawaiian or other Pacific Islander-0.1%, Unknown-1.2 %, and Native American or Alaska Native-0.7%. The total number of part-time and full-time undergraduates in the fall of 2017 was 2,633.

Advisors. The participants for the qualitative part of the study were selected from the full-time faculty population at the four-year private liberal arts college in Florida. Creswell and Plano Clark (2011) imparted that a smaller sample of participants is adequate for the qualitative part of a mixed-methods study so that the interviews can provide more detail than if there were a large number of participants. The researchers estimated that seven to ten participants yield the best results (Creswell & Plano Clark, 2011).

Professors from the schools of Arts & Sciences, Business & Free Enterprise, and Education were purposely invited to participate in the study**.** Edmonds and Kennedy

(2013) recommended purposive sampling when there was a specific purpose for a study, such as subjects who share similar backgrounds. The purpose of this study was to examine the views of American students and advisors. Faculty members who were raised in a foreign country were not asked to participate; also, because they do not have advising duties, part-time faculty members were not asked to participate in the study. In 2017, there were 139 full-time faculty members at the college. The full-time faculty population consisted of 113 White, 11 Hispanic of any race, 8 African American or Black, 4 Asian, and 3 were listed as unknown.

Permissions. The researcher obtained written permission from the Dean of Arts and Sciences to conduct the study (see Appendix A). Then permission to use the Belief of Foreign-Language Learning Survey and the Foreign Language Faculty Survey interview questions were obtained (see Appendix B). Permissions from the IRB committees followed (see Appendix C), and finally, permission from study subjects was obtained (see Appendixes D and E).

Quantitative and Qualitative Instrument for Students

The Belief of Foreign-Language Learning Survey (see Appendix F), developed by Norris (2011), was created to study "students' attitudes and motivations towards learning foreign languages, perceptions of foreign languages in the U.S., and favorability toward Arabic, Chinese, French, German, Korean, and Spanish" (p. 31). The instrument was originally used in a university setting and is comprised of 22 demographics, quantitative, and qualitative questions and statements. There are seven demographics questions, 13 attitude questions, and four questions that have an open-ended component in the survey. In this study, the answers from the survey's quantitative section are measured using a 7-

point Likert-style measurement. The endpoints for questions 1-11 were: 1-strongly disagree and 7- strongly agree. The endpoints for question 12 are: 1-not interested and 7-very interested, and the endpoints for question 13 are: 1-not useful and 7-very useful (Norris, 2011).

In the first section of the survey, statements one, four, and five measure attitudes: These items center on whether everyone should learn more than one language (item 1), whether learning another language is a waste of time (item 4), and what the participant believes the difficulty level of learning a foreign language to be (item 5). Motivation was measured through questions focusing on the usefulness of foreign languages regarding professional development (item 2), knowledge of the world (item 6), making new friends (item 8), and increasing job prospects (item 10). The next set of questions were utilized to measure American students' perceptions of foreign languages: These questions measure whether Americans need to learn a foreign language (item 3), if most Americans value foreign languages (7), and if the education system in the U.S. provides adequate opportunities to learn a foreign language (9) (Norris, 2011).

Item 15 directly asked if foreign language learning should be mandatory, with follow-up questions for students to first explain their yes or no answers and second to choose the age that language learning should start in American society. Questions 16 to 21 provided information on student demographics. Question 16 helped to established gender. Question 17 asked whether participants were born in the United States, were permanent residents, or naturalized citizens. Question 18 asked if students had ever studied a foreign language and what their level of competence in that language was. Question 19 asked what percent of English had been spoken in the home when the

participant was a child. Questions 21 and 22 asked students what their college level and major(s) and minor(s) were when they were taking the survey (Norris, 2011).

Validity. Norris (2011) validated the instrument through the evaluation of three experts in Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics. The experts' suggestions were incorporated into the final version of the survey. Straightforward and distinct language was used in the instrument, and any bias in the wording was avoided. There were 130 United States university students who were born in the United States or naturalized for more than five years surveyed to determine their attitudes and perceptions regarding the learning of foreign languages. After the data collection, Norris (2011) tested all of the questions and statements for reliability by using Cronbach's alpha, "which produced a coefficient of internal consistency *alpha* = .832." (p. 28). Greater than .8 shows there is good internal consistency (George & Mallery, 2009).

Interview Questions for Advisors

The Foreign Language Survey was published by Wilkerson (2006) and administered to the faculty members and administrators at Carson-Newman College, a liberal arts college located in the eastern, rural part of Tennessee. In 2006, Carson-Newman College had 2,000 students and about 100 faculty members. The survey consists of open-ended questions that were designed to ascertain the beliefs of the liberal arts faculty regarding foreign languages and their function in a higher education institution (Creswell, 2015). All of the questions in the survey by Wilkerson (2006) were used (see Appendix G), except for the last question that pertains to a future interview.

The qualitative interview questions were used for collecting detailed and complete information from faculty advisors regarding their beliefs and perceptions of foreign languages (Creswell & Plano Clark, 2011). Factors that may affect motivation to learn or recommend the learning of a foreign language were determined from item 1, "Describe your experience learning a foreign language," and item 7, "What are the three biggest challenges to learning another language at the college level?" Perceived relevance and utility of learning a foreign language were gleaned from item 2, "Give examples of how you have used your foreign language knowledge-in your research, travel, daily life, etc." and item 3, "What other language would you like to know and why?" Item 4 asked "What are the three most important reasons for learning a foreign language?" and item 6 queried "What should average college students be able to do with the language that they study? For example, listen to news broadcasts, watch films, conduct business transactions, etc."

Interest in foreign languages was surmised from item 8, "Do (did) your children study another language? If so, what language? When did they study-elementary, middle, high school, college, etc.? Item 9 asked "What subjects do you teach or what is your main job at this college?" Opinions that may directly affect foreign language enrollments were sought in item 5, "Should American college students be required to know another language? Why or why not? and item 10, "What do you tell students regarding the foreign language requirement at this college? For example, which language do you advise your students to take and when during their academic careers?" (Wilkerson, 2006).

Validity. The validity of the original study was confirmed by way of "triangulation by both language faculty familiar with practices in contemporary language

classrooms and by non-language faculty," who received drafts of the question several times throughout development (Wilkerson, 2006, p. 311).

Design

An explanatory sequential mixed methods design was used to determine the views of faculty advisors and students as they pertain to foreign language studies. A mixed methods approach "goes beyond that which could be achieved" by using a quantitative or qualitative method alone (Bazeley & Kemp, 2012, p. 55). A sequentially-timed study allows the researcher to collect each strand of the quantitative and qualitative data in sequence (Creswell & Plano-Clark, 2011). An explanatory sequential design can be used to clarify to or interpret the results of the first phase of data collection, as well as diminish the possibility of bias (Creswell & Plano-Clark, 2011; Edmonds & Kennedy, 2011)

The quantitative responses from the Belief of Foreign-Language Learning Survey by Norris (2011) were used to establish students' perceptions of foreign languages in the first phase of the study. The second phase of the inquiry was conducted using the qualitative Foreign Language Survey by Wilkerson (2006), which was employed to conduct interviews with faculty advisors. The qualitative strand served a secondary role in the research for it supported and enhanced the results of the quantitative strand of the study (Harrison, 2013; Lai & Cheng, 2005). The close-ended questions provided evidence of the researcher's hypothesis, while the structured interviews served to explain faculty advisors' perceptions contextually and in greater depth (Creswell & Plano Clark, 2011; Ritchie et al., 2013).

Creswell and Plano Clark (2011) said that about 7-10 subjects are an adequate sampling for the qualitative part of a mixed-methods study. According to Smith,

Flowers, and Larkin (2012), interviews offer the researcher an idea of how the participants interpret their experiences. Individual interviews permitted the faculty members to respond to questions about a potentially sensitive subject without the stress they might encounter in a group setting. Purposeful sampling strategy was utilized because it focused on participants who have experience with the "central phenomenon or the key concept being explored" in order to help answer the research questions (Creswell & Plano, 2007, p. 112; Edmonds & Kennedy, 2013; Petty, Thomson, & Stew, 2012). Thus, in this study, faculty advisors from the Arts and Sciences, Business and Free Enterprise, and Education schools were asked to take part in the study in order to assure that all the major academic departments were represented. Only the faculty from the Business and Free Enterprise department did not participate.

Figure 1 shows a similar version to the explanatory sequential design model found in Edmonds and Kennedy (2013). The model indicates the sequential form of data collection with the qualitative data building on the quantitative data.

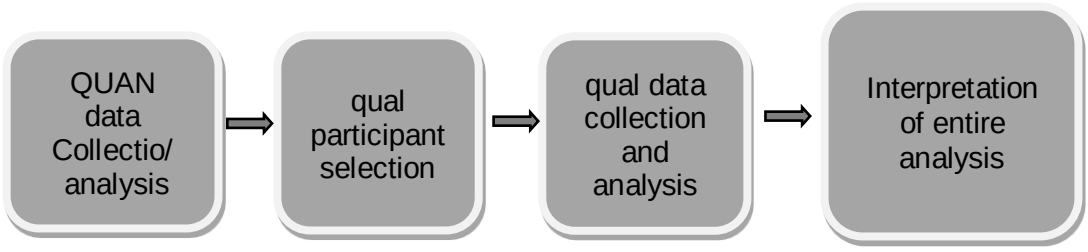

Figure. Explanatory sequential mixed methods design.

Procedures

Because the research for this dissertation involved human subjects, it necessitated approval from Nova Southeastern University's Institutional Review Board (IRB), as well

as the IRB at the college where the study was conducted (see Appendix C). After approval from the IRBs was gained two sets of procedures for data collection ensued. Quantitative data was collected from students using the Belief of Foreign-Language Learning Survey by Norris (2011) (see Appendix F) and qualitative data was collected using the interview questions from the Foreign Language Faculty Survey by Wilkerson (2006) (see Appendix G). All of the data were collected in person.

Student quantitative and qualitative data collection. Before commencing, permission from professors whose students were asked to take the survey was acquired via emails. The initial email explained the reason for the study, procedures during the data collection process, request for permission, and the time needed to administer and collect the surveys (see Appendix D). Professors who consented to the researcher's request were then asked to set a date, time, and classroom location that was most convenient for them. Two days before the appointed time, the professors received a reminder email. Because the response rate was low follow-up emails were sent to professors who did not respond to the initial invitation.

During the class visits, before participating in the study, students were asked to read and sign the student version of the Participant Informed Consent Form (see Appendix E). Creswell (2015) emphasized the importance of acquiring the consent of the subjects in a study in a way that provides them privacy and confidentiality. Students then filled out the questionnaire in the last 15-20 minutes of the class period. In order to lessen the chance of duplication, students were asked to provide the last four digits of their student Identification number. In addition to affording confidentiality, the student surveys were numbered for better organization and analysis. Students were not contacted

for the second phase of the study because the open-ended Foreign Language Faculty Survey by Wilkerson (2006) was used for that phase. The qualitative survey was developed to measure how faculty advisors influence foreign language course enrollments and was not applicable to students.

Advisor qualitative data collection. Faculty advisors received an email containing detailed information about the study and an invitation to participate (Rubin & Rubin, 2012). Email addresses were selected from the faculty directory provided by the college. A 30-minute appointment was requested from faculty. Harrell and Bradley (2009) advised that logistics should be taken into consideration when selecting an interview method. Because the professors all have different schedules and are located in different buildings, the in-person interviews for this study varied in dates, times, and locations. Two days before the in-person interviews, reminder emails were sent to each participant.

Before the start of the interview session, participants read and signed the consent form (see Appendix E), which explained the reason for conducting the research, the benefits, and the risks of participating in the qualitative part of the study. The consent form also explained that their responses would be kept anonymous and confidential; they would be destroyed after three years; and, although the interviews would not take more than half an hour, participants would have the right to stop the interview at any point. They were also provided an opportunity to ask questions before the start of the interview. As the participants took part in the study, they were allowed to elaborate on any of their answers. The interviewer also went back to a question if further clarification was needed (Creswell & Plano Clark, 2011). Lastly, the advisors were given the opportunity to ask

questions after the interview concluded. To preserve the anonymity of the advisors, they were given code names.

Data Analysis

The researcher used Follow-up Explanations Design for this explanatory sequential study. This design allows for qualitative research to be collected in order to increase the understanding of quantitative data results (Edmonds & Kennedy, 2013). Thus, "In follow-up explanation models, specific qualitative results are used to explain or expand on quantitative results." For example, statistical differences among groups, individuals who scored at extreme levels, or unexpected results are explored qualitatively (Harrison, 2013; p. 2157).

Quantitative data analysis. The quantitative data were separated into the following four categories: attitudes toward foreign languages, favorability to particular languages, perceptions of foreign languages, and motivation to learn a foreign language. Measures of central tendency and variability such as the mean and standard deviation (SDV) were determined by using spreadsheets (George & Mallery, 2009). The data was further analyzed in order "to uncover generalizable trends in specific populations" (Harrison & Reilly, 2011, p. 17). Then the data was presented in tables and summarized by category and individual question. Further examination came from the qualitative strand which was used to address any gaps (Harrison & Reilly, 2011). For example, in cases where a survey question has an inconclusive result (for example, on a scale of 1-7, a result of 4 or 5), the qualitative data pertaining to that question's topic may provide insight into the conflicting factors on the students' minds that led to the inconclusive result. The last question (item 22) measured how participants' college major(s) and

minor(s) might correlate to interest level in foreign languages and a student's gender, derived from Question 16, helped determine if there was a difference in the perception of foreign languages between males and females.

For interview questions with clear yes/no or opinion one/opinion two responses, the responses were assigned scores. For example, in the case of question 15, "Should American college students be required to know another language? Why or why not?" a clear yes response was assigned a 1, a clear no response will be assigned a 0. Ultimately, relationships were suggested between the quantitative data results from students and the qualitative data results from faculty (Creswell, 2013).

Qualitative data analysis. In order to analyze the results of the open-ended responses, the researcher used data tables, descriptions, and "thematic development" to summarize and present the key topics and sentiments observed (Harrison, 2013; p. 2160). After each interview, digitally recorded responses were transcribed, and NVivo qualitative data analysis software from QSR International was used to organize the data using two methods: open coding to generate categories developed from the raw transcribed data and the identification of keywords and patterns (Saldaña, 2009). By organizing the data using different methods, the researcher was more easily able to identify themes in the responses. The themes were used to suggest relationships between the sentiments of faculty and the sentiments of students (Creswell, 2013).

Limitations

In mixed-methods research, there may be several potential threats that can encumber the outcome the results (Creswell & Plano-Clark, 2011). This study had the following limitations:

1. In the first phase of the study, permission to survey students in the classrooms was not abundant because students had lost a week and a half of class time due to a hurricane. Thus, it was difficult for professors to allot the 20 to 30 minutes needed to conduct the research.

2. The limited size of the population who was involved in the second phase of the survey narrowed the generalizability of the study. The following reasons may have contributed to the small sample size:

a. The research was focused on personal background, beliefs, and perceptions.
b. Lack of interest in a foreign language study may have kept a substantial number of professors from responding to the study related emails.
c. Time constraints, especially after the hurricane may have further limited participation.

3. Due to restrictions on student-based research, the data collection was limited to quantitative questions with the option to elaborate on three of the questions. For this reason, fewer than half of the students expounded on their answers.

Chapter 4: Results

The purpose of this investigation was to (a) explore American undergraduate students' and faculty advisors' perceptions and motivations toward the learning of foreign languages and (b) discover the extent to which advisors' perceptions correlate with enrollment in foreign language courses. Additionally, gender and generational differences, as well as interest level in the learning of different languages, were examined. The research was conducted via a sequential mixed methods approach. The students who participated took a 22-item quantitative and qualitative survey written by Norris (2011). Then, the viewpoints of faculty advisors were sought through interviews using the open-ended questionnaire developed by Wilkerson (2006), which enhanced the overall quality of the findings.

The following four research questions were established to support the above two main purposes of the study: (1) To what extent are students' attitudes, motivations, perceptions, and interests related to studying a foreign language influenced by their experiences and backgrounds? (2) What are students' attitudes and beliefs about the utility of studying a foreign language? (3) How do faculty advisors perceive the difficulty level, relevance, and utility of studying a foreign language? (4) How do faculty advisors' attitudes, motivations, perceptions, and interests about foreign language study influence their advising of students in this area?

Response Rates and Demographics

In order to conduct the quantitative part of the research study, faculty members from the Arts and Sciences, Business and Free Enterprise, and Education schools at a liberal arts college in Florida were contacted via email or in person. Five of the faculty

members who were contacted agreed to let their students participate in the study. Students in six classes, Exercise Science, History of Florida, Introduction to Criminology, Women and Gender Studies, and two introductory Spanish courses participated. The classroom visits yielded 96 surveys, which were then reduced to 87 participating students after eliminating two who were not undergraduates and seven who were not students born in the U.S. Of these 87 students, 38 were male and 49 were female (44% and 56% respectively). For the qualitative part of the study, there were eight faculty advisors, three females and five males who agreed to participate. The participants were recruited from the Biology, Communications, Education, English, Exercise Science, History, and Social Sciences departments.

Most of the quantitative items in the student surveys were answered by all of the students. In contrast, the qualitative questions were not answered by many of the students, and the response rate was not consistent from one question to another. For example, Question 14 regarding the usefulness of certain foreign languages and Question 15 on the reasons foreign languages should or should not be required in American schools had particularly low numbers of responses. The response rates are noted in the tables and explanatory paragraphs applicable.

Student Survey Results

The quantitative sections of the student survey consisted of questions about demographics including gender, foreign language exposure in the home as children, and previous foreign language study. The following paradigms were also assessed: Motivation to Learn a Foreign Language; Attitudes Toward Foreign Languages;

Perceptions of Foreign Languages in the U.S; and Favorability of Learning Certain Languages, specifically Arabic, Chinese, French, German, Korean, and Spanish.

Quantitative Items 16-19. Items 16-19 are demographics questions which helped answer the first research question: "To what extent are students' attitudes, motivations, perceptions, and interests related to studying a foreign language influenced by their experiences and backgrounds?" As noted above, 38 males (44%) and 49 females (56%) answered Item 16, which asked them to provide their gender. This question was essential because a person's gender can affect his or her scholastic aptitude, confidence level, and perceptions of college majors (Furtina, Fata, & Fitrisia, 2016; López Rúa, 2006; McCormick & Morris, 2015; van der Slik, van Hout, & Schepens, 2015; Voyer & Voyer, 2014).

Students were asked in Item 17 if they belonged to one of the following four groups: (a) "Native-born U.S. citizens (born in the U.S.)" (b) "Naturalized U.S. Citizen (born outside the U.S., later became a U.S. citizen) (c) "International student" or (d) "other." Only the responses from the 87 students born in the United States were counted because this study aimed to investigate the perceptions of American students and faculty advisors. Using the answers of students from other countries would have yielded imprecise results.

Item 19 asked "What Language/s Were Used at Home When You Were Growing Up? Table 1 reveals the amount of exposure that students born in the United States had to English as well as other languages as children, and the findings indicate that the majority of students (88.5%) spoke only English. Of the students who spoke other languages, five said they did so 25% of the time; two said they spoke another language

50% of the time; and for the remaining three, speaking another language occurred 75% of the time.

Table 1

Languages Used at Home as a Child

Percent of English Used	N	%
Item 19: What languages were used at home when you were growing up as a child?		
a) 100% English – 0% Other language	77	88.51
b) 75% English – 25% Other language	5	5.75
c) 50% English – 50% Other language	2	2.30
d) 25% English – 75% Other language	3	3.50
e) 0% English – 100% Other language	0	0.00

Item 18 consisted of one qualitative and two quantitative parts. The first part required yes/no answers to the question "Have you ever studied or are you currently studying a foreign language?" The results in Table 2 indicate that the majority (97%) of this student population had either prior or current experience learning a foreign language and two (2.3%) had never studied a foreign language. Only one student did not respond to this question.

Table 2

Exposure to Foreign Language Learning

Studied a Foreign Language	N	%
Item 18: Quantitative-first part: Have you ever studied or are you currently studying a foreign language?		
Yes	84	96.55
No	2	2.30
No response	1	1.15
Total	87	100

While the first part of Item 18 established whether students had had any prior experience learning a foreign language, the focus of the second part was to determine their level of competence in that language. The students' foreign language ability choices that appear in Table 3 ranged from "little/ none" to "advanced." The data shows that one quarter of the students (27.58%) thought they had little or no ability in regard to foreign languages. There was average distribution centered around the "Beginner" level, and the number of students dropped significantly at the intermediate level. There were only 19 (21.83%) students in the intermediate category. A small minority were at the "advanced" level (4.6%) and three of the advanced level students had spoken a foreign language at least 50% of the time while living at home. Again, one of the 87 students did not answer this question.

Table 3

Ability in Language Studied

Ability Level	N	%
Item 18: Quantitative-second part: Which best describes your ability in this language?		
a) Little/none	24	27.58
b) Beginner	39	44.82
c) Intermediate	19	21.83
d) Advanced	4	4.59
No response	1	1.15
Total	87	100

Quantitative Items 1-11. Upbringing and factors such as the desire for respect and a person's personal standards and ideals can affect how students view the learning of a foreign language (Evans, 2012; Goodwin, Chiarelli, & Irani, 2011; Senzaki, Masuda, & Ishii, 2014). Suitably, Items 1 through 10 measured the attitudes, perceptions, and motivations of students and were also instrumental in answering the second research question: "What are students' attitudes, perceptions, and motivations about the utility of studying a foreign language?" For these items, the mean values were derived using a Likert scale from 1 to 7, where 1 represented "strongly agree" and 7 represented "strongly disagree." The results were interpreted using the following ranges: strong disagreement (1-1.99); moderate disagreement (2-2.99); slight disagreement (3-3.99); slight agreement (4-4.99); moderate agreement (5-5.99); and strong agreement (6-7)

(Norris, 2011). Overall, there was moderate agreement with Item 1 that "everybody should learn more than one language." This statement came to a mean value of 5.37, and as such, there is moderate disagreement with Item 4 "learning a foreign language is a waste of time for me" with a mean of 2.13. learn a foreign language," (M = 2.83). However, there was moderate disagreement with Item 5, which stated "in general, it is easy to

Table 4

Attitudes Towards Learning Foreign Languages

Statements	N	Mean	SDV
Item 1: Everyone should learn more than one language:	87	5.37	1.42
Item 4: Learning a foreign language is a waste of time for me:	87	2.13	1.30
Item 5: In general, it is easy to learn a foreign: language:	87	2.83	1.32

Intrinsic and extrinsic factors can affect how students perceive foreign languages. If these factors are negative, students may not see a need for foreign language learning (Brown, 2011). Table 5 shows the results of Items 3, 7 and 9, which explored the construct "Perceptions of Foreign Languages." Item 3, "Americans don't need to learn a foreign language because English is spoken everywhere," found moderate disagreement (M=2.52) from the students, and the mean value of 3.43 indicates that there was slight disagreement with the idea that the United States school system allows room for quality foreign language learning (Item 7). Likewise, the mean of 3.72 shows students slightly

disagreed with Item 9, “The education system in the US provides good opportunities to learn foreign languages.”

Table 5

Perceptions of Foreign Languages

Statements	N	Mean	SD
Item 3: Americans don't need to learn foreign languages because English is spoken everywhere:	87	2.52	1.37
Item 7: Most Americans value foreign languages:	87	3.43	1.26
Item 9: The education system in the US provides good opportunities to learn foreign languages:	87	3.72	1.56

Four Items comprised the construct “Motivation toward learning a foreign Language” these items also included intrinsic and extrinsic reasons for learning another language with analysis of both personal and professional development. In Table 6 statements that assessed students’ motivations for learning languages themselves included common uses and scenarios where having command of an additional language may be seen as a particular benefit. The results show there was strong agreement (M = 6.18) with Item 2, “Learning a foreign language could give me good opportunities for professional development” and strong agreement (M = 6.01) as well with Item 6, “Learning a foreign language could expand my knowledge of the world.” Item 8, “Learning a foreign language could help me make more friends,” yielded moderate agreement with a score of 5.33. Item 10, “Learning a foreign language could help me get

a good job," produced a mean score of 5.93 (moderate agreement). Making friends was the least motivating concept, while professional development received the highest score.

Table 6

Motivation Toward Learning a Foreign Language

Statements	N	Mean	SD
Item 2: Learning a foreign language could give me opportunities for professional development:	87	6.18	0.96
Item 6: Learning a foreign language could expand my knowledge of the world:	87	6.01	0.95
Item 8: Learning a foreign language could help me make more friends:	87	5.33	1.25
Item 10: Learning a foreign language could help me get a good job:	87	5.93	0.97

Item 11 also surveyed students' motivations and opinions on the utility of studying a foreign language. The statement "It is important to know foreign languages, so I can use online websites and entertainment, such as:" dealt with practical applications for foreign language skills in leisure settings. Table 7 shows that the more social and casual uses for foreign languages such as video games, chatrooms and dating websites received the lowest mean values with video games (M=2.92) and dating websites (M=2.85) at the moderate disagreement level and chatrooms (M=3.28) at the slight disagreement level. On the other hand, reading a newspaper (M=4.77) and video conferencing (M=4.49) found slight agreement. Furthermore, there was a bigger

difference between the everyday, social activities' scores shown in Table 7 and the scores for professional development and career-related Items in Table 6.

Table 7

Using Foreign Languages Online and in Entertainment

Statements	N	Mean	SD
Item 11: It is important to learn foreign languages so I can use online websites and entertainment such as:			
chatrooms	87	3.28	1.72
dating websites (eHarmony, Match.com, etc)	87	2.85	1.73
foreign movies	87	4.78	1.67
foreign newspapers	87	4.77	1.79
social networks (Facebook, Twitter, etc.)	87	4.31	1.79
video calling/ conferencing (Skype etc)	87	4.49	1.83
video games (Xbox Live, Second Life, etc)	87	2.92	1.74

Quantitative Items 12 and 13. Items 12 and 13 addressed favorability toward learning six different languages. In Table 8, students' personal interest in foreign languages (Item 12) was assessed. Students were again asked to use the Likert 7-point scale. However, for Item 12, 1 meant "Not interested" and 7 "Very interested." The results were interpreted using the following ranges: strongly disinterested (1-1.99); moderately disinterested (2-2.99); slightly disinterested (3-3.99); slightly interested (4-4.99); moderately interested (5-5.99); and strongly interested (6-7) (Norris, 2011).

Results in Table 8 show that students were most interested in learning Spanish (M=5.43). This was followed by French (M=4.63), German (M=4.48), Chinese (M=2.99), Arabic (M=2.57) and Korean (M=2.51).

Table 8

Interest in Learning Certain Languages

Statements	N	Mean	SD
Item 12: Rate your interest in learning each language:			
Arabic	87	2.57	2.01
Chinese	87	2.99	1.85
French	87	4.63	1.83
German	87	4.48	2.09
Korean	87	2.51	1.59
Spanish	87	5.43	1.79

In Table 9, Item 13 asked "Rate how useful learning each language would be to you." For this statement, 1 was designated for "Not useful" and 7 "Very useful." The results were interpreted using the following ranges: (1-1.99); moderately useless (2-2.99); slightly useless (3-3.99); slightly useful (4-4.99); moderately useful (5-5.99); and strongly useful (6-7) (Norris, 2011). The mean values show that the usefulness of each language was ranked differently by students than their interest in each language, as the order from highest to lowest for usefulness was Spanish (M=6.14), German (M=3.95),

French (M=3.93), Chinese (M=3.00), Korean (M=2.57), and Arabic (M=2.54) (Norris, 2011). It is noteworthy that while Spanish is rated as being a very useful language to know, personal interest in learning the language held a lower value. Conversely, the interest mean values for French and German were higher than their usefulness means. Chinese, Korean, and Arabic received usefulness and interest mean scores that only slightly differed.

Table 9

Usefulness of Learning Certain Languages

Statements	N	Mean	SD
Item 13: Rate how useful learning each language would be to you:			
Arabic	87	2.54	1.86
Chinese	87	3.00	2.05
French	87	3.93	1.85
German	87	3.95	2.02
Korean	87	2.57	1.79
Spanish	87	6.14	1.31

Quantitative Item 15. Item 15 contained two quantitative parts. The first part of Item 15 in Table 10 asked "Should Americans be required to learn a foreign language?" This yes/no question was answered by every one of the 87 students. Two-thirds of the respondents said yes (66.7%) and one-third (33.33%) said no.

Table 10

Exposure to Foreign Language Learning

Studied a foreign language	N	%
Item 15 First Part: Should Americans be required to learn a foreign language?		
Yes	58	66.66
No	29	33.33
Total	87	100

The second part of Item 15 explored the students' opinions on what the appropriate age for Americans to start learning a second language should be. The results were that 28 (32.2%) of the participants thought American students should start learning a foreign language in elementary school, eight (9.2%) indicated that middle school was the best time to start learning a foreign language, one student (1.5%) chose high school as the best time, and one (1.5%) indicated college. There were 49 (56.3%) students who did not answer this question. However, the majority of those who answered the question thought that foreign languages should be taught beginning in elementary school. The reason for the shortage of answers may be that the choices for this question did not include "never" or "after college" for the students who answered no to having a foreign language requirement in the United States.

Table 11

Age Students Should Start Learning a Foreign Language

School Leve1	N	%
Item 15 Quantitative-second part: When should they start learning a foreign language?		
a) elementary school (K-5)	28	32.2
b) junior high/middle school (6-8)	8	9.2
c) high school (9-12)	1	1.5
d) college/university	1	1.5
No response	49	56.3
Total	87	100

Qualitative Results for Student Survey

The qualitative portion of the student survey served to answer the first two research questions more completely. Research Question 1 “To what extent are students' attitudes, motivations, perceptions, and interests related to studying a foreign language influenced by their experiences and backgrounds?” and Research Question 2 “What are students' attitudes and beliefs about the utility of studying a foreign language?” were revisited via Questions 14 and 15. These questions asked students to elaborate on their foreign language ratings and their stance on whether or not foreign languages should be required in the United States. Item 21 asked for students’ major(s) and minor(s). The last item (22) inquired about the students’ work-related plans after graduation and how those plans might fit in with speaking a second language. College majors and gender

were also examined to uncover students' mindsets regarding the learning of foreign languages.

Student qualitative item 14. Every student answered Items 12 and 13 which asked them to rate usefulness and interest in certain languages. Item 14, "Explain your above ratings for usefulness. If any, why are certain languages more useful to learn than others, while certain languages are less useful to learn?" was answered by 33 (37.9%) of the students. Spanish was referred to as a useful language 21 times. One student commented "Spanish, I feel is a common language that Americans learn." Another said, "There are more Hispanic/Spanish speaking people in the US as compared to other languages." Chinese, French, and German were referred to a few times as languages that are commonly used in the world. Arabic and Korean were mentioned twice each: "I'm Muslim and it would be really good to know the language of my religion"; "Spanish is more useful to me because of my Hispanic heritage, while I don't see myself ever having use for Korean"; and "I don't really know of anyone who speaks Arabic or Korean." Most of the comments were positive, but one student said "I do not want to learn any other languages." Appendix I contains the entire list of comments.

Student qualitative question 15. The first part of Question 15, "Should Americans be required to learn a foreign language?", was answered by all of the students. Yet, less than half (41.4%) elaborated on their answers. The "yes" answers yielded 22 comments and the "no" answers yielded 11. The responses from participants varied in the amount of detail provided and some of the participants gave one reason for their response, whereas others provided multiple reasons.

The category with the most answers centered in the understanding of other cultures. One student said, "It will help Americans better connect with people they would otherwise fear." Some of the students said that knowing another language would help them in their future career and business dealings. For instance, "it develops our knowledge and increases job offers" and "helps facilitate communication in the business world." Several students wrote that it helps people become more well-rounded, and less closed-minded, including: "Might open eyes of conservative/closed minded people." Another student simply said, "Not everyone speaks English." Appendix J contains all of the comments for "yes" answers.

Most of the responses given for the "no" answers were regarding freedom to choose what one wants to study. One student referred to the U.S. Constitution, by writing "can't require specific knowledge, goes against the 1st Amendment." Four mentioned that it should not be forced on students who are not interested in or not comfortable learning a foreign language. Two students thought it was a waste of time learning a foreign language because it probably would not be used later. In the same vein, one student said it was useless to learn a second language because English is the language used in the United States, and another said that Americans do not need to learn another language. Appendix K contains all of the comments for the "no" answers.

Majors and double majors. Item 21, "My major/s are:" was answered by all of the students and responses are indicated in Table 12. There were 66 single majors, 18 double majors, and three undecideds. The disciplines with the highest number of single majors were Exercise Science (n = 15; 22.7%), the social sciences (n = 9; 13.6%), Biology (n = 8; 12.1%), and Criminology (n =7; 10.6%). The high number of majors in

the above disciplines was expected. Three of the classes that were surveyed were offered through the Exercise Science and Social Sciences departments. Students were also surveyed in a History class and two Introductory Spanish classes. There were, however, four (4.5%) students majoring in History and none in Spanish.

Table 12

Majors

Single Majors: 66	N	Double Majors:18	N
Art theory	1	Biology/Ex. Science	1
Athletic Training	4	Comm./Journalism	1
Business	7	Criminology/Psych.	5
Biology	8	Economics/Finance	1
Communications	2	Environ Science/Bio.	3
Criminology	7	History/Phil.	1
Education	2	Communications/Crim.	1
English	2	Phil./So. Sciences	1
Exercise Science	15	Pol. Science/History	2
History	3	Psych./So. Science	1
Journalism	1	Education/ History	1
Music performance	1		
Psychology	7		
Social science	2		
Sports Marketing	1		
Technology	1		

Minors and double minors. There were 29 single minors and eight double minors. Table 13 shows that several disciplines that had not been represented in the "majors" category were added to the minors. These were Spanish, Theater, Women's Studies, Pre-Law, and Military Science. The single minors with the highest number of students were Business (n = 5; 17%) and Spanish (n = 5; 17%).

Table 13

Minors

Single Minors	N	Double Minors	N
Biology	1	Business, Exercise Science	1
Business	5	Exercise Science, Biology	2
Chemistry	1	Exercise Science, Psychology	1
Criminology	2	History, Pre-law	1
English	2	Pre-law, Spanish	1
Exercise science	3	Women's studies, Religion	1
Military science	1	Spanish, Psychology	1
Psychology	1		
Pre-law	4		
Spanish	5		
Theater	3		
Women's Studies	1		

Office.com Item 22 was a question that was both quantitative and qualitative. The question asked whether students would be working in (a) an English-speaking country, (b) a country where English is not the primary language, or (c) "other." The "other" choice gave students the opportunity to explain their answers. Most of the students answered the question. There were 74 (85%) students who said they would be working in an English-speaking country, four (5%) who said they would be working in a country where English is not the primary language, 1 (1%) who picked both choices, and seven (8%) who said "other." The answers of the students who said other were: to work for the military; wherever my career takes me; go to law school; work anywhere I can find good work; if the job involves some traveling; both options; and play professional golf around the world.

Additional Background Tables

The research questions in this study required in-depth background information. Tables 14 and 15 compare students' choices of majors with their answers on Question 15 regarding a foreign language requirement. By gender, the results are compared with previously established attitudes toward foreign language learning in Table 16.

Student Majors. The "yes" and "no" answers for Question 15 are presented in conjunction with the students' college majors in Tables 14 and 15. A total of 84 students answered the question. The students who did not answer the question were two Business majors and one criminology/psychology major. There are 84 students listed in the tables because 3 of the students listed their majors as "undecided." The "yes" responses were assigned a 1 and the "no" responses were assigned a 0. The mean was calculated for each category. Table 14 shows that 59% of the single majors thought that foreign languages

should be required in schools and Table 15 shows that 71% of the double the majors thought that foreign languages should be required. Students majoring in the sciences had lower mean scores than those in the humanities, and the students majoring in business and technology had the lowest scores. Every student in those majors said they were against a foreign language requirement.

Table 14

Single Majors on Question 15

Major	Number (N)	Mean	Unanswered
Art theory	1	1	0
Athletic Training	4	1	0
Business	7	0	2
Biology	8	.5	0
Communications	2	1	0
Criminology	7	.71	0
Education	2	1	0
English	2	1	0
Environ. science	3	.33	0
Exercise science	15	.67	0
History	3	.33	0
Journalism	1	1	0
Music performance	1	1	0
Psychology	7	.43	0
Social science	2	.5	0
Sports Marketing	1	1	0
Technology	1	0	0
Total	66	.59	2

Table 15

Double Majors on Question 15

Major	Number (N)	Mean	Unanswered
Bio/Exercise Science	1	1	0
Comm./journalism	1	1	0
Criminology/Psych.	5	.75	1
Econ/Finance	1	1	0
Environ science/Bio.	3	.67	0
History/Phil.	1	1	0
Comm./Crim.	1	1	0
Phil./So. Sciences	1	1	0
Pol. Science/history	2	1	0
Psych./So. Science	1	0	0
Education/ History	1	1	0
Total	18	.71	1

In Table 16, attitude items were grouped by gender to discover if there were any differences in male and female perceptions. The Likert scale from 1 to 7, where 1 represented "strongly agree" and 7 represented "strongly disagree", was used once again. The results were interpreted using the following ranges: strong disagreement (1-1.99); moderate disagreement (2-2.99); slight disagreement (3-3.99); slight agreement (4-4.99); moderate agreement (5-5.99); and strong agreement (6-7) (Norris, 2011). There was not a vast difference between the genders, the highest point difference being 66 points for

Q4, regarding time commitment. However, in every case, females' answers were more favorable toward foreign language learning.

Table 16

Attitudes Towards Learning Foreign Languages (Gender Based)

Statements	Gender	Mean	SD
Item 1: Everyone should learn more than one language			
	Male-38	5.32	1.51
	Female-49	5.41	1.37
Item 4: Learning a foreign language is a waste of time for me			
	Male-38	2.50	1.37
	Female-49	1.84	1.18
Item 5: In general, it is easy to learn a foreign language			
	Male-38	2.63	1.22
	Female-49	2.98	1.39

Faculty Advisor Survey Results

To answer Research Question 3 "How do faculty advisors perceive the difficulty level, relevance and utility of studying a foreign language?" and Research Question 4 "How do faculty advisors' attitudes, motivations, perceptions, and interests about foreign language study influence their advising of students in this area?", eight faculty interviews were conducted at the college. The faculty advisors were recruited from the Biology, Communications, Education, English, Exercise Science, History, and Social Sciences departments. Two of the interviews were conducted in the researcher's office and six in the participants' offices.

The instrument used for the interviews was the Foreign Language Survey by Wilkerson (2006), which consisted of 12 open-ended questions. The data were collected via digital recordings and transcribed immediately after the interviews. The transcriptions were then uploaded into NVivo 11 Plus, the software program used to code and analyze the raw data. The qualitative data was processed to find themes, word frequency, and sentiment analyses. The results are presented by way of data tables and narrative discussion.

Faculty advisor question 1. Question one was "Describe your experience learning a foreign language. When did you start, how long did you study, what language(s) did you study?" All of the advisors said they had studied a foreign language at some point. Two of the advisors studied a foreign language for the first time in college, three started in high school, two started in middle school, and one started in the fifth grade. The languages that were studied were Chinese (12.5%), French (12.5%), German (25%), Latin (12.5%) and Spanish (87.5%). The advisor who studied Latin said he did so in middle school and high school, and it was not for communicating orally but for understanding novels such as the Iliad and the Odyssey.

Of the advisors who took a foreign language in college, one (12.5%) considered this experience to be good, two (25%) had mixed feelings, three (37.5%) were indifferent or took a foreign language just to fill the requirement, and one (12.5%) said her experience was negative. One advisor (12.5%) did not say. The following are advisors' comments on their foreign language learning experiences while in college:

Advisor 1 stated:

When I was in class, I had the attitude that I'm here because I have to be.

It was a requirement. It just seemed like I didn't get a lot out of class. I felt like, I don't know; I was just going through the motions.

Advisor 2 stated:

I would say I'm probably a little indifferent to my college experience in Spanish. The first semester being an introductory level, I was fairly well versed. The second year was a bit more challenging. I didn't put as much effort into it.

Advisor 3 stated:

I enjoy the experience of learning it, but I never really felt comfortable speaking it. I always felt like kind of embarrassed to be speaking another language, not confident.

Advisor 4 stated:

I got pretty good at it for a while, but I lost my edge, of course, when I quit studying.

Advisor 5 stated:

Thinking back, it wasn't a bad experience because I teach communication. All the grammar aspect didn't interest me at that moment.

Advisor 6 stated:

In college, I had Spanish which was awful for me because of having done four years of French. The grammar was the hard part for me.

Advisor 7 stated:

We didn't really speak. It wasn't a conversational course. We generally read the Iliad and the Odyssey.

Advisor 8 stated:

I took two college courses simply to fill the requirement.

Faculty advisor question 2. Question 2 was "Give examples of how you have used your foreign language knowledge-in your research, travel, daily life, etc." Presently, none of the participants speak a language other than English, and seven (87.5%) have never used a foreign language for research. When traveling abroad, four (50%) have used a foreign language minimally, and three (37.5%) used it to some extent in daily life while they were learning the foreign language in college. Advisor 1 used Spanish while working at a restaurant to communicate with kitchen staff; Advisor 2 used Spanish to communicate with patrons while working at a store; and Advisor 5 practiced Spanish while cutting grass for a Spanish-speaking family.

Faculty advisor question 3. Question 3 was "What other language would you like to know and why?" Advisors 1, 5, 6 and 8 (50%) said they would not be interested in learning other languages at this time and the other four expressed varying amounts of interest. Advisor 4 expressed high interest in learning Spanish, saying "Spanish obviously would be the language that I would like to know because we live here in Florida and Spanish is far more frequently used." Advisor 7 expressed interest in learning French and Spanish and more recently Spanish. Advisor 2 said maybe Portuguese might be a good language to study because he likes Brazilian culture and Advisor 3 said Chinese would be useful because so many people speak it worldwide.

Faculty advisor question 4. Question 4 was" "What are the three most important reasons for learning another language?" There were only 18 answers given to this question because three of the professors could not provide a third reason for learning a

second language. In Table 17, the answers are ranked from reasons most often given to answers that were given only once, starting with "to understand someone else's culture," which was mentioned most often by both faculty and students.

Table 17

Reasons for Learning a Foreign Language

Reasons Given	Times Mentioned	%
To understand someone else's culture	5	62.5
To become more well-rounded	2	25.0
To help or comfort somebody in one's job	2	25.0
To become more marketable	2	25.0
To use while traveling	2	25.0
To develop one's mind	2	25.0
To better understand one's own language	1	12.5
For the challenge	1	12.5
To not feel isolated from Spanish-speaking friends	1	12.5
Total	18	

Faculty advisor question 5. Question 5 was "Should American college students be required to know another language? Why or why not?" Seven faculty advisors (87.5%) answered yes to this question. Only one (12.5%), Advisor 2, said no. This advisor said that exposure to foreign languages was good, but students should not be required to know a foreign language fluently. This advisor further explained that students have too many requirements already and that they also want to fit in with others, so it

would be hard to require them to learn a foreign language. The reasons given for the yes answers were:

Advisor 1:

I think so. I'm running through how it can apply. I can just think that at just about every major on campus how pretty much it could be a useful skill to have.

Advisor 3:

Yes. I think it helps us communicate effectively, and, we are always so focused on jobs even though we try to pretend in college that we're focused on the gaining of knowledge. Really, these students are mostly here because they want to have better jobs, more, higher incomes but also better, they want to have jobs that are interesting to go to, and you are going to encounter people regardless of what job you go into that speak other languages.

Advisor 4:

Yes. They should be required because of the globalization of the world and, also in terms of social, business, and commercial contact. The Americans have a tendency to be isolated, but learning another language exposes them to other points of view and other peoples.

Advisor 5:

Absolutely. You still see a train of focus on our local environments. Even though we are thinking globally, and we want to focus more on our local community, there's still even within our local community diversity, so I think that's a necessity today. So, I would be in favor of that, absolutely.

Advisor 6:

I definitely think so. As far as the conversational aspect, I think I would have been much more competitive in the job market. I could have traveled and done a bunch more things than what I have done.

Advisor 7:

Yes. It's funny because that question makes me think of so many other questions. Not just learning in the classroom setting, but also going overseas, living in another society, living in another country, having and exploring, broadening their experiences, understanding what they are capable of and what the world is like. It's not the consumerism, consumerist society we have here in the United States.

Advisor 8:

Definitely. I wish language were more of a requirement. For me, obviously, hindsight is 20/20, but I regret not pursuing Spanish.

Faculty advisor question 6. Question 6 was "What should average college students be able to do with the language that they study? For example, listen to news broadcasts, watch films, conduct business transactions, etc.?" The answers to this question were quite varied. Three reasons, communication, commerce, and daily business transactions were mentioned twice each. Other reasons that were given:

Advisor 1:

I would say that maybe basic working understanding, basic working knowledge. Being able to understand basic everyday conversation, common pleasantries, maybe a few phrases applicable to their career.

Advisor 2:

Basic interactions, if you are listening to the news, that you can grasp the main points from that discussion.

Advisor 3:

So again, I think it's a good way for people to connect. It sounds so weird to say workforce because I don't mean that I mean either connecting with co-workers or customers or clients.

Advisor 4:

They can interact with other individuals. On a social level, with people with different, languages naturally lead to cultural characteristics of different countries.

Advisor 5:

I think they would be able to engage in the pop culture of a particular language. I was driving with my kids the other day and we moved through a Spanish station and I sat on it for a while because I wanted to listen, and you sort of pick up the energy.

Advisor 6:

I say business transactions, but I also say conversation. I think the communication aspect is a very big benefit.

Advisor 7:

It's one thing to know a word, but it's a whole other thing to understand, the background, even words mean different things in different languages.

Advisor 8:

I would say be able to communicate written and orally.

Faculty advisor question 7. Question 7 was "What are the three biggest challenges to learning another language at the college level?" For this question, there were seven challenges mentioned. The most stated challenge was lack of interest in foreign languages (75%); the second most stated challenge was too little time to learn a foreign language (62.5%); then, a student's age (37.5%) and not enough choices offered (25%) followed. Also mentioned as challenges were a student's shyness (12.5%), the grammatical structure of a language (12.5%), and lack of opportunities to use the language (12.5%). The challenges are shown in Table 18.

Table 18

Challenges to Learning a Foreign Language in College

Advisor	Challenge 1	Challenge 2	Challenge 3
Advisor 1	Lack of interest	Age (started)	Language offerings
Advisor 2	Lack of interest	Lack of time	
Advisor 3	Shyness	Lack of time	Limited usage
Advisor 4	Lack of interest	Lack of time	
Advisor 5	Lack of interest	Limited usage	Language offerings
Advisor 6	Grammar	Lack of time	
Advisor 7	Lack of interest	Lack of time	Age (started)
Advisor 8	Lack of interest	Age (started)	

Faculty advisor question 8. Question 8 was "Do (did) your children study another language? If so, what language? When did they study-elementary, middle, high school, college, etc.?" There were three (37.5%) advisors who did not have children.

The rest of the five advisors (62.5%) had children. The comments were analyzed for sentiment using NVivo Plus software. The software categorized three out of the five comments as neutral and two as negative. None of the comments were identified as positive. The actual comments were as follows:

Advisor 3:

I've a two-year-old. I'd like her to learn a foreign language at an earlier age because I think it's easier for kids when they start younger. (Neutral)

Advisor 4:

My daughter and my son studied Spanish. They studied in elementary, middle, high school, and college. (Neutral)

Advisor 5:

The 13-year-old is just getting to where the coursework is available. I think that coursework has not been offered at a lower level. The younger one is not. (Negative)

Advisor 6:

My son is taking Spanish now (in college). (Neutral)

Advisor 7:

Not yet, my children are in the 8th grade and 5th grade, so they haven't had the opportunity to learn another language yet in school. (Negative)

Faculty advisor question 9. Question 9 was "What subjects do you teach or what is your main job at this college?" The courses taught by the advisors in this study were:

Advisor 1:

I also teach for the Women and Gender Studies Program, a section of the Introduction to Women and Gender course, Intro to Criminology sections, and Corruption and Rehabilitation.

Advisor 2:

I teach in the exercise science program classes like kinesiology and strength and conditioning and motor behavior. A lot of stuff that deals with how the body works and how it responds to exercise.

Advisor 3:

I'm considered assistant professor of social science. I pretty much teach the same courses and mix it up a little. Introduction to Sociology, Marriage and Family, and Chronological research methods. Other classes I teach: I'm going to be teaching a race, culture, human relations class.

Advisor 4:

History and History of Florida

Advisor 5:

I teach Digital Media which is in the communications department. I little bit of Mass Media, Documentary and Filmmaking.

Advisor 6:

English Composition I and II

Advisor 7:

I teach education courses, a variety of courses undergrad. I teach an assessment course. I teach the masters level, doctoral level, I'm chair on 9 dissertations now. Yeah, it's a wide range of education courses, I teach.

Advisor 8:

Biology and Marine Biology

Faculty advisor question 10. Question 10 was "What do you tell students regarding the foreign language requirement at this college? For example, which language do you advise your majors to take and when during their academic careers?" Half (n = 4;50%) of the advisors said they had not had to advise students regarding the taking of foreign language courses, and half (n = 4; 50%) advised students to take a foreign language.

The advisors who have recommended a foreign language commented:

Advisor 1:

When this comes up frequently is when students are trying to decide whether they are going to do Bachelor of Science or the Bachelor of Arts usually the first thing I tell them if you do a Bachelor of Arts it's required for you to take three semesters of a foreign language, and sadly they are usually shut down by that. Usually, I'll say that's fine and try to explain what they need to do to meet the requirement for the BS degree. If I suggest a language, I usually suggest Spanish.

Advisor 4

I always advise my students to take a foreign language and get a BA because there are many benefits to learning a language or at least being confident at a third

semester degree with a language because it can open all kinds of doors for them in their future lives which they sometimes don't realize at the time, and I always advise my students to study Spanish because of the strong Spanish professors we have.

Advisor 5:

I tend to encourage the BA because of the emphasis on the humanities, so I teach in the humanities. I don't want to be biased, but it's required to have that language. At that point, once they choose that they are interested in the BA, then we start talking through what language choices. They tend to choose the BS because they are not interested in a foreign language as well.

Advisor 6:

What I tell them now A. It's a good opportunity and B. that it's necessary. I think the best time is to start as a freshman, and If I had really had wisdom in my youth, I would have gone on to take intermediate Spanish. I don't think I would have made it past that because of the literature.

Advisor 8:

I tell them it's something they have to do. Personally, I recommend it to them. I talk to them about my own experience. I wish I were fluent in Spanish. When I do my research, it would help me a lot, so I say you have to get through it, but down the road, you are going to be happy you did. I actually encourage them to take it second semester of freshman year.

The advisors who have not recommended a foreign language commented:

Advisor 2:

Our students, the degree they would be seeking is the Bachelor of Science, and Specifically, for that degree, there is no foreign language requirement. However, some foreign languages might meet one of the general education. requirements. I haven't had a lot of students who have expressed an interest in taking a foreign language purely for the academic learning of it.

Advisor 3:

This is my second year as a tenured faculty member. How's that relevant? I have not had to advise students until this year. This is my first year, so I haven't had to talk to students about any foreign language requirement until this year, and then everyone that's come in has already done scheduling.

Advisor 7:

Really, we follow the protocols given by the institution, so they take their gen ed. courses. I don't think we have any specific foreign language requirements. Again, the general ed. courses so I don't have too much conversation with the students related to that. Starting to learn a language from birth is probably the best time.

Faculty advisor question 11. Question 11 was "How old are you? (Sorry to ask, but I am looking for trends)." There were three (37.5%) advisors in their 30s, four (50%) in their 40s, and one (12.5%) was in his 60s. Their exact ages were Advisor 1: 40, Advisor 2: 37, Advisor 3: 34, Advisor 4: 60, Advisor 5: 43, Advisor 6: 44, Advisor 7: 45, and Advisor 8: 33.

Faculty advisor question 12. Question 12 was "Additional comments you would like to add." There were five advisors (62.5%) advisors who chose to add additional comments.

Advisor 3:

I know it's like a huge time investment. I feel that a lot of people have the best of intentions, right? They want to learn a foreign language then it really is a matter of time and effort or continual use, right?

Advisor 4:

Foreign languages are a very strong component of a college education, and if I had my (?), all students would have three semesters of foreign language.

Advisor 6:

There is a need to learn a foreign language for students of all ages. I really feel like immigrant students are far more competitive than our students here. So globally, I think we've really fallen behind. We can't complete, you know, we just can't.

Advisor 7:

I would add that my mom speaks Russian and Ukrainian but didn't teach me. I asked her "why wouldn't you, why didn't you teach us?" I have a brother and a sister, so there's three of us. None of us learned another language. She said it's because she was teased so bad when she came to the United States that she didn't want us to learn another language because she wanted everyone to think I was American. So, she wouldn't speak another language in front of other people. So, I think sometimes I'm passionate when I hear people say things about immigrants.

That is what was said about my family. So, people don't perceive me to be the son of an immigrant. They see a professor.

Advisor 8:

I wish language were more of a requirement. For me, obviously, hindsight is 20/20, but I regret not pursuing Spanish.

Word Frequency and Sentiment Analysis

The words most often voiced by the advisors were analyzed using the Nvivo Plus software. The frequency in which these words were used was another tool that helped shed light on the advisors' perceptions and motivations regarding foreign language learning. Table 20 lists the top ten words and their weighted percentage from highest to lowest frequency.

Table 19

Word Frequency

Word	Count	Weighted Percentage (%)
Language	92	2.85
Think	65	2.01
Spanish	48	1.49
Students	34	1.05
Really	28	0.87
Time	28	0.87
Foreign	27	0.84
People	24	0.74
Able	22	0.68
Another	21	0.65

In order to evaluate the feelings expressed by faculty, a sentiment analysis was run on NVivo. The software automatically generated positive and negative sentiments based on a pre-established vocabulary data bank (Hu, Bose, Koh & Liu., 2012). The result for all the transcribed data was that 61% of the faculty advisors' answers were positive and 27% were negative. The breakdown was 20%-Very positive, 41%-Moderately positive, 16%-Moderately negative, and 11%-Very negative. The neutral responses were not calculated by the program in this case. The following are examples of comments that were made by Advisors 1-4. These comments were automatically coded within each sentiment category:

Very positive sentiment-Advisor 1:

That could be very helpful. It could be very comforting to somebody that they work with to be able to maybe even speak a few words.

Moderately positive sentiment-Advisor 2:

It's a sign of intelligence pursuing a discipline that is something that's outside of the norm.

Moderately negative Sentiment-Advisor 4:

Some students don't see the immediate payoff in terms of "why am I studying this subject what's it going to do for me?"

Very negative sentiment-Advisor 3:

It's not the same thing as studying for even my most difficult classes. It's so much time use, constant use, that it requires a lot of effort on students' part that they may not have the time to do it.

Nvivo Software was also used to determine sentiment analysis for all of the raw data. Table 20 breaks down the percentage of positive feedback given by each advisor based on the amount of words they spoke during their interviews and the types of reference they made. The lowest percentages for positive sentiment tended to come from the younger advisors and the highest percentages tended to come from the older advisors. Moreover, the highest percent of positive feedback was 32.35% and given by the oldest professor. Advisor 4 was 60 years old and taught History courses at the time that he was interviewed for this study. The lowest amount of positive feedback was 12.76% and came from the youngest faculty member. Advisor 8 was the 33 years old and was teaching Biology and Marine Biology courses at the time of his interview.

Table 20

Positive Sentiment Analysis by Percent of References

Advisor	Age	Department	%
Advisor 1	40	Social Sciences	17.55
Advisor 2	37	Exercise Science	23.42
Advisor 3	34	Social Sciences	17.49
Advisor 4	60	History	32.35
Advisor 5	44	Communications	24.64
Advisor 6	42	English	18.87
Advisor 7	45	Education	25.04
Advisor 8	33	Biology	12.76

Summary

The quantitative data collected for this study showed that many of the students generally believed that foreign languages should be studied; however, many also believed they should not be mandatory in American schools. A great deal said that learning a foreign language is difficult and it takes much time to do so. Students in the science, technology, and business fields tended to be the least in favor of foreign language requirements. There were also gender differences in foreign language learning attitudes. Females were more in favor of foreign languages than males in each of the three questions that were analyzed.

Some of the themes that emerged from the qualitative data were that although most (87.5%) of the advisors believed that American students should be required to learn a foreign language, almost two thirds (62.5%) thought that it is too time-consuming to pursue a foreign language at the college level. Three (37.5%) reflected that college may be too late to start learning a new language and six out of the eight advisors (75%) discerned that many students are just not interested in foreign languages. The advisors' gender, background, and college majors played a role in how foreign languages were perceived as well. Finally, the NVivo Plus software program helped find key words, themes, and sentiments in the raw data. One of the most significant findings was that the oldest advisor was the one most in favor of students learning a foreign language.

Chapter 5: Conclusion

This chapter contains an analysis of the data collected from American born faculty and students at a private liberal arts college in Florida. The study was conducted in order to determine the participants' perceptions, motivations, and attitudes toward foreign language learning. Additionally, the role faculty advisors play in students' academic decisions was studied (Filson & Whittington, 2013; Harrison, 2009; Noel-Levitz, 2010; Shuchat, 2014). Both qualitative and quantitative data were collected for enhanced understanding of the findings, and the analysis of the data produced four themes that are discussed within the framework of the study's four research questions. The implications of the findings and the limitations of the study are also discussed in this chapter. In the limitations section, elements that may have impeded the data collection or limited the results are revisited. The chapter concludes with recommendations for the improvement of foreign language programs and further research on the topic.

Interpretation of Findings

Creswell (2015) specified that, when interpreting qualitative data, researchers identify recurring phrases or words and categorize them into themes. In this study, the most common responses were categorized via manual coding and the Nvivo analytic software program (Creswell, 2015). The data were then interpreted and four major themes emerged: (1) Background and Personality Affect Foreign Language Attitudes, Motivations, Perceptions, and Learning, (2) Cultural and Generational Influences Affect Perceptions of the Utility of Studying a Foreign Language, (3) Some Faculty Advisors Perceive Foreign Languages to Be Extracurricular and Too Time-Consuming to Learn at

the College Level, and (4) Foreign Language Experiences and Interests Influence Advising.

The themes also aligned with the literature review and the four research questions identified in Chapter 2: (1) To what extent are students' attitudes, motivations, interests, and perceptions related to studying a foreign language influenced by their personalities, experiences, and backgrounds? (2) What are students' attitudes and beliefs about the utility of studying a foreign language?" (3) How do faculty advisors perceive the difficulty level, relevance, and utility of studying a foreign language? (4) How do faculty advisors' attitudes, motivations, and perceptions about foreign language study influence their advising of students in this area?

Theme 1: Background and Personality Affect Foreign Language Perception

In order to extract the factors that influenced students in this study, demographics questions (Items 16-19) were analyzed and cross-referenced with Item 15 "Should Americans be required to learn a foreign language?" The analysis revealed that length of exposure to a second language, cultural background, college major, personality, and gender all impacted how the college-aged participants viewed the learning of foreign languages (Amanatullah & Morris, 2010; Porter & Umbach, 2006; Rogers, 2014; Sibley & Duckitt, 2012).

Length of time and cultural exposure. Although the majority (96.5%) of the students who participated in this study said they had studied a foreign language, there were only four (4.59%) who believed they spoke a foreign language at the advanced level (Question 16). Further examination suggested that all of the advanced students had spoken a foreign language in their childhood homes. Most of the other students' answers

were resonant with past studies that revealed foreign languages should be studied for many years for fluency and recollection to be strong (Barrientos, 2015; Cohen, 2014). It is evident that having heard the second language from birth, coupled with favorable cultural messages received in the home, helped the four advanced students become fluent speakers of two or more languages.

Too little time spent on learning a language and lack of positive cultural influences are considered the two primary roadblocks to learning a second language by authorities on the subject (Duff, 2017; Gardner, 2007; Lambert, 1955; Rohrer, 2015). Unfortunately, most students in American society are not exposed to the amount of time necessary for language proficiency (Barrientos, 2015; Curtain Donato, & Gilbert, 2016; McAlpine, 2011; Wang et al., 2010). In 1955, Lambert found that positive cultural reinforcement is a crucial aspect of second language learning and a societal problem that is more difficult to overcome than insufficient time. In order to break the culture barrier, the individual would have to make the second language part of "the self," meaning students would have to be convinced that learning a foreign language is very valuable to them (Gardner, 2007, p. 15).

Interests and college major. It is common knowledge that a person's interests have a bearing on his or her college major and subsequent vocation. Less recognized is the knowledge that opinions of foreign language learning may also be linked to a person's college major (Brown, 2011; Kowalski, Vernon, & Schermer, 2017; Rogers, 2014; Sibley & Duckitt, 2012). The results for Item 5 on a foreign language requirement show that students majoring in the non-applied sciences such as biology and chemistry answered "no" more often, and all the students majoring in Business and Technology

gave this negative response. These students substantiated the assertions that those majoring in business and the pure science fields are often not as interested in getting to know other cultures and languages as those in the humanities (Brown, 2012, Holland, 1966; Porter & Umbach, 2006; Rogers, 2014).

Students majoring in business, technology, and the non-applied sciences are considered members of the "hard sciences fields," which tend to believe that knowledge is not changeable and is based on facts. In contrast, students in the "soft fields," such as the study of languages, sociology, and history are more likely to believe that knowledge is fluid. Learning for the "soft fields" encompasses several approaches, including facts, "empirical knowledge, personal growth, and lifelong learning." Students majoring in these fields are also more apt to lean toward "integrativeness" with other cultures and languages. In other words, they will probably embrace other cultures and languages more readily than students who are in the "hard sciences fields" (Gardner, 2007, p. 15; Lambert, 1966; Rogers, 2014, p. 35).

This proclivity was also observed by the advisors in this study. Advisor 1 noticed that often when she tells criminology students that a Bachelor of Arts requires them to take three foreign language courses, they immediately "shut down" and go with the Bachelor of Science degree instead. Advisor 2, who teaches Biology, said he rarely has a student who wants to take language courses, while Advisor 5 discerned that many students choose to pursue a Bachelor of Science because they want to avoid taking foreign language courses. The reason these findings are significant is that Business, Science, and Technology majors have been increasing at a much faster rate than the majors in the humanities. At the study site and at other colleges and universities in the

United States, this has been the norm for several years (Goldberg, Looney, & Lusin, 2015).

Personality. A person's personality, like their interests, has been linked to academic choices and degree of acceptance of other cultures. The authoritarian personality, for example, does not have an affinity for other cultures because they tend to be intolerant of any divergence from the established mores (Brown, 2011; Kowalski, Vernon, & Schermer, 2017). Another indicator of foreign language receptivity which is related to a person's personality is cultural intelligence or CQ. The development of CQ usually comes from a diversity of life experiences and individuals' abilities and personality traits (Ng, 2012; Ott & Michailova, 2018).

Some researchers link the trait to flexibility and amenability in speaking and interacting with other cultures. The absence of cultural intelligence is associated with close-mindedness and not responding well to other cultures and languages **(**Kashima et al., 2017; Raver & Van Dyne, 2017). Interestingly, the students who said they spoke a foreign language at the advanced level all answered "yes" to Question 15, even though one was majoring in chemistry and another in exercise science. This shows that cultural and social influences are powerful enough to moderate a person's personality and interests and increase their CQ.

An unexpected finding in this study was that students majoring in more than one subject were more in favor of the foreign language requirement. The data showed that 67% of students majoring in two disciplines answered "yes" to Item 15, while 33% of those who majored in one discipline answered "yes." Sibley and Duckitt (2012) described people who enjoy having a variety of experiences as more receptive to learning

foreign languages, and those who are open to new experiences tend to be more receptive to other cultures and races as well (Brown, 2011). Of course, there are many students who choose only one major and still have a high level of CQ. Having a diverse upbringing, or parents, advisors, mentors, teachers, and other adults who were open to other cultures and lifestyles are still the strongest indicators of how most people will react to foreign language learning. (Awad, 2014; Raver & Van Dyne, 2017; Rogers, 2014; Soria & Stebleton, 2013).

Gender. The differences in genders were not dramatic, but females did view the learning of languages in a more favorable light than males (Coates, 2015; Norris, 2011). The reason might be that females are naturally more nurturing and therefore more interested in other people and cultures (van der Slik, van Hout, & Schepens, 2015), or that they are better language learners (Larsen-Freeman & Long, 2014; van der Slik, van Hout, & Schepens, 2015). Specifically, females tend to write better in a foreign language, acquire an understanding quickly, and look for more ways to succeed in the classroom (Coates, 2015; Furtina, Fata, & Fitrisia, 2016; Salahshour, Sharifi, & Nedasalahshour, 2013). In a study on scholastic aptitude by Voyer and Voyer (2014), in which females outperformed males, the most notable results "were observed for language courses" (p. 16).

When students do well in a course, they are intrinsically motivated to continue learning and tend to have a more positive view of the subject (Dörnyei, Henry & MacIntyre, 2014; O'Reilly, 2014; Pierce, Cameron, Banko, & So, 2012). The opposite is true when they do not do well–to the point that it can shape their future resolutions regarding that subject (Mkumbo & Amani, 2012). Therefore, when making decisions

that affect foreign language departments, the lack of female superintendents and college and university administrators in the United States may have a bearing on the strength of foreign language programs (Dean, 2009; Dunbar & Kinnersley, 2011; Maki, 2015; Superville, 2017; Turner, Norwood, & Noe, 2013; Vrettou, 2011).

Theme 2: Cultural Influences Affect Perceptions of Foreign Language Utility

Items 12, 13, and 14 of the student survey delved into a student's attitude toward learning six foreign languages (Arabic, Chinese, French, German, Korean, and Spanish) based on interest and utility, and Item 14 was helpful for understanding why specific languages were considered more useful than others. When asked whether American students should be required to learn a foreign language (Item 15), about half (52%) of those who had not been raised in a bilingual home said "no." In answering the "Why or Why not?" portion of the question, many of these students communicated that learning a foreign language was just not practical for them as Americans. Unmistakably, a great number of the answers to Items 12, 13, 14, and 15 indicate that assessment of a language's utility is greatly affected by cultural influences.

Other languages are not necessary. Aragão (2011) found that perceptions are principally formed by a person's social background. The students who responded that they did not want to learn a second language because they did not need it in the United States had probably heard adults around them articulate similar conclusions, as many Americans "maintain the ideology that additional-language learning is only necessary and useful for non-Anglophones" (Duff, 2017). It is true that English is spoken extensively. It is also true, though, that international companies, even those based in the United States, need translators to do business. Wang et al. (2010) detailed that hiring translators is not

as cost effective as having employees who speak the language fluently and can better "represent American interests in private and public forums" (p. 3).

Language utility. Another belief that some Americans adopt is that certain languages have more worth than others and that this is most true of English. Nieto (2015) referred to this type of thinking when discussing English-only policies and foreign language intolerance. The researcher argued that these policies were adopted by some states because other languages, primarily Spanish, are thought to be inferior and threatening to the English language. Advisor 4 stated that his mother, a Romanian immigrant, experienced language discrimination when she came to the United States. It caused her to stop using her native tongue in public and with her children.

Evidence of language preferences was collected in this study as well. The participants in this study rated Spanish as the most useful language for pragmatic reasons such as work and business transaction. Conversely, French and German were rated much higher for communicating with friends, travel, and enjoyment than for usefulness: "Spanish is most common, but I enjoy the French language and have no interest in the rest;" "I have friends I want to visit in Germany;" "I visit Quebec, Canada often and it would be nice to be able to communicate using French;" and "I will be traveling to Germany soon."

Region of the country. A study by Wiley and Garcia (2016) zeroed in on Florida and Texas as states that offer German much more in schools than Spanish. King and McInerney (2014) hypothesized that different regions have distinct viewpoints due to their political and social views. This may be the reason New York and California offered more Spanish courses than Florida and Texas and why Advisor 6 found that in his

home state, Minnesota, there were many Spanish and Chinese immersion schools and none that he knew of in the Florida neighborhoods near the college where the study took place. This could also be the reason that only 1% of the student population at the college are majoring in a foreign language. The national average is about 7.2% higher, according to the Modern Languages Association (MLA) (Goldberg, Looney, & Lusin, 2015; Wiley & Garcia, 2016).

The education system is not supporting the liberal arts. Lokko (2011) submitted that part of the problem is students are being taught differently than they used to be. As many educators know, the focus on reading and math increased after the No Child Left Behind law was passed in 2001. In recent years, there has been more of an emphasis on science and mathematics due to Americans' poor performance in national and international tests (OECD, 2016). What may be less evident is that there has been a push for "economic utility" in the education system which has devalued liberal arts education and promoted technology and business careers (Lokko, 2011, p. 6). Beyond high school, the liberal arts are losing ground as well (Coleman, 2009). In Florida, teacher education programs no longer have to offer a course in diversity, and foreign language programs are still decreasing (Gray, 2014; Hoskins, Saisana, & Villalba, 2015; Massey, 2016; Nussbaum, 2016; Nigmatov & Yarullin, 2015; Shanker & Kraemer, 2014).

According to Gray (2014), colleges and universities can differ in their views on the liberal arts because the latter form of higher education is usually more focused on doing research than the former and the culture is often different. Gray (2014) expounded that "Crucial differences in the student populations, such as socio-economic status and

cultural capital, may factor into the unique demographics of students at small private colleges" (Gray, 2014, p.88).

Although today diversity is found in movies, music, and almost every aspect of life, somehow foreign languages and cultures have lost the mystique they had before the first part of the 21st century. Advisor 2 may or may not have recognized the implications of his comment: "I haven't had a lot of students who have expressed an interest in taking a foreign language purely for the academic learning of it;" all the same, he managed to encapsulate the mentality of students today. Many will only learn a foreign language if they find it useful in some way rather than for cultural edification.

Theme 3: Some Advisors Consider Foreign Languages Extracurricular

Although all of the advisors could enumerate positive benefits to learning a second language, most also thought it was difficult to do so at the university level. Three main aspects figured in the advisors' perceptions: the time it takes to learn a language, relevance, and utility. The age and gender of each advisor had an impact on perceptions as well. In the following paragraphs, the advisors' opinions regarding the significance of foreign language learning are explained through a review of the data results. The analysis verifies that foreign language learning is no longer seen by many Americans, even college professors, as a valuable part of higher education (Bartram, 2010; Brecht, 2015).

Time. Referring to students, Advisor 3 summed up what five out of the eight advisors voiced about learning a foreign language at the college level: "It's just more effort and time than they might realistically be able to have." NVivo calculated that the advisors mentioned "time" 28 times and the context was usually related to lack of time to

study a foreign language. In fact, "time" was number six on the list of the top 10 most mentioned words. Time was also referred to, indirectly, via the ninth most frequently used word, "able." The advisors were correct in that it takes a long time to become fluent in a second language (Rogers, 2014). By the same token, if a person has not taken a language previously, they cannot be expected to master one in two semesters**.** Even so, any exposure to other cultures and languages is beneficial for numerous reasons, including national security, conducting international business, increasing cognition, improving test scores, and job marketability (Bialystok, Craik, & Luk, 2012; Brecht, 2015; Campbell & Sais, 1995; Cooper, Yanosky, & Wisenbaker, 2008; Esposito, 2014; McGinn, 2015).

Degree of relevance. Three of the advisors put second language learning in the same category as extracurricular activities. For example, Advisor 2 supposed that it is hard to take a foreign language in college because students have so many "academic requirements." Advisor 7 said "students are involved with fraternities. Some are involved in different social activities, mission work, other coursework, so on top of that to learn a new language?" Advisor 3 mentioned that taking a foreign language is hard for students because they have so many other interests such as sports and clubs. Instead of being appreciated for the benefits speaking other languages can bring to the individual and the country, they are considered too laborious when students could be doing something more significant with their time (Nieto, 2015; Wiley & Garcia, 2016).

Level of utility. When asked to provide three reasons why students should learn a foreign language (Question 4), some of the advisors found it difficult to come up with reasons and half could only come up with two. National security and better relations with

other countries, the top reasons that experts today believe more Americans should learn a foreign language, were not mentioned by the advisors. When asked what the average student should be able to do with what they learn in their language courses (Question 6), the answers focused on being able to communicate with others socially and in the business world. Again, the advisors did not seem aware of some of the most pressing reasons for learning a second language.

Age of advisors. The age aspect is telling of how foreign language learning opinions have changed over time. There was a considerable age range among the advisors, as the youngest was 33 years old and the oldest 60. The oldest professor was the most enthusiastic about foreign language learning. This advisor was the only one who did not mention a negative aspect to his second language learning experience. He also said that it is "bogus" when students say, "How am I gonna earn a living if I study Spanish, etc. when I could be taking business classes." All of the other professors seemed to be more sympathetic toward students' challenges in learning a foreign language. This difference in opinion is backed by the NVivo Plus program which reported that the oldest professor was the most positive in his answers regarding foreign languages and the youngest was the least positive.

A consideration worth mentioning is that age may matter in at least two ways. First, in that the oldest professor took a foreign language when it was still thought of as an essential academic subject. The other is that maturation makes a difference in a person's views and, hence, a person may come to see the value in a particular subject as they age. Advisor 2 confessed that he now regretted not taking foreign languages seriously in college; Advisor 6 said he was not interested in learning the grammar then,

but now enjoys it much more; and Advisor 8 responded, "For me, obviously, hindsight is 20/20, but I regret not pursuing Spanish." Just as a diverse background inspires to be more open to change and cultural interest, having been around other cultures and ways of thinking for a period of time may have helped modify the personal views of these advisors (Kashima et al., 2017; Raver & Van Dyne, 2017).

Gender of advisors. Females also tended to find the learning of a second language more appealing. The only exception was again the 60-year-old male History professor. Advisors 2, 7, and 8 were all males and all stated they had not been interested in foreign languages while in college. In fact, the only advisor who did not think that students should be required to learn a second language fluently was Advisor 2, a 34-year-old male. Another example of the differences in gender and age in this study was again identified by the NVivo Plus program when measuring the advisors' positive, neutral, and negative remarks regarding their children learning a foreign language. Findings suggest that the females and the 60-year-old male professor were more positive in their thoughts than the younger males.

Theme 4: Foreign Language Experiences and Interests Influence Advising

According to Shuchat (2014) "advisors often feel subjective in their approach, making objective advising difficult." Therefore, the perceptions, backgrounds, motivations, and interests of advisors will probably have a bearing on the courses they recommend (Nerenz, 2014; Rogers, 2014). When asked Question 1, "Describe your experience learning a foreign language. When did you start, how long did you study, what language(s) did you study?", only the oldest advisor seemed to have enjoyed his experience. The other advisors either had indifferent or negative experiences while

attending college, and like the majority of Americans, all of the faculty advisors in the study studied a foreign language at some point, but none of them became advanced speakers of a second language (Hertel, 2014; McAlpine, 2011). For these reasons, it is important to delve into the backgrounds and personal experiences of the advisors and hopefully uncover if their second language learning experiences affect how they advise students.

Majors. Even though there were mitigating factors such as the fact that all of the participants had become educators, all were older than the students, and the sample size was small, verification that persons majoring in the hard science are not as interested in learning a second language as those in the humanities emerged from the answers given by the faculty members. The Biology professor (Advisor 8) declared he was indifferent to his Spanish courses in college and the Exercise Science professor (Advisor 2) said he did not agree that students should have to know a second language. The English, sociology, and communications professors seemed more excited about the learning of foreign languages despite having a negative experience while learning a language themselves. The history professor was, once again, the most supportive of foreign language learning.

Negative experiences due to programs not meeting students' needs. Referring to her college foreign language courses, Advisor 1 stated she was disappointed that she did not "get much out of the experience." This advisor started learning a foreign language in fifth grade for a total of eight years before getting to college. By the time she took introductory courses in college, she had been taught the same material several times. This researcher has found that introductory foreign language courses are basically the same in all schools, no matter the grade, and some if not most foreign language programs

at the university level do not automatically test students so that they may be placed in the correct courses. This and other challenges within the foreign language community has been addressed by the Modern Languages Association (MLA) and other researchers (Angus, 2014; Hertel & Dings, 2014; Evans, 2012). The problem is that there is not enough funding available to overhaul foreign language programs and educators cannot do it without help from those at the top who make the decisions (de Bruin, Erickson, & Sullivan, 2014; Pufahl & Rhodes, 2011).

Advisor 5 did not enjoy taking a foreign language in college because the language she had learned in high school was not offered at her college. This is the sentiment of many students at the study site as well. Advisors 1 and 5 mentioned that students who were interested in taking a foreign language were disappointed at the limited offerings, not just in language variety but also in the times courses were offered. Some students have to wait a semester before they can take the course they need to complete their requirements. Advisor 1 added that she could remember at least two students who had wanted to minor in a language other than Spanish only to be disappointed**.**

Advisor 3 mentioned twice that she was embarrassed to speak a foreign language outside of her college classroom. The attitude of embarrassment can develop when students want the approval of friends and acquaintances (Brown, 2011). The truth is that practice outside of the classroom is not an option in many cases due to our monolingual society (Cohen, 2014; U.S. Census, 2012). Advisor 5 mentioned that he rarely got to practice. He only found one opportunity to do so when he cut the lawn of a Spanish-speaking family and was disappointed he could not practice more. Advisors 1 and 2 had similar experiences in which they were only able to practice their Spanish minimally.

Advisors' disinterest while in college. Advisor 2, 7 and 8 were not interested in foreign languages while attending college. Advisor 2 and 8 had to take language courses because it was required at their universities. Advisor 7 did not have to take a foreign language and did not do so. These advisors' attitudes in the present seemed to be better than their attitudes while in college. This may be a result of having developed cultural intelligence due to years of exposure working with people from different walks of life as professors or students.

Advising. All of the advisors were knowledgeable in regard to school policies and curriculum requirements, and they were sympathetic to the challenges students face. However, this may have affected how insistent they were with students who were not interested in foreign languages. It is fair to say that thoughtful advisors who had their misgivings about learning a foreign language might not have encouraged the taking of foreign language courses. By their own admission, advisors 2, 3, and 7 said they did not talk to their students about foreign languages for one reason or another and when asked to supply three reason students should study a foreign language, the eight advisors could come up with only 18 reasons between them. Moreover, two of the advisors thought college was too late to start learning a foreign language; six out of the eight thought lack of interest was the number one challenge for students; and, as already mentioned, five believed students did not have the time for foreign language learning.

Conclusions and Summary of Findings

This study provides evidence that social and cultural background, personality, and experiences form how students and academic advisors regard foreign language learning. Because these factors are often unfavorable, the appeal for foreign languages as an

academic subject and useful skill has diminished at the study site and across the United States (Kissau & King, 2015; Pufahl & Rhodes, 2011; Swanson, 2013). The data further indicated that advisors are influenced by these factors when advising students.

The impact of cultural influence on foreign language opinions was demonstrated by the high number of students who thought Americans did not need to learn a foreign language. Likewise, our society's disinterest in foreign languages was highlighted by the absence of second language speakers in the study (Arcand & Grin, 2013). Only four students spoke another language fluently, and all of them were raised in homes where other languages were spoken. None of the advisors were fluent in a second language and, remarkably, some had studied one for several years. The participants identified lack of opportunities to practice the second language, fear of being judged by others, region of the country, and foreign language offerings by colleges and universities as some of the hurdles they faced in learning and retaining a foreign language (McAlpine, 2011).

Students' interests and personalities revealed that those who enjoyed diversity and change were more inclined to be interested in foreign language learning. These students were also more inclined to double major or major in one of the soft sciences or humanities fields. Oppositely, those majoring in the business, technology, and hard sciences tended to have very little or no interest in learning a foreign language. Without a doubt, the exponential increase in these majors, outlined in the college's enrollment, report, was one of the reasons for the lack of progress of the Modern Languages Department**.** It is likely as well that the school's culture contributed to the decreased number of students majoring in foreign languages (Dörnyei, Henry, & MacIntyre, 2014; Gardner, 2011). Foreign language enrolments did not only trail other majors within the

college; they significantly trailed the national average reported by the MLA (Goldberg, Looney, & Lusin, 2015).

The demographic data indicated that females were more supportive of foreign languages than males (Coates, 2015; Norris, 2011). This discovery was in line with prior research, which accredited their aptitude for languages and natural interest in other cultures (Coates, 2015; Furtina, Fata, & Fitrisia, 2016; Salahshour, Sharifi, & Nedasalahshour, 2013; van der Slik, van Hout, & Schepens, 2015; Voyer & Voyer, 2014). Older advisors were understood to be more supportive of language learning than younger ones, reinforcing the research findings that Americans are becoming less interested in learning foreign languages with every passing year (Goldberg, Looney, & Lusin, 2015). However, the approval and interest of the older generations can be partly attributed to the extended exposure to different cultures and ways of thinking experienced by these college professors**.**

One of the most meaningful findings was that several of the advisors never talked to students about foreign language courses. This information is not unusual considering that more than half believed that learning a foreign language is too time-consuming and impractical for college students. All, except the oldest advisor, were understanding of the students' challenges including their lack of interest in foreign languages. Lastly, because more than half of the advisors had been affected by negative or indifferent experiences while studying a second language, it makes sense that they might not have been intrinsically motivated to recommend foreign language courses to their students (Gardner, 2009; Shuchat, 2014).

Implications of Findings

The results of this study provided insight into some of the factors affecting foreign language enrolments in the United States. Paramount among them is cultural influence, which affects the extent to which foreign languages and cultures are embraced. This is further perpetuated by the education system's declining support of foreign language programs and departments (Pufahl & Rhodes, 2011). As a result, very few students are majoring or even enrolling in foreign language courses and instructors positions are disappearing (Beggs, Bantham, & Taylor, 2008; Johnson, 2011; Kissau & King, 2015; Wiley & Garcia, 2016). If the United States continues on this path, the future of our students will be negatively affected.

Not learning a foreign language can limit a student's experiences, cultural understanding, and marketability. Cognitive ability and test scores suffer as well when students are not given the opportunity to learn another language (Bialystok, Craik, & Luk, 2012; Esposito, 2014;), and dissuading students from pursuing the college major or career path they enjoy most can lead to stress and dissatisfaction (Duffy et al., 2012; Steger et al., 2010). Foreign languages like the other humanities majors are necessary to balance American education, but more college and university students have been choosing business and STEM majors and neglecting the humanities (Belcastro, 2015; Lokko, 2011). According to Belcastro (2015), the legislation and federal policy of the last two decades has " reduced citizens into consumers and knowledge to a prescribed set of skills" (p. 433). Without a well-rounded education, literacy, human interaction, ability to solve problems, civic-mindedness, and tolerance will become limited if not non-

existent (Belcastro, 2015; Coleman, 2009; Hargreaves, 2010; Lokko, 2011; Lundgren, 2015).

A decrease in the number of students studying and reaching fluency in foreign languages has serious implications for the country as well. Americans are perceived to be self-centered, ignorant of the history and culture of other countries, and xenophobic (Hayduk & García-Castañon, 2018; Nieto, 2015). These perceptions could be exacerbated by a further drop in the number of Americans fluent in a second language. It is possible that travel would be affected because, without foreign language skills, fewer Americans would visit places where the locals do not speak English. Those who would continue to travel would likely form weaker connections with the residents they encounter. Lastly, bilingual Americans are invaluable in matters of diplomacy and communication with other countries, which are necessary for the security of our country (Brecht, 2015; Klein & Rice, 2014; Kramsch, 2014; McGinn, 2015). If American society continues to advocate the pursuit of economic and personal fulfillment with little interest in how to understand and help those from different cultural and demographic backgrounds, we will become increasingly isolated from each other and the world.

Limitations of the Study

One of this study's limitations was that only eight out of the 29 faculty members who were contacted agreed to be interviewed and none of them were from the business or technology departments. Because of this, it is difficult to generalize the results. Accordingly, some of the advisors who participated were probably more interested in foreign language learning than those who did not, making the percentage of favorable answers higher than they would have been otherwise.

Because time was limited, follow-up interviews were not conducted. Additional interviews would have helped clarify some of the more ambiguous or succinct answers and yielded more insight on the advisors' perceptions (Vincent, 2013). Question 4 on why it is important to learn a second language yielded fewer responses than expected and most of the answers for Question 6 "What should average college students be able to do with the language that they study?" could have been explored better. Another problem was that the advisors did not speak as openly as the students who took the anonymous survey. It is often the case that participants will refrain from voicing opinions which are in opposition to those of the interviewer (Phellas, Bloch & Seale, 2011).

Recommendations for Future Research

Based on the limitations of the research methodology, the researcher recommends the following:

1. Because schools at every level are responsible for much of what students learn regarding other cultures and languages, a similar study should be conducted with K-12 teachers, counselors, and students.

2. The faculty survey could be conducted anonymously at other colleges in order to secure more participants and encourage openness for more accurate results (Phellas, Bloch & Seale, 2011).

3. If this study is replicated at another site, the scheduling of second interviews is advisable in order to collect more information and clarify answers that are not well-defined (Vincent, 2014).

Recommendations Based on Findings

Based on the findings, the researcher recommends the following to legislators and education administrators:

1. Offer professional development to all education professionals in order to educate them on the benefits of foreign language learning and cultural diversity (King & McInery, 2014). At the college level, training should begin with advisors because students look to them for guidance more often than they do other school professionals (Noel-Levitz, 2010; Soria & Stebleton, 2013).

2. Offer foreign language learning to students beginning in primary school so that they will have more time to become fluent. Additionally, experts recommend starting young because children are superior second language learners (Braskamp & Engberg, 2011; Cooper, Yanosky, & Wisenbaker, 2008; Shanker & Kraemer, 2014) and will develop a better attitude toward them the younger they start (Kearney & Barbour, 2015).

3. Provide more funding to foreign language programs and departments so that educators will receive better training in graduate school, more professional development opportunities, and more resources (Bartram, 2010), which will lessen the attrition rate of students, teachers, and college instructors (Angus, 2014; Evans, 2012; Kissau & King, 2015; Pufahl & Rhodes, 2011).

4. Encourage females to become school administrators so that both genders will have an equal say in education. Females naturally gravitate toward the foreign language field and other soft fields (Coates, 2015; Larsen-Freeman & Long, 2014; Norris, 2011; van der Slik, van Hout, & Schepens, 2015), but they tend to see leadership roles as less

attainable and are not as self-assured when pursuing them as males are (Babcock & Laschever, 2009; Lopez, Garcia-Retamero, & Martos, 2012).

6. Offer more courses in diversity to all students in all grades so that American culture can begin to change. Developing an appreciation for other cultures and languages will help students become better prepared to survive in the modern world, as well as help improve it (Braskamp & Engberg (2011); Coleman, 2009; Princeton University, 2016).

7. Invite parents to cultural events and foreign language classes so they will become more supportive of diversity, foreign language teachers, and their children (Hornby & Lafaele, 2011). Shanker and Kraemer (2014) were picturing the role of both teachers and parents when they postulated that "the process of developing a global mindset goes beyond individual efforts to collective ones" (p. 6).

Recommendations for Foreign Language Faculty

It is vital that as foreign language educators we find ways to inform other education professionals, including administrators, teachers, professors, advisors, and other staff members about the importance of foreign language learning. This could be accomplished through a short presentation during the first week of faculty meetings, a video, or pamphlets that can be distributed at any time. Equally important is making sure that every student in a foreign language class understands why they made the right decision to be there.

Summary

In this final chapter, the reasons foreign language enrollments continue to decline, implications of these findings, and recommendations for improvement were presented with the anticipation that our society might begin to accept the learning of other

languages as advantageous. Learning another language helps us understand ourselves and others and is vital for national policy and security. Undoubtedly, for change to happen, school leaders, educators, and advisors must first be convinced that every field of study is important for a progressive society and be moved to make the necessary changes.

References

Adorno, T. W., Frenkel-Brunswik, E., Levinson, D. J., & Sanford, R. N. (1950). *The authoritarian personality*. New York, NY: Harper.

Allen, H. W. (2010). Language-learning motivation during short-term study abroad: An activity theory perspective. *Foreign Language Annals, 43*(1), 27-49.

Amanatullah, E. T., & Morris, M. W. (2010). Negotiating gender roles: Gender differences in assertive negotiating are mediated by women's fear of backlash and attenuated when negotiating on behalf of others. *Journal of Personality and Social Psychology, 98*(2), 256-267. doi:10.1037/a0017094

Angus, K. (2014). *Meeting the Needs of Foreign Language Teaching Assistants: Professional Development in American Universities* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1532125212?accountid=6579. (1532125212)

Arcand, J. L., & Grin, F. (2013). Language in economic development: Is English special and is linguistic fragmentation bad? In *English and Development: Policy, Pedagogy and Globalization* (pp. 243-252). Briston, United Kingdon: Multilingual Matters.

Awad, G. (2014). Motivation, persistence, and crosscultural awareness: A study of college students learning foreign languages. *Academy of Educational Leadership Journal, 18*(4), 97-116.

Babcock, L., & Laschever, S. (2009). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.

Bale, J. (2011). Tongue-tied: Imperialism and second language education in the United States. *Critical Education*, *2*(8).

Barrientos, O. (2012) *Analysis of the retention level of a foreign language among high school students after graduation* (Doctoral dissertation). Retrieved from http://marps.library.nova.edu.ezproxylocal.library.nova.edu/pdf/10058.pdf (10058)

Bartram, B. (2010). *Attitudes to modern foreign language learning: Insights from comparative education*. New York, NY: Bloomsbury Publishing.

Bazeley, P., & Kemp, L. (2012). Mosaics, triangles, and DNA metaphors for integrated analysis in mixed methods research. *Journal of Mixed Methods Research*, *6*(1), 55-72.

Beggs, J., Bantham, J., & Taylor, S. (2008). Distinguishing the factors influencing college students' choice of major. *College Student Journal, 42*(2), 381-394.

Belcastro, A. T. (2015). Rebalancing quality education in a democratic society. *Creative Education*, *6*(04), 428.

Berman, R. A. (2011). The real language crisis. *Academe*, *97*(5), 30-34.

Bialystok, E., & Craik, F. I. (2010). Cognitive and linguistic processing in the bilingual mind. *Current Directions in Psychological Science*, *19*(1), 19-23.

Bialystok, E., Craik, F. I., & Luk, G. (2012). Bilingualism: consequences for mind and brain. *Trends in Cognitive Sciences*, *16*(4), 240-250.

Borgard, J. H. (2009). Toward a pragmatic philosophy of academic advising. *NACADA Journal*, *29*(1), 43-46

Braskamp, L. A., & Engberg, M. E. (2011). How colleges can influence the development of a global perspective. *Liberal Education, 97*(3), 6.

Brecht, R. D. (2015). America's languages: Challenges and promise. *Academy of Arts and Sciences*. Retrieved from: https://www.amacad.org/ multimedia/ pdfs/AmericasLanguagesChallengesandPromise.pdf.

Brown, A. V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal, 93*(1), 46-60.

Brown, R. (2011). *Prejudice: It's social psychology*. Malden, MA: John Wiley & Sons.

Burt, T. D., Young-Jones, A. D., Yadon, C. A., & Carr, M. T. (2013). The Advisor and instructor as a dynamic duo: Academic motivation and basic psychological needs. *NACADA Journal, 33*(2), 44-54.

Campbell, R., & Sais, E. (1995). Accelerated metalinguistic (phonological) awareness in bilingual children. *British Journal of Developmental Psychology, 13*(1), 61-68.

Coates, J. (2015). *Women, men and language: A sociolinguistic account of gender differences in language*. London, England: Routledge.

Cohen, A. D. (2014). *Strategies in learning and using a second language*. London, England: Routhledge.

Coleman, E. (February, 2009). A call to reinvent liberal arts education. [Video file]. Retrieved from http://www.ted.com/talks/liz_coleman_s_call_to_reinvent_ liberal_arts_education#t-258345

Colomer, S. E., & Harklau, L. (2009). Spanish teachers as impromptu translators and liaisons in new Latino communities. *Foreign Language Annals, 42*(4), 658-672.

Cooper, T. C., Yanosky D. J., II, & Wisenbaker, J. M. (2008). Foreign language learning and SAT verbal scores revisited. *Foreign Language Annals, 41*(2), 200–217.

Costa, M. J. (2013). Commentary: What does "student-centered" mean and how can it be implemented? A systematic perspective. *Biochemistry and Molecular Biology Education, 41*(4), 267-268.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* (5th ed.). Upper Saddle River, NJ: Pearson.

Creswell, J., & Plano-Clark, V. (2007). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Creswell, J., & Plano-Clark, V. (2011). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Curtain, H., Donato, R., & Gilbert, V. (2016). Elementary school foreign language programs in the United States. In *Foreign Language Education in America* (pp. 19-41). London, England: Palgrave Macmillan.

Dean, D. R. (2009). Resources, role models, and opportunity makers: Mentoring women in academic leadership. In *Women in Academic Leadership: Professional Strategies, Personal Choices* (pp. 128–148). Sterling, VA: Stylus Publishing.

de Bruin, K., Erickson, L. O., & Sullivan, J. H. (2014). A meaningful French education: Experiential learning in French. *The French Review, 87*(3), 65-77

Debowski, S. (2012). *The new academic: A strategic handbook.* New York, NY: McGraw Hill.

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology, 18*(1), 105-115. doi:10.1037/h0030644.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Medford, MA: Springer Science & Business Media.

Diamond, J. (2010). The benefits of multilingualism. *Science, 330*(6002), 332-333.

Dörnyei, Z., Henry, A., & MacIntyre, P. D. (2014). *Motivational dynamics in language learning*. Bristol, United Kingdom: Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation*. Abingdon-on-Thames, United Kingdom: Routledge.

Duff, P. A. (2017). Commentary: Motivation for learning languages other than English in an English-dominant world. *Modern Language Journal, 101*(3), 597-607.

Duffy, R. D., Bott, E. M., Allan, B. A., Torrey, C. L., & Dik, B. J. (2012). Perceiving a calling, living a calling, and job satisfaction: Testing a moderated, multiple mediator model. *Journal of Counseling Psychology, 59*(1), 50.

Dunbar, D. R., & Kinnersley, R. T. (2011). Mentoring female administrators toward leadership success. *Delta Kappa Gamma Bulletin, 77*(3), 17-24.

Dweik, B. S., & Suleiman, M. (2013). Problems encountered in translating cultural expressions from Arabic into English. *International Journal of English Linguistics, 3*(5), 47-60.

Eby, L. T., Allen, T. D., Hoffman, B. J., Baranik, L. E., Sauer, J. B., Baldwin, S..... & Evans, S. C. (2013). An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring. *Psychological Bulletin, 139*(2), 441.

Edmonds, W. & Kennedy, T. (2013). *An applied reference guide to research designs: Quantitative, qualitative, and mixed methods.* Thousand Oaks, CA: Sage.

Enkin, E. (2015). Supporting the professional development of foreign language graduate students: A focus on course development and program direction. *Foreign Language Annals, 48*(2), 304-320. doi:10.1111/flan.12131.

Esposito, A. G. (2014). *Emerging Bilingualism: Linkages with Cognitive Function* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1554330854?accountid=6579. (1554330854)

Evans, E. J. (2012). *Managing the foreign language classroom: Reflection from the preservice field and beyond* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1030282364?accountid=6579. (1030282364)

Filson, C., & Whittington, M. S. (2013). Engaging undergraduate students through academic advising. *NACTA Journal, 57*(4), 10-17.

Finch, J. K., & Fernández, C. (2014). Mentoring graduate students in teaching the FCCIC model. *Teaching Sociology, 42*(1), 69-75.

Flemens, K. (2009). *Motivation, language-learning strategies, and course performance among English-speaking college students learning a romance language* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/305161283?accountid=6579. (305161283)

Freidheim, S.J. (2012). *Valuing study abroad: The global mandate for higher education.* New York, NY: Institute of International Education.

Furman, N., Goldberg, D., & Lusin, N. (2010). *Enrollments in languages other than English in United States institutions of higher education, Fall 2009*. Retrieved from https://apps.mla.org/pdf/2013_enrollment_survey.pdf.

Furtina, D., Fata,I. A., Fitrisia, D. (2015). Grammatical errors in writing task: males vs. females. *Proceedings of the First Reciprocal Graduate Research Symposium between University Pendidikan Sultan Idris and Syiah Kuala University* (pp. 251-258). Proceedings conducted at University Pendidikan Sultan Idris, Tanjong Malim, Malaysia.

Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Linguarum*, 8, 9-20.

Gardner, R. C. (2009). Gardner and Lambert (1959): Fifty years and counting. *Canadian Association of Applied Linguistics Symposium, Ottawa, Ontario.* Retrieved from: http://publish.uwo.ca/~gardner/docs/CAALOttawa2009talkc.pdf.

George, D., & Mallery, P. (2009). *SPSS for Windows step by step: A simple guide and reference 16.0 update*. Boston, MA: Allyn and Bacon.

Gibson, S. K. (2005). Whose best interests are served? The distinction between mentoring and support. *Advances in Developing Human Resources, 7*(4), 470-489.

Gill, B. E., Russell, M., & Rayfield, J. (2012). An exploration of graduate student satisfaction with advising in departments of agricultural education, leadership, communications, and extension. *Journal of Agricultural Education, 53*(1), 5-17.

Goldberg, D., Looney, D., & Lusin, N. (2015). *Enrollments in languages other than English in United States institutions of higher education*. Retrieved from https://apps.mla.org/pdf/2013_enrollment_survey.pdf.

Grabe, W. (2010). Revisiting the MLA report on reconfiguring foreign language programs: The role of reading. *Reading in a Foreign Language, 22*(4).

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, *96*(5), 1029.

Gray, K. A. (2014). Liberal smarts: Using constructivist career development to restore power to the liberal arts (Doctoral dissertation) Retrieved from https://scholarworks.umass.edu/dissertations. (197)

Griffith, S. D. (2011). *Using the national survey of student engagement as a tool to determine influences of overall student satisfaction with the college experience and help define student-centeredness* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/926418133?accountid=6579. (926418133)

Hargreaves, A. (2011). Change from without: Lessons from other countries, systems, and sectors. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second International Handbook of Educational Change* (pp. 611-629). Dordrecht: Springer.

Harrison, E. (2009). What constitutes good academic advising? Nursing students' perceptions of academic advising. *Journal of Nursing Education*, *48*(7), 361.

Harrison, R. L. (2013). Using mixed methods designs in the Journal of Business Research, 1990–2010. *Journal of Business Research*, *66*(11), 2153-2162.

Hayduk, R., & García-Castañon, M. (2018). Xenophobia, belonging and agency: Citizenship in immigrant America. *New Political Science*, *40*(2), 309-316. doi:10.1080/07393148.2018.144

Heider, F. (1958). *Psychology of interpersonal relations.* New York, NY: Wiley. doi:10.1037/10628-000.

Henson, K. T. (2015). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform*. Long Grove, IL: Waveland Press.

Hernandez, M. (2012). Toward an understanding of the psychology of stewardship. *The Academy of Management Review*, *37*(2), 172-193.

Hertel, T. J., & Dings, A. (2014). The undergraduate Spanish major curriculum: Realities and faculty perceptions. *Foreign Language Annals, 47*(3), 546-568. doi:10.1111/flan.12099.

Hinkel, E. (2011). *Handbook of research in second language teaching and learning* (Vol. 2). Abingdon-on-Thames, United Kingdom: Routledge.

Holland, J. L. (1966). *The psychology of vocational choice*. Waltham, MA: Blaisdell.

Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review, 63*(1), 37-52.

Hu, N., Bose, I., Koh, N. S., and Liu, L. (2012). Manipulation of online reviews: An analysis of ratings, readability, and sentiments. *Decision Support Systems,* 52, 674–684.

Hughey, J. K. (2011). Strategies to enhance interpersonal relations in academic advising. *NACADA journal*, *31*(2), 22-32.

Johnson, V. H. (2011). *An examination of teacher perceptions of foreign language learning* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/922678486?accountid=6579. (922678486)

Kadado, C. (2014, Dec 03). CFPCA drops third semester language requirement for new policy. University Wire**.** *The Southend University Newspaper*.

Kashima, E. S., Greiner, T., Sadewo, G., Ampuni, S., Helou, L., Nguyen, V. A., B. Chun P. Lamd, & Kaspar, K. (2017). Open-and closed-mindedness in cross-cultural adaptation: The roles of mindfulness and need for cognitive closure. *International Journal of Intercultural Relations*, *59*, 31-42.

Kearney, E., & Barbour, A. (2015). Embracing, contesting and negotiating new languages: Young children's early socialization into foreign language learning. *Linguistics and Education, 31,* 159-173.

Khodadady, E., & Khajavy Fadafen, G. H. (2013). *Porta Linguarum, 20*, 269-286.

King, R. B., & McInerney, D. M. (2014). Culture's consequences on student motivation: Capturing cross-cultural universality and variability through personal investment theory. *Educational Psychologist, 49*(3), 175-198.

Kinginger, C. (2008). Language learning in study abroad: Case studies of Americans in France. *The Modern Language Journal*, *92*(1), 1-124.

Kirsh, M. E. (2009). Anthropology and parallelism: The individual as a universal. *International Journal of Sociology and Anthropology*, *1*(7), 112-115.

Kissau, S. P., & King, E. T. (2015). Peer mentoring second language teachers: A mutually beneficial experience? *Foreign Language Annals, 48*(1), 143-160

Klein, J. I., & Rice, C. (2014). *US education reform and national security* (No. 68). New York, NY: Council on Foreign Relations.

Kolenovic, Z., Linderman, D., & Karp, M. M. (2013). Improving student outcomes via comprehensive supports: Three-year outcomes from CUNY's accelerated study in associate programs (ASAP). *Community College Review, 41*(4), 271-291.

Kowalski, C. M., Vernon, P. A., & Schermer, J. A. (2017). Vocational interests and dark personality: Are there dark career choices?. *Personality and individual differences*, *104*, 43-47.

Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, *98*(1), 296-311.

Lai, K. -h, & Cheng, T. C. E. (2005). Effects of quality management and marketing on organizational performance. *Journal of Business Research, 58*(4), 446–456.

Lambert, W. E. (1955). "Measurement of the linguistic dominance of bilinguals". *Journal of Abnormal and Social Psychology*, *50*(2), 197-200.

Lokko, C. N. N. (2011). *Wrestling for our humanity: An examination of college degree choice processes used by freshmen and sophomores at West Virginia University*. (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/894211551?accountid=6579. (894211551)

López Rúa, P. (2006). The sex variable in foreign language learning: an integrative approach. *Porta Linguarum*, 6, 99-114.

Lopez-Zafra, E., Garcia-Retamero, R., & Martos, M. P. B. (2012). The relationship between transformational leadership and emotional intelligence from a gendered approach. *The Psychological Record*, *62*(1), 97.

Lotfolahi, A. R., & Salehi, H. (2016). Learners' perceptions of the effectiveness of spaced learning schedule in L2 vocabulary learning. *SAGE Open*, *6*(2), 1-9.

Maehr, M. L., & Braskamp, L. A. (1986). *The motivation factor: A theory of personal investment*. Lexington, MA: Lexington Books/DC Heath and Com.

Mahmoud, M. M. A. (2013). The effectiveness of a suggested specific course on developing third-year university students' skills in translating culture-specific items. *Theory and Practice in Language Studies, 3*(8), 1299-1310.

Maki, L. A. (2015). *A grounded theory of women's leadership experiences in higher education: Navigating from the director level* (Doctoral dissertation). Minnesota State University. Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1686537362?accountid=6579. (1686537362)

Marshall Jr. T. C. (2012, May 22). Foreign language capabilities remain a priority. *American Forces Press* Retrieved from: http://www.defense.gov.

Massey, E. (2016, April). Meeting of the Articulation Coordinating Committee. Tallahassee, FL: Florida Department of Education.

Maxim, H. (2009). An essay on the role of language in collegiate foreign language programmatic Reform1. *Die Unterrichtspraxis, 42*(2), 123-129,190.

McAlpine, D. (2011). *World Languages*. *What every principal needs to know to create equitable and excellent schools*. New York, NY: Teachers College Press.

McCormick, J., & Morris, W. L. (2015). The effects of stereotype threat and power on women's and men's outcomes in face-to-face and e-mail negotiations. *Psi Chi Journal of Psychological Research, 20*(3), 114-124.

McGinn, G. H. (2015, November). *Foreign language, cultural diplomacy, and global security*. Briefing paper for the Commission on Language Learning of the Cambridge, MA: American Academy of Arts and Sciences.

McLarney, C., & Chung, E. (2000). What happened is prologue: Creative divergence and corporate culture fabrication. *Management Decision, 38*(6), 410-419.

Miles, D. (2011, August 23). Panetta: Language Training Critical to U.S. Interests, Security. *American Forces Press Service*. Retrieved from: http://www.defense.gov.

Mitchell, D. (2017, April 5). Enrollment decline limiting language programs impact. *The Southend University Newspaper*.

Mkumbo, K. A., & Amani, J. (2012). Perceived university students' attributions of their academic success and failure. *Asian Social Science*, *8*(7), p247.

Mozzon-McPherson, M. (2013). Defining the field: The use of discourse analysis as a reflective tool in the professional development of language learning advisers as practitioners and researchers. *Language Learning Journal, 41*(2), 219-230.

Mynard, J., & Carson, L. (2014). *Advising in language learning: Dialogue, tools and context*. Abingdon-on-Thames, United Kingdom: Routledge.

Nakata T. (2015). Are learners aware of effective ways to learn second language vocabulary from retrieval? Perceived effects of relative spacing, absolute spacing, and feedback timing on vocabulary learning. *Vocabulary Learning and Instruction*, *4*, 66-73.

National Association of Elementary School Principals. (2008). *Leading learning communities: Standards for what principals should know and be able to do*. Alexandria, VA: NAESP.

Nerenz, A. (2014). Editor's message. *Foreign Language Annals*, *47*(2), 573–575.

Ng, K. Y., Van Dyne, L., & Ang, S. (2012). Cultural intelligence: A review, reflections, and recommendations for future research. In *Conducting multinational research projects in organizational psychology*. Washington, DC: American Psychological Association.

Nieto, D. G. (2015). *The politics of official English: Exploring the intentions and the outcomes behind English-only policies in the United States* (Doctoral dissertation). University of Massachusetts. Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1766154627?accountid=6579. (1766154627)

Nigmatov, Z. G., & Yarullin, I. F. (2015). Forming a sense of civic responsibility in youth students. *Mediterranean Journal of Social Sciences*, *6*(3), 336.

Noel-Levitz. (2010). *The 2010 national student satisfaction and priorities report.* Retrieved from https://www.noellevitz.com/documents/ shared/ Papers_and _Research/2010/SSI_private%20report%20A_0810%20indd.pdf.

Norris, D. J. (2011). *Attitudes and motivations towards learning foreign languages: A survey of U.S. university students* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/878534564?accountid=6579. (878534564)

Nussbaum, M. C. (2016). *Not for profit: Why democracy needs the humanities*. Princeton, NJ: University Press.

O'Reilly, E. N. (2014). Correlations among perceived autonomy support, intrinsic motivation, and learning outcomes in an intensive foreign language program. *Theory and Practice in Language Studies, 4*(7), 1313-1318.

Orozco, G. L., Alvarez, A. N., & Gutkin, T. (2010). Effective advising of diverse students in community colleges. *Community College Journal of Research and Practice, 34*(9), 717-737.

Osborn, T. A. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. Abingdon-on-Thames, United Kingdom: Routledge.

Ostriker, J. P., Kuh, C. V., & Voytuk, J. A. (Eds.). (2011). *A data-based assessment of research-doctorate programs in the United States*. Washington, D.C.: National Academies Press. Retrieved from: http://www.virginia.edu /vpr/ docs/ nrc_ report.pdf.

Ott, D. L., & Michailova, S. (2018). Cultural intelligence: A review and new research avenues. *International Journal of Management Reviews, 20*(1), 99-119. doi:10.1111/ijmr.12118

Percival, J., DiGiuseppe, M., Goodman, B., LeSage, A., Longo, F., Rocha, D. L., . . . Raby, P. (2016). Exploring factors facilitating and hindering college-university pathway program completion. *The International Journal of Educational Management, 30*(1), 20-42.

Phellas, C., Bloch, A., & Seale, C. (2018). Structured methods: Interviews, questionnaires and observation. *Researching society and culture* (3rd ed.). London: Sage.

Pierce, W. D., Cameron, J., Banko, K. M., & So, S. (2012). Positive effects of rewards and performance standards on intrinsic motivation. *The Psychological Record*, *53*(4), 4.

Porter, S. R., & Umbach, P. D. (2006). College major choice: An analysis of person-environment fit. *Research in Higher Education, 47*(4), 429-449.

Pratt, M. L., Geisler, M., Kramsch, C., McGinnis, S., Patrikis, P., Ryding, K., & Saussy, H. (2008). Transforming college and university foreign language departments. *The Modern Language Journal, 92*(2), 287.

Princeton University. Faculty Members. (2016). *Report of the task force on general education*. Princeton, NJ: Princeton University.

Pufahl, I., & Rhodes, N. (2011). Foreign language instruction in U.S. schools: Results of a national survey of elementary and secondary schools. *Foreign Language Annals, 44*(2), 258-288.

Punteney, K. (2016). International careers: US undergraduates' motivations and concerns. *Journal of International Students*, *6*(2), 478.

Raver, J. L., & Van Dyne, L. (2017). Developing cultural intelligence. *The Cambridge Handbook of Workplace Training and Employee Development* (pp. 407-440). Cambridge, United Kingdom: Cambridge University Press.

Redmond, M. L., & Abbott, M. G. (2014). Lead with languages in 2015. *Foreign Language Annals, 47*(3), 373-375.

Rivers, W. P., Robinson, J. P., Harwood, P. G., & Brecht, R. D. (2013). Language votes: Attitudes toward foreign language policies. *Foreign Language Annals, 46*(3), 329-338.

Rogers, S. E. (2014). *Why students continue studying foreign language after the first year: A mixed methods grounded theory* (Doctoral dissertation). Retrieved from

http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1748995976?accountid=6579. (1748995976)

Rohrer, D. (2015). Student instruction should be distributed over long time periods. *Educational Psychology Review*, *27*(4), 635-643.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Los Angeles, CA: Sage.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1),

Salahshour, F., Sharifi, M., NedaSalahshour. (2013). The relationship between language learning strategy use, language proficiency level and learner gender. *Procedia - Social and Behavioral Sciences, 70,* 634-643

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oakes, CA: Sage Publications Ltd.

Schmid, M. S. (2008). Defining language attrition. *Babylonia*, *2*(08), 9-12.

Schmid, M. S. (2013). First language attrition. *WIREs Cognitive Science*, *4*(2), 117-123.

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist, 25*(1), 71-86.

Senzaki, S., Masuda, T., & Ishii, K. (2014). When Is perception top-down and when is it not? culture, narrative, and attention. *Cognitive Science, 38*(7), 1493-1506.

Shanker, S., & Kraemer, A. (2014). The role of higher education in raising global children. *Learning Languages, 19*(1), 6-10.

Shuchat, R. B. (2014). *Improving academic advising through the utilization of a guidelines and talking points tool and pre-admission test* (Doctoral dissertation). Capella University. Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1566193638?accountid=6579. (1566193638)

Sibley, C. G., & Duckitt, J. (2012). Personality geneses of authoritarianism: The form and function of openness to experience. In *Perspectives on authoritarianism.* (pp. 169–199). Wiesbaden, Germany: VS-Verlag.

Smith, J. A., Flowers, P., & Larkin, M. (2012). *Interpretative phenomenological analysis: Theory, method and research*. Thousand Oaks, CA: Sage.

Soria, K. M., & Stebleton, M. (2013). Major decisions: Motivations for selecting a major, satisfaction, and belonging. *NACADA Journal*, *33*(2), 29-43.

Steger, M. F., Pickering, N. K., Shin, J. Y., & Dik, B. J. (2010). Calling in work: Secular or sacred?. *Journal of Career Assessment*, *18*(1), 82-96.

Straubhaar, R., & Portes, P. R. (2016). The social construction of Latino childhood in the new south. *Global Studies of Childhood*, 1-12. doi: 10.1177/2043610616671068.

Stroud, A. H. (2010). Who plans (not) to study abroad? An examination of US student intent. *Journal of Studies in International Education*, *14*(5), 491-507.

Stryker, S. (2016). *An exploratory assessment of the language of women in executive leadership* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1798851461?accountid=6579. (1798851461)

Superville, D. R. (2017). Few Women Run the Nation's School Districts. Why?. *The Education Digest, 82*(6), 14.

SurveyMonkey. (2017, July). *Create surveys, get answers.* Retrieved from http://www.surveymonkey.com.

Swanson, P. B. (2012). The congruence of vocational interests and the workplace environment: Reducing the language teacher shortage. *Language Teaching Research, 16*(4), 519-537. doi:10.1177/1362168812455588.

Swanson, P. B. (2013). The recruitment of language teachers at a time of critical need. *International Journal of Arts & Sciences, 6*(1), 401-412.

Tochon, F. V. (2009). The key to global understanding: World languages education—why schools need to adapt. *Review of Educational Research, 79*(2), 650-681.

Turner, P. K., Norwood, K., & Noe, C. (2013). A woman with a plan: Recognizing competencies for ascent to administration in higher education. *NASPA Journal About Women in Higher Education*, *6*(1), 22-47.

Unsworth, S., Persson, L., Prins, T., & De Bot, K. (2015). An investigation of factors affecting early foreign language learning in the Netherlands. *Applied Linguistics*. *36*(5) 527-548. doi:10.1093/applin/amt052.

U.S. Census Bureau. (2011). Language Use in the United States: 2011. Retrieved from http://www.census.gov/prod/2013pubs/acs-22.pdf.

U.S. Census Bureau. (2017). Language Use/about. Retrieved from http://census.gov/topics/population/language-use/about.html.

US Department of Education, Office of Postsecondary Education. (2009, March). Teacher shortage areas nationwide listing 1990-91 thru 2009-10. Retrieved from http://www.ed.gov/about/offices/list/ope/pol/ tsa.pdf.

Ushioda, E. (2017). The impact of global English on motivation to learn other languages: Toward an ideal multilingual self. *Modern Language Journal, 101*(3), 469-482

Vandergrift, L. (2005). Relationships among motivation orientation, metacognitive awareness, and proficiency in L2 listening. *Applied Linguistics*, *26*(1), 70-89.

van der Slik, F. W., van Hout, R. W., & Schepens, J. J. (2015). The gender gap in second language acquisition: Gender differences in the acquisition of Dutch among immigrants from 88 countries with 49 mother tongues. *PloS one*, *10*(11), 1-22.

Vincent, K. A. (2013). The advantages of repeat interviews in a study with pregnant schoolgirls and schoolgirl mothers: Piecing together the jigsaw. *International Journal of Research and Method in Education*, *36*(4), 341-354.

Voyer, D., & Voyer, S. D. (2014, April 28). Gender differences in scholastic achievement: A meta-analysis. *Psychological Bulletin*. http://dx.doi.org/10.1037/a0036620

Wang, S. C., Jackson, F. H., Mana, M., Liau, R., & Evans, B. (2010). *Resource guide to developing linguistic and cultural competency in the United States.* College Park, MD: National Foreign Language Center at the University of Maryland.

Wesely, P. M. (2012). Learner attitudes, perceptions, and beliefs in language learning. *Foreign Language Annals*, *45*(1), 98-s117.

Wiley, T. G. (2014). Diversity, super-diversity and monolingual language ideology in the United States: Tolerance or intolerance? *Review of Research in Education, 38*(1), 24–55.

Wiley, T. G., & García, O. (2016). Language Policy and Planning in Language Education: Legacies, Consequences, and Possibilities. *The Modern Language Journal*, *100*(1), 48-63.

Wilkerson, C. (2006). College faculty perceptions about foreign language. *Language Annals*, *39*(2), 310-319.

Wiseman, C. S., & Messitt, H. (2010). Identifying components of a successful faculty-advisor program. *NACADA Journal*, *30*(2), 35-52.

Young-Jones, A., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: Does it really impact student success? *Quality Assurance in Education, 21*(1), 7-19.

Appendix A

Permission from Dean

Appendix A

Student Quantitative Foreign Language Survey

Survey - Foreign Languages

Directions: On a scale from 1 to 7, where 1 = strongly disagree and 7 = strongly agree, give your opinion about the following statements by circling the relevant number.

Please note the following in the survey:
- ***"foreign language"*** refers to any language other than English or American Sign Language.
- ***"Americans"*** refers to citizens of the United States.

	Strongly Disagree						***Strongly Agree***
1. Everybody should learn more than one language.	1	2	3	4	5	6	7
2. Learning a foreign language could give me good opportunities for professional development.	1	2	3	4	5	6	7
3. Americans don't need to learn foreign languages because English is spoken everywhere.	1	2	3	4	5	6	7
4. Learning a foreign language is a waste of time for me.	1	2	3	4	5	6	7
5. In general, it is easy to learn a foreign language.	1	2	3	4	5	6	7
6. Learning a foreign language could expand my knowledge of the world.	1	2	3	4	5	6	7
7. Most Americans value foreign languages.	1	2	3	4	5	6	7
8. Learning a foreign language could help me make new friends.	1	2	3	4	5	6	7
9. The education system in the U.S. provides good opportunities to learn foreign languages.	1	2	3	4	5	6	7
10. Learning a foreign language could help me get a good job.	1	2	3	4	5	6	7
11. It is important to know foreign languages so I can use online websites and entertainment, such as:							
a) chatrooms	1	2	3	4	5	6	7
b) dating websites (eHarmony, Match.com, etc.)	1	2	3	4	5	6	7
c) foreign movies	1	2	3	4	5	6	7
d) foreign newspapers	1	2	3	4	5	6	7
e) social networks (Facebook, Twitter, etc.)	1	2	3	4	5	6	7
f) voice calling/video conferencing (Skype, etc.)	1	2	3	4	5	6	7
g) videogames (Xbox Live, Second Life, etc.)	1	2	3	4	5	6	7

Directions: Please rate the following languages based on the given criteria.
Items 14 and 15 contain open-ended questions; please write your responses.

12. Rate how interested you are in learning each language below, where 1 = not interested, and 7 = very interested.	*Not Interested*						*Very Interested*
a) Arabic	1	2	3	4	5	6	7
b) Chinese	1	2	3	4	5	6	7
c) French	1	2	3	4	5	6	7
d) German	1	2	3	4	5	6	7
e) Korean	1	2	3	4	5	6	7
f) Spanish	1	2	3	4	5	6	7

13. Rate how useful learning each language would be to you, where 1 = not useful and 7 = very useful.	*Not Useful*						*Very Useful*
a) Arabic	1	2	3	4	5	6	7
b) Chinese	1	2	3	4	5	6	7
c) French	1	2	3	4	5	6	7
d) German	1	2	3	4	5	6	7
e) Korean	1	2	3	4	5	6	7
f) Spanish	1	2	3	4	5	6	7

14. Explain your above ratings for usefulness. If any, why are certain languages more useful to learn than others, while certain languages are less useful to learn? *Please write your thoughts here:*

15. Should Americans be required to learn a foreign language? **Circle Yes or No, then answer the questions.**

a) Yes

↓

Why? *Please write your thoughts here:*

↓

When should they start learning a foreign language?
- a) elementary school (grades K-5)
- b) junior high/middle school (grades 6-8)
- c) high school (grades 9-12)
- d) college/university

b) No

↓

Why not? *Please write your thoughts here:*

Directions: Please circle one answer for each question and/or fill in any relevant blanks.

16. I am:
    a) Male
    b) Female

17. I am a
    a) Native-born U.S. citizen (born in the U.S.)
    b) Naturalized U.S. citizen (born outside the U.S., later became a U.S. citizen) → **When did this happen?** a) Less than 5 yrs ago b) More than 5 yrs ago
    c) International student
    d) Other:_____

18. Have you ever studied or are you currently studying a foreign language?
If you have studied more than one language, answer based on the one you know best.

a) Yes ↓ b) No (continue to #19)

Which language?_____

Which best describes your ability in this language? (Cirlce One)

a) Little/None	b) Beginner	c) Intermediate	d) Advanced
Can remember nothing or very little; at most can only say a few words.	Can communicate minimally on basic topics; limited to memorized/ simple phrases.	Can communicate on most everyday topics, but may face difficulty with more advanced topics.	Can communicate on a wide range of topics and abstract ideas with confidence and ease.

19. What language/s were used at home when you were growing up as a child?
    a) 100% English -- 0% Other Language
    b) 75% English -- 25% Other Language
    c) 50% English -- 50% Other Language
    d) 25% English -- 75% Other Language
    e) 0% English -- 100% Other Language

20. Currently, I am enrolled as a:
    a) Undergraduate student
    b) Graduate student
    c) Other:_____

21. My major/s are:_____
write "Undecided" if you don't know yet

    My minor/s are:_____
write "None" if you don't have a minor

22. After college, I plan to: *(If you are not sure, give your best guess)*
    a) Work in the U.S. or other country where English is a primary language.
    b) Work in a country outside of the U.S., where English is not a primary language.
    c) Other:_____

Appendix B

Advisor Qualitative Foreign Language Survey

Faculty Qualitative Survey-Foreign Language

Foreign Language Survey

1. Describe your experience learning a foreign language. When did you start, how long did you study, what language(s) did you study?

2. Give examples of how you have used your foreign language knowledge-in your research, travel, daily life, etc.

3. What other language would you like to know and why?

4. What are the three most important reasons for learning another language?

5. Should American college students be required to know another language? Why or why not?

6. What should average college students be able to do with the language that they study? For example, listen to news broadcasts, watch films, conduct business transactions, etc.

7. What are the three biggest challenges to learning another language at the college level?

8. Do (did) your children study another language? If so, what language? When did they study-elementary, middle, high school, college, etc?

9. What subjects do you teach or what is your main job at this college?

10. What do you tell students regarding the foreign language requirement at this college? For example, which language do you advise your majors to take and when during their academic careers?

11. How old are you? (Sorry to ask, but I am looking for trends).

12. Additional comments you would like to add:

Appendix C

Question 14 Comments

Question 14 Comments

Spanish, I feel is a common language that Americans learn and the language is used I find a lot in and out of the US

There are a lot of tourists who come from all over the world to visit Florida

There are more Hispanic/Spanish speaking people in US as compared to others
the languages I thought were useful are spoken around me often (on my team, at my summer job)

For my personal field of study, learning a foreign language would have little use. It would be for personal reasons if I were to study one

Spanish and Chinese would be useful to learn because they are widely spoken

Personally, I feel that Spanish is the most important for my career. I am most interested in countries/ languages from Asia

I feel Spanish and French are most commonly used by Americans, which makes it most useful

I want to be a game warden. Talking to people of different languages would be helpful in getting the job

Spanish because America is becoming more filled with Spanish speaking people

I don't want to speak any other languages

French and Spanish are very common languages and useful if working somewhere that interacts with these languages

There are a lot of Spanish speaking vendors where I work

In my perspective, some languages are more prevalent; therefore, more useful in society that I live in

I visit Quebec, Canada often and it would be nice to be able to communicate using French. I have friends I want to visit in Germany and I do mission work that requires Spanish

I don't really know of anyone who speaks Arabic or Korean but know of alot who speak German and Spanish, so it could be beneficial to speak with them

Because some languages are spoken more than others

I'm Muslim it would be really good to know the language of my religion

Certain languages are more useful b/c I wish to travel to those language-speaking places

I am going on a trip to Germany soon. I have many Spanish/ French/ Chinese friends

I plan to travel outside of the US and would like to know more about different languages. Spanish is the most useful to me because I hope to help Spanish-speakers in my profession

Some are just more commonly spoken, so I will be able to use them more often

Depends on which languages are used in the area

More Hispanics than other groups

Spanish is most common, but I enjoy the French language and have no interest in the rest

The reason I ranked Spanish as very useful is because that language is becoming increasingly more present in American culture

I would interact with a population that speaks these languages more than I would with the others that are less useful for me

I don't see myself needing to speak Arabic. Chinese, German and Spanish are huge languages that could be useful

Some are practical, others are fun and would expand my world view

Spanish is more useful to me because of my Hispanic heritage, while I don't see myself ever having use for Korean

Spanish, German and French are most commonly used foreign languages on the planet

Learning any language would be a tremendous asset. However, as a native Floridian, Spanish would be most beneficial given demographic changes in the state

Depends who you are around and are with. I speak because my family is from Guatemala

Some are not as common or spoken there

Appendix D

Comments for “Yes” Answers to Question 15

Comments for “yes” Answers to Question 15

It's important to be well rounded + learning a language helps learning + brain development

If they go to another country with a different primary language, they should know it

More literature becomes available + international business would be easier to conduct

In order to grow globally + make global connections + shows culture appreciation

Expand your knowledge + become worldly

Yes, it develops our knowledge + increases job offers + all around important

Learning another language helps learn about different cultures + can help people understand one another

It will help Americans better connect with people they would otherwise fear

To broaden their communication abilities

I think it would help with learning about different cultures + being more open in different situations

It is important to be culturally educated + it helps with job opportunities

Helps individuals open to other cultures

Immigration + travel

Helps with Spanish

It can be useful for a job but I think that a person should be able to choose how well they want to learn the language + if it would just be beneficial

Not everyone speaks English

It might help open eyes of some conservative/ close minded people

Even if only for 1 year, the opportunity for learning a new language should be provided and encouraged

Learning and becoming fluent in another language can initiate countless opportunities for future friendships

Knowledge is power + there is no detriment to learning another language + the ability to read other information can enhance our understanding of the world.

It is important + In foreign countries you are richer if you know more than one language

Learning another language (especially when you are young) makes it easier to learn other languages + It also helps facilitate communication in the business world.

Appendix E

Comments for “No” Answers to Question 15

Comments for “No” Answers to Question 15

Can't require specific knowledge, goes against 1st amendment

Forcing someone to do something will not actually help them learn it. If they’re not interested and don’t see a point, then they will likely forget it

I don't believe Americans should be required but it could always help in the future

I think learning a foreign language is extremely useful + a privilege, it could certainly help in many areas, but it should not be required

Forcing someone to learn a language will not make them enjoy or appreciate it more.

They have to be excited/ interested to learn for it to be appreciated

No one should be forced to do something they are uncomfortable with

Should not require, but it should be very strongly pushed

I think it should be optional because if somebody has no desire to learn one it's just a waste of time in their mind

In the U.S. English is spoken you do not need to know another language. If you want to learn more than one then you can just, but should not be required

It shouldn't be required, but should be encouraged

I think it is useful and should be recommended in schools, but I don't think you can force everyone to learn a language

They should learn only if they have interest in it