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The Role of Attitudes and Motivations as Major Factors in Acquisition of Spanish as a Second Language

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THE ROLE OF ATTITUDES AND MOTIVATIONS AS MAJOR FACTORS IN
ACQUISITION OF SPANISH AS A SECOND LANGUAGE

Thesis submitted in partial fulfillment of Honors

By

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Chapter One: Introduction

Research shows that the world is becoming increasingly more multilingual. In his 2010 article, Dr. Francois Grosjean calls this increase “bilingualism’s best kept secret”, that more than half of the world’s population is bilingual (Grosjean 2010). A Gallup poll conducted in 2001 showed that only 17% of Americans believe that it is necessary to speak a second language. Approximately 77% of respondents in that study believed that it is essential for immigrants relocating to the United States to learn to speak English, and only 26% of those respondents themselves actually spoke a second language at the conversational level (McComb 2001). A similar poll was conducted in 2013 to see how Americans’ attitudes may have changed over a little more than a decade (Jones 2013). The later poll showed that 72% of those surveyed thought it was essential that immigrants learn English, and 20% believed Americans should learn a second language.

Researchers have always encountered complications in studying bilingualism and multilingualism on a global scale. For example, a 2012 article by Dr. Grosjean discusses the difficulty of counting bilinguals worldwide. From the lack of a census in developing countries to the ambiguity in certain census questions, there are obstacles to get an accurate statistic on bilinguals globally (Grosjean 2012). An article posted in the NY Times in 2012 argues that Census data for bilingualism cannot be considered accurate because of the phrasing of the question, “Does this person speak a language other than English at home?” (Erard 2012). The article argues that this discounts the Americans that speak a second language at work or school, but still primarily use English in the home.

However, regardless of these statistics, there is still a common stereotype that Americans and the United States are largely monolingual. A study done by the European Commission showed that in 2006, 56% of Europeans reported being bilingual, at the level of being able to hold a conversation in two or more languages; this percentage is much higher in certain countries (Eurobarometer, 2006). This study stated that in the United States at this time, 20% of Americans spoke a language other than the

primary language of English. While the article stated that this is a drastic increase from the number of bilingual Americans in the year 1980, there is still a great disparity between the American bilingual percentage and the global bilingual percentage (Eurobarometer, 2006).

Additionally, there is a great discrepancy in the consistency of requirements for foreign languages in school-aged children between the United States and most European countries. Almost every country in Europe has a national requirement for students to learn at least one foreign language, with some countries even requiring two, which is simply not the case in American primary schools. European research showed that in the 2009-2010 school year, 73% of elementary school students and more than 90% of high school aged students were learning a second language in school (Devlin 2015).

Data collected between 2008-2010 shows that American schools and their requirements tell a much different story than the European equivalents. Only 15% of public elementary schools, and 25% of public and private elementary schools, and 58% of middle schools even offer foreign language education of any kind. In these cases, the education opportunity is not even available to students, let alone required. Moving into higher education, less than 51% of institutions require foreign language classes in order to earn a degree (Devlin 2015).

The Modern Language Association's language map shows that less than 4% of residents in the area of Northeast Tennessee where this study was conducted are fluent Spanish speakers, yet every student earning a Bachelor of Arts degree at East Tennessee State University is required to take foreign language classes. Research done by Robert Gardner and others, as discussed in the literature review, finds that attitudes towards language learning affect the learning process and the actual acquisition of the language.

Research Questions

Based on the research done by many others and personal experiences of studying foreign language, this study sought to find answers to the following research questions.

1. How do students' attitudes towards language learning affect their learning process?
2. Is there one motivational factor that is stronger than others in shaping a student's attitude?
3. Does previous language study affect students' attitudes?
4. Does foreign travel or other exposure to foreign cultures affect students' attitudes?

Chapter Two: Literature Review

The following chapter will examine research that has previously been done on similar topics and will review the literature surrounding this research. This chapter will also introduce and define some vocabulary terms essential to understanding the current conversation surrounding attitudes and language learning.

Role of Learner Attitude in Language Learning

On this topic of attitudes and motivations and how they affect the learning of a second language, much of the pioneering research is done by Canadian psychologist Robert Gardner and his associates. Gardner coins, and defines, the terms commonly used to converse about the topic, and much of the discourse revolves around the research he has done. Primarily, the vast majority of the current research surrounds, and almost always finds a way to return to the concepts of both “integrative” and “instrumental” motivation. The terms were originally used and explained by Gardner and Lambert (1972), who use particularly integrative motivation as a broad concept encompassing both orientation and motivation. In a talk that Gardner gave in 2011 at The University of Western Ontario entitled “Integrative motivation and second language acquisition”, he explained that he found other researchers used the types of motivation, both integrative and instrumental, too simply. He redefined and sharpened the existing definitions by referring to his original usage of the term:

The concept of the integrative motive includes not only the orientation but also the motivation (i.e., attitudes toward learning the language, plus desire plus motivational intensity) and a number of other attitude variables involving the other language community, out-groups in general and the language learning context (Gardner, 1985, p.54).

Gardner also created and pioneered the use of the Attitude/Motivation Test Battery (AMTB) in 1985, a measure which is used to quantify four aspects of attitudes and motivations with regard to language learning. The variables that it includes are integrativeness, attitude toward the learning

situation, motivation, and language anxiety. Additionally, it can be expanded to extrapolate results from other variables in some situations. Many of the scholars and researchers that have since done studies on this topic have used and analyzed results from the AMTB, making it relevant to note in this research. Much of the current and previous conversation about attitudes and motivations towards language learning revolves around Gardner's research and his work with the AMTB.

On testing the validity of this Attitude/Motivational Test Battery, Gardner and his associates did an additional study which he stated has "important implications for understanding the role of attitudes and motivation in second language acquisition. The initial part of this investigation demonstrated that the measures of attitudes and motivation typically used in this type of research display good multitrait-multimethod properties" (Gardner, Lalonde, & Moorcroft, 1985, p.225). That it has multi-trait and multi-method properties essentially establishes that there is indeed a correlation between attitudes and motivation and achievement in language learning, but also that these correlate highly "with other measures of the same attribute" (Gardner, Lalonde, & Moorcroft, 1985, p.207).

Decades ago, Gardner and William Lambert (1972) set out on a quest to solve the mystery of why some learn languages with ease, and some, although they have the same opportunities and learn in the same setting, struggle and ultimately fail. The introduction to their book *Attitudes and Motivations in Second-Language Learning* explains that the researchers were unsatisfied with the answer that some people simply have a "knack" or an "ear" for languages. Their research goal was to determine what this knack actually is, and why, if almost everyone learns a first language, the acquisition of a second language is so much more difficult, and why this process can have such great degree of variation between individuals.

They introduce the concept of orientation, which qualifies the learner's desires and reasons for taking on the task of language learning. They break this up into instrumental, which indicates a more

practical reason or sort of necessity for learning the language, and integrative, which indicates a desire to learn more about and integrate oneself into the community and culture associated with the language.

Instrumental and integrative orientations

Gardner and Lambert (1972) explore how learning a second language is a much more holistic process than just memorizing vocabulary and syntax rules, but additionally adopting behaviors that are characteristic of the native speakers of that language. The learner's attitudes towards the members of this cultural and linguistic group, and his beliefs about his own culture and how the two interrelate will play a large role in determining the learner's success in learning and acquiring the target language. Gardner (1985) explains that these attitudes towards the large, general group of "foreign people", meaning anyone not a member of the same culture, their attitudes toward the specific culture attached to the target language, and their "orientation toward the learning task" are the factors in determining a learner's motivation. Gardner (1985) explains and defines the two orientations as,

The orientation is said to be instrumental in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group. (p.3)

Gardner goes on to say that it is a general assumption made that those students with integrative orientations typically have greater success in language learning; however, there is not necessarily a direct correlation between these two. There is a variety of different views on language learning: some students may be genuinely interested in a foreign culture, just as they are in their own, or others may desire to assimilate into a foreign culture completely as a way of distancing themselves from their native culture because they have been hurt or dissatisfied. As learners become more advanced in language skill, and therefore more immersed in a different culture, it is likely that the way

they relate to their own native culture will change. If a learner reaches a point where he/she feels like a member in both groups, there may also be various emotions that come with this. There are possibilities of regret as connections with the native culture are lost, and fear and anticipation while navigating through the new, once-foreign group. Gardner and his team of researchers believed that the emotions of fear or social uncertainty that are often experienced by immigrants can thus transfer to bilinguals and even advanced, dedicated students of any second language. Because of this, Gardner (1985) wondered about how instructors and teachers of foreign languages could modify (and strengthen) their methods to take into account the “social and psychological implications of language learning” (p.7).

Attitudes towards foreign cultures and foreigners

As a way of looking at these social implications, another one of the studies Gardner did was to try and quantify, in some form, the stereotypes that students hold towards speakers. This study included recording four bilinguals speaking in both English and French with native accents and having students listen to each segment of the recording, and then ‘rate’ the speakers in terms of their personal traits, both physical and relating to personality. The students, who thought they were listening to eight different speakers, assessed the people that they were hearing on everything from height and bossiness to overall likeability, based solely on the person’s voice and accent. What they found was that American students held generally more positive stereotypes about the English speakers than the French speakers, even though in reality the perceived multiple speakers were actually individual bilinguals.

Gardner (1985) claims that,

Hearing the flow of a foreign language evokes in the mind of the listener certain attitudinal reactions that have become associated with the particular foreign people who habitually use that language. The association may have been established through direct experience with members of the group or indirectly through attitudes picked up from important

people in one's social environment who in turn may have had little or no direct experience with the group in question (p.98).

Based on this quote from Gardner, there are certain stereotypes that American students typically hold against foreigners. Taking this a step farther, Howard Aronson, in his 1973 article "The Role of Attitudes about Languages in the Learning of Foreign Languages", discusses students' abilities to properly mimic the intonations and tone variations in the target language. He found that students were able to easily reproduce foreign intonations when the foreigner was speaking English; that is, that the students were able to mimic the foreigners in order to make fun of them. He states, "The use of the intonation carries numerous tacit connotations with which the student does not want to mark himself. They are to be avoided for the sake of his dignity and self-respect" (Aronson, 1973, p.324).

The students demonstrated negative attitudes and connotations towards the culture and native speakers of the target language; that is, they had a mental concept of 'foreignness' that included qualities that were undesirable to adopt. Becoming completely fluent is then, in some cases, hindered by psychological blocks that prohibit a student from abandoning his native culture group to be more similar to a foreign culture group.

When...non-natives are asked why they do not pronounce English better, since it is clear that they can do just that, they usually answer that they do not feel comfortable speaking English with the proper phonology. It may be that one's native language forms an integral part of one's personality and self-image and that there is a strong, unconscious resistance to giving up the tokens of one's native language. In fact, when such non-natives imitate an American speaking, they are really parodying, poking fun at the foreignness of English phonology for them. From all the above we may conclude that the foreign language student is unconsciously resisting all attempts to get him to sound foreign (Aronson, 1973, p.327).

While this is not to say that anyone of any age could become completely fluent in any foreign language given the proper attitude, Aronson does provide an interesting take on the way that these students' attitudes towards foreigners inhibited their language learning. In the cases that he studied, students did exhibit the physical ability to produce the sounds of the target language, but only in a mimicking situation. In this case, their negative attitudes created an unconscious roadblock to their language learning, because of this suppressed desire to not sound too foreign. This returns to the research of Gardner (1985), which found that learning a language also included becoming more like a member of the culture group associated with the target language.

Attitudes towards foreign language study

Additionally, a study on students was done by Gardner and Lambert (1985) to determine the amount of importance and value that they place on the study of a foreign language. Through an extensive survey involving learners of French, Gardner and Lambert classified several different groups (or "factors") of students. Although the researchers describe nearly a dozen different factors, only Factors I and III are highlighted here because of their particular relevance to the current study. They found that one group of students, or Factor I, is a group of students who can only be described as 'fortunate' in many different aspects of life. From intelligence to encouraging parents and high socioeconomic status, these students are lacking nothing and are likely to excel in their language studies. Gardner and Lambert write, "For such students, language training could certainly be made a much more personally and socially significant enterprise than 'just another' high school course" (Gardner & Lambert, 1985, p.118). Another group, which they call Factor III, excels generally in school work as a means of success.

French achievement is not of special interest but is an incidental concomitant of academic work. There are surely ways teachers could also develop a separate and strong

interest in language study for this type of student as with the privileged subgroup just described. Perhaps in this case an instrumental orientation could be stimulated with a view toward broadening the student's motivation system (Gardner & Lambert, 1985, p.118).

Additionally, there are subgroups of students who are underprivileged financially and thus lack the parental and familial support to succeed academically and hold a general optimism when looking at life as a whole, one whose members overwhelmingly excel in language study, but not in other areas of academia, and those students who achieve well in French due to placing values on seemingly unrelated things such as popularity and being perceived well by others. Overall, they found a wide range of values held by students, and thus a wide range of correlations between values and language proficiency. Gardner concludes, "Each of these configurations that includes values and motives is intriguing. Since certain patterns are generally successful ones and others unsuccessful, they provide insights for educators as to the types of students who can be more or less easily excited by academic programs that are currently in style" (Gardner & Lambert, 1985, p.119).

In 2003, Gardner and Masgoret published what they labeled as a "meta-analysis" of several studies previously done by Gardner and his associates in order to eliminate and solve any discrepancies that existed about these motivational factors. The five variables that are considered are "integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation" (Masgoret & Gardner, 2003, p.123). They defined integrativeness as "an openness to identify, at least in part, with another language community" (Masgoret & Gardner, 2003, p.126). This concept is explained by saying that a language learner adopts sounds, words, pronunciations, syntaxes, grammars, behaviors, and cultural aspects of the target language. Those learners that want to be accepted or integrated into this culture group have a greater desire to learn than those who do not.

Likewise, Masgoret and Gardner (2003) explain the behaviors of a motivated individual, saying “[he/she] expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals” (p.128), whereas the unmotivated individual would not exhibit these behaviors or characteristics.

Intrinsic and extrinsic motivations

Gardner was once the monopolizing head of research on the topic of motivations toward language learning. His ideas were so groundbreaking that for many years the concept of instrumental and integrative orientations was the only one thought of with relation to second language acquisition. However, not necessarily in contrast, but in addition, Brown (1990) introduced the concept of a dichotomy between intrinsic and extrinsic motivation. Intrinsic motivation is one had by a student who has some sort of internal desire to learn a language. The extrinsic motivator is one from the outside, such as to fulfill a class requirement or other.

Deci and Ryan (1985) discuss these motivations in their book *Intrinsic Motivation and Self-Determination of Human Behavior*, they define intrinsic motivation as one that originates internally. “Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish” (p.245). They find that the intrinsically motivated learner is likely to achieve higher levels of proficiency, due to the internal drive that urges these students to continue, whereas the extrinsically motivated learner is more likely to learn only the minimum requirement to fulfill the external motivator. For example, if a class is assigned to read an article in a foreign language and answer three questions about it, the extrinsically motivated students will complete the task as assigned. They will read enough of the article to get

satisfactory answers and complete the assignment. However, the intrinsically motivated students will read the article until they understand what it is saying, beyond simply finding the answers to the questions.

While these are similar to Gardner's instrumental and integrative orientations, they deal only with the learner's motivations. Gardner attempted to focus the orientation on several different facets of language learning, including not only motivation, but also attitude toward the culture group, language anxiety, desire, and motivational intensity.

Attitudes of adults and their effect on how students learn languages

Focusing on more than just students as Gardner's research typically does, Alfred Smith discusses in his 1971 article "The Importance of Attitude in Foreign Language Learning" several different manifestations of attitude belonging to all parties of the learning process. He discusses that the attitudes of parents, counselors, and other adults in a student's life will affect the student's attitude before they even step into a classroom. Accounting for these preconceived notions about language and its study is necessary for the educator of a foreign language. However, he states that, "this does not mean that the situation of the foreign language classroom itself cannot exert considerable influence on the formation of new or modification of old attitudes" (Smith, 1971, p.84).

One of the attitudes that he discusses, and one that is particularly relevant to this current research study is the consequences of a "requirement attitude" that he noticed in his research. This attitude in particular is interesting because it is one that is common in all of the parties and influencers, in addition to the students themselves. In students, this attitude manifests in the students that are only involved in language classes because of the educational purpose they accomplish in that they are required to graduate. However, Smith found that this attitude also extends, or perhaps originates with, adults. He discusses that many adults that are now parents, teachers, and counselors, were in school

with a two-year language requirement. Two common options were to take the classes freshman and sophomore year, to finish early with the requirement and no longer have to worry about fitting it into the schedule, or to take them during the last two years, in this case of high school, in order to have the content more prominent in the mind when taking college entrance exams or tests for placement credit. Because these were the typical paths taken by current counselors and advisors, Smith finds that they are likely to recommend these to their students, thus perpetuating the idea that after the requirement is fulfilled there is no further reason to continue taking language courses. To conclude his article, Smith offers “cures” to these negative attitudes commonly found in language students. In order to accommodate the wide variety of learners that will be in a learning setting together, he suggests that educators provide “a diversity of courses which vary in sequence, scope, and content to respond more effectively to the diversity of needs of students” (Smith, 1971, p.86). Using Gardner’s terminology of the orientation of students, Smith (1971) states that “[educators] should strive to give students an integrative motivation by helping them to see the invaluable and inseparable cultural and humanistic learning inherent in language acquisition” (p.86).

Frida Lennartsson of Sweden did a study involving both teachers and students of second languages, in which she surveyed and interviewed students and educators with the hope of learning more about the effects of motivation and attitudes. The results from her personal interviews found that, “According to the students in question their opinions are that you have to have a good teacher while learning languages, i.e. a teacher that can encourage you and make you develop. On the other hand, the teachers in question said that the students must be interested in learning second languages otherwise it is pointless since they will not develop” (Lennartsson, 2008, p.2).

Role of previously acquired languages

Another factor that affects language learning are the previous languages learned. To this effect, one must consider additive bilingualism. Additive bilingualism is a concept that states that learners that

are proficient and confident in their primary language (L1) and their first learned language (L2) will exhibit a higher level of proficiency in their third language (L3) at a faster rate than monolinguals. The threshold hypothesis posed by Cummins in 1976 claims that there is a certain level of competence that a person, typically a child, must have in L1 before it is beneficial to them in learning L2, and likewise a level of competence that the person must attain in both languages before their bilingualism is beneficial to them in daily life. Beyond this, multiple studies done by researchers show that bilinguals learn a third language faster than monolinguals learn a second. Cristina Sanz's (2000) study showed evidence of this in Catalonia as students learn an additional language in an area where both Spanish and Catalan are regularly spoken. In this case, some of the students surveyed were monolingual and others were bilinguals, and the bilinguals professed a greater ease and were overall more proficient in the third language than the monolinguals learning a second language (Sanz 2000). Similar research was done by Lechner and Siemund (2014) and Cenoz and Valencia (2003), which found that the target language was acquired more quickly and at a higher level of proficiency by the bilinguals versus the monolinguals that were studied. Other examples of research show that bilinguals learning related languages, such as Romance or Germanic languages have an easier time picking up an additional one (Sagasta Errasti, 2003). Golonka in 2010 had results of research that showed that "previous exposure to learning one foreign language can positively influence the learning of a new, unrelated or distantly related language (p.112). He explains that, "Experience of learning another language also plays an important role in learning a distant language, because the skills acquired during the years of studying foreign languages are not language-specific and can be transferred from one learning experience to another" (Golonka, 2010, p.112).

Role of foreign travel

A study abroad 'Language Immersion' program by the travel company Education First collected personal accounts and testimonies of several different students who have traveled with this company's

programs that say they have benefited immensely from foreign travel in their language learning process. These students state that the immersion experience provides learning opportunities that are simply impossible in a traditional classroom setting. Living in the target culture not only allows for more time to learn, but for raw cultural experiences not edited to fit into a classroom curriculum or semester schedule.

Laborda examines two different types of foreign travel with language learning as a goal: language trips and language tourism. Language trips are similar to a study abroad program, where the central focus is a course, typically for school or university credit. Language tourism is more dictated by excursions and activities, while interacting with people of the local culture. He finds that while typically, language tourism is stereotyped as being less effective for language learning, that its real benefit is “exposure to real people’s speech” (Laborda, 2007, p.40). He concludes that while both types of trips have their unique benefits and should be recommended for separate groups of people, if the goal is simply to learn or gain more proficiency in a language, language trips are more effective.

Second language vs. foreign language

Gardner makes an important distinction between “second language learning” and “foreign language learning”, terms which are used synonymously throughout the course of this current research study. Gardner’s research was conducted partially in Canada, a country in which there are two primary languages: English and French. Depending on the specific study site, he had to account for whether learners of French were learning a foreign language, one that is not native to their current culture, or if they were simply learning a second language, one that the learners are surrounded by and are likely to use frequently in their everyday lives. However, in East Tennessee, the study site where this research was conducted, the first, primary, and in most cases only language of the participants and the surrounding community is English, which means that any language that is learned is learned as a foreign

one. For the purpose of this study, a “second language” and “foreign language” are used interchangeably.

One thing that all of the theories about motivation as a factor in language learning have in common, is that students with different motivations, whether based on instrumental or integrative orientation, or intrinsic or extrinsic motivation, have differing experiences in language learning and acquisition. This research study looks at the attitudes and motivations of American students learning Spanish as a second language in East Tennessee in light of the previous research conducted by many.

Chapter Three: Methodology

This chapter details the process that was executed in order to complete this study. This includes the protocols that were followed per the Institutional Review Board and the procedure that was followed while giving the survey in each class.

Participants

This study was done at East Tennessee State University. The participants were chosen based on their enrollment in either Beginning Spanish I (SPAN 1010) or Beginning Spanish II (SPAN 1020), the two beginner level Spanish language courses offered at the university. These two courses were chosen due to the wide range of attitudes they would possibly encompass. For example, if students desire to obtain a major or minor in Foreign Languages at ETSU, unless they have previous language classes, they will begin their sequence of courses at the 1010 level. If students desire to obtain any Bachelor of Arts degree at ETSU, they are required to fulfill at least one foreign language course at the 2020 level of any foreign language or higher, the prerequisites for which include the classes that were surveyed. The goal of the survey was to find correlations, or a lack thereof, between students' attitudes and motivations for language learning and success in the course. Therefore, this range of attitudes and reasons why students would be enrolled was considered ideal for the study.

Online classes were excluded due to the nature of the data collection and the necessity that the data be collected anonymously. There were four classes that met these requirements of being an on-campus, beginner level Spanish language course in which the professor would allow for a survey to be done. The only requirement for the individual participants, other than their enrollment in the courses being surveyed, was that they be at least 18 years of age or older, as mandated by the Institutional Review Board. The classes included both men and women and students of all ages. This was important because of the potential correlations in attitude to a particular gender or age group.

There were approximately 70 students enrolled in the classes that were eligible for survey. When the results of the first survey from the beginning of the semester were analyzed, there were in total 57 sets of data collected, which exclude the students that were enrolled but absent on the day of data collection, the students that could not participate due to being younger than 18 years of age, and those students that elected not to participate.

Of the 57 students surveyed, the majority were between the ages of 18-21, with 47 (82.46%) fitting this category. Two students (3.5%) were of age 30 or older. Additionally, the majority of the students were female, with 33 females (57.89%) and 24 males (42.11%).

The majority of students were also in their first two years of classes at the university: 38 underclassmen (66.67%), 17 upperclassmen (29.82%), and 2 either graduate students or non-degree-seeking students (3.51%). A large percentage of these students (64.91%) were pursuing a Bachelors of Arts degree. This is relevant because East Tennessee State University requires that for students to receive a B.A., they must take four classes in a foreign language. Only 18 students were pursuing other undergraduate degrees.

Most of the participants indicated that their GPA was between a 3.0-3.9 on a 4.0 scale. Although this was self-reported, the participants seemed to be diligent and hard-working in order to maintain a high GPA. Consequently, most students expected to receive good grades in their Spanish classes, with 44 students indicating that they expected to receive an A or B.

With regards to experience traveling and exposure to foreign cultures, 47% of participants indicated that they had traveled to a foreign country at some point, and 18% of respondents indicated that their time abroad had been spent in a Spanish-speaking country.

Procedures

The participants were briefed with the information that data was being collected on their experiences in their language courses. They were read a script approved by the Institutional Review Board by the principal investigator that explained that the method of data collection was an anonymous survey and what would be done with it after collection: the data would be collected, combined into aggregate figures such as a percentage that responded a certain way to a certain question, and then the surveys would be stored in the office of the faculty advisor on-campus for five years, as mandated by the IRB. Additionally, The IRB granted a waiver of documentation of consent due to the near nonexistent risks from participating; therefore, by completing the survey the students indicated consent to participate.

The nature of the research study was explained to them, and they were given the informed consent form to read, which explained that there were no risks involved. At this point, participants were given every opportunity to opt out of completing the survey, and it was explained thoroughly that participation was in no way required for their class and that the decision to not participate would not affect their grade. After reading the approved script and giving participants an opportunity to ask questions about what they would be asked to complete, they were handed the surveys and given ample time to thoroughly read and complete each question. Each class took approximately between four and six minutes to complete the survey, depending on class size. At the end of this time, the students then placed their completed surveys in a folder, to ensure that anonymity was maintained and there would be no way to link a particular survey to an individual.

At the end of the semester, these same classes were surveyed again with a similar survey in the same manner as previously described. The purpose of doing the second survey was to see if having spent a semester in a foreign language class learning about Spanish language and culture had any effect on the students' attitudes towards said language and culture.

Additionally, students' responses were looked at with the record of their expected grade in the class to see how these compared, and the overall average of expected grades was compared with the overall grades that were actually received, as reported by the professors of the classes. This was given to me as a single average for the entire class (i.e. that the class average at the end of semester ended up being a 90%). Individual grades for students were not received, and there were no identifiable grades given or any way to link a grade to an individual survey or student. The purpose of this was to see if positive attitudes towards language and culture had a positive outcome for the students, and likewise if negative attitudes produced poor grades, indicating a lack of learning in the class.

iii. Survey item

The survey included three sections. The first asked for general biographical information, such as age, gender, level in school, the degree being pursued, previous language experience, and foreign travel experience. The second consisted of 15 Likert scale questions, asking students to rate their feelings toward a series of questions or statements on a scale ranging from strongly agree to strongly disagree. These statements were broken down into three categories: necessity, interest, and difficulty. The necessity questions determined whether or not participants believed that bilingualism is a necessary skill, the interest questions were meant to gauge how interested participants were in foreign language and culture, and the difficulty questions asked participants how difficult they believed learning a foreign language was.

The third section was made up of open-ended questions, which gave the students an opportunity to reflect on their experiences in the course thus far. These asked what participants enjoyed most, what they disliked the most from the course, and what they would like to do more of in the course.

iv. Data analysis and coding

After all the data had been collected, it was coded to make it simpler to determine and extract patterns from the data. After the individual surveys had been examined to place the coded data in a central document, only the aggregate data was analyzed. For biographical information, such as gender for example, a value of 1 was assigned to the response of male and a value of 2 to the response of female, arbitrarily. The percentage of total '1' responses and '2' responses was calculated then to extrapolate the biographical information from the surveys.

For the Likert scale questions, the students' answers were converted into values of 1-5, with 1 corresponding to the 'strongly agree' answer option and 5 to 'strongly disagree'. The goal was to determine how positive a student's attitude towards Spanish language and culture was, but some of the questions were worded inversely from others. For example, if Student A answered 'strongly agree' to the statement that he/she regularly encounters individuals outside of class that speak Spanish, that means Student A shows a positive attitude to this necessity question; that is, this student believes that Spanish is necessary. If Student A also answered 'strongly agree' to the statement that English is the language he/she needs to know, that indicates a negative attitude towards Spanish, because the student does not believe it is necessary. Therefore, with any question to which an answer of strongly agree would indicate a negative attitude towards Spanish, these values were inverted, so that a response of strongly agree was recorded as a 5 instead of a 1. All of these values were then averaged, and an average attitude value, henceforth denoted as AAV, of each participant was determined based on their response to all of the attitude questions. An AAV of 1, in this case, would represent the most positive attitude, and an AAV of 5 would represent the most negative attitude towards Spanish. As an example, Student 1's overall attitude value turned out to be a 1.133, which indicates a very positive attitude toward Spanish language and culture.

Students' attitude values were analyzed and compared in relation to their gender, age, previous languages studied, and foreign travel and history to see any correlations between these, and then the attitude values were separated into the different categories of attitude questions (necessity, interest, and difficulty), to see if one factor was stronger than the others; that is, if students had an overall neutral attitude but their interest levels were just particularly low, or if they definitely thought that bilingualism was necessary but thought it was too difficult a task to achieve.

All of these processes were completed using the values reported from the first survey, looked at in isolation. After all of these correlations were collected and tables were made, the same procedures were done with the data from the second survey, and these were compared to see if any changes had occurred in the students over the course of the semester, and after having spent three months being engaged with a foreign language and culture.

The open-ended questions for the survey did not garner much helpful responses. Several of the participants left these questions blank, or the questions were answered ambiguously, such as the same answer being given for the questions that asked about the most favorite and least favorite aspects of the class. Because of the lack of useful responses, the open-ended questions were not considered in the analysis or reporting of results.

Chapter Four: Results and Discussion

The following chapter will report the results of each attitude question. These results will be given in percentages, by reporting the percentage of respondents who agreed, disagreed, and were neutral to each question. This chapter will also include comments of different factors that potentially could have an effect or influence on these responses. The results will also be analyzed by looking at the average attitude value (AAV) of each participant and by looking for correlations between these and participants sorted by biographical factors, such as age or gender.

On the question that asked whether or not students encounter Spanish-speakers outside of class on a regular basis, 15.79% strongly agreed, 24.56% agreed, 15.79% were neutral, 33.33% disagreed, and 10.53% strongly disagreed. Overall, there is a fairly even split between the students that indicate a regular interaction with Spanish speakers and those that do not. This could be because students do not necessarily know who in their lives are bilingual, especially if they are only acquaintances or other college students with whom they are in classes. As the NY Times (2012) article discussed earlier argues, sometimes it is difficult to gauge people's bilingualism based on their public usage (Erard, 2012). Some bilinguals use their other language in their home domain only. A similar question, which asked if students encountered people at their workplaces that speak only Spanish found that 10.53% strongly agreed, 22.81% agreed, 15.79% were neutral, 33.33% disagreed, and 17.54% strongly disagreed. The change in responses between this question and the first could be due to the fact that the wording of the question was changed to inquire about those acquaintances that speak *only* Spanish at or around the students' workplaces. It is likely that less students will encounter people that speak only Spanish as opposed to bilinguals, because in the area of East Tennessee in which the study was done, less than 4% of the population are Spanish speakers according to the Modern Language Association's language map (MLA, 2016). Bilinguals are more likely to speak English in a public setting, because that is the language most readily spoken and understood in this context. Responses to this

question also depended on the number of students who are unemployed, and on the nature and location of their jobs. For example, students who work on campus will mainly interact with an elite population that generally uses English, while those who work in Mexican restaurants might interact with more Spanish speakers.

In response to the question that asked whether or not English is the only language that students need to know, less than 10% agreed, 15.79% were neutral, 36.84% disagreed, and 40.35% strongly disagreed. This seems to show that students understand the increasing multilingual nature of the world, and that they realize the possibilities that exist in which they may need to speak a language other than English.

With the statement that an interpreter will always be available if necessary, 1.75% strongly agreed, 5.26% agreed, 66.67% disagreed, and 22.81% strongly disagreed. The overwhelming majority of students indicate an awareness that there is a possibility they will at one point in their lives be in a situation with a foreign language speaker with no bilingual interpreters around. This indicates that students are aware of some level of necessity of bilingualism. This was surprising considering that many students own iPhones or other smart phones and always have electronic translator at hand, but also means that students likely understand that applications such as Google translate do come with limitations and that these might not always be helpful in every communication context. On the same topic, with the question that asked if it is important to be bilingual, over 71% agreed that bilingualism was important, 19.30% were neutral, and 3.51% strongly disagreed. These results do not seem to be in agreement with the 2013 Gallup poll discussed earlier, in which only 20% of Americans believed that Americans should learn a second language. This may be due to the nature of the university setting, which typically encourages more inclusion of a variety of cultures and an attitude that is more willing to learn than the general public.

Overall, these results seem to show that students agree with the concept of necessity of a foreign language. They believe that they may at some point be in a situation where an interpreter would be needed but not available, and they agree that generally, bilingualism is important and an asset to their lives. However, practically, the respondents were divided. For instance, 43.86% disagreed at some level that they regularly encountered Spanish speakers, while 50.89% denied that they encounter Spanish-speakers through their workplace. In theory, students believed in the importance of bilingualism, but in practicality, they are not actually in situations where they find it necessary. This could be due to simple ignorance, many times people are unaware of the histories and stories of the people around them. English being the most common language spoken in the United States means that typically, especially in cities like the one in which the survey was conducted, English is the language used at restaurants, retail stores, movie theaters, and most other places. Immigrants, or non-English speakers in general, may either know enough English to get by at these places or be with someone who does speak English at an adequate level, and the employees at these places and the others around them have no reason to believe that the individual does not speak English fluently. Additionally, this could also be due to the fact that many university students tend to live in a university 'bubble', so to speak. A student, especially a residential student who lives on campus may or may not have transportation means to get off-campus, or have reason to leave the university grounds. All of the student's food, housing, and academic needs are supplied on the campus and therefore the student's interaction with others of a different demographic may be limited, especially in the area of Appalachia in which the study was conducted. Perhaps when these students graduate and move to larger, more diverse cities, their experiences will be different.

To the statement that Spanish language and culture are boring, no respondents answered that they agreed that the language and culture were boring, over 89% disagreed, and the remaining 11% were neutral. This shows that most of the students have, in at least one aspect, a positive attitude

towards the concept of a foreign language and that the foreignness and its differences from American culture are interesting and intriguing.

When asked if schools should get rid of the foreign language requirement, most participants disagreed while only 8% agreed and 8.7% were neutral or didn't care. This also indicates a more positive attitude towards learning foreign languages than the 'requirement attitude' as researched and discussed by Smith (1971), who found that often students and their parents only feel the need to learn just enough of a foreign language in order to fulfill a requirement to achieve some other goal, albeit a high school diploma or Bachelor's degree, etc. Of the students surveyed, about 65% indicated that their goal is to pursue a Bachelor of Arts degree, meaning that a language course is required for them as a part of their degree program, yet they did not complain about such a requirement.

Most participants, about 70%, agreed that elementary students should be required to take language classes. Another 21.05% were neutral, and only 8.77% disagreed with this statement. There is lots of research finding that it is significantly easier for children to acquire a second language than for adults (Robin 2014), especially if the second language is acquired simultaneously as the child's native language. This also could be more evident to the university students that currently are right in the middle of learning a second language and are realizing its difficulty, in which case it is naturally easier to wish that the language had already been learned, which corresponds well with the responses to the statement that says the students wish Spanish had been introduced to them earlier in their lives. A large percentage of the participants (78%) wished that Spanish had been introduced earlier, 16% were neutral, and only about 5% disagreed. This response indicates that participants have a positive attitude towards foreign language education and desire to acquire it and gain fluency.

In fact, when asked if they would like to be fluent in at least two languages, over 80% agreed, 15.79% were neutral, and only less than 5% disagreed. The large majority of students indicate an

interest and some level of desire to be bilingual. This is likely due to the previously discussed mentality that is more typical of students in a university setting than others, which involves a greater willingness to enjoy learning and the desire to be more well-rounded and learned.

In response to the more specific question that asked if students would want to be bilingual if classes were more fun, 12.28% strongly agreed, 19.30% agreed, 43.86% were neutral, 17.54% disagreed, and 5.26% strongly disagreed. 'Neutral' was by far the most popular option chosen in this question. Typically, neutral is chosen because students do not want to pick either way, or because they really do not care much about the question. The large amount of neutrality reported in this case could be because the students did not want to indicate whether or not they are enjoying their actual courses, even though they were assured the surveys were anonymous and that individual surveys would not be given to their teachers. The question was not originally intended to imply that the classes are not fun, but simply that the learning process could be more interesting. However, a misunderstanding of this could be one reason for such a large percentage of neutral students. The responses may also show understanding from the participants that essential education does not always have to be fun, and that education is not just a matter of entertainment but determination. For most of the participants, their instrumental motivation was enough to keep them in the classes whether they found the classes to be fun or not.

With the question that asks about whether or not electronic applications and software such as DuoLingo, WordReference, or Rosetta Stone are helpful in learning language, about 60% agreed, 33.33% were neutral, and only about 5% disagreed. There was also a large percentage of students in this question who answered neutral, which could be because these students have not used these applications regularly. Because this question does not speak to the necessity, interest, or difficulty of learning the Spanish language, it was not considered in the collection of average attitude values.

However, it does tend to show that most believe that if electronic applications and software are used, they are at some level helpful.

Most students are determined to learn a foreign language, and about 81% disagreed with the statement that the student will never be able to learn Spanish. Only about 5% agreed and 10.53% were neutral. Most of the students seem to indicate that they believe it is at least possible for them to learn and acquire Spanish as a second (or third, in a few cases) language. When asked specifically about the difficulty of learning Spanish, about 14% of respondents agreed that it is too difficult to learn a foreign language, 17.54% were neutral, and close to 66% disagreed.

There were over 82% of participants that indicated a belief that learning Spanish was a possibility. There also was a group of 67% of students who believed learning Spanish would not be too difficult. This leaves approximately 15% of students who believe that acquiring fluency in Spanish could be possible, but who also believe that it is too difficult. This could be due to the different aptitudes of certain students, who may find languages and literature have more obstacles than mathematics or science. It also could be due to these students' current situations; if this 15% of students are enrolled in eighteen credit hours of hard sciences, these may be more central to their focus and the way they spend their time. This could mean that at this point with all else that is fighting for their attention, learning Spanish is too difficult. However, most students seemed to believe in the possibility and relative ease of acquiring fluency in Spanish.

Several factors, such as gender, age, and GPA seemed to influence the AAV, which are reported on a scale of 1 to 5 with 1 being the most positive and 5 being the most negative. Looking at these differences, men showed an AAV of 2.159, and women 2.171. Younger participants had an AAV of 2.270, while older students had 1.907. Students that expected to receive an A or B as their final grade in the class reported an AAV of 2.123, and students that expected a C or lower showed a 2.4 AAV. Most of these differences are small enough to be considered negligible, although there is a .02 difference in the

values of men's and women's attitudes, that cannot be used to adequately say that men always have better attitudes than females. The one statistic that shows a greater difference is that older students, those above the age of 21, do typically show a better attitude than students between the ages of 18-21. This could be because older students tend to be more driven in obtaining a college education. Students straight out of high school may be unsure of the career path they want to take in the future, be under pressure from their parents or other adults to pursue an undergraduate degree, or be at the university for a variety of different reasons. Older students may be returning to pursue a second degree or a degree that better suits their desired career fields. Regardless of reasons, older students are more likely to have more wisdom and life experiences than younger students and be more serious and intentional with their studies.

Moreover, students who reported that English was not their first language, which was a 7% of respondents, showed an AAV of 1.717, much more positive than the 2.243 of native English speakers (93% of students surveyed). This seems to agree with the previous research discussed by Golonka (2010), which shows that previous language experience, especially in individuals who are bilingual, aids in the learning of a new language.

With relation to travel, students that have traveled to a foreign country showed a 2.105 AAV, while those that have not showed a 2.306. These students who have spent time abroad do show a slightly more positive attitude than those who have not. For example, 47% of students surveyed indicated that they have traveled abroad, but no distinction was made between traveling for pleasure or vacation, for educational trips, church-related trips or activities, etc. There was a specific question asking if the time had been spent in Spanish-speaking countries, and only 18% of students indicated yes. This could be the result of the fact that the area of the country in which the study was conducted is Appalachia, a typically poorer region of the country, and many students may not have access to the financial resources necessary for foreign travel. Additionally, with such a large majority of the

respondent population being young, any past travel experiences are likely dependent upon the students' parents and family situations.

With regards to the students' intent to further Spanish education, those that intend to stop after four courses (the requirement for a Bachelor of Arts degree) showed a 2.293 AAV, while those that indicated an intent to receive a minor, major, or graduate degree in Spanish language showed a 2.055. This seems logical since an individual who indicates a desire to pursue a career in Spanish language or education is very likely to have a positive attitude toward Spanish language and culture.

The AAV of each student was also broken down further by looking at the different categories of the Likert scale questions. Looking at solely the necessity questions, the overall AAV of all students was a 2.394. On difficulty, students showed an AAV of 2.132, and the AAV of interest questions was calculated to be 1.996. This shows that while overall, students do seem to display positive attitudes towards language and culture, if there has to be a single factor that affects students' mindsets toward bilingualism more than others, it is necessity. Students are interested in becoming bilingual, and they are interested in foreign language and culture. They also believe that it is possible for them to accomplish bilingualism. If anything, students are less likely to believe that being bilingual is necessary for them in their personal lives. This corresponds with the earlier discussion that while students do tend to agree with the concept and idea that bilingualism is necessary, especially for foreigners, they are less likely to agree that they themselves need to be bilingual. They think that individuals moving to their country should add English to their repertoire.

This seems to be consistent with the Gallup poll (2013) mentioned at the beginning that showed that only 17% of respondents believe it is necessary for Americans to learn a second language, but 77% believe that immigrants relocating to the United States should learn English. This stems from the "English-only movement" (Crawford, 1997), the general controversy surrounding whether or not English should be legally declared the official language of the United States at the national level. At the

current time, there is not an official language for the entire country, although different states have different policies. There is a common mentality, especially in more rural areas of the United States, that if immigrants do not speak English they should return to their countries of origin. In East Tennessee in particular, there is not an incredible amount of international influence or presence. Almost 85% of students enrolled at the university are Caucasian, and less than 4% are international students (The College Board, 2016), meaning that students may not see the need for bilingualism at the national or larger-scale level because they simply do not see as many foreign nationals around them as they would in a larger city such as Atlanta or Los Angeles.

Students' responses to the interest questions indicate that they do show an interest in becoming bilingual, which may be because the participants were college students. Typically, students are more interested in learning than other adults, simply because they live in an environment of learning. Looking at the overall responses to the difficulty questions, this factor seemed to pose more of a problem for the students than a lack of interest. While there could be a large variety of factors influencing this, it could be the classroom setting, which is a grand contrast to learning a language in an immersion setting, such as moving to a foreign country and needing to learn the language to survive. Additionally, in East Tennessee, there are fewer Spanish speakers with whom they can practice outside of the classroom. Learning in a classroom setting provides much fewer opportunities to learn by practice than would an immersion experience, for example. This also could be due to the fact that college students are typically enrolled in 10-15 additional course hours per week and that these classes could be in any variety of subjects; Spanish isn't necessarily at the forefront of the students' minds. Additionally, learning a foreign language does get more difficult as learners get older. Regardless of students' previous language courses, the participants of this survey are still enrolled in a beginner Spanish class as adults, which means that the language acquisition is much more difficult than if they had begun studying as children. Spanish is also a Romance language, while English is a Germanic language, meaning that the

pronunciation, syntax, and grammar differ between the two which adds another layer of difficulty as students may struggle to remember these differences and fight against the tendencies that are etched into their brains from being fluent in English.

The question that asked the students their expected grade in the class was included for the purpose of measuring how accurate the students' reporting was. For example, if 90% of students said that they expected to receive an A in the course but the actual average of the class was closer to a C, there would be a question in the validity of the students' answers to the survey questions. Moreover, it would raise additional questions of what caused the disparity between expected and actual grades in the course. However, in actuality, there was not a great difference between the students' expected and actual grades. The average of the actual grades reported by professors was given only as an average of the entire class. There were no individual grades reported, and no possible way to link any grade to any individual participant or survey. This average came out to be an 82% which falls right at the break between a B and a B- on the official grading scale of the university. The expected average reported by the class at the beginning of the semester was almost exactly halfway between an A and a B, which is slightly better than the actual grade. The expected average reported at the end of the semester was also exactly halfway between an A and a B. The students' expected grades did not change nearly at all over the course of the semester, meaning that the students' confidence in their grades and their attitudes stayed positive over the four months spent in the course.

Finally, after all of the AAVs from different categories were calculated and analyzed, several of the same categories were looked at from the survey taken at the end of the semester to see how any of them had changed over the course of the semester, and if four months in a language learning context had had any effect on the students' attitudes. While the original AAV of the students was 2.167, 2.073 was the overall AAV at the end of the semester, showing a slight increase in the positivity of students' attitudes. This is likely due to simple exposure; it is typically more difficult to dislike something that you

know a lot about, so after four months of learning about Spanish language and culture, the students have developed a deeper interest for the subject.

Chapter Five: Conclusion and Recommendations

It is clear through the research previously discussed and the research conducted by means of this survey that attitudes and motivations are a factor in language learning. However, exactly how much it plays a role in comparison to other factors is often debated; for example, whether motivations are more prominent than age. However, if nothing else, it can be stated with certainty that students' motivations do play a factor in their language learning and acquisition.

Overall, the results of this study show that the participants have very positive attitudes toward Spanish language and culture. Over 75% of students believe that being bilingual is important, and almost 85% believe they have some need to understand Spanish. These positive attitudes did seem to have an effect on their level of success in the class, as the majority of the students reported that they expected to do well in the course.

Moreover, students who were fluent in an additional language other than English appeared to have more positive attitudes than students studying Spanish as their second language. Additionally, students who had spent time traveling abroad seemed to have more positive attitudes than those students who had not.

This research study analyzed three different factors of determining students' overall attitudes towards the language and culture: necessity, interest, and difficulty. Above all, the necessity factor proved to play a stronger role in affecting the students' individual attitudes and the overall attitude of the classroom. If students have a negative attitude toward Spanish language and culture, it is because they find it unnecessary. This may be because of the large monolingual English-speaking community in which they live, they do not realize that there are people around them that speak primarily Spanish, or that in the future they may be in a community where this is not the case. A student that has never traveled abroad or experienced a culture in which English is not readily spoken or understood is more

likely to believe that they will be able to go through life unhindered by language barriers, and thus have a negative attitude toward the class that encourages them to work at acquiring an additional language.

By being aware of these barriers, educators can highlight the necessity of bilingualism, either in their own communities or by reminding students that the future is unknown and there is no possible way to guarantee that students will eternally be able to continue through life with English as the only language of which they have a working knowledge. By placing students in a situation where they must pay attention to the Spanish language to survive, such as a study abroad context, students learn more quickly because they understand the necessity of it. Being able to replicate this in a classroom, perhaps even if it is just two or three professors having a conversation in front of the class, so students can feel the uncomfortableness and tensions of being in a context where they cannot understand what is going on, could also have positive effects on students' attitudes of necessity. Through recognizing and understanding students' motivations and how they affect language learning, educators can address, and hopefully eliminate, these issues directly to aid in students' learning and appreciation of foreign languages.

Limitations and Future Research

This research examines students' motivations and attitudes towards language learning by taking a survey sample of four beginner level Spanish classes at East Tennessee State University. Because it focuses on the Spanish language, it is not a holistic overview of students' attitudes towards all languages, but only Spanish. Additionally, due to the number of classes offered and the size of these classes, the sample size, although sufficient for these purposes, would have yielded a more comprehensive view of students' attitudes had it been larger.

This study lends itself to several recommendations for future research. The addition of open-ended questions at the end of the survey was largely unhelpful, as the majority were left blank or answered ambiguously or illogically (such as the same answer given for contradicting questions; for

example, the student's favorite and least favorite aspects of the class). In a future study, these could be left off and more Likert scale, or attitude-determining, questions could have been included instead, or the open-ended questions could have been used to better determine students plans to use their Spanish knowledge after the class or to answer other inquiries.

More areas of potential future research would be to expand the study to examine more languages than just Spanish, or to replicate the study in more cities than just East Tennessee. While the scope of the current research was limited, it would be interesting to see how the results would differ between considering Spanish and other languages, or in other cities with a different cultural makeup. A similar study could also be done in more advanced levels of Spanish to see how attitudes have improved in the different categories of attitudes.

Additionally, the categories of attitude questions: necessity, interest, and difficulty were used to sort those questions after the fact, and because of this, the survey did not have an equal distribution of questions from all three categories. If the survey had been written with these categories in mind, there could have been more questions of each category, and a more even distribution between the three; as such is the recommendation for any future research.

Appendix A: Percentages

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I encounter people outside of class that speak Spanish on a regular basis.	15.79	24.56	15.79	33.33	10.53
English is the only language I need to know.	3.51	3.51	15.79	36.84	40.35
Spanish language and culture is boring.			10.53	45.61	43.86
There will always be someone who can interpret for me if I need it.	1.75	5.26	14.04	66.67	22.81
Schools should get rid of the foreign language requirement.	3.51	5.26	8.77	33.33	49.12
I would like to be fluent in at least two languages.	47.37	33.33	15.79	1.75	1.75
I have no need to be able to understand Spanish.	1.75		14.04	49.12	35.09
I wish Spanish had been introduced to me earlier.	52.63	26.32	15.79	3.51	1.75
It is important to be bilingual.	28.07	49.12	19.3		3.51
I would want to be bilingual if classes were more fun.	12.28	19.3	45.61	17.54	5.26
I encounter people at work that speak only Spanish.	10.53	22.81	15.79	33.33	17.54
I think apps (DuoLingo, WordReference, Rosetta Stone) are helpful in learning language.	19.3	42.11	33.33	3.51	1.75
I will never be able to learn Spanish.	3.51	1.75	12.28	52.63	29.82
I think elementary students should be required to take language classes.	31.58	38.6	21.05	5.26	3.51
It's too hard to learn a foreign language.	5.26	8.77	19.3	47.37	19.3

Appendix B: Average attitude values

Category		% of respondents	AAV
Age	18-21	82.46%	2.27
	22-29	14.04%	1.91
	>30	3.50%	1.907
Gender	Male	42.11%	2.159
	Female	57.89%	2.171
GPA	<3.0	17.54%	2.042
	3.0-4.0	70.18%	2.232
Expected Grade in Course	A/B	77.19%	2.123
	C or less	17.54%	2.4
Native English speaker	Yes	93%	2.243
	No	7%	1.717
Travel Experience	Yes	47%	2.105
	No	53%	2.306
Travel to Spanish-speaking country	Yes	18%	2.19
	No	82%	2.21
Spanish education goals	2020		2.293
	More		2.055

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