THE FACTORS THAT CONTRIBUTE TO THE SUCCESS OF HIGH SCHOOL STUDENTS WHO STUDY A FOREIGN LANGUAGE BEYOND GRADUATION REQUIREMENTS: A MULTIPLE CASE STUDY

by

Tameka Danielle Allen

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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2016
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ABSTRACT

The purpose of this multiple case study was to investigate the factors contributing to the persistence of successful foreign language learners who chose to continue studying a foreign language beyond the high school graduation requirement. The theories guiding this study are Gardner and Lambert’s 1972 Socio-Educational Model (SEM) of motivation (as cited by Gardner, 2010), Deci and Ryan’s (2002) Self Determination Theory (SDT), and Dörnyei’s (2005) L2 Motivational Self System. The participants were 14 high school students who were enrolled in a level four or Advanced Placement foreign language class. Interviews, classroom observations, and the Attitudes/Motivation Test and Battery (Gardner, 1985) were utilized for data collection. The data were then analyzed by an interpretational analysis process. Students described their foreign language learning experiences as positive yet difficult. The factors that contributed to student persistence were early exposure to the language, teachers, positive class environments, effort expended on the part of the student, and language opportunities outside of the class. All students exhibited instrumental and integrative motivational orientations. Finally, students were motivated to continue studying their foreign language by experiencing language breakthroughs, desire to become fluent, familiarity with the language, and being presented with authentic ways to apply the language. An investigation that examines why students do not continue in foreign language programs, a longitudinal study that looks at student journeys for the duration of their foreign language career, and a replication study that utilizes a larger sample taken from a larger geographical area are recommendations for further research.

Keywords: Persistence, Second Language Motivation, High School, Foreign Language Learning
Dedication

This body of work is dedicated to all of the foreign language teachers who strive to produce multilingual students. Thank you for your continued efforts to produce global citizens that can communicate with different cultures around the world. Also, I would like to recognize the students that participated in this study and the administration and foreign language teachers of Septentrion High School for allowing me to use your students.

Without you, this project would not have been possible.
Acknowledgments

In finally completing this work, I am reminded of Ephesians 3:20 which says, “Now to Him who is able to do exceedingly abundantly above all that we ask or think, according to the power that works in us . . .” I would have never thought I would be at this point and I fully recognize that it is God’s grace and mercy that allowed me to enroll, persevere, and complete this doctoral program. I am thankful every day for His provision and love.

I would like to acknowledge my wonderful committee members Dr. Keith, Dr. Wu, and Dr. Hibbert for their patience, guidance, and encouragement throughout this process. I very much appreciate the time you all dedicated to help me make this dissertation great.

I would also like to thank my husband Odeb, whose patience with this process was never failing. Additionally I want to show appreciation to my mother and father, Melonie and Eugene, for always telling me that I can do and be anything I wanted to be. Thank you for pushing me to be better every day. To my brother Anthony and my sister Tamara, thank you for continuing to pray for my progress, focus, and completion. And to the best friends in the world, Chivonne and La’Bonnae, apparently greatness begets greatness, so thank you for inspiring me to push beyond what I could possibly imagine.
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List of Abbreviations

Army Specialized Training Program (ASTP)
Attitude/Motivation Test Battery (AMTB)
Central Intelligence Agency (CIA)
Foreign Language (FL)
Foreign Language in Elementary Schools (FLES)
L2 Motivational Self System (L2MSS)
Metro School District (MSD)
No Child Left Behind (NCLB)
Organization for Economic Cooperation and Development (OECD)
Program for International Student Assessment (PISA)
Second Language (L2)
Second Language Acquisition (SLA)
Septentrion High School (SHS).
Socio-Educational Model (SEM)
Social Determination Theory (SDT)
CHAPTER ONE: INTRODUCTION

Overview

For the past 40 years, the motivation for learning a foreign language and its elements has been a focus of second language (L2) theorists and social psychologists (Dörnyei, 2005). Learning an L2 is a complex problem; researchers are interested in why students continue to study and what motivates them to persist. This study seeks to discover why some high school students continue to study a foreign language (FL) beyond their graduation requirements; what factors contributed to their success and persistence; and how their experiences can be used to enhance FL education activities before students head off to college. Better understanding of the dynamics of FL learning on the high school level in order to make recommendations that could transform FL teaching and learning is also a main objective. The information revealed through this study will begin a conversation about how we can enhance student retention in FL programs, thus encouraging young people to become lifelong language learners.

This chapter is initiated with the background for the study, followed by the situation to self and problem statement. After the problem statement is presented, the purpose statement and significance of the study, research questions and research plan are revealed. This chapter is concluded by the delimitations, limitations and running definitions of the study.

Background

In the age of educational reform, policymakers and political figures often regurgitate statistics that demonstrate the many ways public education is failing American students. In recent years, one of the most popular data sources on which such analysts rely is the 2012 Program for International Student Assessment (PISA). PISA is administered to 15-year-olds in more than 70 countries and educational jurisdictions every three years. The assessment, which provides
metrics on math, reading, science, and problem solving, is coordinated by the Organization for Economic Cooperation and Development (OECD).

According to the 2012 PISA results, the United States scored below average on every section on this test, which is taken by more than 500,000 15-year-olds around the world (OECD, 2013). The comparison may be a little skewed, because the United States is unique in being one of the few countries in which a free public education is compulsory for all students until age 16, while other countries only allow gifted students to continue their education without charge beyond elementary school. Even with this consideration, the PISA results show that students in the U.S. would have a difficult time competing with students from other countries in multiple arenas. Unfortunately, the United States is falling behind in another category that is frequently overlooked in the educational rhetoric— that is, foreign language acquisition. In 2010 only 18% of Americans were bilingual (U.S. Dept. of Education, 2010), compared to 60% of students in the EU, who, on average, learn two or more languages. Most countries in the European Union also require their students to begin learning a FL around age six, while the United States usually does not require this until high school (European Commission, 2012).

Motivation is a very important factor in any aspect of education. In its simplest form, it is what makes people do what they do. As such, it has become increasingly more important as a support to second language acquisition (SLA; Awad, 2013; Busse & Walter, 2013; Cho & Teo, 2014; Cochran, McCallum, & Bell, 2010; Dörnyei, 2003). Motivation is a complex, multidimensional construct that is hard to define and at times even harder to measure (Gardner, 2010). Foreign language motivation is even more difficult to define, due to the fact that the mental processes used for FL acquisition are different from those utilized in other subjects (Gardner, 2010).
Since researchers are continually examining motivation and SLA or FL, SLA motivational theories that emerged previously are being revisited and polished. One of the most influential theories is Gardner and Lambert’s 1972 Socio-Educational Model (SEM) of second language acquisition (as cited by Gardner, 2010). Gardner (2010) asserted that integrativeness, which is “a general openness to adopting the characteristics of other cultural communities” (p. 85), is a motivational construct that is specific to SLA. Other theories have since emerged, but Gardner remains one of the most influential theorists in SLA motivation.

Deci and Ryan began developing Self-Determination Theory (SDT) in the 1980s (Deci & Ryan, 2002). This theory is very similar to Maslow's hierarchy of needs, in that basic needs must be met before a person is motivated to complete a task. One of the most central of these is the feeling of autonomy. Students learn because they are able to decide what and how they learn. This theory also emphasizes the notion of intrinsic and extrinsic motivation, but it does not stop at this dichotomy. Extrinsic motivation can become autonomous, depending upon the way in which a student internalizes a task (Deci & Ryan, 2008). Students achieve FL proficiency depending on the level of internalization of a foreign language and how important they deem FL learning to be.

Dörnyei (2005; 2008) also proposes a theory of Second Language Acquisition (SLA). The L2 Motivational Self System (L2MSS) focuses on how students envision themselves in the future. If their ideal self is proficient in a FL, then students will be highly motivated to achieve proficiency as long as they perceive it to be attainable. Ultimately, the L2MSS is the convergence of many of the elements of SEM and SDT.

To date, the majority of the research done in SLA or FL learning has been in the form of quantitative studies using Gardner’s (1985) Attitude and Motivation Test Battery (AMTB).
These studies (Busse & Walter, 2013; Cho & Teo, 2014; Kondo-Brown, 2013; Cochran et al., 2010; Sugita McEown, Noels, & Saumure, 2014; Sugita McEown & Takeuchi, 2014; Taylor & Marsden, 2014; Xu, 2011; Yu, 2014) have identified the types and levels of motivation that students possess, but, due to their quantitative nature, the voices of the students have been lacking. Nevertheless, a wealth of information has been produced by these studies. An important aspect in each of the above studies is the fact that students learning FLs in traditional settings usually show high levels of learning the FL for practical purposes or instrumental motivation (Gardner, 2006), indicating that students are mainly learning FLs in order to reap a specific benefit in the future.

While these studies supply an abundance of knowledge in the realm of FL motivation, educational practices cannot be modified in order better to meet the needs of students until student factors and experiences are understood. Furthermore, all of the studies mentioned above examine the motivational patterns of university students. Although studying university students is a worthy cause, it is even more beneficial to understand the motivational patterns of students while they are younger (Krashen, 2009), so that they may enjoy the benefits of learning an FL at an earlier age, thereby evoking a desire to become lifelong learners of languages.

**Situation to Self**

I believe that learning a foreign language should be a priority for all students. The benefits are clearly more prominent if students begin studying at a younger age. I also believe that learning an FL is a complex, personal journey, and each student who embarks on the journey must pull from personal experiences and unique modes of motivation to persevere. It is because of these beliefs that my work has been guided by the ontological, philosophical assumption that multiple realities exist in the realm of FL learning (Creswell 2013). Each of the participants in
my study had a different story; indeed, the things that motivated them to continue were very
different. I was interested in these unique perspectives, understanding that they are multi-faceted.
Therefore, I used multiple methods of data collection to capture the true sense of what they
conveyed to me.

Additionally, I examined the data I collected through the lens of the constructivist
research paradigm as explained by Gall, Gall, and Borg (2010). My conclusions and analysis
were guided by the notion that reality is subjective, which means that people continue to build
their own realities as participants in their lives. Since the realities hold true for the participants,
they also held true for me in my analysis of the data that were collected.

**Problem Statement**

Traditional school systems in the United States are not producing multilingual students.
In 2008 only 79% of secondary schools (grades 7-12) offered foreign language programs;
moreover, the majority of those programs did not have a clear articulation pattern or adequate
funding (Pufahl & Rhodes, 2011). Becoming multilingual does not seem to be a priority for
students. This lack of concern is demonstrated in the fact that in 2009 the Modern Language
Association (MLA) reported that only 8.6% of students in postsecondary institutions were
enrolled in a foreign language class. The numbers for students enrolled in advanced classes are
even more dismal, with data showing that, for every five students taking an introductory course,
only one student was taking an advanced FL course (MLA, 2010). It seems as if the United
States is ignoring the importance of becoming multilingual in today's society, even though
employers looking for people to fill high-level jobs often prefer that applicants know and use
more than one language proficiently. Former Central Intelligence Agency (CIA) director Leon
Panetta acknowledged that “mastery of a second language allows you to capture the nuances that
are essential to true understanding . . . This is not about learning something that is helpful or simply nice to have” (CIA, 2010). Even though officials have recognized the importance of becoming proficient in a second or third language, many students are still choosing to complete only the bare minimum requirements for graduation due to the fact that other languages seem irrelevant to native English speakers (Busse & Walter, 2013).

Fortunately, there is a population of young people choosing to go above and beyond. These students opt to take three, four, and even the equivalent of five years of a foreign language. This is evidenced by the fact that enrollment in Advanced Placement foreign language and literature classes increased between 1997 and 2008 (Pufahl & Rhodes, 2011). The main problem is that we do not understand why some high school students choose to persist, when their peers are deciding just to get by. In order to teach students adequately, we must listen to and heed their voices. Unfortunately there is little qualitative research that examines the motives of high school students who decide to study a foreign language beyond their graduation requirements (Wesley, 2012). It is very possible that when implemented correctly certain interventions can increase the number of students who continue high school foreign language programs to completion (Taylor & Marsden, 2014). If we can understand a student's desire to persist in learning a foreign language beyond graduation requirements, perhaps we can change educational policy in order to motivate more students to do the same.

**Purpose Statement**

The purpose of this multiple case study is to investigate the factors that contribute to the persistence of successful foreign language learners in continuing to study a foreign language beyond the graduation requirement of their high schools. For this study, *beyond the graduation requirement* is defined as choosing to take levels three and four of a foreign language, when only
two levels are required (Metro School District, 2013); factors are generally defined as anything that a successful learner attributes to his or her success in the acquisition of the foreign language. Additionally, foreign language is defined as any language that is not native to the participants. The theories guiding this study are Gardner's Socio-Educational Model (SEM) of language learning (2010), Deci and Ryan's Social Determination Theory (SDT; 2002), and Dörnyei's (2005) L2 Motivational Self System (L2MSS). Gardner's model explains how learning languages is a phenomenon different from learning other subjects. Social determination theory demonstrates the importance of having students internalize the necessity of acquiring a second language. Lastly, the L2 self-system shows how learning a language deals with the perceptions that students have of themselves and the environment around them. A researcher must examine all aspects of a student’s perceptions in order to understand the dynamics of language learning.

Significance of the Study

Learning an FL is a complex endeavor that cannot be achieved in the two years most high schools require. In order for students to reach intermediate or mid-range proficiency, as defined by the American Council on the Teaching of Foreign Languages (ACTFL, 2012), students need over 720 hours of instruction. However, the two-year foreign language graduation standard requires that students receive only about 360 hours of instruction, assuming that they have one hour of instruction, five days a week, for 36 weeks (University of Oregon, 2010). Intermediate or mid-range proficiency allows students to complete uncomplicated language tasks that enable them to communicate on an elementary level. They can also answer uncomplicated questions and are able to use simple sentences in context (ACTFL, 2012). If the goal is for students to become proficient and be able to communicate and function in an FL, then we must inspire them to want to continue studying after their two-year graduation requirements have been fulfilled. In order to
change the motivational pattern and perception of FL learning on the high school level, we need to understand what makes students successful.

Very little research addresses learners on the secondary level and their motivations for learning and continuing to learn a foreign language (Wesley, 2012). As such, this study illuminates a phenomenon that has previously gone largely unnoticed or misunderstood. This study also adds to the body of research by outlining the factors and experiences that contribute to the persistence of students who decide to stay the course and take advantage of higher-level foreign language courses. Ultimately, it is the intention that the results of this report lead to recommendations about how to inspire high school students to study FLs for extended periods of time, thus leading to FL proficiency.

Also this study is based on Gardner and Lambert’s 1972 Socio-Educational Model of motivation (as cited by Gardner, 2010), Deci and Ryan's (2002) social determination theory (SDT), and Dörnyei’s (2005) L2 Motivational Self System. All of which are theories of L2 learning motivation. The results of this inquiry add clarity to how these motivational theories can be applied to high school students in the United States and how the principles of each can be used to entice students to continue studying FLs.

Research Questions

The purpose of this multiple case study, as noted above, is to understand why some students continue studying a foreign language after they have completed their graduation requirements. This multiple case study is focused on a central question: Why do some high school students persist in learning a language beyond the graduation requirements? Four research questions guided my inquiry and data collection, reflecting the purpose statement that drives this study as well as the working definitions for the phenomenon of interest.
RQ1. How do students who continue to study a foreign language beyond graduation requirements describe their foreign language learning experience? At this point it is unknown why some students decide to continue studying a foreign language after they have fulfilled their graduation requirements. This question is even more baffling, considering the vast number of elective classes from which students may choose. The concept of the L2 learning experience, described as that “which concerns situated executive motives related to the immediate learning environment” (Dörnyei, 2005, Chapter 2, Section 17, para. 4), is a concept that needs to be further investigated if it is to be understood. Thus my first research question examined the concept through the experiences of my participants.

RQ2. What factors contribute to the persistence of students who continue to study a foreign language beyond graduation requirements? Socio-Educational Theory, Self-Determination Theory, and the L2 Motivational Self System all point to students’ perceptions of themselves as language learners in regards to this question. The awareness of the specifics of these perceptions should help teachers and researchers understand why some students persist. Additionally, perhaps this awareness will aid foreign language teachers and policymakers in creating environments that foster lifelong language learners.

RQ3. What types and levels of motivation do students who continue to study a foreign language beyond graduation requirements possess?

RQ4. How do students who continue to study a foreign language beyond graduation requirements stay motivated to continue? Motivation as an educational construct is difficult to understand. Dörnyei (2005) asserts that all foreign language motivational researchers seek to understand the motivational characteristics that drive students to learn an FL and how these characteristics affect their FL learning experiences. My third and fourth research questions
follow this tradition of inquiry. Since motivation is a very important educational construct, understanding student motivation could possibly lead to replication of the situations in which students are most inspired to persevere.

**Research Plan**

My study was conducted using a multiple case study design. I examined 14 cases that I believed to be literal replications, inasmuch as the cases shared the exemplary outcome (Yin, 2014) of students continuing to study and be successful in a foreign language after having completed their graduation requirements. A multiple case study methodology was chosen, because conclusions that are drawn from at least two cases are better than those coming from just one case (Yin, 2014). 14 participants were selected as cases from the Metro School District (MSD) in a city in the Southeastern United States. The participants were English speakers who were enrolled in either a level four or Advanced Placement (AP) foreign language class in high school. Data collection consisted of semi-structured interviews, classroom observations, and Gardner’s (1985) Attitude/Motivation Test Battery (AMTB). Interview and observational data were transcribed, coded, and analyzed. The AMTB results were analyzed using descriptive statistics. Data from the 14 cases were then compared, using an interpretational analysis procedure that led to the discernment of patterns and themes. This analysis was designed to lead to discoveries of salient factors (those showing up among 3 or more participants).

**Delimitations and Limitations**

In order for this study to achieve its purpose, certain delimitations were implemented. Participants had to be high school students, so that the phenomenon of FL learning persistence among secondary students could be studied. Additionally, students had to be currently enrolled in at least the fourth level of language instruction. This delimitation helped in determining
whether the participants were truly dedicated to becoming proficient in their FL of study. Being enrolled in an advanced foreign language class was not enough, however; students also needed to display success. Hence only students who had earned a “B” or higher in their third level class were considered as participants.

This study was limited in the fact that I had to rely on self-reported data. Although all participants must have earned a “B” or higher in their classes in order to participate, due to privacy laws, I was not able to examine student transcripts myself to verify that they fell under this umbrella. The types of languages represented also limited this study. At this time, Septentrion High School offered only Spanish, Latin, German, and French at advanced levels. As with other qualitative studies, generalizability is limited; however it is limited not only by the small sample size, but because participants came from a limited geographical area and I had no control over how heterogeneous or homogeneous my sample was in regards to ethnicity or gender.

Definitions


2. *Autonomous motivation*: Intrinsic motivation and extrinsic motivation in which people have recognized the value of something and integrated it into their sense of self (Deci & Ryan, 2008).

3. *Controlled motivation*: Motivation that is externally regulated by reward and punishment (Deci & Ryan, 2008).

4. *Extrinsic motivation*: “… focused toward and dependent on contingent outcomes that are separable from the action” (Deci & Ryan, 2002, p. 27).
5. **Foreign language**: A language that a person acquires that is not regularly used in the society in which that person lives (Masgoret & Gardner, 2003).

6. **Foreign language proficiency**: The ability to communicate effectively with speakers of the target language.

7. **Instrumentality**: The conditions where language is being studied for practical reasons (Gardner, 2010).

8. **Integrativeness**: “An openness to other cultures in general and an interest in the target culture in particular” (Gardner, 2006, p. 247).

9. **Intrinsic motivation**: “… motivation that is noninstrumentality-focused, instead originating autotelically from satisfactions inherent in action” (Deci & Ryan, 2002, p. 10).

10. **Language anxiety**: Stress resulting from the act of attempting to learn a second language (Gardner, 2010).

11. **Motivation**: The effort, desire, and attitudes towards learning the language (Gardner, 2010).

12. **Target Language**: The foreign language of study of the participant.

**Summary**

In this chapter I have given a general overview of my research and the process that I followed in order to reach my conclusions. I have also outlined why it was necessary to investigate factors contributing to the success of high school students when they have chosen to study a foreign language beyond their program requirements. In order to explore this phenomenon of interest, I used interviews, the AMTB, and classroom observations. The next chapter, which covers the literature associated with this purpose, reviews the history of foreign
language learning in the United States, the Socio-Educational Model of second language acquisition, Self-Determination Theory, and the L2 Motivational Self System.
CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter reviews the literature in relation to my study. The review first grounds the present study in three theories of second language motivation: the Socio-Educational Model, Self-Determination Theory, and the L2 Motivational Self System. The review then outlines the current state of foreign language teaching and learning in the United States, as well as examining the cases for and against foreign language learning. This chapter has four sections: overview, theoretical framework, related literature, and summary.

The study of foreign languages has been going on in the United States since its birth, when Christopher Columbus discovered the New World in 1492 (Wheeler, 2013). However, enthusiasm about foreign languages has fluctuated extremely over the life of this country. There were times when policymakers and educators were excited about the benefits of foreign language learning, times when foreign language learning was vilified, and other times when people were apathetic about the endeavor altogether. Usually, the ups and downs coincide with whichever historical event is affecting the minds of educational decision makers. Foreign language instruction and education are chronicled in this chapter as a means to situate readers and help them understand the speckled past, mediocre present, and uncertain future. The Socio-Educational Model is presented, because it is considered to be the first and most influential L2 motivational theory offering constructs that researchers could measure (Dörnyei, 2005, 2009; Gardner, 2010). However, theories of old do not always survive tests of resilience. This fact leads the reader to explanations and applications of social determination theory and the L2 Motivational Self System as viable theories for explaining why only small percentages of high school students persist in foreign language classes beyond graduation requirements.
Theoretical Framework

The Socio-Educational Model of Second Language Acquisition (SEM)

The Socio-Educational Model (SEM) of second language (L2) acquisition is based on the premise that taking a foreign language course is a very different educational undertaking from taking other academic subjects (Gardner, 2010). Students who are learning a foreign language are not simply acquiring knowledge; they are also acclimating themselves to aspects of a cultural community that is usually different from their own. The acceptance of this different cultural community is one of the pillars on which the Socio-Educational Model was built. Thus, this theoretical model is based on the fact that foreign language learners are not only learning a skill, but are also “acquiring the behavioral patterns of another linguistic community” (Gardner, 2010, p. 80).

Gardner and Smythe presented the first version of SEM in 1975 (Gardner, 2010). The suppositions and claims made by the model were the result of a two-year study conducted by the researchers and summarized in a bulletin for the University of Western Ontario. However, this was not the first mention of the constructs presented. Robert C. Gardner began trying to determine the variables associated with second language learning in the late 1950s, when he was preparing his Master's thesis (Gardner, 2010). Gardner tried to develop these ideas further while completing his doctoral dissertation. His initial ideas stemmed from a 1950s model of first-language development posited by O. H. Mowrer, which declares that children are motivated to learn their first language because the imitation of language sounds brings rewards from their parents (as cited in Gardner & Smythe, 1975). In essence, infants identify with the world around them as presented by their parents, and their persistence in reacting to the world is dependent upon the feedback they get from their parents and other people around them. This identification
motivates children to acquire parts of their parents' worlds. As it applies to the SEM, the part of the parents’ world that is being acquired is the ability to communicate with the world around them. Gardner coupled this supposition with the ideas presented in Ervin's 1954 Identification and Bilingualism, in which Ervin applies the concept of identification as explained by Mowrer to bilingual people (as cited in Gardner, 2010).

The Socio-Educational Model has undergone several revisions since its creation in 1975 (Dörnyei, 2009). Nonetheless, the focus of the model has remained the same. Gardner was intent on relating individual difference variables to second language achievement. He also wanted to discover the major processes underlying those differences (Gardner, 1988, 2006, 2010). To put it simply, the model is concerned with explaining why some people are motivated to be successful at learning a foreign language and why others are not.

According to Gardner and Smythe (1975), the four major parts comprising the Socio-Educational Model are the social milieu, individual differences, second language acquisition contexts, and linguistic outcomes. The social milieu is where learning takes place; thus cultural beliefs and expectations in this arena influence the students' ability to identify with the culture of the target language and adopt appropriate attitudes towards the teaching situation (Gardner, 1983). Cultural expectations include, but are not limited to, ethnic stereotypes about the second language community, beliefs about the value of learning a second language, beliefs about the language itself, and beliefs about whether a high level of second language proficiency can be attained (Gardner, 1975). All of those expectations influence student proclivity to be successful in learning a second language.

Although the first two are important components of the model, Gardner (2006) was fully focused on understanding the role that motivation plays in second language acquisition, as he believed that intelligence and aptitude could not be manipulated as readily as motivation. Within the realm of motivation, Gardner and Smythe (1975) identified two orientations leading to second language achievement, namely: instrumental orientation and integrative orientation. The instrumental orientation, which is the most straightforward, reflects an interest in learning a second language for practical purposes (Gardner & Smythe, 1975). People who display an instrumental orientation are fully focused not on the communicative value of the language, but on what knowing the language can do for them, e.g., helping them get into college, acquire a position with higher pay, or enhance a résumé or job application.

While the instrumental orientation can be conceived as relatively simplistic, the integrative orientation “is used to refer to a complex combination of attitudes and motivation that tend to relate to each other” (Gardner, 1988, p. 104). Figure 1, below, is a visual representation of the integrative orientation, which includes integrativeness itself, attitudes towards the learning situation, and motivation. Integrativeness is characterized by a positive affect and openness to other cultures and a particular interest in the second language community. Evaluations of the L2 teacher and the L2 course make up attitudes towards the learning situation. Lastly, motivation is characterized by the effort a student puts into learning the L2, the desire to become proficient in the L2, and positive affect toward the goal of learning the L2 (Gardner & Smythe, 1975; Gardner, 1983). Students who display an integrative orientation perceive the act of learning a language to be rewarding; they are genuinely interested in understanding and/or becoming a part of the second language community. While many things contribute to an integrative orientation, the most influential aspect is the student's social milieu. Basically, the students’ cultural context
and the community in which they live will dictate how willing and able they are to identify with the cultural community of the second language.

Figure 1. The components of integrative orientation (Xie, 2011, p. 26)

While the Socio-Educational Model outlined the integrative and instrumental orientations in detail, there was no way to test how much of either orientation existed in students when the theory was first developed. Thus the lack of a viable test instrument led Gardner to create the Attitude/Motivation Test Battery (AMTB) in 1985. The AMTB is comprised of 19 measures that are used in the “computation of the four composite indices” (Gardner, 1985, p. 4) – that is, integrativeness, motivation, attitudes towards the learning situation, and the attitude/motivation
Sixty-three items on the instrument are scored using a seven-point Likert scale; 21 items are multiple choice; and 50 are to be answered using a seven-point continuum.

Several studies have used the AMTB to aid in identifying what motivates students to succeed in an FL classroom. Often researchers notice that students are more instrumentally motivated (Cho & Teo, 2014; Cochran et al., 2010; Shenk, 2011; Yu, 2014), which is to say that many people desire to learn a foreign language so they can utilize it for some type of gain. The problem with these results is that it may be difficult for high school teachers to demonstrate readily how learning an FL will help students in the long run. If students are only instrumentally motivated, high school teachers and the surrounding community would have to present students with tangible ways they can use the L2 to prosper. This task can be almost impossible, depending on location and resources. It seems, therefore, that teachers would need to instead focus on increasing levels of integrative orientation.

Gardner (2010) hypothesizes that students with a higher integrative orientation are more likely to persist in language learning than those with high instrumental orientation. It can be assumed that, if students have the desire to assimilate to the culture of the language they are learning, they will be more likely to take high-level courses in high school, college, and beyond. Once again this poses an obstacle if the culture of the L2 is not readily available to students and the teacher is unable to replicate the cultural context.

Although FL students seem to have higher levels of instrumental orientation (Shenk, 2011), this author found that this focus does not exist in isolation from integrative orientation. Students naturally have some interest in the culture of the language they are sometimes forced to take. They may not be completely committed to fully assimilating to the culture, but they may accept that the culture is different from their own and wish to learn more about it. This desire lends
itself to an integrative orientation, although not at a high level. The concepts of instrumentality and integrativeness can easily be seen as a dichotomy. However, Gardner (2010) emphasizes that these concepts exist on a continuum and many students possess both orientations. Yet despite Gardner’s assertions, some researchers are not satisfied and have chosen further to examine the concept of motivation in FL learning, due to the limitations imposed on the field by the concept of integrativeness.

Since the creation of SEM, a myriad of studies have used it as a framework for L2 motivational research (Cho & Teo, 2014; Cochra et al., 2010; Kondo-Brown, 2013; Masgoret & Gardner, 2013; Yu, 2014). As previously mentioned, the majority of these studies show that instrumental orientation is much higher in L2 learners than integrative orientation. Cho & Teo (2014) found this to be true, in addition to the fact that females showed higher levels of integrative orientation than males in the sample. A longitudinal study by Kondo-Brown (2013) found that instrumental orientation was higher in all learners, although, after a two-year period, integrative orientation increased significantly, perhaps because students were exposed to the culture of the second language through classroom activities. Yu (2014) also found that only 21% of the participating students were learning English to experience a foreign culture, while 81% were learning English because they thought it would help them find a job.

Some opponents of this approach (Dörnyei, 2003; Noels, 2001) believe that these results show flaws in SEM – specifically, flaws in using the concept of integrativeness to predict L2 learning success. Gardner carried out most of his research in Canada with university students studying French. An undeniable integration of French culture and English culture exists in Canada, as evidenced by the fact that French and English are the two official languages of that country. Consequently, many of Gardner’s studies discovered that English-speaking students
who became proficient in French had higher levels of integrative orientation. Dörnyei (2003, 2005, 2009) asserts that Gardner’s results prove that integrative orientation would be likely to predict L2 success only in contexts where students had opportunities for direct contact with the L2 community.

Other studies that displayed higher instances of instrumental orientation were completed in Thailand, Japan, and China, respectively. All learners in these studies were learning English as an L2 in a context where there would be almost no immediate contact with the L2 community; in turn, their levels of integrative orientation were quite low. Additionally, the relationships among attitudes, motivation, orientations, and measures of L2 achievement were shown to be inconsistent (Masgoret & Gardner, 2003). This criticism of integrative orientation and the inconsistencies in what it was created to predict brought about the need to investigate other explanations for L2 motivation.

**Self-Determination Theory (SDT)**

Self-Determination Theory is founded on the premise that people have an innate tendency “to develop an ever more elaborated and unified sense of self” (Deci & Ryan, 2002, p. 5), which means that people will strive to improve themselves if given the opportunity. SDT is a branch of motivational theory that is convinced that there are two distinct types of motivation, intrinsic and extrinsic. Although these are distinct, SDT does not subscribe to a traditional notion of the two existing in a dichotomy. Instead, its main theorists focus on a continuum from autonomous motivation to controlled motivation. *Autonomous motivation*, which is driven by internal or intrinsic motivational components, includes internalized forms of extrinsic motivation that individuals have accepted as part of their core beliefs. On the other hand, *controlled motivation* is driven by rewards, consequences, and other external elements to which people agree but
without internalizing them (Deci & Ryan, 2008). Evidently, autonomous motivation can be synonymous with intrinsic motivation, while controlled motivation can be attributed to extrinsic motivation. People may have the innate ability or desire to become better in order to realize the ideal image they have of themselves, but this type of motivation can be hindered, causing a person to become passive or alienated. People are either encouraged or defeated by the social contexts in which they function (Deci & Ryan, 2002). The interactions people have with the world around them can dictate whether or not they will make the effort to achieve their ideal images of themselves. Indeed, SDT posits that the needs for competence, relatedness, and autonomy can affect human development (Deci & Ryan, 2002, 2008). If people do not feel that they can affect how they perform a certain task, relate to others, or control their own behavior, they will not experience the growth needed to develop a unified sense of self.

The spectrum of motivation presented by SDT is what makes this theory unique in relation to other motivational theories that may isolate motivational elements as acting independently (see Figure 2, below) (Deci & Ryan, 2005, 2008). On the complete negative side of the spectrum is amotivation, which is a complete lack of motivation or desire to complete a task. The other side of the spectrum holds intrinsic motivation, in which activities are carried out for the enjoyment they bring to the people who are doing them. Deci and Ryan (2002, 2008) also define the differing levels of extrinsic motivation which would fall between amotivation and intrinsic motivation, thereby contributing to the spectrum within which intrinsic and extrinsic motivation stand. Controlled or external motivation, which is the step directly above amotivation, encompasses the feeling of a lack of control while possessing a slight desire to complete a task. Thus students learning an L2 will do so only because they want compensation or they wish to avoid negative consequences. The next step is introjection. In terms of L2
learning, people accept that they should learn a foreign language because they have been told that it is important, but they still have not adopted that concept as a part of their identity. Once people have understood that learning a L2 is personally important and have accepted the need for that behavior themselves, they move to the level of identification. Moving along the spectrum, just before people reach the level of intrinsic motivation, they must first pass through integration. This is the level of extrinsic motivation in which “people have succeeded at integrating and identification with other aspects of their true integrated self” (Deci & Ryan, 2008, p. 16).

Integration has often been seen as equivalent to Gardner’s integrative motive from the Socio-Educational Model of second language acquisition (Noels, 2001). Once again, in terms of L2 learning, students in this category may not be learning for the sake of learning, but they have recognized that learning an L2 is a part of their identity and must be accomplished. Finally, the ideal type of motivation for students would be intrinsic motivation. If L2 learners are intrinsically motivated, they are learning for the sheer enjoyment of the process; even though there are tangible benefits of learning an L2, those benefits do not influence the student more than the act itself of acquiring the language. Intrinsic motivation is the highest level of self-determined motivation a person can possess.

The concept of SDT was first applied to language learning by Noels, Pelletier, Clement, and Vallerand (2000). They stated that the integrative orientation as presented by Gardner and Smythe (1975) existed only in multicultural settings such as Canada, where the majority of Gardner’s early research was conducted. On the other hand, the orientations of travel, friendship, knowledge, and instrumentalism were present in most L2 learners in both uni- and multicultural settings. These authors were then able to connect each orientation with a level on their intrinsic/extrinsic continuum. Students who internalized the reasons for L2 learning persevered better than
those who did not. Intrinsic motivation and knowledge were highly inter-correlated, with travel, knowledge, and friendship being associated with more self-determined forms of motivation (Noels, Pelletier, Clement, & Vallerand, 2000). This study is groundbreaking in that it illustrated that SDT can be applied to L2 settings. It is even more promising because the study also demonstrated that SDT could be applied to all types of language learning settings.

![Figure 2. The Self-Determination Continuum, with Types of Motivation and Types of Regulation (Deci & Ryan, 2002)](image)

Differing levels of motivation also dictate how students perceive the learning environment and their teachers. Students with higher levels of self-determined motivation are able to relate to the teacher and teaching practices better than their peers with low levels of self-determined motivation (Sugita McEown & Takeuchi, 2014). Intrinsic motivation is also correlated with students’ grade point averages, which have been shown to be connected to student-perceived autonomy support (O’Reilly, 2014). Students had higher levels of intrinsic and identified regulation the more autonomous they felt; moreover, integrative, intrinsic, and
identified regulation predicted positive attitudes toward learning Spanish, along with a greater intention to continue studying the language (Noels, 2001). Students with high levels of intrinsic motivation also felt higher levels of self-efficacy in the L2, as well as more of a desire to become proficient, engage more in class, and put forth more effort to learn (Busse & Walter, 2013; Comanaru & Noels, 2009; Noels, 2001; Sugita McEown, Noels, & Saumure, 2014). These researchers demonstrated that classrooms that encouraged heightened levels of competence, relatedness, and autonomy led to foreign language students who were more self-determined to achieve proficiency in their foreign language of choice. In sum, prior research also shows that students in different cultural contexts have more success in L2 learning when they are more intrinsically motivated. This type of motivation is a direct reflection of how autonomous students feel in their classroom settings.

In addition to autonomy support, the actual learning pedagogy of the teacher affects the type of motivation L2 students display. In a study that compared the grammar translation method with a communicative method of language learning, Pae and Shin (2011) found that intrinsic motivation was fueled by the communicative approach, while extrinsic motivation was fueled by grammar translation. Although both intrinsic and extrinsic motivations were predictors of motivated behavior, students who displayed higher instances of extrinsic motivation also displayed higher instances of motivational intensity, thus demonstrating that being extrinsically motivated is not an absolute evil. Yet students who fall closer to the intrinsic side of the SDT motivational spectrum use more adequate language learning strategies (Pae & Shin, 2011). In Iran, for example, high levels of intrinsic motivation showed a significant relationship with metacognitive, memory, and social learning strategies, whereas high levels of external regulation were negatively correlated with memory, compensation, affective, and metacognitive language
learning strategies (Nikoopour, Salimain, Salimain, & Farsani, 2012). The other levels of introjected, identified, and integrated motivation showed a negative correlation with affective and memory strategies.

Although some researchers are still striving to understand better the concept of L2 motivation, SDT has been successfully applied to multiple educational contexts. Wyatt (2013), for one, found that English teachers in Oman who felt high instances of autonomy, relatedness, and competence expressed levels of job satisfaction and tended not to look for employment elsewhere. Baard, Deci, and Ryan (2004) showed that intrinsic satisfaction predicted work performance and adjustment in corporate settings. Furthermore, Almargo, Sáenz-Lopez, Moreno-Murcia, and Spray (2015) found that autonomy support and the satisfaction of basic needs increased the satisfaction and commitment of athletes. While it is apparent that SDT is a viable motivational framework, due to its versatility and applicability to different contexts, ironically some opponents (Dörnyei, 2005, 2008) are not satisfied because of its lack of dedication to L2 learning alone. SDT itself has not been criticized, but it has been utilized as a foundation to create a different framework that could be used to understand L2 motivation.

**L2 Motivational Self System (L2MSS)**

Zoltan Dörnyei first presented the L2 Motivational Self System (L2MSS) in 2005. The theory grew out of his dissatisfaction with the monopoly that Gardner and Smythe’s (1975) SEM had on second language (L2) motivational research (Dörnyei, 2005, 2009). In order better to conceptualize L2 motivation, Dörnyei combined the foundations of SEM, SDT and an established psychological theory of possible selves (Dörnyei, 2009).

The L2MSS is comprised of the ideal L2 self, the ought-to L2 self, and L2 learning experience. These three elements work interchangeably to motivate students to become
proficient L2 learners (see Figure 3). Markus and Nurius (1986) introduced the concept of possible selves in 1986, while Higgins expounded upon it with the concept of self-discrepancy (as cited in Dörnyei, 2005, 2009). Both works emphasize that the ability to maintain motivation depends on people’s abilities to visualize themselves as competent members of a group (Dörnyei, 2009). The most prominent and success-invoking component of the L2MSS is the ideal L2 self: “If the person we would like to become is a person that speaks an L2, the ideal L2 self is a powerful motivator to [become proficient] in the L2” (Dörnyei, 2009, Chapter 14, Section 5. para. 4). The ideal L2 self should be the self that people strive to attain. As long as a people can imagine that their ideal self exists, they will be motivated to close the gap between their present self and ideal self. This desire to reconcile the two selves is what can motivate an L2 learner to achieve L2 proficiency. The concept of promotional instrumentality is mostly linked to the ideal L2 self, because it deals with one’s hopes, aspirations, advancements, growth, and accomplishments (Dörnyei, 2009). In fact, research has demonstrated this to be true among students studying English in Iran, students studying English in Korea, and students studying English in China (Far, Rajab, & Etemdzadeh, 2012; Magid, 2009; Tae-Young, 2012). In a study that compared students learning English in China, Japan, and Sweden, the ideal L2 self was the only significant predictor of L2-motivated behavior when compared to learning style and imagination (Yang & Kim, 2011). This study shows that many students desire to connect their present L2 selves with the selves they hope to become.
Indeed, motivation by the ideal L2 self inspires students to be more alert in class, participate more actively, and volunteer at higher rates than those students who are not motivated by an ideal L2 self. This motivation is also significantly connected with family expectations and hopes (Far, Rajab, & Etemdzadeh, 2012; Tae-Young, 2012), which makes sense in that students would tend to develop their ideal selves based on what they are exposed to the most. The results of this study also connect the L2MSS with the social milieu of SEM and the concepts of relatedness and identification as defined by SDT.

The ought-to L2 self is different from the ideal L2 self in that it is characterized by visions of what people think they ought to be or do “in order to avoid negative consequences”
(Dörnyei, 2005, p. 106). Although an individual may merely be trying to avoid negative consequences by striving to become his/her ought-to self, this vision can yield positive outcomes, as it can inspire students to work hard to become proficient. However, the ought-to self has been likened to heightened instances of L2 anxiety, because trying to avoid negative consequences is the only monitor students may have (Peng, 2014); this means that they are experiencing only negative forms of motivation, which they may not be able to sustain. The ought-to L2 self is usually what people see; it is more attainable by many people than the ideal L2 self. Additionally, it is almost always hardwired with preventative instrumentality (Dörnyei, 2009, which has been significantly correlated to more L2 anxiety and low L2 motivation (Papi & Abdollahzadeh, 2012). The same three studies that showed a connection between the ideal L2 self and preventative instrumentality also showed relatively high correlations between the ought-to L2 self and preventative instrumentality (Far, Rajab, & Etemdzadeh, 2012; Magid, 2009; Tae-Young, 2012).

While perceptions of the ought-to L2 self are usually influenced by external factors such as family, friends, or society (Dörnyei, 2009), students can also create internal pressure that will drive them in the same way. This internal pressure was evident in a student of Japanese descent who spent the first part of her life in the United States. Upon returning to Japan, she began to lose her English proficiency. She then started to feel L2 anxiety towards learning and using English due to what she perceived to be her lack of progress, accompanied by her intense desire to work in the United States in the future and her perceived regression into a monolingual existence (Rubrecht & Ishikawa, 2012). In sum, the ought-to L2 self can take many forms, but the end result is that it exists in the minds of students who are trying to avoid an imagined bad outcome by learning the L2.
It can be argued that students having a high degree of an ought-to L2 self is better than their having no vision of themselves as L2 learners at all. After all, at least something is inspiring students to learn a foreign language. However, the ideal situation would be having students led by their own visions of success rather than being inspired and pushed by fear of negative consequences. In fact, one of Stephen Krashen’s six hypotheses in his theory of second language acquisition deals with things that may hinder L2 achievement. The affective filter hypothesis (as cited in Krashen, 2009), for one, declares that students will achieve L2 acquisition only if they learn in low anxiety environments. Several studies have shown that the ought-to L2 self increases learner anxiety (Papi & Abdollahzadeh, 2012; Peng, 2014; Rubrecht & Ishikawa, 2012; Tae-Young, 2012), which, according to Krashen, reduces L2 achievement. Although the ought-to L2 self is mostly derived from influences outside the classroom context, it still provides a considerable amount of anxiety depending on how much it drives student learning; therefore, the ought-to L2 self should not completely replace the existence of an ideal L2 self, if L2 retention and proficiency are the goal. This means that teachers may have to employ techniques that enable students to visualize their ideal L2 selves.

The L2 learning experience considers the impact of the teacher, the curriculum, peers, and experiences with success (Dörnyei, 2005, 2009). This component of the L2MSS is very different from the self-guides, so more research will need to be conducted to “elaborate on the self-aspects of this bottom-up process” (Dörnyei, 2009, Chapter 2, Section 5, para. 4). However Tae-Young (2012) did note that the ideal L2 self will disappear from students’ minds if the educational environment does not support its development. Rubrecht and Ishikawa (2012) also discovered that the learning environment results in frustration if the language learner does not think it is challenging enough. Therefore, there has to be a balance between a challenging L2
learning experience and a nurturing L2 environment for the ideal L2 self to thrive. Since the educational environment is the bulk of a student’s L2 experience, teachers must strive to provide opportunities where learners can succeed. These learning opportunities also have to be communicative; students should be able to use the L2 in authentic ways. In Iran there was no significant difference between high-motivated and low-motivated students regarding their ideal L2 self. The researchers attributed this result to the fact that the grammar-translation method used in Iran did not provide the necessary tools students needed to reconcile their present L2 selves with their ideal L2 selves (Papi & Abdollahzadeh, 2012). The students in Iran were aware that it was important to learn English, but their learning experiences did not enhance their visions of their ideal L2 selves, because they were not able to use the L2 authentically.

The key to the L2MSS is the imagination (Dörnyei, 2005, 2009). Students must be able either to imagine themselves as being proficient L2 users who are able to utilize the language whenever necessary, or to imagine the negative consequences if they do not become proficient. Similar to SDT, students have to be able to see that attaining their ideal L2 self or ought-to L2 self is feasible. If they cannot envision themselves as L2 learners in any capacity, students will not be motivated to attain L2 proficiency (Dörnyei, 2005). One of the essential elements of the L2 Motivational Self System is that learners with a “concrete future image may clearly see the ideal vision of when they achieve the L2 learning-related goals, and thus, it would play a crucial role in sustaining L2 motivation” (Yang & Kim, 2011, p. 142). The concept of the L2MSS is founded on the fact that this ideal vision increases L2 motivation among students who possess it. Students who cannot conjure up an ideal L2 self will not be motivated to achieve it, because they cannot conceive that they should be L2 speakers. Language learning is unlike any other school subject in that it requires dedication, calling on students to subscribe and accept cultures and
possibilities that may conflict with their present practices and beliefs (Gardner, 2010). It is also a tedious process that will be completed only if students can sustain “a superordinate vision that [keeps] them on track” (Dörnyei, 2009, Loc. 754).

The Intersection

Researchers must now ask themselves the following question: How does understanding the Socio-Educational Method, Social Determination Theory, and the L2 Motivational Self System lend insight to the process and concept of L2 motivation? When taken at face value, it seems as if SDT and the L2MSS were created to prove that SEM is an obsolete conceptualization of L2 motivation. If SEM postulates that we must increase levels of integrativeness in order to inspire students to desire L2 proficiency, it would seem that all would be lost in most unicultural contexts. This assumption is further supported by the fact that Gardner (2010) admits that preliminary research to support the theory and the AMTB were conducted in Canada, where English and French are both considered national languages, therefore categorizing it as a multicultural setting. Gardner (2001, as cited in Gardner, 2010) has since refuted claims of the uselessness of SEM by completing studies in European contexts with English language learners. Moreover, while Dörnyei (2009) asserts that the L2MSS was born out of his dissatisfaction with the confines of SEM, he recognizes that the two theories are nonetheless compatible, because they both have a foundation in social psychology, and identity and identification are at the crux of both theories. Identity and identification are also foundational elements of SDT, leading to an intersection of all three theories that cannot be ignored.

Instrumental and integrative motivational orientations are negatively correlated with the concept of amotivation. Additionally, instrumental orientation is most high correlated with external regulation (Noels & Pelletier, 2000). These conclusions are supported by the
infrastructure of SEM and SDT in that amotivation is defined as the complete lack of motivation. In that situation, motivational orientations cannot exist. The same study also validated that instrumental orientation is highly correlated with external regulation, another point that is supported by the foundations of SEM and SDT. Moreover, Tae-Young (2012) confirmed the connection between the ought-to L2 self and prevention instrumentality, which can be likened to instrumental orientation, according the Dörnyei (2009).

Ultimately, the foundations for SEM, SDT, and the L2MSS are the same, although they conflict when applied to certain learning outcomes such as L2 achievement, student engagement, and intentions to persist in learning an L2. Tae-Young (2012) discovered that the L2MSS was a better predictor of English proficiency among Korean students than SEM. Sugita McEown, Noels, and Chaffee (2014) found that integrative orientation did not significantly predict any of the aforementioned learning outcomes. SDT and the L2MSS overlapped, in that intrinsic motivation and the ideal L2 self positively predicted student engagement and student intention to persist in the L2. At the same time, the ought-to L2 self, introjected regulation, and external regulation were all connected with learning the L2 to avoid potential negative consequences. Pae (2008) also demonstrated the irrelevance of integrative orientation in a study showing that it was statistically different from intrinsic motivation, external regulation, introjected regulation, and identified regulation. The study also showed that intrinsic motivation was most highly correlated to L2 achievement among Korean university students. It seems that, although theorists do not want to diverge completely from SEM, it may be a necessary move, if we are to understand why students in the United States continue to study an L2 beyond their graduation requirements.

The aim of this research is to discover how the underpinnings of SEM, SDT, and the L2MSS apply to high school students who persevere in foreign language programs. Although the
objective of many high school foreign language programs is to produce students who can function in a second language, high school foreign language enrollment suggests that many students do not decide to extend their studies beyond those required for graduation (Pufahl & Rhodes, 2011). Those students who choose to continue can add valuable information to the field of knowledge about foreign language learner motivation.

SEM, SDT, and the L2MSS are unique in that each theory draws attention to different aspects of FL motivation. SEM focuses on how closely the student identifies with the culture of the target language. This study further validates the usefulness of SEM because it was conducted in an area lacking a strong bilingual presence. Therefore, if high levels of integrativeness were found in these students, the prevalence of SEM would be more strongly solidified. The foundations of SDT, on the other hand, imply that the students in the study should have shown high levels of self-determined behavior. Results of this type of study should extend the influence of SDT to the realm of American high school students. Lastly, since the L2 learning environment is a pivotal part of the L2MSS, this study examined how students behave, react, and collaborate in their FL environments. This aspect adds clarity to the contribution of the L2 learning environment on students’ success. Additionally, students reflected on their roles in their L2 achievement, which, in turn, gave insight into their ideal L2 selves.

Review of Related Literature

The Current State of Foreign Language Education in the United States

Foreign language instruction is still mediocre, at best, in the United States. This is despite the acknowledgment that our students need to be prepared to function in a world where globalization and technology are bringing everyone closer. It is also the assumption that our
future diplomatic endeavors will be enhanced if we can produce adults who know how to communicate with and function within other cultures (Panetta, 1999).

One obvious display of our FL mediocrity is the fact that not all states and school districts even require students to take a foreign language in order to graduate from high school (National Council of State Supervisors for Languages, 2010). Additionally, not all U.S. universities have a foreign language entrance requirement (Sung, Padilla, & Silva, 2006). It would seem as though a core subject per the No Child Left Behind Act (NCLB, 2001) should be given more of a priority. In 2008 only 79% of secondary schools offered foreign language classes, along with 15% of elementary schools. Furthermore, schools that offered foreign language instruction required only two years of it; moreover, they often did not have the resources, time, and/or certified teachers needed to offer higher-level courses for those students who would have liked to continue (Pufhal & Rhodes, 2011).

Students who attended schools labeled as low-income had even less access to foreign languages in 2008 (Pufhal & Rhodes, 2011). Foreign language classes in these schools were more likely to be taught by teachers who lacked proper certification; even if they were certified, they often had fewer resources available with which to deliver the FL curriculum adequately as well as fewer professional development opportunities. Although NCLB deemed foreign language a core subject, the standardized tests required to measure student achievement and teacher effectiveness often caused students to be pulled out of FL or elective classes for test preparation, thereby perpetuating that idea that learning a foreign language was not necessary (Pufhal & Rhodes, 2011; Sung, Padilla, & Silva, 2006).
The Case for and against Foreign Language Learning

It is often necessary to plead the case for foreign language education. In a society where educational budgets are constantly being cut, fighting to maintain the quality of FL study in the United States has almost become the norm (Reagan & Osborn, 2002). Over time, FL instruction in this country has been both highly revered and deeply detested, depending on the era.

Foreign language teaching and learning were integral components of the colonization of the United States (Wheeler, 2013). Colonists and conquistadores arrived in the Americas under the assumption that a new region of the world had been discovered; as a result, they exploited foreign language education as a means to subdue native and indigenous populations. Colonists used the teaching and learning of the languages of the indigenous populations of South and Central America as a means to obtain secrets about their treasures and wealth, which led to the eventual conquest and enslavement of those indigenous peoples. In North America, colonists utilized FL teaching and learning in order to understand how the natives survived, so the colonists could use the same principles to prosper in the new land and conquer the people (Wheeler, 2013). In these cases, FL learning was important, because it provided a means of monetary gain.

While Native American languages were met with contempt and misunderstanding, European languages were often accommodated during the colonial period and even after the United States separated from England (Wheeler, 2013). From conception until the mid-19th century, the United States was a multilingual society due to frequent immigration (Ovando, 2003). Since immigrants often maintained proficiency in their native languages, native English speakers used them as tutors to learn a second language (Panetta, 1999). This period was also marked by the development of bilingual education, which enabled immigrants to learn English
without losing the use of their native language (Ovando, 2003). Many communities had bilingual schools, and others offered schools that were exclusively taught in the language of the immigrant population. Different parts of the United States emphasized different languages, so it was not uncommon to see German schools in the Midwest and Northeast, Spanish schools in the Southwest, and French schools in Louisiana (Ovando 2003).

World War II produced more ammunition for the fight in favor of FL instruction, because it became clear that learning languages other than English would help the United States defeat its enemies (Colangelo, 2003; Kleibard, 2004; Panetta, 1999; Schultz, 2002; Wheeler, 2013). After the attack on Pearl Harbor in 1941, the Army created the Army Specialized Training Program (ASTP) (Colangelo, 2001; Wheeler, 2013), developed to teach soldiers wartime skills in a short amount of time. A key component of their training was in foreign languages: “The ASTP eventually engaged in the instruction of 15,000 students in courses in 30 languages at 55 universities” (Wheeler, 2013, p. 174). Students enrolled in this program became proficient in their language or languages of choice in about nine months, with 15-17 hours of language instruction per week. This robust push for foreign language proficiency marked a pinnacle in foreign language policy in the United States. ASTP was so successful that schools instituted practices that were modeled after the program, and FLs became important assets for the security of the United States (Wheeler, 2013).

The popularity of teaching and learning foreign languages in high school increased in 1957, when Russia launched its Sputnik satellite (Colangelo, 2001; Ovando, 2003; Schultz, 2002; Wheeler, 2013), thus starting the Space Race. United States policymakers and educators were confused as to how something of that magnitude could happen without prior knowledge. They determined that the U.S. was behind the world in science, engineering, math, and foreign
languages, thus leading to the birth of the National Defense Act of 1958 (Colangelo, 2001; Ovando, 2003; Schultz, 2002; Wheeler, 2013). “A major provision of the act was funding to develop and promote teaching foreign languages [in the United States]” (Wheeler, 2013, p. 180). This funding contributed to offering programs of foreign language instruction in elementary schools (FLES) and developing different methods of instruction, all aimed at increasing the communicative proficiency of foreign language students.

In addition to the historical advocacy of FL learning, research also points to the many advantages of FL learning and instruction. It seems that the most frequently touted benefit for studying an FL is the fact that multilingual people make more money, even though this allegation has not been empirically proven. However, there are multiple other proven benefits to learning a second language, such as helping with the acquisition of a student’s native language, broadening students’ worldviews (which is important for our global society), exposing them to foreign cultures, and preparing them for the academic challenges that post-secondary endeavors may present (Kleinert, Cloyd, Rego, & Gibson, 2007; McColl, 2013).

Furthermore, learning an L2 has multiple metacognitive perks. Language learners show greater cognitive flexibility, have better listening skills, and outscore monolinguals on tests of verbal and nonverbal intelligence (NEA, 2007). In essence, students’ brains work better because they have learned a second language. Foreign language study benefits higher order, abstract, and creative thinking, as well as basic skill development, and it can even narrow achievement gaps (Barac & Bialystok, 2012; Morales, Calvo, & Bialystok, 2013; NEA, 2007). Curtain and Dahlberg (as cited in NEA, 2007) found that low-income children and English language learners made the greatest proportionate achievement gains from learning a foreign language, thereby demonstrating that successful L2 study could eventually even out educational and economic
opportunities between socioeconomic groups. Likewise, when Sung, Padilla, & Silva (2006) studied the Academic Performance Index (API) scores of schools in California during the 2003-2004 school year, they found that schools with strong FL programs had higher API scores, thus demonstrating that such schools achieve higher levels of success.

Although FL education has been supported by research, there are some who believe that learning an FL is a useless endeavor. At times this negative sentiment has reverberated throughout history. The first vilification of foreign languages occurred in the late 19th century, at which time Native Americans were still being subjected to the U.S. government's efforts to “civilize” them. Speaking native languages was forbidden in most cities, and some places went so far as to consider it a crime (Ovando, 2003; Panetta, 1999). Anti-American sentiment against bilinguals also began to flourish. In the conviction that the English language was the one unifying thread the United States had, laws began to surface that prohibited teaching other languages in school (Ovando, 2003; Panetta, 1999; Wheeler, 2013). Immigrants had to pass an English test to gain citizenship, schools could no longer teach classes in the native language of the community, and federal money was allocated strictly to English-only schools. Ultimately, not learning English and holding on to one's native language were seen as threats to American unity (Ovando, 2003), inspiring people to advocate against teaching foreign languages in public schools.

World War I and the events that incited it fostered even more negative attitudes towards immigrants who chose to retain the languages of their native countries. Government officials and English enthusiasts blamed World War I on the lack of a unifying power in Europe (Panetta, 1999). To these people the conflict was a result of each country believing in and doing its own thing. In the opinion of the United States government, the variety of languages in Europe
contributed to the unrest. In an effort to avoid the problems of disunity within the country, speaking English was required of all people more forcefully than ever before (Wheeler, 2013). Having immigrants and Native Americans learn English was viewed as the appropriate level of Americanization of people who wanted to be citizens of the United States (Panetta, 1999); it was believed that this level of “Americanization” would enable the United States to avoid the incessant conflicts that plagued Europe. As is well known today, this approach did not prove to be an adequate means of avoiding future wars and contentions.

Foreign language instruction was also disregarded during this time because it did not provide a skill that was immediately relevant to the potential workforce. This recognition caused the discontinuation of many foreign language programs (Colangelo, 2001). During the 1930s learning a foreign language was considered by some to be an “inexplicable waste” (Kleibard, 2004, p. 183), because those learning it would never use it. Only subjects that actively contributed to daily life were championed. Therefore, FL instruction was discarded, along with history and algebra. The only students who took those classes in high school were those who were planning to attend college; as a result, subjects like FL became known only as college entrance requirements. Overall, it can be concluded that the landscape of second language learning and acquisition was truly dismal between 1910 and 1940.

History has been both kind and cruel to foreign language instruction, and the debate continues. Opinions about the usefulness or uselessness of foreign language education in U.S. high schools continue to be expressed (Caplan, 2012). One of the main objections to foreign language instruction in high schools is that many of them require students to take only two years of the language, which is not sufficient if the aim is to become a functional speaker (University of Oregon, 2010). Many go as far as to say that any foreign language instruction in high school is
a waste of time, money, and resources (Matthews, 2010; Vance, 2012), because the language requirement does not produce competent communicators in the language of choice. Other opponents also deem learning a foreign language unimportant, because the world population of people who can speak English far outnumbers the population speaking any other language (McMillian, 2014).

Indeed, the arguments against teaching foreign languages in the United States are plentiful. Many revolve around how they are taught in high school and the level of graduation requirements imposed (Caplan, 2012; Matthews, 2010; Vance, 2012). Many of these arguments against foreign language instruction, however, are anecdotal, with little or no empirical evidence. On the other hand, the benefits of foreign language learning are indeed supported by empirical evidence. Although the way languages are taught in the United States often does not facilitate mastery, this is not a reason to eradicate the practice of teaching foreign languages altogether. If high school students remain in foreign language programs for the whole four years, thereby receiving about 600 hours of language instruction, they should be able to function in a foreign language well enough to survive in a foreign setting (ACTFL, 2012; University of Oregon, 2010). Nonetheless, students should be inspired or motivated to take advanced foreign language classes in high school, not forced to do so. This study has deliberately been designed to orient future inquiries into why students decide to continue studying foreign languages after they have satisfied their graduation requirements, in order to aid in the transformation of the structure of foreign language instruction in the United States so that it is no longer deemed a waste of time and resources.
Summary

While the history of foreign language teaching and learning may be different in other countries, it has been quite eventful in the United States. Perhaps this tumultuous evolution is due to the fact that we started as a country with many different languages, sometimes described as a “melting pot,” although the current preferred term is a “salad bowl.” Regardless of what prompted it, we now face a time when FL study is not a priority, despite the changing world around us. L2 enrollment in U.S. middle and high schools has remained stagnant, despite a call to create a more culturally aware population (Pufhal & Rhodes, 2011); moreover, L2 enrollment on the college level is even more dismal, showing a decrease of 6.7% across all languages between 2009 and 2013.

Researchers have attempted to tap into the paradox of second language motivation in the hope of learning how to manipulate the motivational processes through different teaching strategies (Sugita McEown & Takeuchi, 2014). However, they have found that motivation is a very individualized construct, which is different for each student. Current studies have revealed three very pertinent, but often conflicting, theories about how motivation works in terms of learning a second language. The Socio-Educational Model (SEM) of second language acquisition prevailed as the main L2 motivation theory for almost thirty years, but it has been criticized because of its development in a multicultural setting that may limit its applicability to other settings. Although SEM is still relevant, the social-determination theory (SDT) and the L2 Motivational Self System (L2MSS) have focused more on the individualized nature of learning an L2 in unicultural settings. The explication of these theories has led to three prevalent suppositions: (a) that the integrative orientation is a predictor of L2 achievement, although applicable only in multicultural contexts; (b) that intrinsic and extrinsic motivation exist on a
continuum rather than in a dichotomy; and (c) that the L2MSS works to motivate students only if they can imagine themselves as becoming proficient L2 users.

A plethora of research has been carried out using these three approaches to language learning. Yet much of this work was not completed in the United States with high school students. Research supporting or using SEM has been conducted in Canada (Gardner, 1983; 1985; 1988; Gardner & Lambert, 1959; Gardner & Smythe, 1975; Masgoret & Gardner, 2003), Thailand (Cho & Teo, 2014), China (Yu, 2014), and Japan (Kondo-Brown, 2013). Most of the research in the United States has been conducted with college students (Oakes, 2013), rather than with high school students. Investigations using SDT were carried out in Japan (Carriera, 2012; Sugita McEown, Noels, & Saumure, 2014; Sugita McEown & Takeuchi, 2014), Oman (Wyatt, 2013), Korea (Pae & Shin, 2011), Iran (Nikoopour, Salimain, Salimain, & Farsani, 2012), England (Busse & Walter, 2013), and Canada (Comanaru & Noels, 2009). Just as with SEM, SDT research has been conducted in the United States as well, but as of the present time only with college students (Noels, 2001; O’Reilly, 2014) and with Puerto Rican adults in the community (Shenk, 2011). Finally, inquiries based on the L2MSS were conducted in China (Far, Rajah, & Etemadzadeh, 2012; Peng, 2014; Yang & Kim, 2011), Korea (Tae-Young, 2012; Yang & Kim, 2011), Japan (Rubrecht & Ishikawa, 2012), Iran (Papi & Abdollahzadeh, 2012), England (Sugita McEown, Noels, & Chaffee, 2014), and Sweden (Yang & Kim, 2011). Although the aforementioned studies have contributed a great deal to the field of L2 motivation and student learning, there is a clear gap in the literature related to high school students in the United States. This study and those that follow will contribute to the clarity of not only the field of second language acquisition, but also ways in which we can galvanize interest in high school students in the advanced study of foreign languages.
In conclusion, this chapter outlined the present state of foreign language instruction in the United States and the cases for and against FL teaching and learning in schools. It also provided information and examples of the application of the Socio-Educational Model, the Self-Determination Theory, and the L2 Motivational Self System. The convergence of the three theories was examined and their application to the present study explained.
CHAPTER THREE: METHODS

Overview

The purpose of this multiple case study was to investigate the factors contributing to the persistence of successful foreign language learners who choose to continue studying a foreign language beyond their high school graduation requirements. This chapter covers the research methods and procedures that were utilized in order to fulfill this purpose. First, the rationale for using a multiple case study is discussed, followed by descriptions of the research design, research questions, setting, participants, data collection procedures, and data analysis. Finally, the methods used to address trustworthiness and an overview of the ethical considerations are set forth.

Design

Qualitative research design is an inductive process of discovering knowledge. It has an emergent quality that allows data to be collected in their natural setting. Qualitative research is markedly different from quantitative research in that it allows for “the voice” of the participant to be heard (Creswell, 2013). According to Creswell (2013), other important characteristics of qualitative research are a natural setting, the researcher as a key instrument, multiple methods of data collection, complex reasoning through inductive and deductive logic, participants' meaning, emergent design, reflexivity, and a holistic account of the process.

One of the many branches of qualitative inquiry is the case study. Since case study research is not easily or narrowly defined, it is a methodology that has been conceived differently by different scholars. Yin (2014) has argued that it is a multifaceted method, encompassing multiple types of design, data collection, and methods of data analysis; thus, “A case study investigates a contemporary phenomenon [i.e., the case] in its real world context” (Yin, 2014,
Chapter 1, Section 1, para. 2). Stake (2006) agrees with Yin about the complexity of the
definition of a case study, but takes a slightly different approach in attempting to categorize it as
a method of inquiry. Stake (2006) defines the case as the thing or entity that is being examined;
therefore, a case study is the detailed investigation of whatever “thing” captures the attention of
the researcher. Stake (2006) also emphasizes that the case must be bounded by its context or a
specific situation. Creswell (2013) has claimed that a case study is the exploration of a
“contemporary bounded system, over time, through detailed, in-depth data collection involving
multiple sources of information . . . [that includes] a case description and case themes” (p. 97).
Gall, Gall, and Borg (2010) do not even take the time to define case study research, because it is
such a complicated construct. Instead, they delve right into the characteristics of a case study and
why case study research is important.

Ultimately, I used the case study methodology because I wanted to know the following:
Why do students persist in FL classes in high school? What factors lead to this persistence? And
what type of motivational orientations do they possess? My unique bounded system was that of
high school students who were taking at least their second class after the completion of the
foreign language (FL) graduation requirement for their school, meaning that they were taking a
level four or Advanced Placement (AP) foreign language course. I utilized a multiple, intrinsic,
case study design. Intrinsic case studies allow for the case to be the primary focus of inquiry. My
inquiry was “driven by a desire to know more about the uniqueness of the case rather than to
build theory or how the case represents other cases” (Grandy, 2010, p. 499). I examined multiple
cases so that I could investigate the similarities and differences across these unique bounded
systems.
Research Questions

The following central question guided my study: Why do some high school students persist in learning a language beyond the graduation requirements? The research questions listed below focused my research:

RQ1. How do students who continue to study a foreign language beyond graduation requirements describe their foreign language learning experience?

RQ2. What factors contribute to the persistence and/or success of these students?

RQ3. What types and levels of motivation do these students possess?

RQ4. How do students stay motivated to continue?

Setting

The present study was conducted at a high school in Metro School District (MSD). All institutional and participant names have been replaced with pseudonyms unless otherwise noted. Metro School District is a suburban school district situated in the Southeastern United States. In order to graduate from any high school in MSD, students must earn at least two credits or the equivalent of two years of instruction in a world/foreign language (MSD, 2007). I selected my participants from Septentrion High School (SHS), which had an enrollment of 2,820 students during the school year under study. The racial demographics of the school were as follows: 37.2% Caucasian, 25.6% African-American, 19.5% Asian, 13.2% Hispanic, and 4.5% other (SchoolDigger, 2015). Additionally, 40.7% of the students who attended Septentrion High School in 2014 received a free or reduced lunch (SchoolDigger, 2015). Septentrion High School was an ideal site for this study because it offers five levels of Spanish, French, Latin, and German. Thus the student population at Septentrion provided an adequate pool of participants due to the variety of program offerings.
Participants

14 participants (cases) were examined. Yin (2014) suggests that the number of cases used depends on the number of case replications desired. Since the theories on which this study was based were explicit, I believed that the 14 cases adequately demonstrated the phenomenon of interest. The 14 participants were all seniors at Septentrion High School in the Metro School District. Thirteen of them planned to go to college in the fall, and all took other advanced classes in addition to their advanced language class. Six students were Caucasian, five were Asian, two were African American, and one was Hispanic. Participants were selected using a criterion-based sampling procedure, which allowed me to choose participants based on predetermined criteria (Patton, 2002). Participants had to be (a) currently in high school, (b) English speakers, (c) taking at least one high school foreign language class beyond the graduation requirement, (d) earning a “B” or higher in a level three FL class or above, and (e) currently enrolled in a foreign language class. These criteria ensured that I examined student experiences that truly shed light upon the phenomenon of interest.

Cases were chosen using a purposeful selection strategy, because students needed to possess specific characteristics in order to participate. Email invitations containing an explanation of the study as well as consent documents were sent to teachers of eligible students at Septentrion High School. Going through these teachers served as a way to eliminate the possibility of students being untruthful about their prior grades, because the teachers had firsthand knowledge of the students’ grades in previous foreign language classes. Teachers then asked for volunteers from their classes. If students chose to participate, they contacted me and were then invited to an informational session that was held before the data collection phase began.
Procedures

Prior to data collection, I obtained approval from my dissertation committee, my research consultant, and the Institutional Review Board (IRB) at Liberty University, as well as the MSD Research and Evaluation Department. Once the proposal was approved by my dissertation committee and research consultant, I submitted an application with the required elements to the IRB, including the letter to the principal requesting permission to conduct research at his school, the letter to teachers requesting assistance in locating student participants, the email invitation to the informational session, consent forms, and a copy of the interview questions. After I obtained IRB approval, I piloted my interview questions (see Appendix A) with three foreign language teachers at my school. The teachers checked my questions to ensure that they adequately addressed the research questions and were free of bias. After piloting, the questions, I revised their order, because some of them were perceived as being “leading” in the original state.

I then sent an email to the principal of SHS to solicit permission to conduct my study on campus (see Appendix B). When permission was granted, I spoke to the principal over the phone to explain my plan, whereupon I was connected with the head of the foreign languages department to continue making arrangements to conduct the study. I sent invitations via email (see Appendix C) to the advanced-level foreign language teachers at Septentrion High School. Once participants expressed interest, I sent an invitation via email to a general information session (see Appendix D). All emails explained the purpose of the study, provided the central research question, outlined data collection methods, and explained student compensation for participation.

The general information session served several purposes. Most importantly, consent forms (see Appendix E) were given out, signed, and collected during the meeting. I also gave
parents and students a detailed explanation of the study and addressed any questions they had at that time. Data collection also began at this information session, using a modified version of Gardner’s (1985) AMTB (see Appendix F), a survey instrument used to measure the types of motivation students have for learning a second language. The AMTB itself and a short demographic survey were to be administered electronically. The AMTB results were subsequently analyzed using descriptive statistics.

Upon completion of the ATMB, students scheduled their semi-structured interviews. Initial interviews, scheduled for a later date, lasted from six to about twenty minutes per participant. Interviews were conducted face-to-face in a classroom at SHS. They were digitally recorded and later transcribed by a professional transcription service. Students were given pseudonyms, and all names were omitted from recordings before they were sent to the transcriber; thus only I know the true identities of the participants. The data were secured in a locked filing cabinet, and any electronic data used to store them were password-protected. I had sole access to the data throughout the study. Follow-up interviews proved not to be necessary, as I collected all the information I needed during the initial interviews and classroom observations. After the interviews were transcribed, I read them several times while listening to the recordings, so that I could take note of the tone and inflection of certain phrases. Lastly, participants were asked to review the transcripts to confirm that they were being correctly represented.

One classroom observation for each participant was conducted with the consent of the foreign language teacher. Notes were taken during the 50-minute observations. Additionally, an observation guide (see Appendix I) was utilized to aid in maintaining continuity of data across the participants. Observations allowed me to experience the students in the learning context, as well as to see some facets of the students’ learning abilities and strategies that might not be
covered by the interview questions or the AMTB. Direct observation, unlike other forms of collecting data, is not subject to distortion, error, or omission on behalf of the participants (Gall, Gall, & Borg 2010).

Data were analyzed using an interpretational process that helped me discover constructs, themes, and patterns (Gall, Gall, & Borg 2007). These helped me understand why some students decide to study a foreign language beyond their program requirements. The analysis process began with memoing or making notes on the transcripts and observation protocols to highlight notable utterances, actions, or suggestions made by the participants. Then the process of analyzing the transcriptions and observation protocols in order to discover common themes across participants took place with the aid of a qualitative data analysis program. Patterns were notated and, if possible, further collapsed into themes.

**The Researcher’s Role**

I have had the privilege of being a high school Spanish teacher for more than nine years. Each year I learn something different. As I reflect on years past, I see that class sizes become smaller and smaller, the higher the FL level. Additionally, since I have taught different populations, I see a trend in those students who choose to continue with their FL studies. A few of my students have chosen to study three to four years of Spanish in high school and continue with the language in college. As a Spanish teacher and a lover of languages, I feel that it is my duty to find out why students want to continue learning. Therefore, I have examined the data through the eyes of a person looking for answers, which led me to recommendations that could change the way we are teaching foreign languages in high school, thereby improving the rate of retention of advanced level students.
I am the study instrument and as such it is possible for me to bring certain bias and examine the data through the lens of someone who desperately wants to find ways to improve retention rates in high school foreign language programs. Although I am a Spanish teacher, I do not teach or have any acquaintances or ties to Septentrion High School. I met the teachers and the students for the first time during this study.

**Data Collection**

Data for my study were collected using a systematic process that enhanced the overall strength of the study. I used three types of data collection techniques in order to achieve data triangulation, which “is mostly a process of repetitious data gathering and critical review of what is being said [and/or seen]” (Stake, 2005, Chapter 2, Section 5, para. 2). The three data collection strategies were semi-structured interviews, observations of participants in their classroom environments, and information collected from a survey instrument called the Attitudes/Motivation Test Battery (Gardner, 1985). Three methods of data collection were used because data triangulation increases and strengthens the construct validity of a study (Yin, 2013); therefore, the utilization of at least three techniques is necessary to verify that the data truly represent the ideas and actions of the participants. Triangulation also lowers the probability that the researcher will develop erroneous conclusions from one single source of data rather than three (Patton, 2002).

A general information session, attended by all participants and their teachers, was held in a classroom at Septentrion High School to introduce them to the contents and significance of the study. The AMTB was given during this session, at which students also received a timeline of participation and signed up for interviews. The semi-structured interviews took place within two weeks of the informational session. After all 14 participants had been interviewed, classroom
observations began, during which I was able to reach data saturation. Thus it was not necessary to conduct additional interviews. This particular sequence of data collection was very deliberate. Since the AMTB was completed first, I was able to analyze those data before the first interview, enabling me to get a sense of the students ahead of our first formal conversations. Then, conducting the first interviews before the classroom observations allowed me to hone in on particular issues or items that I deemed important. For example, if students said they had chosen to continue with their FL study because of the impact teachers had on them, I would focus more on student-teacher interaction and make more notes about that process. At the same time, I did not ignore other pertinent details and occurrences that transpired during the classroom observations. Lastly, leaving open the possibility of a second interview was advantageous to the conclusions that were drawn as a result of this study. If the second interview had been needed, it would have allowed me to clarify and reconcile any issues or inconsistencies that were discovered during the AMTB administration, initial interview, or classroom observations. What follows is a detailed explanation of my data collection strategies.

**Interviews**

Interviewing is a valuable data collection method, because a qualitative researcher can use it to understand the mindset and environment of the participants. Since interviewing involves direct interaction with the research participants, the process is adaptable to the situation and the participants (Gall, Gall, & Borg, 2007; Gall et al., 2010; Patton, 2002; Stake, 2005; Yin, 2014). Interviews allow the researcher to find out about things that are not directly observable, such as feelings, thoughts, intentions, or past experiences. Consequently, interviewing enables the researcher to enter into another person's perspective (Patton, 2002). The overall purpose of my study was to understand the motivational and personal aspects of my participants and how they
led to the participants’ success in foreign language study. I discovered how students felt about and perceived their FL learning experiences. I also wanted to know what specific events led to their continued study and motivation. Since those were things I could not observe, interviewing students was the best way to obtain data involving first-hand accounts of those aspects. One interview was conducted with each participant, based on a semi-structured or a general interview guide approach, exemplified by the fact that I followed the set of questions included in my interview guide (see Appendix A). Each question was carefully worded to ensure that each participant produced data that could be compared with those provided by the other participants. This interview format also ensured that all the participants responded to all the topics I deemed necessary to answer my research questions. In some cases, the participants’ answers caused me to use different probes for additional information, or to omit some questions in the interview guide due to their irrelevance (Gall et al., 2007; Patton, 2002). Being able to discern what needed to be asked or further explored was another benefit of using the general interview guide approach as a data collection strategy (Patton 2002). All data from the interviews were utilized to answer these research questions: RQ1. How do students who continue to study a foreign language beyond graduation requirements describe their foreign language learning experience? RQ2. What factors contribute to the persistence and/or success of these students? RQ3. What types and levels of motivation do these students possess? RQ4. How do students stay motivated to continue?

Each interview was recorded on two devices for later transcription. The main recording device was an Apple iPad, while the secondary recording device was a laptop computer. I also wrote down notable utterances, descriptions of body language, and other aspects of the interview to add to my data collection. The notes served as an additional backup to the recording devices as
well as a reminder to ask for more information about items, as I deemed appropriate. All interviews were conducted after school, so that students would not miss class as a result of this study. Furthermore, interviews took place in a classroom location at school that was familiar to the students.

My interview questions were piloted with the foreign language teachers with whom I currently work, immediately after I obtained IRB approval. These teachers acted as peer evaluators, examining the questions for bias, understandability, and ease of answering. In the process of evaluating the content and face validity of my interview questions, they considered whether the questions covered the intended content and solicited information that could be used to answer my research questions (Gall, Gall, & Borg, 2010). After the piloting was complete, I revised the order of some of my questions at the suggestion of the evaluators to avoid leading the students to a specific conclusion or answer.

**Open-ended interview questions.** These questions were used during the semi-structured interview.

1. What is your first language?
2. What language are you studying now?
3. Why did you decide to take (insert foreign language)?
4. Describe the first time you were exposed to (insert foreign language).
5. How would you describe yourself as a student?
6. Why did you continue taking (insert foreign language) classes even though you have satisfied the graduation requirement?
7. How do you stay motivated to continue?
8. Describe an event that helped you realize you wanted to continue learning (insert
foreign language).

9. What do you like about learning (insert foreign language)?

10. What do you dislike about learning (insert foreign language)?

11. Describe two or three big successes or breakthroughs you have had in (insert foreign language)?

12. What advice would you give to a student who is just starting language study?

13. What advice would you give to a student who is thinking about stopping after the fulfillment of the graduation requirements?

14. What obstacles have you had to overcome in learning (insert foreign language)?

15. How would you describe your work ethic?

16. How does your work ethic help/hinder you in your (insert foreign language) studies?

17. How do you feel about studying (insert foreign language) in college?

18. Is there anything else you would like to mention about your foreign language journey?

Attitude/Motivation Test Battery (AMTB)

I administered this test battery developed by Gardner in 1985 in order to help answer the third research question: What types and levels of motivation do these students possess? Permission to use the AMTB was obtained from Robert Gardner on May 2, 2015 (see Appendices G and H). The AMTB was written for university students who were studying French in Canada; therefore, I had to modify some of the questions so that they would pertain more to the population I was studying (see Appendix F). The AMTB has 19 measures that are used in the “computation of the four composite indices” (Gardner, 1985, p. 4) of integrativeness, motivation, attitudes towards the learning situation, and attitude/motivation index. Sixty-three items on the
instrument are scored using a seven-point Likert scale, 21 items are multiple choice, and 50 items are answered on a seven-point continuum.

Although the data collected from the AMTB are quantitative, they strengthened the robustness of my study and were needed to answer one of my research questions. Additionally the AMTB data were used to add to the descriptions of the participants in the study. “Triangulation . . . can mean using several kinds of methods or data, including both quantitative and qualitative approaches” (Patton, 2002, p. 247). Yin (2014) agrees that quantitative data have their place in qualitative studies, if they can add to the thick and rich description of the case or cases in question, especially if the quantitative data “cover the behavior and events that your case study is trying to explain (Yin, 2014, Chapter 5, Section 2, para. 7). In this study, the data collected from the AMTB produced information about the types and levels of motivation possessed by students who persist in learning a foreign language. Oftentimes survey or quantitative data can serve as a way to enhance the quality of the findings of a qualitative study when used in conjunction with other qualitative methods of data collection. Indeed, the quantitative data gathered from the AMTB were used to “complement inferences drawn from the analysis of the qualitative data” (Chasteauneuf, 2011, p. 770).

The AMTB has been shown to be a reliable and valid method for measuring integrativeness, motivation, attitudes towards the learning situation, and attitude/motivational indices (Gardner, 1985; 2006; 2010). In a study of over 5000 Canadian students learning French, 89% of the Cronbach’s coefficients exceeded a value of .70; additionally, the AMTB demonstrated significant convergent validity, which means that “the measure correlates with other measures with which it should correlate if the theoretical formulation underlying the construct is correct” (Gardner, 1985, p 8). The AMTB was found to be even more reliable in
other contexts that apply substantially to the present study, given that some of the questions had to be modified, based on the AMTB, in order to cater to the research participants. A 2015 study that examined the motivations of French university students after receiving multimedia language education revealed a Cronbach’s alpha coefficient of 1.0 (Izquierda, Simard, & Garza Pulido, 2015); in a study of Chinese students learning English, Cronbach’s alpha had values of .83 and above (Lei & Hu, 2014); and in an inquiry that examined Polish students learning Hebrew reliability coefficients between .78 and .89 were discovered (Okuniewska, Okuniewska, & Okuniewski, 2010). One of the main criticisms of the AMTB is that it is applicable only to bilingual countries like Canada; however, the aforementioned studies show that this is not the case. Additionally, Gardner (2010) tested the reliability and convergent validity on students learning English as a foreign language in Croatia, Poland, Romania, Spain, Japan, and Brazil. For all countries the median internal consistency reliabilities fell between .59 and .90 on all scales, while the convergent validity ranged from .48 to .73 (Gardner, 2010). The instruments used in most research are considered reliable by Gall et al. (2010) only if they demonstrate a reliability coefficient of .80 or higher, although there are exceptions to this rule when dealing with attitude and motivational scales. Tuckman (1999) asserts that attitude scales need only have a reliability coefficient of .50 to be adequate for use in research. These tests supported my conviction that the AMTB was a useful, valid, and reliable measure in my study.

A computer-based AMTB was administered during the initial information session, so that data collection and analysis could be streamlined. Because of its quantifiable nature, the data from this measure were analyzed using descriptive statistics (mean, median, and mode).

Participants were instructed prior to the meeting to bring with them a computer, tablet, or smartphone, so that they would be prepared. I also had an extra computer and tablet just in case a
participant failed to bring one.

**Observations**

My third data collection tool was one 50-minute direct classroom observation for each participant. If more than one participant had a class at the same time, I observed them together. However, I did not focus on more than three participants at one sitting, because I did not want to overlook something.

“Direct observation involves an observer collecting data while an individual is engaged in some form of behavior or while an event is unfolding” (Gall, Gall, & Borg, 2010, p. 135). Patton (2002) lists the advantages of direct observation thus: (a) the researcher is better able to understand the context within which people interact; (b) the observation gives firsthand experience, which allows the researcher to be discovery-oriented and not have to rely on preconceived notions of the phenomenon; (c) the observer can see things that frequently go unnoticed in the observational setting; (d) observation allows the researcher to learn things that people may be unwilling to talk about; and (e) the researcher builds personal knowledge from which he or she can draw during the data analysis phase of the study.

I observed my participants as they attended their foreign language classes. The goal of my observations was to witness participant behaviors in that context. I observed the number of times students voluntarily participated in class, interactions with teachers and peers, and diligence in completing work. Although I garnered valuable information from the AMTB and the participant interviews, I was aware that they might have omitted or added things depending on what they thought I wanted to hear; therefore, it was important for me to witness student behaviors firsthand. Observation gave me the opportunity to verify or negate some of the comments made by the participants during their interviews. I was able to fully understand and
describe the environment in which each of my participants learned and thrived. In order to ensure consistency across the observations, I used the observation guide presented in Appendix I. Such a guide is defined as a “predesigned form used to record information collected during an observation” (Creswell, 2013, p.168). The use of this guide aided in the organization of my thoughts and immediate feelings about the learning environment, student actions, and any other notable events during the observation period. The guide also helped me focus on the same occurrences and facets in each observation. Lastly, following an interview guide facilitated data analysis because it allowed me to take field and observation notes that were descriptive, reflective, detailed, and concrete (Gall, Gall, & Borg, 2010; Patton, 2002).

Observing the participants in their authentic foreign language environments helped me determine why some high school students persist in foreign language learning beyond the graduation requirement. I was also able to witness whether or not their descriptions matched their behavior in a foreign language setting. In addition to answering my first research question, observations of students in the authentic learning environment enabled me to see the behaviors or other factors contributing to their foreign language success; hence, I also gathered data that helped me to answer my second research question.

For the purpose of my study, interaction with peers was defined as any interaction a participant had with classmates. Talking with other students, completing group work, and/or passing notes could be contained by this category. Interaction with the teacher was defined as any direct contact with the instructor. Voluntary participation included actions such as raising a hand to get the teacher’s attention, calling out answers, offering help to other students, and speaking in the target language of the class.
Data Analysis

Data analysis is a very difficult task to undertake, especially when dealing with a multiple case study (Stake, 2006). In order to make the process less burdensome, I relied on theoretical propositions as a general data analysis strategy. My study used Gardner and Lambert’s 1972 Socio-Educational Model of Motivation (SEM; as cited by Gardner, 2010), Deci and Ryan's Social Determination Theory (SDT; 2002), and Dörnyei's (2005) L2 Motivational Self System (L2MSS) to understand why some students continue to study a foreign language beyond graduation requirements. The Socio-Educational Model emphasizes the existence of instrumental and integrative orientation when dealing with learning a foreign language, while SDT is founded on the premise that people have an innate tendency “to develop an ever more elaborated and unified sense of self” (Deci & Ryan, 2002, p. 5). Lastly, the L2 Motivational Self System focuses on the fact that successful foreign language learners have envisioned an ideal L2 self which motivates them to continue learning in order to reach that goal. The propositions encompassed by these theories “shaped [my] data collection [procedures] and therefore will yield [my] analytic priorities” (Yin, 2014, Chapter 5, Section 2, para. 2).

More specifically, the data were analyzed through an interpretational analysis process in which I “examine[d] the case study data in order to find constructs, themes, or patterns” (Gall, Gall, and Borg, 2007, p. 467) that helped me understand why some students continue to study a foreign language beyond their graduation requirements. The first step in this process involved transcribing my interview data via a word processing program. I then read and reread the data to make sure I had an in-depth understanding of the information. Much of the data analysis was done by hand which allowed me to be immersed in the data as the human instrument.
ATLAS.Ti™ was then used to verify the results. I also used the practices outlined below to make sense of my data.

**Memoing**

Memoing is the process of analyzing data while they are being collected and reviewed (Creswell, 2013). While I was able to achieve only a superficial analysis of my data at the time, this first step was very important, because it enabled me to focus my attention on a small amount of data. I made notes about memorable occurrences during observations, while I read the interview transcripts, and while reviewing field notes from the observations.

**Open Coding (Categorical Aggregation)**

Open coding involves the process of “figuring out possible categories, patterns, and themes” (Patton, 2002, p. 453). My codes are small categories of information (Creswell, 2013) that are organized and supported by the propositions presented by each theory. Data from interviews and observations were organized into the codes by hand in order to discover common themes emerging from the data collection. When feasible, codes were later collapsed to create categories, or categories of themes, that provided pertinent information about factors contributing to the participants’ success in foreign language learning. This process allowed me to analyze the words and actions of participants while searching for commonality among the data, thereby giving me the opportunity to seek underlying meaning from interviews, observations, and other forms of data collection. It also aided in the search for patterns connecting the cases. The data analysis was carried out inductively, because I wanted the data to lead me to the factors that contributed to the persistence of high school FL students. Although I am aware that motivational types and degrees may have an important impact on FL persistence, I did not look only for that theme in the data. The goal of my data analysis was to reveal some strategies.
**Trustworthiness**

Trustworthiness, or rigor (Lincoln & Guba, 1986), consists of credibility, dependability, confirmability, and transferability. *Credibility* addresses whether the study is true in and of itself. *Dependability* and *confirmability* ensure that the study can be replicated, and *transferability* deals with the ability to generalize the findings to other populations (Lincoln & Guba, 1986; Patton, 2002; Yin, 2014). I wanted my study to yield reputable results that could be used to enhance the field of foreign language education, and I wanted to guarantee that it could be replicated and trusted. Thus I took multiple measures to establish an optimum level of trustworthiness for my study.

**Credibility**

In order to ensure the credibility of my study, I had to prove that I used “rigorous methods for doing fieldwork that yield high quality data that are systematically analyzed” (Patton, 2002, p. 552). Therefore, during the data collection phase, I conducted member checks in which I invited the study participants to read the transcripts from the interviews. These reviews allowed them to check for “accuracy and completeness” (Gall, Gall, & Borg, 2007). I also used multiple methods of data collection so that I could exercise data triangulation. Lastly, I inserted direct quotes from the participants into the research report, thereby assuring the reader that my analysis was true to the data I gathered.

**Dependability and Confirmability**

Dependability and confirmability were to ensure that my study could be replicated. There were, therefore, several practices to which I adhered in order to establish that my research was “logical, traceable, and well documented” (Schwandt, 2007, p. 299). My detailed interview guide and observation protocol may be examined in Appendices A and I of this research report. In
addition, a comprehensive research plan outlining all steps taken during the course of the study was carried out. Lastly, my research methodology was based on theory established by researchers and authors of reputable qualitative texts such as Creswell (2013), Gall, Gall, and Borg (2007; 2010), and Patton (2002).

Transferability

In order to demonstrate transferability, I understood that I must be able to show that my study results could be generalized across cases (Schwandt, 2007). Therefore, I conducted a multiple case study; students were interviewed in the classroom so their answers could be understood in that context; and a thick, rich description of each case was included in the research report.

Ethical Considerations

All participants were students, who may well have been apprehensive about talking openly to a person in a probable position of authority. In order to alleviate this discomfort and build rapport, I told the students about myself during the initial meeting. I also made it a point to thank them for helping me contribute to a body of knowledge that could enhance foreign language education. The goal was to establish some type of relationship and build a certain level of trust before the interviews began. Pseudonyms were also be used in the final report to protect student, teacher, and school identities. Recordings of interviews and transcriptions, which were kept in a secure location, were available only to me to ensure that identities were not revealed.

In addition, it was possible that some instructional time might be lost due to the time taken for the interviewing. Thus I interviewed all students after school to avoid this possibility.

Lastly, in order to ensure complete participation throughout the study, students received a $50 gift card to a merchant of their choosing. They were told about the incentive during the
initial meeting, but did not receive it until study completion. Parents were also required to give informed consent about the incentive beforehand.

In order to alleviate any ethical concerns, I obtained permission to conduct my study from the Liberty University Institutional Review Board (IRB), which ensured that I was not subjecting the participants to any unnecessary risks or harm. I also obtained informed consent from the parents of the participants. Both students and parents were told about the possible risks of the study, the results, and the applications of my research to the educational community. Additionally, participation in my study was completely voluntary, and participants could withdraw at any point in the process. All physical data were secured in a locked filing cabinet to which I had the only key. Electronic data were kept on devices that could be accessed only with passcodes. Lastly, pseudonyms for all participants and organizations that were involved in the study were used in the final research report.

Summary

The design for this multiple case study was based on the data collected from interviews, observations, and the questionnaire answers of 14 students who had chosen to study an FL beyond the graduation requirements of their school district. They were attending a school in a suburban school district in the Southeastern United States. The site for data collection was selected based on the availability of students who fit the criteria outlined for participation. Data were collected using interviews, classroom observations, and the AMTB. Interpretational analysis resulted in the discovery of pertinent themes and patterns, while the subsequent report revealed some of the factors contributing to the participants’ successes. Trustworthiness was attained by using an array of techniques ensuring that the study could be replicated and applied to other cases, along with assurances that the study reported what really happened in the field.
CHAPTER FOUR: FINDINGS

Overview

The purpose of this multiple case study was to investigate the factors contributing to the persistence of successful foreign language learners who choose to continue studying a foreign language beyond their high school graduation requirements. Four research questions guided this study:

1. How do students who continue to study a foreign language beyond graduation requirements describe their foreign language learning experience?
2. What factors contribute to the persistence and/or success of these students?
3. What types and levels of motivation do these students possess?
4. How do students stay motivated to continue?

This chapter contains a description and background of each case or study participant, followed by the multiple case study. The cases in this study were analyzed through the lenses of Gardner and Lambert’s 1972 Socio-Educational Model of motivation (as cited by Gardner, 2010), Deci and Ryan's (2002) Social Determination Theory, and Dörnyei's (2005) L2 Motivational Self System. An interpretational analysis process was used to draw attention to literal replications among the cases in order to understand why this group of students chose to continue their foreign language studies and excelled at them. The findings of this study are organized by theme.

Group Portrait of Participants

Each of the 14 participants represented an individual case within this multiple case study. At the time of the study, all were students at Septentrion High School, currently enrolled in a level four or Advanced Placement (AP) language class. Seven students were studying Latin, five
were studying Spanish, one was studying German, and one was studying French. All participants were seniors at Septentrion High School. 13 of them planned to go to college in the fall, and all took other advanced classes besides their advanced language class. Six students were Caucasian, five were Asian, two were African American, and one was Hispanic. For each case, student demographics and language learning history are presented. Additionally, interview, classroom observation, and Attitude and Motivation Test Battery (AMTB) data are shared.

Individual Portrait of Participants

Adele

Adele, an 18-year-old African-American senior at Septentrion High School (SHS), was in a fourth-year German class, having begun studying the language when she was in the 10th grade. She did so well at the second level that her teacher suggested she skip level three and move on. Although Adele did not begin formal study of German until the 10th grade, she was first exposed to the language “the summer after eighth or ninth grade (Interview with participant, 2016).” She had the opportunity to attend a camp where one of the counselors spoke German. In addition to her advanced foreign language class, she was taking Advanced Placement (AP) European History, AP Literature, and AP Government. Adele decided to study German because she wanted to go into the field of infectious diseases; according to her, “there are a lot of infectious disease studies that happened in Germany.”

So far Adele has had positive learning experiences while studying German, thanks to her current German teacher. “It was really fun, ‘cause Raskop [is], like, a really good teacher. She’s interested in, like, our opinions and stuff” (Interview with participant, 2016). Adele mentioned playing games, watching videos, and listening to music in class. Adele described herself as being eager to learn as long as she was interested in the subject. Her interest in German was further
shown by the fact that she followed German bloggers and YouTubers on Tumblr. She also found books and music she liked outside of class, and she did German word searches on the Internet to build her vocabulary. Moreover, Adele was very active in class. She asked questions when she needed help, often wrote down new vocabulary, and helped other students when they did not understand what was happening. Aligning with Adele’s positive attitude towards learning German, the scores from her Attitudes/Motivation Test Battery (AMTB) showed that she had a very high interest in foreign languages (66) and low levels of anxiety in German class (9)

Despite her enthusiasm for learning German in and out of the classroom, Adele did mention some challenges she has faced. Most stemmed from grammatical concepts. “Grammar gets really hard for me . . . I tend to get confused with [the] dative and accusative case” (Interview with participant, 2016). Grammar bothered Adele so much that she mentioned it as one of the things to which new language learners should pay attention. She declared, “Definitely pay attention to the basic grammar, like articles . . . and be careful of false cognates” (Interview with participant, 2016). Adele admitted that she did very well with vocabulary and enjoyed history and culture, but she explained, “I’m a bit more ‘I don’t feel like doing this’ when it comes to stuff I get bored about, which is grammar” (Interview with participant, 2016).

Although grammar seemed to be the bane of Adele’s existence, she was still able to stay motivated to continue her studies. Several factors contributed to her commitment to succeed in German. Since she was very much interested in studying abroad one day, she could understand the value of being able to use German as a means of communication when she traveled to Germany or Austria in the future. Additionally, Adele mentioned the utility of learning German. “You’ll be more valuable as a job [prospect], so it’s a possibility of making more money. . . . I think I’d go and try to get a job. . . . I’m looking at schools or, like, doing an internship over
there” (Interview with participant, 2016). Clearly, making money and getting a job were part of Adele’s intentions. She was also motivated by the German competitions the students attended every year, in one of which she received gold in every contest; she also placed gold in the national German exams the previous year. Adele was further motivated by the history and culture she learned in her German class. Speaking of her teacher, Adele said, “She asked us to move on, ’cause I was especially interested culturally, and the German Four/AP class is a cultural class as well” (Interview with participant, 2016). Adele’s AMTB scores were somewhat conflicted in regard to her integrative and instrumental orientations. She earned a slightly higher score (25) in instrumental orientation than in integrative (24), but her overall orientation index registered as integrative.

**Ria**

Ria was 17 years old and in the 12th grade. Indian by ethnicity, she chose to study Latin at the high school level. Currently enrolled in AP Latin, Ria had been studying Latin since the 8th grade. She was a very engaged and diligent student, who saw importance in everything that she decided to study. In addition to her AP Latin class, Ria was taking advanced classes in macroeconomics, chemistry, calculus, literature, environmental science, and government. Ria made the decision to continue her Latin study because of an interactive and fun teacher she encountered in middle school.

Ria seemed to have enjoyed every step of her Latin career. Her middle school class was interactive, with the teacher using a combination of plays, one-on-one activities, and games to introduce students to the language. When Ria entered high school, she was greeted with some of the same classroom activities. However, she did mention that her middle school Latin class seemed more laid back, because it was “more of a fun thing” (Interview with participant, 2016).
Once she entered high school, Latin became harder and more serious, due to the necessity of earning high school credits to graduate. Nonetheless, she still loved studying the language. This school year, Latin had transformed into the study of the classics and was also noticeably regimented. Ria stated, “This year it’s just a little bit more complicated and we do the same thing every day” (Interview with participant, 2016). Although the structure of the class had changed, Ria understood it was necessary to cover everything before the AP Latin exam in May. According to the AMTB, Ria’s interest in Latin was high (61), while her attitudes towards Latin were moderate to low (36). This condition could be attributed to the classroom paradigm shift when she entered AP Latin.

Ria was a very hardworking student who saw value in all of her academic undertakings. Latin was one to which she clung for several reasons. Ria’s teachers were a main source of motivation for her. She first began to like Latin because of a teacher, and she continued her studies because of the teachers at Septentrion High School. Ria’s affinity towards her teachers and the classroom setting was reflected in her AMTB scores. She had low levels of class anxiety (17) and gave her teacher a perfect score (70) in the area of teacher evaluation. Ria was motivated by her peers as well, explaining, “I’ve had the same people in my class for a really long time so I’ve gotten to know most of the students in my classes really well. That’s really helped.” (Interview with participant, 2016)

Ria’s motivation for taking Latin was instrumentally based. She stated that she continued taking Latin after she satisfied her graduation requirements “because most colleges look for at least four years of a foreign language” (Interview with participant, 2016). She would also like to study medicine in college, and she believed that a good foundation in Latin would help her with a lot of the vocabulary, just as it had aided her in her English classes and on the SAT. She was
also motivated when she could apply the language in her English classes. She enjoyed seeing her progress; her study of Latin was, moreover, validated when she placed gold on the National Latin exam, leading her to realize that she could compete with students from around the country. Ria’s AMTB scores coincided with her comments during our interview, as she scored slightly higher in her instrumental (24) than in her integrative (23) orientation categories, and her overall orientation index registered as instrumental.

**Ponce**

Ponce, a 17-year-old African American male, was in his senior year at SHS, where he was enrolled in Advanced Placement Spanish and was also taking AP Calculus AB, Honors British Literature, and Honors U.S. and World Affairs. Furthermore, Ponce ran track, had a job, and was a member of the Academic Decathlon team at the school. Ponce was first exposed to Spanish in elementary school, where he was a member of a Spanish club that taught basic language skills like numbers, letters, and greetings. Participating in that club initiated his affinity for the language. Although grades and getting into college drove Ponce’s determination, he also expressed a genuine interest in becoming fluent in Spanish.

Other than describing his experience with Spanish as evolving into a complicated learning process, Ponce did not speak much about his current classroom experiences. During the observation periods, Ponce’s attention oscillated; at times he was playing on his phone or not participating in the discussion because he was preparing his own response. According to the AMTB, Ponce had a high interest in learning Spanish, but his attitudes towards Spanish were only moderately positive. Ponce also displayed low class anxiety on his AMTB and during the observation period.
There were several factors that contributed to Ponce’s continued success in learning Spanish. He began learning Spanish at a young age, which helped build his interest in the language and culture as a whole. Ponce also mentioned that students should watch Spanish television shows, because “it is actually entertaining once you start understanding it . . . it helps a lot” (Interview with participant, 2016). He actually wished he had started watching Spanish television even earlier. Ponce had both positive and negative experiences with teachers during his time as a Spanish student. One of his biggest obstacles was overcoming the low grades and level of understanding he had from being in a class with a teacher whom he “didn’t connect with as much as [his] other teachers” (Interview with participant, 2016). The following year he had a teacher with whom he bonded, who was willing to review the basics with him and help him connect more to the language. Ponce saw his present Spanish teacher in a favorable light, as demonstrated by the 53 out of 70 rating Ponce gave his teacher in the evaluation measure of the AMTB.

As previously mentioned, Ponce had a strong desire to become fluent in Spanish. He planned to study Spanish in college even if it was not a graduation requirement, just because he wanted to be able to communicate. He stated, “I want to be a fluent speaker of Spanish. That’s all” (Interview with participant, 2016). Ponce also wanted to study abroad, so that he could apply his knowledge of Spanish in a real-life situation. Ponce’s desire to be fluent and to experience the culture in a Spanish-speaking country lent itself towards an integrative type of motivation. His AMTB scores reflected this desire. Ponce scored slightly higher in integrative (24) than instrumental (21) orientation, and his overall motivation index was integrative.
Malia

Malia, a Caucasian-American who was 18 years old, was very enthusiastic about learning and becoming fluent in Spanish. She was a senior taking a level four Spanish class and was also enrolled in Honors British Literature. First exposed to Spanish in middle school, Malia began taking classes her freshman year in high school. She became interested in studying Spanish because she had friends who spoke the language and she wanted to understand what they were saying. Malia was also interested in being a translator in the future.

Malia expressed some frustration with the pace of her current Spanish class, stating, “Sometimes it can get easy, like . . . going over things and I’ve gotten past that” (Interview with participant, 2016). Despite that frustration, she enjoyed her Spanish class and participated quite often. I observed her speaking to the teacher regularly in class in Spanish, and she even attempted to have conversations in Spanish with her classmates. Unfortunately, they would often respond in English. Malia’s AMTB scores echoed her classroom behavior. She was very comfortable with her teacher in the classroom setting and she also rated her teacher very highly (70) on the AMTB. Additionally, Malia displayed low levels of class anxiety (13) and a very astute interest in Spanish (68). All of these elements painted the picture of a student who was very satisfied with learning the language.

Malia did several things that helped her succeed in her quest to become a fluent Spanish speaker. She participated heavily in class and sat front and center. Malia also watched Spanish television shows and had begun to download Spanish music. She was aware that all these actions would help with her comprehension of the language, and she had a very positive attitude towards the learning situation in the classroom (140) and the situation she created outside of the classroom.
Due to the fact that she wanted to be a translator in the future, it would seem that Malia was instrumentally motivated to continue learning Spanish. However, this was not the case. As previously mentioned, Malia first wanted to learn Spanish because she remembered “hearing it in middle school and wanting to know what the kids were saying, but [she] didn’t” (Interview with participant, 2016). Her answers during her interview led one to think that she wanted to be a part of a Spanish-speaking community; she knew that attaining fluency in the language would enable her to do so. Malia’s AMTB results also showed high levels of integrative orientation (28), while her orientation index registered as integrative as well.

Jade

Jade was also a senior at SHS. She was 18 years old and was taking AP Spanish. Jade was Chinese American and initially began studying Spanish because her parents thought it would be useful to her in the future, due to the large Hispanic population. Once Jade began learning Spanish in the 8th grade, she was smitten with the aural beauty of the language, which motivated her to continue her study. In fact, in our seven-minute interview, Jade mentioned how “pretty” Spanish sounded four times. Jade depended heavily on the teacher to help her learning process in all of her classes, including Spanish. She worked hard, but she needed teacher guidance and resources. In addition to her AP Spanish class, Jade was taking AP Biology, AP Literature, AP Calculus BC, and AP Governments and Politics.

Jade described her AP Spanish class as focusing heavily on the application of the language as opposed to the memorization of vocabulary she had in previous Spanish classes. She enjoyed learning basic Spanish in middle school, but she also liked the fact that she could use the language to communicate. She suggested that taking only two years of a foreign language was not enough, because students would not be able to apply it to anything. Although she was an
advocate of applying the language and using it to communicate, Jade did not display any of these attributes in class. She did not attempt to speak with the students around her in Spanish, but she did respond to the teacher in Spanish when he asked questions about a presentation she had given. Jade clearly had apprehension about using the language, as she described her AP Spanish class and current Spanish teacher as “scary.” As such, Jade experienced high levels of classroom anxiety (33), and her evaluation of the teacher was moderate (44) at best. Despite her feelings about the teacher, Jade thought that he was a very competent teacher. This confidence was displayed in the fact that Jade gave him very high marks (27) in the area of teacher competence.

Jade initially decided to study Spanish due to her parents’ prompting, which could read as her being instrumentally motivated to continue. However, Jade also mentioned her desire to talk to her Hispanic friends, the beauty of the language, and the fact that one of her biggest obstacles she has had to overcome was rolling her r’s. The latter statements lent themselves to an integrative orientation. According to the AMTB, Jade’s orientation index was instrumental, but this measure was contradicted by the fact that her Likert scores showed a higher integrative (21) than instrumental (16) orientation. Jade also enjoyed mastering the technical aspects of the language such as verb conjugation and usage of transitional phrases.

**Amadeo**

Amadeo, who was in the twelfth grade at SHS, was 18 years old. His first language was Urdu, as his parents immigrated to the United States from India just before he was born. He quickly learned English, however, and touted that as being his first language, although his family spoke Urdu at home. Amadeo was currently enrolled in AP Latin. He was exposed to both Latin and Spanish in middle school, but he chose Latin because he believed Spanish was presented to him in a utilitarian manner. Amadeo explained that “it was very utilitarian in the way it was
taught... as, like, ‘this is a way you communicate with other people.’ It’s a skill that you learn” (Interview with participant, 2016). On the other hand, Latin was presented to him in an exploratory manner, which prompted his interest. Amadeo was also taking AP Literature, AP calculus, AP Economics, AP Government, and a self-paced directed studies class.

Due to the fact that Amadeo was exposed to multiple languages as a small child, he had no problem deciding to continue taking his Latin classes after he had completed his graduation requirements. Once Amadeo got to middle school, he also described favorable experiences. In middle school Amadeo had the opportunity to take both Latin and Spanish. While he described his Spanish instruction as being “utilitarian,” his Latin was portrayed as being “more interactive with the language itself” (Interview with participant, 2016). That interactive approach led him to choose Latin at the high school level. Amadeo’s Latin teachers also played a significant part in his good experiences with the class. He asserted, “Your teachers have much more to offer than what you learn in class” (Interview with participant, 2016), and he described his current Latin teacher as one who “always makes an effort” (Interview with participant, 2016) and was “able to use outside knowledge and what they know to make the class more relevant to students” (Interview with participant, 2016). Amadeo’s positive outlook about his language and experiences were reflected in his AMTB data. He had a high interest in learning Latin (50) and a moderate level of class anxiety (18). Amadeo awarded his current Latin teacher a perfect score (70) in the category of evaluation.

Amadeo seemed to enjoy the learning process of Latin immensely, but he did admit that Latin was hard and “not for the faint of heart.” Amadeo’s AMTB results showed that he was more prone to instrumental types of motivation, meaning that he was learning Latin to help him with something else. In his case, Amadeo wanted to learn the language to understand the culture
and history of the Ancient Romans. In our 18-minute interview, Amadeo mentioned culture eight times. Understanding that culture and applying it to what we know today was the main source of motivation for him. In addition to helping him understand the culture and history of Ancient Rome, Amadeo also used Latin to help him in other classes. He stated, “It helped me to become a better speaker . . . Latin let me draw on [it] in my Language Arts class . . . We had discussion about it in History” (Interview with participant, 2016). Amadeo also mentioned his general curiosity and propensity to finish what he had started as motivating factors for his continued study.

Jax

Jax, a Scottish American, 18-year-old senior at SHS, was enrolled in AP Latin. Although Jax was taking Latin in school, he was very much interested in studying other languages. He had exposed himself to numerous languages, but focused mostly on Korean outside of school. He started studying Latin as a young child in a homeschool environment, where “[my mom} bought me books and I sort of taught myself.” Jax, who was exposed to Korean through a friend, had been studying the language on his own for a year. He also attended a three-week Korean boot camp that enabled him to reach the capacity of actively communicating in the language. Assuming that Jax may have studied Korean for 12 hours a day, he received 252 hours of intense Korean instruction, which allowed him to move from using basic words and phrases to carrying on a conversation. Besides AP Latin, Jax was also enrolled in Calculus III at Georgia Tech University, AP Environmental Science, AP English Literature, and a Directed Studies course.

Jax decided to take Latin in high school due to prompting by his brother. Jax was trying to decide between French and Latin, when his brother told him how amazing the Latin teacher at Septentrion was, which helped him make his decision. Most of the Latin he learned when he was
younger was Catholic-based and used to understand Catholic principles. According to Jax “... it was treated as a dead language” (Interview with participant, 2016). However, when he reached high school, his teacher treated the language as “living,” using it as a communication tool as opposed to a tool for interpretation. He explained that the teacher “speaks to us and lets us speak it,” which led him to see that “[Latin] was no longer just letters on a page, it was absolutely living” (Interview with participant, 2016). Jax’s positive outlook on his teacher was reflected in his AMTB results, in which he awarded his teacher 55 out of 70 points for evaluation. Yet, although Jax had favorable experiences in his Latin class, he sometimes regretted taking it, because “you take one step out of class and Latin is not usable ... so that’s one reason why I regret not taking French or German, or some language where I can walk out of the classroom and actively use it” (Interview with participant, 2016). According to Jax’s AMTB results, he had a very high interest in foreign languages in general (52) and only a moderate level (15) of class anxiety, despite his frustration with not being able to use the language outside the classroom.

Jax was a very interesting case, because he had been simultaneously studying two languages for the past year. His study of Latin was more academic in that he received a grade for it in school. On the other hand, his self-directed study of Korean was strictly for his own enjoyment, although he was able to use it to interact with some of his friends. Jax observed, “So whenever we don’t want other people in the room to know what we’re saying, we’ll just flip languages” (Interview with participant, 2016). Jax was motivated by instrumentality in regard to Latin. One of his biggest accomplishments was when he was able to translate a Latin text into English class because of his background in Latin. He was very much interested in the etymology of words, so the “fingerprint” that Latin has left on other languages intrigued him. Alternatively, Jax carried more of an instrumental motivation in regard to Korean. Jax declared, “A lot of my
motivation comes from the fact that there is a culture behind it” (Interview with participant, 2016). He enjoyed the fact that he could meet new people and talk to them. Jax’s AMTB scores reflected this conflict between languages, because his motivation orientation index registered as instrumental, while he earned 24 out of 28 points on the integrative orientation scale.

**Jevin**

Jevin, a 17-year-old Caucasian American, was in the 12th grade and was enrolled in a level four Latin Honors class. Jevin decided to take Latin after prompting by his grandmother. Since he was interested in going into a Science Technology Engineering and Math (STEM) career, she thought that being familiar with the Latin-based vocabulary would help him. Jevin took his first Latin class during his freshmen year at another high school, where the class focused heavily on the grammar of the language; currently, he said he preferred that to the communicative nature of the Latin program at Septentrion. Jevin was very focused and worked hard when he encountered something that interested him. He also understood that he might have to do things or take classes that did not interest him in order to get into college. In addition to Latin IV Honors, Jevin was also taking AP Chemistry, AP Economics, AP Government, and he was a member of the Marine Corps ROTC at SHS.

Jevin had a different experience with Latin while at Septentrion, where Latin is presented in a communicative manner. Grammar comes secondary to communication, and students often complete activities like timed writes, discussions, and dictations. During my classroom observations of Jevin, I saw students using the language to discuss the Latin translation of a Harry Potter book and complete a dictation activity. While Jevin seemed to have had a pleasant experience at Septentrion, grammar was very important to him, so he mentioned this as a point of
contention. Despite his internal conflict with grammar versus communication, Jevin’s AMTB scores showed that he had a high interest in Latin (54) and a very low level (5) of class anxiety.

Jevin attributed his success and continuation in the program to his teachers. He mentioned, “I’ve gotten to, I guess, appreciate the way that they teach it” (Interview with participant, 2016). This seeming change of heart was interesting, considering the fact that Jevin was very analytical and enjoyed the concreteness of grammar-based instruction. The AMTB showed that Jevin saw his present Latin teacher in a positive light (63), and his attitudes toward the learning situation were also very positive (123/140).

Jevin’s motivation to continue also came from his foresight. He knew that he would have to take biology classes when he went to college. He believed that Latin would help him in those classes, because many of the phrases used are based in Latin. Jevin also enjoyed the increased vocabulary that had often aided him in his language arts classes. Additionally, Jevin participated in the Junior Classical League (JCL), which held a Fall Forum and State Latin Convention where Jevin could develop relationships with other Latin learners. He was able to interact with others and use the language to talk about history and mythology. Attending these conferences was clearly a point of joy for him. Jevin’s orientation index registered as instrumental, although he scored higher in the area of integrative motivation according to the AMTB. His affinity towards participating in the JCL mirrored his integrative motivation score.

**Piera**

Piera was a 17-year-old Caucasian American, whose first language was English. She was also a senior at SHS and, unlike many of her peers, was currently studying French. She developed a love for French in seventh grade, where she discovered the beauty of the language. However, she was prompted to take the class because she was told she would receive a high
school language credit for taking the course in middle school. When she got to high school, Piera found out that that was not the case, but she continued nonetheless. Piera had a desire to be “proficient in as many languages as possible” (Interview with participant, 2016), so she was very excited to begin taking French. Piera enjoyed being involved in multiple things; thus, in conjunction with AP French, she was taking AP Literature and Composition, AP Drawing/Portfolio, and AP Government.

Piera had very mixed experiences during her French career. She often described the French learning process as rough, difficult, or confusing. However, she still stuck with the study, because she also believed it to be satisfying. When Piera first began taking French in middle school, she did not take the language seriously, describing her teachers as not being “the most invigorating people you’ve ever met” (Interview with participant, 2016). She also had a variety of teachers during her six-year French career who have had different philosophies of teaching. Some of them followed the textbook to the letter, while others thought more outside the box. Piera described her current French teacher as “amazing and colorful,” and as a teacher who had “imbued the language with the life it deserves to such an extent that you forget there is a curriculum” (Interview with participant, 2016). Piera’s AMTB scores reflected her vacillation in terms of feelings towards French. Her interest in French was high (52), while her attitude toward French was quite low (29). Additionally, Piera had very high levels of class anxiety (35), although she thought very highly (54) of her current French teacher.

The desire to be proficient in French was what drove Piera the most. She wished to study abroad in the future and was determined to be fluent once she did. Piera saw French class as a necessary evil in order to reach her goal. She noted, “I don’t like learning French, I like knowing French” (Interview with participant, 2016). She believed that the struggles she faced in French
class not only made her a better French speaker, but also helped her deal with other difficult situations and added to her overall development as a person. Piera was also pushed because she was in a small AP class with students she admired. Her classmates included the valedictorian and salutatorian of her graduating class, a native French speaker, and another student who excelled in French. This apparent social connection to French that encouraged Piera to continue with her studies implied that she was driven by the integrative motive. However, on the AMTB Piera scored slightly higher in integrative (25) than instrumental (24) orientation, while her overall orientation index indicated that she was driven instrumentally.

**Rosa**

Rosa, an 18-year-old Asian American senior at SHS, was taking AP Spanish along with AP Biology, AP Calculus, AP Literature, AP Government, and AP Economics. Rosa learned English and Hindi at the same time, but she considered her first language to be English. One of the main reasons Rosa chose to take Spanish was the similarity in tongue usage between Spanish and Hindi, which made Spanish words easier for her to pronounce. She also saw Spanish as being more useful than other languages because of how widely the language is spoken. Rosa was first exposed to Spanish in Kindergarten as part of a group class in which her mother enrolled her. She officially started to take Spanish in 8th grade and planned to continue her study in college.

With the exception of this school year, Rosa had very positive experiences with Spanish. In Kindergarten, she learned the numbers, the alphabet, and basic greetings. The students were more or less playing in the language. Her teacher in 8th grade structured the class in a very engaging manner, which allowed students to watch Spanish soap operas and use the little language they knew to communicate with each other. High-school Spanish became more
formulaic, depending on the teacher. Despite the switch, Rosa had a great teacher who motivated her to continue. Rosa remembered that her 9th grade teacher “had a spark in her eyes every time she taught and it made me appreciate the language even more” (Interview with participant, 2016).

Although Rosa spoke highly of learning Spanish, she had only a moderate interest in Spanish (49) and moderate attitudes towards Spanish (33). This can be attributed to the paradigm switch when she entered AP Spanish. This year Rosa’s class consisted of a lot of dictation, reading, speaking, and writing practice. She described some of the practice activities as “scary,” making her feel like she did not want to continue learning the language. These feelings were reflected in her AMTB scores, as she had high levels of class anxiety (21) and gave her teacher low (25) evaluation scores.

Despite this year’s AP adversities, Rosa managed to be very successful in her language learning. She described herself as being on top of things in regard to school. She always did her Spanish homework on time, and she was not afraid to ask for help in class. Rosa also had the benefit of her Study Abroad experience that “trained [her] a little bit to think on [her] feet in Spanish” (Interview with participant, 2016).

Rosa’s decision to continue taking Spanish was founded in the fact that she wanted to become as fluent as possible in the language. She stated, “It’s more than just vocabulary and it’s a way of communicating with other people. . . . I just like learning languages” (Interview with participant, 2016). Since she spoke Hindi, Rosa was already bilingual, and the thought of being trilingual inspired her. Rosa also acknowledged that knowing Spanish could “open up the world” (Interview with participant, 2016) for her, because she would be able to travel to different places and communicate with other cultures. She had the opportunity to participate in a Summer Study
Abroad program in Spain, where she visited different cities and stayed with a host family. Rosa believed that that experience made her “really love the language even more” (Interview with participant, 2016). Rosa’s desire to become fluent in Spanish as a means of communication with others coincided with the integrative motive. However, just as with other participants, her AMTB scores did not reflect that sentiment. Rosa scored similar scores in integrative (20) and instrumental (20) orientations, and her overall motivation index was instrumental.

**Jacinta**

Jacinta was 17 years old, Caucasian American, and a senior enrolled in Spanish IV at Septentrion High School. Jacinta was a visual learner who chose to study Spanish because all of the spots in the Latin classes were full. Since Spanish was “close to Latin,” it was her second choice. She also believed that Spanish was more useful than Latin, mentioning that “a lot of people in my vicinity . . . speak it. It’s really common” (Interview with participant, 2016). Jacinta was first exposed to Spanish in elementary school, where she was a member of a Spanish Language Club that focused mostly on teaching vocabulary. After elementary school, she did not study Spanish officially again until her freshmen year at SHS. Jacinta was taking other advanced courses as well, including AP Literature, AP Macro Economics, AP Statistics, and AP Environmental Science.

Jacinta decided to continue taking Spanish after her two-year graduation requirement was satisfied so that her college application would look better, thereby displaying an instrumental type of motivation. Jacinta’s AMTB scores showed that she had a slightly more instrumental orientation (25) than integrative (23), and her motivational orientation index also registered as instrumental. Although Jacinta’s scores and some of the answers in her interview implied that she was instrumentally motivated, she also possessed some integrative points of view towards
Spanish. Jacinta mentioned multiple times that the point of language was oral communication, which is also interesting because, in class, Jacinta did not make any effort to speak to the students around her in the target language unless a specific task was given. She seemed to like the communicative nature of language, but she also seemed reluctant to use it. This reluctance could be attributed to the fact that she would like the opportunity to apply the language to more real-life situations. When she spoke about studying Spanish in college, she stated, “I’d much rather go to a place where Spanish is the main language and maybe test out my skills some . . . but not so much just in class learning” (Interview with participant, 2016).

The technical linguistic aspects of the language also motivated Jacinta. She admitted that language connections and revelations intrigued her. In fact, both of the big successes she mentioned had to do with her linguistic development of the language in regard to finally understanding the subjunctive tense and learning that there are rules to figure out if a Spanish word is a cognate of English. Jacinta once again displayed contradictory tendencies, because she also mentioned the tediousness of the grammatical processes as being one of the things she did not like about learning Spanish.

With the exception of her third-year class, Jacinta had favorable experiences in Spanish during her time at SHS. These overall experiences were supported by her AMTB results, showing that. Jacinta had very low levels of anxiety (9), a high interest in Spanish (62), and moderately positive (52) views of her teacher.

**Leila**

Leila, a 17-year-old Asian American Senior at SHS, was currently taking AP Latin. She decided to take Latin in high school because she was enrolled in a Latin class in middle school.
In addition to AP Latin, Leila was taking such other advanced classes as AP Literature, AP Biology, AP Physics, and AP Macro Economics.

Leila’s Latin career began with vocabulary memorization and small conversations when she was in middle school. When she began taking Latin in high school, the experience changed a bit. In order to reinforce vocabulary, the teacher gave commands, which students were to follow. This method is often referred to as Total Physical Response (TPR). Students were also able to create their own stories in Latin, giving them ownership of their language learning experiences. In AP Latin, students focus heavily on the AP curriculum, which focuses heavily on Caesar and Virgil. Leila stated, “In the beginning it was pretty interesting, because, when you learn about the text and understand its meaning, you also learn a lot about its culture and some context” (Interview with participant, 2016). In Leila’s opinion, her AP Latin class had become very focused on grammar, which was difficult for her, because her teacher in the lower level classes did not stress its importance. According to the AMTB, Leila had a relatively high interest in Latin (67), but her score on attitudes towards Latin was low (26). This could be attributed to the shift in the Latin learning process as she progressed.

Leila’s success and her continued motivation for taking Latin can be attributed to multiple elements. Leila decided to continue past her two-year graduation requirement because of her Latin teacher. She described his way of teaching as “unconventional, especially for Latin. And it was a fun class that didn’t make the Latin grammar things seem very difficult” (Interview with participant, 2016). Leila was still with the same Latin teacher she had her freshmen year, and her AMTB ratings supported her statements about her teacher. Leila gave him a relatively high score (70) in teacher evaluation and showed low levels (15) of class anxiety. Leila was also intrigued to continue when she make small breakthroughs in the language such as when she
“could first understand Latin and its weird word order without . . . having to translate each specific word and piece them back together into English” (Interview with participant, 2016).

Lastly, Latin’s familiarity and the fact that her friends continued to take the course helped her stay engaged.

Leila seemed to understand that Latin was not a language that one could use to communicate with others. She declared that she “[wants] to take a more spoken language” (Interview with participant, 2016) in college. However, she stuck with Latin because she did not have to study for the vocabulary section of the SATs, given that she was able to recognize a lot of the obscure words from her Latin studies. Leila also recognized that continuing a language for four years in high school would look good on her college application, and knowing another language could help with future job opportunities. The majority of Leila’s statements corresponded to an instrumental motive for learning Latin. Her AMTB scores were conflicting, however, because she scored slightly higher in integrative orientation (20) than in instrumental orientation (18), while her overall orientation index was instrumental.

Montague

Montague was a Caucasian American 17-year-old senior enrolled in AP Latin at SHS. His first language was English. Montague’s first experience with Latin was in 6th grade, when he was randomly assigned to the class. It was then that he figured out that he really enjoyed learning about the ancient Roman culture. He continued his Latin studies throughout high school, so that he could learn more about the culture of the people who spoke Latin. Montague’s parents wanted him to take German, but he was not interested. Montague admitted that his diligence in learning and practicing Latin had waned this year due to the other advanced classes he was taking, namely, AP Literature and AP Macroeconomics.
When Montague was in 6th grade, his Latin classes consisted of learning general vocabulary. The students would be given word lists to memorize and later they would read comics incorporating the vocabulary words. They also learned some Roman culture, which captivated Montague. When comparing his prior experiences to the current situation, Montague spoke very highly of his classroom experiences. He attributed much of his desire to continue learning Latin and his success to his teacher’s demeanor and the structure of the class. Montague’s teacher managed to present Latin in a communicative way, where the language was used to discuss and analyze literature, understand culture, and communicate with classmates. Montague’s enthusiasm for his Latin class could be seen in his classroom behaviors. He answered questions posed to the class, while often volunteering his opinions on the text the class was reading. Montague also sat in close proximity to the front of the classroom, from where he actively paid attention for the duration of the class. Also, Montague’s comments about his teacher matched the outcome of his AMTB levels for teacher evaluation (60), although his perceived enjoyment of the class was contradicted by the fact that he had high levels of class anxiety (21).

Several elements contributed to Montague’s continued Latin study. He was able to maintain his motivation due to applying the language in different situations. He enjoyed the fact that he could decipher Spanish vocabulary using his knowledge of Latin. Additionally, Montague was continually inspired when he had sudden revelations about concepts in Latin. The ability to make connections to prior learning was very important to him. In addition, Montague continued his study because he enjoyed learning about Roman culture. In our 11-minute interview, Montague mentioned something about Roman culture five times. He also mentioned multiple times that the language in and of itself was interesting to study. This sentiment was reflected in
his AMTB results, which showed that Montague had a high level of interest in Latin (60).
Montague’s acute affinity for Roman culture and his desire to experience it in every way he
could would imply that he had high levels of integrative orientation, yet this was not the case.
Montague actually registered slightly higher levels of instrumental (22) than integrative (20)
orientation. Furthermore, his overall orientation index was instrumental.

**Santiago**

Santiago was 18 years old and in the 12th grade at Septentrión High School. His first
language was English, and he was currently taking AP Latin. Santiago began taking Latin in the
8th grade, when the elective class was assigned to him. His decision to continue taking Latin
stemmed solely from his desire to go to college.

Like others students who were taking Latin, Santiago had a varied experience with it over
the years. When he was in middle school, the class consisted mostly of completing bookwork
and learning vocabulary. When he reached high school, students had the opportunity to speak
Latin. According to Santiago, the classes were more “about speaking and kind of learning the
language itself” (Interview with participant, 2016). Presently, AP Latin was a bit different from
his first three years of study, as it focused more on the study of the classics and covering the
topics necessary to pass the AP exam. This fact made Santiago wish he had taken Latin IV
instead of AP Latin. Despite this change in how Latin was taught once students reached the AP
level, Santiago still described the program as being “pretty good.” In fact, the program suited
him so well that he could not describe any big successes or breakthroughs, because he had been
able to understand what was happening in class from the very beginning. The AMTB confirmed
Santiago’s good outlook on his Latin classes. He had a high interest in Latin (54), evidenced low
class anxiety (16), and gave his teacher high marks (62) in the evaluation. Yet Santiago’s
behavior in the classroom did not seem to coincide with his expressed enthusiasm about his Latin classes. During the observation period, he was consistently staring off into space, falling asleep during the discussion of the text, and was seemingly actively involved only when the culture behind the text was being discussed.

Santiago saw Latin as a résumé builder for college. He stated, “It [Latin] has helped a lot with my English vocabulary and syntax” (Interview with participant, 2016). When asked what motivated him to continue and why he took the language initially, “college admission” was always the answer. He actually said, “I thought it’d be good on a college résumé. That’s about it” (Interview with participant, 2016). Santiago’s focus on using Latin as a means to beef up his college résumé lent itself towards an instrumental motive. Interestingly enough, he scored marginally high in integrative orientation (23) as compared to instrumental orientation (20). However, his orientation index was instrumental, which corresponded to his comments during his interview.

Results

This study was conducted using a multiple case study design that carefully examined 14 individual cases. Interpretational analysis was then used to discover codes (see Table 1) after all the individual cases were presented and analyzed. A multiple case study design is often seen as being more vigorous than a single case design (Yin, 2014), because replications and comparisons can be made.

The interpretational analysis was guided by the research questions. Additionally, the inquiry was driven by Gardner and Lambert’s 1972 Socio-Educational Model (SEM) of motivation (as cited by Gardner, 2010), Deci and Ryan’s Social Determination Theory (SDT; 2002), and Dörnyei’s (2005) L2 Motivational Self System to explain why some students continue
to study a foreign language beyond requirements for graduation. I derived the following codes from an initial examination of the data, which involved sorting the data by research question, rereading interview transcripts, and examining classroom observation data.

Table 1

*Code Book*

<table>
<thead>
<tr>
<th>Code</th>
<th>Code definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>Foreign language games meant for practice</td>
</tr>
<tr>
<td>Fun</td>
<td>Fun</td>
</tr>
<tr>
<td>Grammar and pronunciation</td>
<td>Practicing the grammar and pronunciation of the language of study</td>
</tr>
<tr>
<td>Interactive in lower levels (Latin)</td>
<td>Interactive in the lower levels of Latin</td>
</tr>
<tr>
<td>Middle School</td>
<td>Foreign language experiences in middle school</td>
</tr>
<tr>
<td>Discussions</td>
<td>Class discussions in the language of study</td>
</tr>
<tr>
<td>Hard/difficult/complicated/challenging</td>
<td>Referring to the language study</td>
</tr>
<tr>
<td>Treating Latin like a “living language”</td>
<td>Using Latin to communicate orally and through written discourse.</td>
</tr>
<tr>
<td>Analysis of poetry and the classics</td>
<td>Latin used to do this as opposed to being used for communication</td>
</tr>
<tr>
<td>Less focus on grammar in the lower levels</td>
<td>Less focus on grammar in the lower levels</td>
</tr>
<tr>
<td>Timed writes</td>
<td>Writing assignments in which students must write as much as possible on a given topic in a certain amount of time. These assignments are often graded for language production, not grammatical accuracy.</td>
</tr>
<tr>
<td>Dictations</td>
<td>Students writing what the teacher says</td>
</tr>
<tr>
<td>Intense practice</td>
<td>Repetitive practice of reading, speaking, and writing tasks</td>
</tr>
<tr>
<td>Formulaic</td>
<td>The process of completing the same sequence of activities every day</td>
</tr>
<tr>
<td>AP intimidation</td>
<td>Feelings of inadequacy due to practice for Advanced Placement exams</td>
</tr>
<tr>
<td>Home school</td>
<td>Exposure to the foreign language in a home school environment</td>
</tr>
<tr>
<td>Elementary school</td>
<td>Exposure to the foreign language in elementary school</td>
</tr>
<tr>
<td>Middle school</td>
<td>Exposure to the foreign language in middle school</td>
</tr>
<tr>
<td>Language opportunities/practice outside of class</td>
<td>Including but not limited to: accessing internet resources, viewing media in target language, attending language competitions,</td>
</tr>
<tr>
<td><strong>using foreign language in daily life</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher/class environment</strong></td>
<td>Interaction with the teacher, format of the class, class activities, perception of teacher concern</td>
</tr>
<tr>
<td><strong>Paying attention in class</strong></td>
<td>Actively listening to the teacher and contributing to class discussions</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Using the language outside of the classroom context</td>
</tr>
<tr>
<td><strong>Determination</strong></td>
<td>Determination</td>
</tr>
<tr>
<td><strong>Repetition</strong></td>
<td>Students practicing language vocabulary on their own by repeating exercises, copying words, and repeating vocabulary orally</td>
</tr>
<tr>
<td><strong>Asking for help</strong></td>
<td>Asking for help</td>
</tr>
<tr>
<td><strong>Being organized</strong></td>
<td>Being organized</td>
</tr>
<tr>
<td><strong>Job/money</strong></td>
<td>Job/money</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td>College</td>
</tr>
<tr>
<td><strong>Study abroad</strong></td>
<td>Studying in another country</td>
</tr>
<tr>
<td><strong>Being able to function in the country of the language</strong></td>
<td>Being able to function in the country of the language</td>
</tr>
<tr>
<td><strong>Communicating with others</strong></td>
<td>Communicating with others</td>
</tr>
<tr>
<td><strong>Vocabulary development in other languages</strong></td>
<td>Using the foreign language of study to help understand English or other languages</td>
</tr>
<tr>
<td><strong>Achievements</strong></td>
<td>Doing well in competitions and receiving awards on the class level</td>
</tr>
<tr>
<td><strong>Learning new vocabulary</strong></td>
<td>Learning new vocabulary</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>Interest in learning more about the culture of the language of study</td>
</tr>
<tr>
<td><strong>Propensity to finish</strong></td>
<td>The desire to complete all the language courses offered simply because the language study was started</td>
</tr>
<tr>
<td><strong>Progression/Breakthroughs in the language</strong></td>
<td>Progression/Breakthroughs in the language</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>The desire to be fluent in the language of study</td>
</tr>
<tr>
<td><strong>Beauty of the language</strong></td>
<td>Beauty of the language</td>
</tr>
<tr>
<td><strong>General curiosity about the language</strong></td>
<td>General curiosity about the language</td>
</tr>
<tr>
<td><strong>Friends/Peers</strong></td>
<td>The presence of friends in the foreign language classes and the consistent presence of the same students as the students proceed through the language program</td>
</tr>
<tr>
<td><strong>Familiarity with the class and teacher</strong></td>
<td>Familiarity with the class and teacher</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Favorable interactions with teachers</td>
</tr>
</tbody>
</table>
During a second round of data analysis, the codes were then collapsed into themes and subthemes (see Table 2). Much of the data analysis was done by hand, which allowed me to be immersed in the data as the human instrument. ATLAS.TI™ was then used to verify the results. Four themes and 12 subthemes emerged that provided answers to the research questions on which this study was based.

Table 2

*Open Codes, Themes and Subthemes*

<table>
<thead>
<tr>
<th>Open Codes</th>
<th>Enumeration of open code appearance across data sets</th>
<th>Themes and Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes and Subthemes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td>3</td>
<td>Positive Experiences</td>
</tr>
<tr>
<td>Fun</td>
<td>49</td>
<td>• Teaching practices</td>
</tr>
<tr>
<td>Interactive in lower levels (Latin)</td>
<td>42</td>
<td>• Positive relationships</td>
</tr>
<tr>
<td>Less focus on grammar in the lower levels</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Timed writes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Speaking and using Latin like a “living language”</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Engaging</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Caring environment</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Friends/Peers</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Familiar class</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Hard/difficult/complicated/ challenging</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Analysis of poetry and the classics</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Intense practice</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Formulaic</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>AP Intimidation</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Middle School: Language exploration</td>
<td>7</td>
<td>Early exposure</td>
</tr>
<tr>
<td>Middle School: Mostly bookwork or vocabulary memorization</td>
<td>41</td>
<td>• Foreign language experiences prior to middle school</td>
</tr>
<tr>
<td>Middle School: Engaging</td>
<td>10</td>
<td>• Opportunities to explore the language in middle school</td>
</tr>
<tr>
<td>Exposure in home school</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Exposure in elementary school</td>
<td>4</td>
<td>• Intriguing foreign language experiences</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Paying attention in class</td>
<td>15</td>
<td>Motivation</td>
</tr>
<tr>
<td>Determination</td>
<td>83</td>
<td>• Types of motivation</td>
</tr>
<tr>
<td>Repetition</td>
<td>54</td>
<td>• Motivational forces</td>
</tr>
<tr>
<td>Asking for help</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Being organized</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Language practice outside of class</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Job/money</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Vocabulary development in other languages</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Study abroad</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Being able to function in the country of the language</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Communicating with others</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Interest in learning the culture</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Learning new vocabulary</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>162</td>
<td>Opportunities for authentic application</td>
</tr>
<tr>
<td>Achievements</td>
<td>20</td>
<td>• Application of the language</td>
</tr>
<tr>
<td>Beauty of the language</td>
<td>43</td>
<td>• Progression/Breakthroughs in the language</td>
</tr>
<tr>
<td>General curiosity about the language</td>
<td>3</td>
<td>• Fluency</td>
</tr>
<tr>
<td>Desire to be fluent</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Propensity to finish</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Contributing to the coherence of the report, the Attitudes/Motivation Test Battery results as they pertained to the study are presented. The data are then organized by themes.

**Attitudes/Motivational Test Battery (AMTB) Results**

All students took a modified version of the Attitudes/Motivational Test Battery (see Appendix H). This attitudinal survey was used to measure the students’ types and levels of motivation for studying a foreign language. The data was then used to add more depth to the description of the participants. The AMTB is constructed of 19 indices, of which I used the following six for the purposes of this study: interest in the foreign language (FL), attitudes towards learning the foreign language, class anxiety, integrative orientation, instrumental
orientation, and teacher evaluation. Descriptive statistics were used to analyze the AMTB data (see Table 3).

Interest in the foreign language and attitudes towards the foreign language were used to aid in answering Research Question One. The highest score students could earn in these categories was 70. Class anxiety and teacher evaluation scores were used to help answer Research Question Two. Students could score up to 35 points in class anxiety and award their teacher up to 70 points in teacher evaluation. The integrative and instrumental orientations were used to assist in answering Research Question Three, with both indices carrying a high score of 28. Lastly, the orientation index, which is rated on a dichotomy of integrative or instrumental, was used to support findings related to Research Question Three. In this section, the mean and scoring spreads are presented.

Students scored between 49 and 68 points in interest in the foreign language. The average for this index was relatively high (59.5), with a standard deviation of 6.5. Students scored lower on average (34.9) in their attitudes towards their FL of study, with the spread of scores being from 24 to 42 and a standard deviation of 4.3. Additionally, students scored relatively high for both integrative and instrumental orientations. The mean score for integrative orientation was 22.4, with a score spread of 16 to 41 and a standard deviation of 3.4. The instrumental results showed a mean of 20.6, with a score spread of 9 to 28 and a standard deviation of 4.8. Classroom anxiety was almost non-existent for the participants in this study, with an average score of 18.3 and a standard deviation of 9.7. Most students (12) scored 20 points or below, with only two students reporting very high (35) levels of class anxiety. Teacher evaluation scores were also high, with the majority of students awarding their teachers between 50 and 70 points. The responses of only two students fell below this threshold. The average rating for the teachers was
57.9, with a standard deviation of 12.1. Lastly, the students’ orientation index was examined.

Eleven students had an instrumental orientation index, while three registered an integrative orientation (see Table 4).

Table 3

**AMTB Descriptive Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Interest in FL</th>
<th>Attitudes towards the foreign language</th>
<th>Integrative orientation</th>
<th>Instrumental orientation</th>
<th>Class Anxiety</th>
<th>Orientation index</th>
<th>Teacher evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>59.5</td>
<td>34.9</td>
<td>22.4</td>
<td>20.6</td>
<td>18.3</td>
<td>57.9</td>
<td></td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>61.5</td>
<td>34.0</td>
<td>23.0</td>
<td>21.0</td>
<td>16.0</td>
<td>60.5</td>
<td></td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>66.0</td>
<td>33.0</td>
<td>24.0</td>
<td>24.0</td>
<td>9.0</td>
<td>70.0</td>
<td></td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>6.5</td>
<td>4.3</td>
<td>3.4</td>
<td>4.8</td>
<td>9.7</td>
<td>12.1</td>
<td></td>
</tr>
</tbody>
</table>

Table 4

**Individual AMTB Scores**

<table>
<thead>
<tr>
<th>Name</th>
<th>Interest in FL</th>
<th>Attitudes towards the foreign language</th>
<th>Integrative orientation</th>
<th>Instrumental orientation</th>
<th>Class Anxiety</th>
<th>Orientation index</th>
<th>Teacher evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ria</td>
<td>61</td>
<td>36</td>
<td>23</td>
<td>24</td>
<td>17</td>
<td>Instrumental</td>
<td>70</td>
</tr>
<tr>
<td>Adele</td>
<td>66</td>
<td>33</td>
<td>24</td>
<td>25</td>
<td>9</td>
<td>Integrative</td>
<td>68</td>
</tr>
<tr>
<td>Piera</td>
<td>52</td>
<td>29</td>
<td>25</td>
<td>24</td>
<td>35</td>
<td>Instrumental</td>
<td>54</td>
</tr>
<tr>
<td>Jade</td>
<td>59</td>
<td>36</td>
<td>21</td>
<td>16</td>
<td>33</td>
<td>Instrumental</td>
<td>44</td>
</tr>
<tr>
<td>Amadeo</td>
<td>50</td>
<td>34</td>
<td>18</td>
<td>21</td>
<td>18</td>
<td>Instrumental</td>
<td>70</td>
</tr>
<tr>
<td>Jevin</td>
<td>54</td>
<td>34</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>Instrumental</td>
<td>63</td>
</tr>
<tr>
<td>Leila</td>
<td>67</td>
<td>26</td>
<td>20</td>
<td>18</td>
<td>15</td>
<td>Instrumental</td>
<td>61</td>
</tr>
<tr>
<td>Rosa</td>
<td>49</td>
<td>33</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>Instrumental</td>
<td>25</td>
</tr>
<tr>
<td>Jacinta</td>
<td>62</td>
<td>34</td>
<td>23</td>
<td>25</td>
<td>9</td>
<td>Instrumental</td>
<td>56</td>
</tr>
<tr>
<td>Ponce</td>
<td>62</td>
<td>41</td>
<td>24</td>
<td>21</td>
<td>11</td>
<td>Integrative</td>
<td>53</td>
</tr>
<tr>
<td>Jax</td>
<td>63</td>
<td>33</td>
<td>24</td>
<td>16</td>
<td>15</td>
<td>Instrumental</td>
<td>55</td>
</tr>
<tr>
<td>Montague</td>
<td>66</td>
<td>40</td>
<td>20</td>
<td>22</td>
<td>21</td>
<td>Instrumental</td>
<td>60</td>
</tr>
<tr>
<td>Malia</td>
<td>68</td>
<td>39</td>
<td>28</td>
<td>20</td>
<td>13</td>
<td>Integrative</td>
<td>70</td>
</tr>
<tr>
<td>Santiago</td>
<td>54</td>
<td>41</td>
<td>28</td>
<td>28</td>
<td>35</td>
<td>Instrumental</td>
<td>62</td>
</tr>
</tbody>
</table>
Theme One: Positive Foreign Language Learning Experiences

The first theme provides answers to Research Question One, “How do students who continue to study a foreign language beyond graduation requirements describe their foreign language learning experience?,” to Research Question Two, “What factors contribute to the persistence and or success of these students?,” and to Research Question Four, “How do students stay motivated to continue studying the language beyond the graduation requirements?” The two subthemes that arose with regard to positive language learning experiences are (1) teaching practices and (2) positive relationships.

Teaching practices. Thirteen of the 14 participants described their FL learning experiences in positive ways. Adele stated, “It was really fun . . .” (Interview with participant, 2016). Jax expressed, “I just find it fascinating” (Interview with participant, 2016). And Santiago said, “I just really enjoyed the way everything went down” (Interview with participant, 2016). When asked why he continues studying Latin although he has completed his graduation requirements, Montague explained, “I like Latin because . . . just the environment” (Interview with participant, 2016). Jevin described some of the activities carried out in class as follows: “We do timed writes and we do dictations, and we have actual discussions in class in Latin and I think it helps a lot. Rather than just having a written language” (Interview with participant, 2016). Rosa mentioned playing memory games in Spanish, while Adele said her classroom activities included discussions during which students could express their opinions, games, music, and videos. Piera also mentioned class discussions in a positive way.

Rosa had a teacher who made Spanish more interesting. She observed that the teacher she had during her freshman year in high school “really made me like the language because, I don’t know, she just had the spark in her eyes every time she taught and it made me appreciate the
language even more” (Interview with participant, 2016). Santiago enjoyed the way two of his Latin teachers conducted their classes, as he explained, “I really like their hands-on, interactive approach and giving room to speak the language and not just write it in books and stuff” (Interview with participant, 2016). Piera’s teacher made French come alive for her:

I’ve had a really wonderful teacher who has been amazing and colorful and imbued the language with the life it deserves to such an extent where you kind of forget that there is a curriculum. She’s very disciplined and organized. (Piera, Interview, February 4, 2016)

All the students began the lower levels of their language in high school with positive experiences, where the language was very simple and used in interactive ways. Students described their lower-level experiences with comments such as: “I remember the first day of class, he [the teacher] got people to stand up, walk to the door, walk across to the other side, and point to things” (Interview with Leila, 2016); “The class would make up stories based on the vocabulary and, without knowing it, we were learning” (Interview with Montague, 2016); and “We were reading as a group, seeing the text, playing around, [and] doing all of these interesting things” (Interview with Amadeo, 2016). Adele, Rosa, and Ria talked about games they had played and the fun they had had at the lower levels in high school.

The fun and interactivity of the lower levels contrasted greatly with the difficulty of the upper levels, with the most dramatic changes experienced by those students who took AP language classes. Ponce compared the evolution of his experience with that of math. He explained, “It would be like the difference between learning to add one plus one and . . . learning the derivative of an equation” (Interview with participant, 2016). Amadeo, Jax, Santiago, and Leila all described the beginning of their Latin careers as focusing on using Latin as a “living language”; however, when they reached AP, it changed to being used to analyze poetry and the
classics. Rosa, Ria, and Leila all portrayed their AP language classes as “formulaic,” because they did the same thing every day to ensure that they were on track for the AP exam. Jacinta and Jade added to the general sentiment by expressing that each class was characterized by intense practice, while Piera mentioned impromptu oral exams in her AP French class.

The challenging nature of the classes was not only a result of the transformation called for by AP pedagogy; it was also attributed to the seemingly abrupt focus on grammar as opposed to communication. Leila explained that, “as long as we had a general comprehension of the words . . . then [the teacher] was satisfied, but now for the AP exam, we need to know exact translations” (Interview with participant, 2016). Jade indicated that Spanish began to be really hard her third year “because of the grammar” (Interview with participant, 2016), with Adele and Amadeo both speaking about the difficulties of grammar in German and Latin, respectively.

Despite the challenge of studying their languages at higher levels, the students still enjoyed their classes, for the most part. When asked if the evolution of language learning had changed her perception of Latin, Ria answered,

Not really. Latin is still really fun for me, and this year I’m taking AP Latin, so it’s kind of a little bit harder because the language is more complex, so we jumped into, like, Shakespeare-level Latin. So it’s kind of hard, but it’s still a fun subject. I love learning Latin. (Ria, Interview February 1, 2015)

Montague explained, “It’s pretty challenging, but also very interesting to learn about the different literature styles and what was written about” (Interview with participant, 2016).

Amadeo talked about the difficult yet satisfying process of translating an English song into Latin:

Latin and translating was always one of those things that was really difficult because there are so many ways of inflecting nouns, verbs, verb tenses . . . and working with that
also to keep the meter, that was saying you had to work a lot harder. So it was very interesting to do that and it allowed me to see Latin in a different way than I had before just reading it on a page. (Amadeo, Interview, February 4, 2016)

Piera described her French studies in this manner:

So far it’s been something that I’ve been able to witness my progression with. It’s been a constant through a very tumultuous time in anybody’s life. And so to have something that constantly poses a challenge, but is also a source of satisfaction, of progress, I think was important for me. (Piera, Interview, February 4, 2016)

Overall, the observed atmosphere of most of the classes was also very positive. The Advanced Placement (AP) Latin class and AP French classes were exemplars of this genial atmosphere. Both classes were having open discussions in which students expressed their opinions, inquired about the text, and seemed genuinely to enjoy being in the class. The level four Latin class also showed promise, as the teacher of that course structured it in such a way that students were supporting each other’s learning by helping translate the Latin version of *Harry Potter*. All students seemed comfortable in the learning spaces. The AP Spanish class was more intimidating, due to the fact that students were practicing oral presentations. Students seemed nervous, but the teacher attempted to make the process more comfortable by making jokes about some of the things students said.

Piera was the only student who did not say something explicitly positive about learning her foreign language. However, she described her French class as engaging and challenging. She was also very active in the class discussion. Although she did not specifically mention how much she enjoyed the class, her demeanor during the observation and her love of the language supported the conclusion that she, too, saw learning French in a favorable light.
Positive relationships. Eleven out of 14 students mentioned the impact their teachers had on their FL learning experiences. Teachers across all of the languages represented in this study were described as “amazing,” “wonderful,” “engaging,” and “intelligent.” Amadeo portrayed his teacher as “always making an effort” (Interview with participant, 2016) to ensure that students were successful. Jevin continued on because he appreciated the way Latin was taught at Septentrion. Ria did not have to overcome many obstacles while learning Latin, because, she said, “Teachers have always been understanding and helpful” (Interview with participant, 2016). Leila took two additional years specifically because of her teacher.

The teacher impact was not only demonstrated in the student interviews, but it was also evident from the AMTB results and noticed during the field observations. The mean AMTB score for teacher evaluation was 57.9, which coincides with the positive comments students made about their teachers. Additionally, classroom observations showed that students were generally comfortable with their teachers. In all classes, students had conversations with teachers before and after class. All appeared to be comfortable in approaching their teachers, who spoke in a supportive manner and were willing to help students with any questions they had.

Students also mentioned the positive relationships they had with peers. These relationships motivated them to continue in their language programs. Ria thought that having the same students in her class year after year helped her when it came to group projects and being comfortable asking questions about things she did not understand. Leila said, “Because a lot of my friends decided to continue, it would be a good move to stay in class with them” (Interview with participant, 2016). Both Ria and Leila were motivated to continue by the social aspects of the language, a factor that also motivated Piera, although her perception was a bit different from Ria’s and Leila’s. Piera saw having the same peers in her French classes as taking a journey
together. She stated, “. . . being able to approach this journey with [my peers] and succeed and fail . . . with them . . . it all makes sense now” (Interview with participant, 2016). Positive relationships among peers were also observed in the classrooms. All the students in the study spoke with others in the class in a manner that showed they felt comfortable expressing themselves. Students also were not apprehensive about asking peers for help or offering assistance when needed.

**Theme Two: Exposure to the Language of Study before High School**

This theme furnishes answers to Research Question Two, “What factors contribute to the persistence and/or success of students who decide to study a foreign language beyond their graduation requirements?” While all the students did not begin taking foreign language classes before high school, most of them (13) were at least exposed to their particular language before entering high school. Two subthemes were discovered within theme two, namely: (1) informal language experiences before high school, and (2) an engaging middle school curriculum.

**Informal language experiences before high school.** Rosa, Ponce, and Jacinta began their exposure to the Spanish language in elementary school. Rosa took language classes in a shopping plaza, while Ponce and Jacinta were members of a Spanish Club. All three students described these elementary school experiences as focusing on simple vocabulary. Ponce specifically attributed his affinity for Spanish to his Spanish Club. When in sixth grade he had the opportunity to choose between French and Spanish, he chose the latter due to his prior experience. Malia did not take classes in elementary or middle school and actually could not remember the first time she was exposed to Spanish, but she said, “I do remember hearing it in middle school and wanting to know what the kids were saying, but I didn’t” (Interview with participant, 2016). Malia also wanted to know what her friends in middle school who spoke
Spanish were saying. Her interest in studying Spanish stemmed from these early experiences, when she had people around her speaking a language that she could not understand. The desire to communicate with them made her want to study Spanish in high school. Adele also recalled hearing German for the first time in middle school, although she was first exposed to the language at a summer camp where some of the counselors spoke German. When asked how she felt about that experience with German, Adele stated, “It was pretty interesting. I thought it was cool” (Interview with participant, 2016). Adele also stated that that brief encounter was what led her to study German in high school.

**Engaging middle school curriculum.** Four students felt that middle school was a time to explore and have fun with the language. As Ponce explained, “We learned a lot of the basics. So I learned numbers, letters, and basic words” (Interview with participant, 2016). Ria described her middle school class as “more of a fun kind of thing [compared to high school], but now I’m taking a class and I need to pass, to get really good grades” (Interview with participant, 2016). Ria’s sentiment stems from the fact that in high school students have to do well in their classes and worry about maintaining a high grade-point average. The stakes were not as high in middle school, which gave Ria the opportunity to focus on having fun with Latin. When comparing his middle school Latin class with his middle school Spanish class, Amadeo stated, “Latin was taught more like an explorative class” (Interview with participant, 2016). When speaking about the exploratory nature of their middle school classes, all the students spoke positively of the experience.

The main way that students were able to explore and have fun in the foreign language was by learning the basics. This process provided low-stakes learning environments that did not intimidate students. “Before, [middle school] was more about memorization of vocabulary”
Interview with Jade, 2016). Her middle school class was characterized by learning basic vocabulary just to be exposed to the language, whereas in high school Jade feels like they have to focus more on meaning and the application of the language. Although she learned only basic Spanish in middle school, she said, “I liked the way it sounded and it kind of got me interested in Spanish” (Interview with participant, 2016). Montague’s interest in Latin was also cultivated in middle school. He explained, “In sixth grade they mostly had us do stuff like . . . they’d tell us ‘canis’ meant dog, so they’d have this little book out and you’d read a little comic about a dog and stuff” (Interview with participant, 2016). Montague equates the act of reading a comic in his middle school Latin class as something simple that was implemented just so students could see the vocabulary in context. Just as Jade felt she was being exposed to the language through simple techniques, Montague also characterized his classes in this manner; both students clearly enjoyed those experiences.

Middle school was a place where students were able to explore the language by learning the basics. This exploration was low-stress in that they did not have to worry about meeting graduation requirements or maintaining a certain grade point average. This environment added to the enjoyment of the course, as it allowed students to begin to like the language and the process of learning it.

Overall, students recounted their foreign language experiences in middle school as intriguing in some way. Ria described her middle school class as “engaging and interactive,” adding, “We did a lot of plays and [had] interaction with the teachers or other students” (Interview with participant, 2016). Jade and Piera were intrigued by the beauty of the languages they took in middle school. Thus Jade stated, “It was really basic Spanish, but I liked the way the words sounded and it got me interested in Spanish” (Interview with participant, 2016). When
asked why she continues taking the language even though her graduation requirements are fulfilled, Jade asserted, “‘Cause it’s pretty. It sounds pretty” (Interview with participant, 2016). Studying Spanish in eighth grade was a good introduction that made Rosa like the language more. She explained, “The teacher made it very engaging, so we would watch kind of, like, Spanish soap operas and things and she would allow us to use Spanish, so it was kind of fun to, like, use Spanish” (Interview with participant, 2016).

Middle school was a time not only for students to be introduced to the language, but also for them to gain an appreciation for the language through their classroom experiences. This appreciation prompted them to continue their language studies in high school. Amadeo took both Latin and Spanish classes in middle school, after which he decided to take only Latin in high school; he characterized his middle school classes by saying, “[Latin] is a dead language in some aspects, [but] the way we learned it was more interactive with the language itself and that is what drew me to the Latin classes here at Septentrion” (Interview with participant, 2016). Ria explained, “I took an Intro to Latin class [in middle school] and . . . it was a super fun class, so I decided to take it in high school as well” (Interview with participant, 2016). When tasked to choose between German and Latin in high school, Montague reflected on his middle school experiences, saying, “So I remembered sixth grade and the interesting Roman facts I learned about the culture, so I took Latin” (Interview with participant, 2016). Leila took one semester of Latin in middle school and decided to continue taking it in high school, describing her middle school Latin class as “just more kind of engaging in conversation” (Interview with participant, 2016). Being able to have conversations in Latin inspired her to continue her Latin studies.
Theme Three: Motivation

Theme three also provides information that answers Research Questions Two, “What factors contribute to the persistence and/or success of these students?” and Three, “What types and levels of motivation do these students possess?” In addition, it gives some insight into Research Question Four, “How do students stay motivated to continue studying a foreign language beyond the graduation requirements?” In the case of motivation, two subthemes were uncovered: (1) types of motivation and (2) motivational forces.

Types of motivation. The subtheme “types of motivation” was derived from the literature using Gardner’s (2010) Socio-Educational Model (SEM) of language learning. Gardner’s theory outlines two types of motivation: instrumental and integrative. The Attitudes/Motivation Test Battery (AMTB) was used to quantify the types and levels of motivation students possessed. The resulting data were then compared to comments students made during interviews and notable occurrences in the course of the classroom observations.

Instrumental motivation. According to the AMTB, 11 of the 14 participants demonstrated an instrumental orientation index, meaning that these students studied their respective languages due to their “pragmatic or utilitarian value” (Gardner, 1985, Section 1, para. 14). Although the majority (11) selected an instrumental reason in the dichotomous orientation index, only 6 of them scored higher in the measurement of instrumental orientation than in that of integrative orientation.

Students consistently mentioned three instrumental reasons why they studied their language of choice. These reasons were college, future jobs, and the applicability of their foreign language to other subjects.
As previously noted, all but one of the participants planned to go to college. Many of them mentioned that they started taking the language and continued so doing in order to aid their college endeavors. The prospect of the language helping them in college was characterized by comments such as: “I take Latin because I’m interested in a STEM major in college, and Latin-based vocabulary is really important as well as for the SATs” (Interview with Jevin, 2016); “I thought it’d be good on a college résumé. That was about it” (Interview with Santiago, 2016); “Definitely, college applications are a part of it” (Interview with Jacinta, 2016); “I want the college credit that I can get by taking Advanced Placement Spanish” (Interview with Ponce, 2016); and “Mostly it was because most colleges look for at least four years of foreign language” (Interview with Ria, 2016). All of these students were focused what their language study could do for them in the future.

Four students mentioned getting jobs or earning more money as motivation for studying a foreign language. Adele had aspirations of doing infectious disease research; according to her, “There are a lot of major infectious disease studies that have happened in Germany” (Interview with participant, 2016). Jax realized Latin’s utility in helping him become a doctor, while Malia desired to be a translator, so Spanish was vital to get her to that role. Leila recognized the importance in the job market of knowing a foreign language, although she did not specify to which job she would apply it, saying only, “It’s pretty useful in the future for career opportunities” (Interview with participant, 2016).

Amadeo, Jevin, Santiago, Montague, Leila, and Ria all spoke of how their foreign languages helped them with English and other languages. The commonality across those six students was that they were all studying Latin. Five of them were in AP Latin, while one was taking a level four Latin class. Amadeo noted that Latin had helped “double or triple” (Interview
with participant, 2016) his vocabulary. Jevin, Leila, and Ria acknowledged that learning Latin had helped them in their language arts classes with areas such as syntax, vocabulary, prefixes, suffixes, and root words.

**Integrative motivation.** Three out of 14 participants registered an integrative orientation index. These students leaned towards “the importance of learning [their languages] to permit social interaction” (Gardner, 1985, Section 1, para. 13) with others who spoke their languages of choice. Even though only three participants chose integrative reasons on the dichotomous measure, eight scored higher on the measure of integrative orientation than on that of instrumental orientation.

Ten of 14 students mentioned the importance of communicating with others or being able to function in a foreign country as motivation for learning their languages. Piera and Adele noted the popularity of their languages and the people with whom one could communicate if fluent in them. Amadeo saw language as a way to connect people with each other. Jade and Malia mentioned that they have friends who speak Spanish and learning the language has helped them communicate with them. Ponce, Rosa, and Piera would like to study abroad one day, while both Ria and Rosa wanted to be in a place where they could use the language they had learned. Piera summed up the sentiments of all the students when she said, “I don’t like learning French – I like knowing French” (Interview with participant, 2016). This statement supports the claims made by the other students that their languages were meant to be used for communication, not just academic application.

Interest in the culture of the language of study also showed up as a salient factor among the participants. Amadeo mentioned, “Learning the language itself is more of a way to carry the rest of the Roman culture with it for me” (Interview with participant, 2016). Jax and Leila felt as
if knowing a foreign language helped people understand others. More specifically, Jax felt that knowing a foreign language can curb conflict. As he explained,

I feel like a lot of social problems are derived from misunderstanding and I feel like learning a foreign language truly teaches you to stop and think and try to understand what the other person is saying. So foreign language truly is what teaches you how to think for the other person. (Jax, Interview, February 3, 2016)

Adele was specifically intrigued by German and Austrian culture, while Montague enjoyed being immersed in the Roman culture, stating, “It feels like I’m back in time with the Romans. That’s, like, the coolest experience. Roman culture is extremely interesting to me” (Interview with participant, 2016). Ponce enjoyed learning about the cultures of Spanish-speaking countries as well. He declared, “I like the way Spanish sounds . . . very attractive and romantic, and I like the culture of Spanish-speaking countries” (Interview with participant, 2016). When asked what she liked about learning Latin, Ria asserted,

The Roman Culture, even though it doesn’t exist, you still have the dome in Italy and everything. It’s just like a reminder of what used to be. So in that way it’s fascinating to learn about something that not in practice anymore. And that [Latin] was the basis for the Roman Culture. (Ria, Interview, February 1, 2016)

**Motivational forces.** When students were asked what keeps them motivated to continue, all mentioned something that kept them interested in continuing to study their languages. Students also mentioned things they did that helped them excel and persist in their foreign languages. The subtheme of motivational forces is comprised of student engagement during class, language practice outside of class, and participation in foreign language programs or clubs.
**Student engagement during class.** Being engaged in class was an important topic for Amadeo, Malia, Ponce, Leila, and Ria. All believed that, if they paid attention in class, they would have less trouble acquiring the language. Amadeo stated, “Your teachers are going to be the people that elucidate what you’ve been learning in class, so paying attention is one of the best things you can do” (Interview with participant, 2016). Amadeo’s classroom behavior reflected this sentiment. During my observation of him, I noted 41 instances of voluntary participation and sharing of information. Amadeo was so engaged in the class that the teacher asked for someone else to answer one of the questions being presented. Malia also showed high levels of participation, raising her hand to answer questions at least ten times, staying in Spanish when she spoke to the teacher, and attempting to speak to her peers in Spanish as well. Malia supported her actions by saying, “I really pay attention to what I’m doing and try to put in my best effort” (Interview with participant, 2016). Leila and Ria both mentioned attempting to be as engaged as possible in class, while Ponce said, “I just pay attention in class and that motivates me enough” (Interview with participant, 2016). Interestingly, Ponce did not seem to be paying attention at all during the classroom observation; he played with his phone for 25 out of the 50 minutes, looking up from it only when the teacher spoke.

**Language practice outside of class.** Jacinta, Montague, and Leila focused on making sure they worked tirelessly to keep up with the pace of the language classes. Jacinta expressed that “it really just took me making sure I had all the solid information that [my teacher] was trying to get across and making sure I understood everything” (Interview with participant, 2016). Montague explained, “I actually go home and read text and repeat it . . . so the words stay in my brain” (Interview with participant, 2016). Lastly, Leila believed that her work ethic helped her in her Latin class. She said, “I’m pretty dedicated . . . it helps because language . . . is repetition and
practice, so if you hear words and practice using it . . . that’s mostly how you get . . . language memory” (Interview with participant, 2016). Adele did not say anything about being determined to learn and be successful in German, but her actions during class showed her dedication. Adele was observed discussing a German competition before class, in German, with the teacher. In addition, she was very active once class began, writing down new vocabulary every time the teacher mentioned it, helping other students understand what was going on, participating voluntarily up to 11 times, and asking questions when she needed help.

Other students described how they practiced the language outside of class. When Ponce gave advice to students starting to study Spanish, he suggested, “I would advise them to watch Spanish TV. It is actually entertaining once you start understanding it and it helps a lot” (Interview with participant, 2016). Adele followed German bloggers and YouTubers, enjoyed reading German books, and listened to German music. Malia had been encouraged in her language studies because, she said, “I’ve actually gotten to the point where . . . most of the songs I have downloaded are not in English” (Interview with participant, 2016). Piera stated, “I listened to [French] music and that led me to listen to French radio, which I enjoyed” (Interview with participant, 2016). All of these students had taken the time to seek out resources other than those their teachers had given them. This additional practice was clearly gratifying to them, not only aiding in their success, but also helping them persevere when the language became difficult.

**Participation in foreign language programs or clubs.** Rosa, Jevin, and Jax had the opportunity to participate in programs or clubs that exposed them to their languages in a manner encouraging intense practice. Rosa was in a Summer Abroad program, where she stayed with a Spanish-speaking family. That experience forced her to use Spanish, which, she said, “made me really love the language even more” (Interview with participant, 2016). During this time Rosa
traveled to four cities in Spain, which allowed her to experience Spanish culture as well as the language itself. Jevin was a member of the Junior Classical League, which holds events like the Fall Forum and the State Latin Convention. Through this club, Jevin was able to travel to different parts of Georgia and interact with other students learning Latin. He was also able to compete, using the language in a setting that was vastly different from that of his classroom. Jax’s language experience did not involve Latin, but it was still significant, due to the progress he made. During the summer, Jax attended a Korean language academy, “where for three weeks I basically . . . learned Korean 24/7” (Interview with participant, 2016). Jax’s opportunity to be immersed in the Korean culture and language led him to attend a conference in New York specifically catering to polyglots.

All the aforementioned students deemed it necessary to exert extra effort in order to guarantee success in their foreign language classes. Although the effort may have manifested itself in different ways, the result was the same. All of them continued to persist and be successful in their respective languages.

**Theme Four: Opportunities for Using the Language Authentically**

The fourth theme contributes answers to Research Questions Four, “How do students stay motivated to continue studying a foreign language beyond the graduation requirements?” The three subthemes encompassed by having the opportunity to use the language of study authentically are language application, language breakthroughs and progression, and the desire for fluency.

**Language application.** Being able to apply the foreign language of study was a very important topic for six of the students. Indeed, the ability to apply the language often encouraged students to continue learning. Jax spoke of a time he “hit a brick wall” (Interview with
participant, 2016) with his Korean study. This wall was instantly broken down when he realized he understood a conversation between two native Korean speakers. Rosa was able to help a lady at the DMV because of her Spanish skills. She described this experience as “fun” and it was a motivator for her to continue, despite the fact that her AP Spanish class was very difficult. Malia was motivated to continue by “just being able to talk with other Spanish speakers and have them understand, and being able to carry on a pretty good conversation” (Interview with participant, 2016). While Jacinta had not actually had a chance to use Spanish, her family mentioned that they could have used her at a volunteer because of her skills. She realized that “it really didn’t occur to me how useful it could be” (Interview with participant, 2016).

Jade and Amadeo did not speak about using the language with others; however, they did mention being able to apply what they had learned in class as a motivating factor. Jade’s point of pride was “finally getting used to using the imperfect and perfect tenses” (Interview with participant, 2016). Amadeo enjoyed the fact that the class discussions and analysis of poetry in his Latin class “allowed me to see Latin in a different way than . . . just reading it on a page” (Interview with participant, 2016).

**Language breakthroughs and progression.** A subtheme that arose that is closely linked to applying the language of study was the occurrence of language breakthroughs and the acknowledgments of progression in learning the language. Thus Jax, Jevin, Jacinta, Montague, and Piera spoke about how their language revelations encouraged them to continue studying. When Piera finally began understanding French radio, she mentioned, “It was exciting to me to be able to listen to someone speak natural French and understand it and appreciate it instead of . . . being awestruck” (Interview with participant, 2016). Montague had the same type of revelation
when he was speaking with his teacher and “she said something in Latin and it just clicked for me” (Interview with participant, 2016).

Jevin and Jacinta focused on breakthroughs in the grammar of their languages. Jevin’s point of motivation was “being able to do a timed write concisely and not having all of the tenses ridiculously messed up” (Interview with participant, 2016). Jacinta mentioned that it took a while “to figure out the subjunctive tense . . . it’s nice to just see that it’s beginning to stick” (Interview with participant, 2016).

Three students also had language breakthroughs in the form of achievements at language competitions. Adele observed, “I got gold in every single one of my [German] competitions” (Interview with participant, 2016). Rosa stated, “As a freshman I had the highest average overall, first and second semester, and I won an award for that” (Interview with participant, 2016). Lastly, Ria noted, “I placed gold one year, so that made me really, really happy” (Interview with participant, 2016). All language students at Septentrion High School have the opportunity to participate in these language competitions; evidently, these students used their success as motivation to continue working hard at learning their respective languages.

Fluency. The main motivating force for some of the participants was the desire to become fluent in their language of study. This desire for fluency stemmed from wanting to be able to use the language of study in real life situations such as studying abroad or talking with friends who were native speakers. When asked if she would be fluent in French at the end of this process, Piera answered simply, “I’d better be” (Interview with participant, 2016). Other students were more direct and did not have to be prompted to express their desire to be fluent. Jacinta said, “I really enjoyed learning another language” (Interview with participant, 2016). Rosa noted, “I want to be as fluent as possible” (Interview with participant, 2016). Ponce was very concise
when asked what keeps him motivated to continue learning, stating, “I want to be a fluent speaker of Spanish. That’s all” (Interview with participant, 2016).

Summary

Fourteen students participated in the present study. All were seniors at Septentrion High School who were taking either a level four or Advanced Placement language class. Each student took one of four languages offered at the school, and one participant chose to study an extra language on his own time.

The data analyzed from this study came from one-on-one interviews, classroom observations, and the results of the Attitudes/Motivation Test Battery (AMTB). The interpretational analysis that was conducted was based on Gardner and Lambert’s 1972 Socio-Educational Model (SEM) of motivation (as cited by Gardner, 2010), Deci and Ryan’s (2002) Social Determination Theory (SDT), and Dörnyei’s (2005) L2 Motivational Self System. The analysis produced a total of 50 codes or categories, which were then collapsed into themes and subthemes. Each theme that was presented was considered salient, due to the fact three or more students mentioned it.

The themes and subsequent subthemes are as follows:

1. Positive foreign language experiences: Within this theme, the subthemes of a positive classroom atmosphere and favorable interactions with foreign language teachers emerged.

2. Exposure to the language of study before high school: The subthemes of foreign language experiences outside of middle school, opportunities to explore the language in middle school, and intriguing foreign language experiences in middle school were uncovered.
3. Motivation: types of motivation and motivational forces support Theme Three.

4. Opportunities for authentic usage of the language of study: It was found that real-world language application, breakthroughs and progression in the language, and fluency provided these authentic opportunities for foreign language usage.
CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Overview

The purpose of this multiple case study was to understand why 14 students chose to continue studying a foreign language after they had completed their graduation requirements. All 14 were interviewed to uncover their personal views of their foreign language journey. A modified version of Gardener’s (1985) Attitudes/Motivation Test Battery (AMTB) and classroom observations provided additional evidence.

Gardner’s (2010) Socio-Educational Model (SEM) of language learning, Deci and Ryan’s (2002) Social Determination Theory (SDT), and Dörnyei’s (2005) L2 Motivational Self-System (L2MSS) grounded the four research questions guiding this study. These questions covered student descriptions of their foreign language learning experience; the factors that contributed to their persistence and/or success, the types and levels of their motivation, and the motivating forces that helped students decide to continue their foreign language studies.

The purpose of this chapter is to summarize succinctly the findings of the study and discuss their implications for further practice. This is done by first presenting a summary of the findings, followed by a discussion of them and their probable implications. Next, the study limitations are outlined, and, lastly, recommendations for further research are presented.

Summary of Findings

“Doing case study research would be the preferred method, compared to the others, in situations when the main research questions are how and why” (Yin, 2014, Chapter 1, Section 1, para. 1). Since the central research question for this study was, “Why do some high school students persist in learning a language beyond the graduation requirements?,” case-study research was the perfect medium to provide the answer. Through a process of memoing and
coding data collected from in-person interviews, classroom observations, and AMTB data, I was able to pinpoint prominent themes and subthemes that gave insight into why some high school students decide to continue studying a foreign language after having completed their graduation requirements.

These four research questions provided the foundation for this study:

RQ1. How do students who continue to study a foreign language beyond graduation requirements describe their foreign language learning experience?

RQ2. What factors contribute to the persistence and/or success of these students?

RQ3. What types and levels of motivation do these students possess?

RQ4. How do students stay motivated to continue?

**Foreign Language Experiences**

Research Question One was covered by all the data collection methods and Theme One. All the students described their experiences in learning their respective languages. Although each had a unique story, their experiences often overlapped or seemed similar. Overall, students described their foreign language experiences as positive. Although some felt that their early encounters were even more positive and more fun than their high school language classes, all of them mentioned something that they enjoyed about studying their languages at the present time. Some students also characterized their language experiences as difficult, pointing out that the challenges of learning the language increased as they progressed. Yet, even though the language classes became more difficult, students enjoyed them nonetheless.

Students also described the positive relationships they had with their foreign language teachers and peers. All of them described their present or past teachers in a positive light. They also described practices used by their teachers that kept them interested in learning the language.
Those agreeable sentiments were echoed during the classroom observations and in the AMTB data.

**Factors Contributing to Student Persistence and Success**

Research Question Two addressed the factors contributing to the students’ persistence and success in their foreign languages. Theme One dealing with positive foreign language experiences, Theme Two with exposure to the language of study before high school, and Theme Three with motivation were used to answer this research question. As previously mentioned, all the students had positive experiences in their foreign language classes. In many cases their positive encounters as well as amiable interactions with their foreign language teachers prompted students to continue studying their foreign languages. Eleven participants reported beginning to study their languages in elementary or middle school. Out of the three participants who did not start their formal language study early, two nevertheless reported being exposed to their languages of choice before they entered high school. Six students, on the other hand, attributed their persistence to the language opportunities and practice they had experienced outside the classroom. One student had the chance to study abroad in Spain, another student enjoyed going to Latin competitions, and others watched YouTube videos, listened to music, or watched television in their foreign languages for practice. Finally, students saw their efforts as a factor leading towards success and persistence.

**Types of Motivation**

The third research question was based on Gardner's Socio-Educational Model (SEM) of language learning (2010). As such, the data showed only two types of motivation among the students: instrumental and integrative. According to the AMTB, eleven students registered an instrumental orientation index, while three registered an integrative orientation index. These
descriptive data were contradicted by the fact that only four students achieved a higher rating for instrumental motivation, while ten had a higher integrative rating. The instrumental reasons for learning a foreign language included getting a job, making more money, improving chances for college admission, and developing vocabulary. The integrative reasons for learning a foreign language that were revealed were being interested in the culture of those who spoke the foreign language and being able to communicate with others.

**Motivation to Continue**

Theme One (positive foreign language experiences), Theme Three (motivation), and Theme Four (opportunities to use the language authentically) inspired answers as to how students stay motivated to continue studying foreign languages after they have completed their graduation requirements. Students were inspired to persevere by being able to apply the language in such real life situations as understanding what native speakers were saying, applying the foundation of their foreign language to English, and helping speakers of the foreign language navigate through American governmental bodies. Students were also motivated by the breakthroughs they had in the foreign language and by seeing themselves as fluent users of their languages. Additionally, students were significantly motivated to continue by participating in foreign language programs or clubs and by the prospect of making more money or getting into the college of their choice.

**Discussion**

The findings of this study confirmed the existing research in some aspects and diverged from it in others. This study was conducted for the purpose of investigating why students persist in foreign languages on the high school level beyond graduation requirements. Interviews, classroom observations, and a modified version of the attitudes/Motivation Test Battery were
used to gather information on the phenomenon. Foreign or second language learning motivation was further examined by giving a voice to students who persisted in foreign language classes in high school. Their comments extended the findings of prior research. The discussion below is organized according to the theories on which this study was based.

**The Socio-Educational Model of Second Language Acquisition**

One of the main tenets of Gardner’s Socio-Educational Model (SEM) is that students with higher levels of integrative orientation are more likely to be successful and persist in second language learning than those who have higher levels of instrumental orientation (Gardner, 2010). However, only ten of the 14 participants in this study had higher integrative motives. Amadeo and Montague showed intense interest in learning about and being a part of Latin culture; however, they both had higher instrumental motives for persisting. Additionally, only three students had an integrative orientation index. The majority (8) of the students attributed their persistence to the effort they expended in learning their foreign languages. Of those eight, four had higher instrumental motives. These results from the descriptive AMTB data for this study diverged greatly from Gardner’s proposition, in that a higher integrative motive did not predict persistence in foreign language learning for the students at Septentrion High School.

All the students in this study gave both instrumental and integrative reasons for persisting with their foreign languages. Shenk (2011) found that instrumental and integrative orientations do not exist in isolation, a conclusion that coincides with Gardner’s assertion that integrative and instrumental orientation are on a spectrum rather than in a dichotomy. No student was motivated solely by one or the other.

Multiple studies have also found that students are usually more instrumentally motivated to learn and persist in learning a foreign language (Cho & Teo, 2014; Cochran et al., 2010;
Shenk, 2011; Yu, 2014). The results of this study are mixed in terms of this finding, because some students (4) who registered an instrumental orientation index had higher levels of the integrative motive. These conflicting results coincide with Masgoret and Gardner’s (2003) finding that the relationships among attitudes, orientations, motivation, and second language (L2) achievement are inconsistent at best and nonexistent at worst.

**Self-Determination Theory**

Self-Determination Theory (SDT) was founded on the basic premise that people will strive to better themselves if the atmosphere is conducive to self-improvement (Deci & Ryan, 2002). The most prominent indicator of students attempting to better themselves with regard to foreign language achievement is the amount of effort they expend when dealing with the language learning process, whether inside or outside the classroom context. Half of the students (7) in this study attributed their success to the efforts they put in for class. Such efforts included paying attention in class, applying the language outside the classroom, diligently writing and reviewing class notes, and committing to the practice and repetition needed to become fluent in a foreign language.

Another facet of SDT focuses on how the context in which students learn can lead them to feel encouraged or defeated (Deci & Ryan, 2002). The foreign language programs at Septentrion High School fostered a feeling of encouragement. All the participants in this study spoke positively about their foreign language learning experiences. Also, all but one had a positive perception of their current foreign language teachers. Additionally, most students (10) had low levels of class anxiety (<21) and a high interest in their foreign language (>50). Several studies that used SDT as a framework had similar findings, in that they showed that classes that stimulated competence, relatedness, and autonomy led to more self-determined activity that was
focused on persisting in the foreign language (Busse & Walter, 2013; Comanaru & Noels, 2009; Noels, 2001; Sugita McEown, Noels, & Saumure, 2014). Feelings of relatedness were also apparent in this study, given that some students (3) decided to continue studying because of friends who stayed in the program with them or because of the familiarity of the course. Students were able to connect some aspect of relatedness to learning the language, which, in turn, helped them to persist.

The concepts of intrinsic and extrinsic motivation are a part of SDT as well. Just as integrative and instrumental orientation exist on a continuum, so do intrinsic and extrinsic motivation. Noels, Pelletier, Clement, and Vallerand (2000) found that students who internalized reasons for learning the L2 persevered better than those who did not. This was also the case in the present study, where 13 of the 14 participants offered an intrinsic motivating factor for continuing their language studies. Additionally, students mentioned the language becoming harder as they moved to the higher levels. This difficulty was attributed to preparing for Advanced Placement exams and focusing on grammar more than hitherto. Since these students understood the reasons for the shift in teaching pedagogy, they still rated their teachers highly, just as the more self-determined students in Sugita McEown and Takeuchi’s (2014) study related better to their teachers and teaching practices.

**L2 Motivational Self System (L2MSS)**

The L2 learning experience proved to be a very important factor for the study participants. The environment in which they learned their languages contributed to each student’s persistence. All students described positive L2 learning experiences, and all but one rated their teachers highly (>40). In each class students had the opportunity to apply the language they were learning authentically through taking part in language competitions, having the
occasion to use the language to communicate in class, participating in Study Abroad opportunities, and using the language to help others. Being able to use the L2 in authentic situations enabled the students to imagine their ideal L2 selves (Papi & Adbollahzadeh, 2012), which is another element of the L2MSS. Four of them did so because their desire to become fluent in their languages of study was a motivating factor that pushed them to continue.

While the ideal L2 self is a positive image that motivates students to learn a second language because they see themselves as language learners, the ought-to L2 self represents what people think they ought to be in order to avoid negative consequences. If students are trying to reconcile their present selves with the ought-to L2 self, it is supposed to lead to higher levels of L2 anxiety (Papi & Adbollahzadeh, 2012; Peng, 2014). However, this was not the outcome in this study. Of the four students who reported high levels of class anxiety (>20), none expressed trying to avoid any negative consequences. While they did mention the difficulty of learning their languages at the higher levels, they all spoke positively of their experiences. Three of those four students desired to continue studying their language in college, and the fourth displayed genuine excitement about having the opportunity to immerse himself in the culture through learning the language.

**Implications**

The theoretical and empirical implications of the results of this study were previously addressed in the discussion section. This study indicates the necessity of more research regarding L2 motivation. Fourteen students who were taking level four or Advanced Placement foreign language classes took a second language motivational test battery, were interviewed and observed in their classes. Thus this study explored an underrepresented population in second language acquisition research as implied by Wesley (2012). Reported in this study were several
elements that inspired students to continue taking a foreign language after they had completed their graduation requirements, including the following:

- positive foreign language learning experiences
- exposure to the language of study before high school
- instrumental motivation
- integrative motivation
- and having the opportunity to use the language of study authentically.

This inquiry also connected students who persisted in studying a foreign language in high school to Gardner and Lambert’s 1972 Socio-Educational Model of motivation (as cited by Gardner, 2010), Deci and Ryan's (2002) Social Determination Theory (SDT), and Dörnyei's (2005) L2 Motivational Self System.

This study was multi-faceted in that it did not rely only on quantitative data to tell the story. The collective voices of these successful foreign language students were heard, and their feelings and experiences vis-à-vis the language learning process were noted. The information uncovered as a result of this investigation should be useful to administrators who have a desire to construct comprehensive foreign language programs that retain students throughout their high school careers, teachers who are interested in cultivating students who persist in studying a foreign language, and students who are interested in becoming proficient users of a second language.

**Educational Administrators**

**Exposure to the language of study before high school.** Educational administrators should be encouraged to create opportunities for more students to be exposed to foreign languages before high school, as were 13 of the 14 students in this study. Some students were
exposed informally by hearing the language spoken or by being members of language clubs, while others took formal classes in elementary or middle school. This early exposure led many of the students to seek out language study in high school. Adele and Malia had only to hear the language at a young age to be intrigued. Additionally, Jade and Piera were exposed to the perceived beauty of their prospective languages before high school. When Ria spoke about her middle school classes, she said, “It was a super fun class so I decided to take it in high school as well” (Interview with participant, 2016). This early exposure also helped students make informed decisions at an early age about the language they desired to study, thereby adding to the sense of autonomy that Deci & Ryan (2002) say is vital to students exhibiting self-determined behavior. Montague chose Latin over German, Amadeo chose Latin over Spanish, and Ponce chose Spanish over French, thereby making educated choices based on their opportunities to encounter these languages before being forced to make a decision in high school. Administrators should seek to provide these early language opportunities not only to increase contact hours with the language of study, but also to help students make choices and give them the chance to garner a budding appreciation for the language before they have to worry about earning credits for graduation.

**Motivation.** Administrators can also work with teachers to create spaces in which students become oriented to the various reasons for and benefits of taking a foreign language. All these students mentioned both instrumental and integrative reasons for continuing their language studies, while scoring rather high in measures of both orientations on the Attitudes/Motivation Test Battery with means of 20.6 and 22.4, respectively. Jevin stated, “I take Latin because I’m interested in a STEM major in college, and Latin-based vocabulary is really important as well as for the SATs” (Interview with participant, 2016), while Jax was motivated by the relationships
and connections that can be made with other cultures by knowing their language. Ponce was enrolled in Advanced Placement (AP) Spanish because he desired the college credit he would receive from passing the AP test, while Montague viewed studying Latin as a sort of time machine, noting, “It feels like I’m back in time with the Romans. That’s, like, the coolest experience” (Interview with participant, 2016).

Since students expressed both integrative and instrumental motivations, administrators can create spaces where students can be educated about the various reasons for studying a foreign language. These opportunities can take many forms. For example, a freshman orientation can be held where students are introduced to each language, and the top three instrumental reasons of college admission, better jobs, and applicability to other languages can be presented. Given that multiple students in this study mentioned that they would like to study abroad, administrators can plan study abroad trips that could be regularly presented to students as an incentive to continue with their languages beyond the graduation requirements. In order to aid student retention in foreign language programs, administrators could also work with teachers to have periodic check-ins with students who are already enrolled in foreign language classes. These check-ins could gauge student motivation and provide an opportunity to remind students about the many reasons why studying a foreign language is beneficial to them. Engaging former students in this process could yield greater results as well.

**Teachers**

**Learning environment.** Foreign language teachers should strive to create positive learning environments wherein students feel a sense of competence, relatedness, and autonomy ((Busse & Walter, 2013; Comanaru & Noels, 2009; Deci & Ryan, 2002; Noels, 2001; Sugita McEown, Noels, & Saumure, 2014). The students in this study noted that their teachers created
the types of learning environments that prior research says supports foreign language learners. Santiago said, “I really like their [the teachers’] hands-on approach and giving room to speak the language and not just write in books and stuff” (Interview with participant, 2016). Adele stated that her teacher was “interested in our opinions and stuff” (Interview with participant, 2016). Jevin stated, “I appreciate the way they teach it . . . we do have actual discussions in class in Latin and I think that helps a lot” (Interview with participant, 2016). Piera continued taking French so that she could stay with a teacher whom she described as able to “imbue the language with the life it deserves” (Interview with participant, 2016). Lastly, Montague said his Latin teacher used methods that helped him and his classmates to learn the language without knowing it. As described by students, the teachers at Septentrion enhanced their foreign language learning environments by creating opportunities for students to be successful in the language, enabling them to work with and develop relationships with classmates, and allowing them to contribute to the learning process through discussions, choice of assignments, and mutual sharing of ideas.

**Anxiety.** The affective filter hypothesis (as cited in Krashen, 2009) proposes that language students must be in low stress environments in order to lower the affective filter and enhance second language acquisition. The affective filter in the classrooms of the students in this study was, indeed, very low, as shown by classroom observations and results on the Attitudes/Motivation Test Battery. In the area of class anxiety, 12 students scored 20 points or below, and only two students reported very high (35) levels. In order to lower the affective filter and the amount of anxiety students feel around language learning, teachers can make it a point to create a classroom where students feel safe making mistakes in the language. Teachers can also cultivate a classroom culture where students feel supported, not only by the teacher, but by fellow students as well. This should be done by involving students in setting norms for the foreign language
classroom, doing team-building activities and playing games in the target language, and encouraging students who contribute positively to the class culture.

**Authentic usage of the second language.** In order to become proficient and persist in foreign language learning, students need to be able to use the language authentically. For example, the students at Septentrion High School had opportunities to participate in language competitions and language clubs. Jevin reported that being in Junior Classical League helped him realize that he wanted to continue studying Latin. Adele explained her experience at the German State competition in detail and with enthusiasm, constantly stating that the experience was “really cool” or “really fun.” The interactions she had at the competition helped her realize how awesome it was to study German. Additionally, each classroom visited employed communicative language practices whereby students were obligated to use the target language to share their desires and ideas.

Teachers should also strive to connect students with native speakers of the foreign language being taught. Rosa, for one, was able to participate in a Summer Abroad program where she traveled to Spain. She explained that the travel experience “made me really love the language even more.” Similarly, “Just being able to talk with other Spanish speakers and have them understand me and to be able to carry on a pretty good conversation [was great]” (Interview with participant, 2016) is what motivates Malia to continue studying Spanish. Jade is inspired to continue because she is able to understand her Spanish-speaking friends; she asserted, “A lot of my friends are Hispanic and I think it’s really funny when I can be like ‘I understand you’ [when they speak]” (Interview with participant, 2016). Ponce expressed his desire to be able to communicate with native speakers in Spanish by declaring, “If I were in a country where they spoke that language, I would have no problem getting around” (Interview with participant,
2016). Finally, Adele continues studying German because she wants to study abroad. Opportunities to interact with native speakers or other people who speak the languages students have been studying not only serves as a form of practice, but also as a form of motivation. Even students who had not had the opportunity to encounter native speakers felt encouraged to continue just by the possibility of being in those situations in the future.

**Students**

The participants in the present study gave several suggestions for students who are just beginning to study a foreign language in high school. Adele advised, “Pay attention to the basic grammar” (Interview with participant, 2016). Jevin also mentioned paying attention and studying grammar. Santiago told students to start taking language classes as early as possible. Montague told students to “repeat a lot” in order to remember what they are studying. Rosa’s statement coincided with Montague’s feelings, as she said, “Love the language and study on your own” (Interview with participant, 2016). Leila implored students to “be engaged in the classroom more so you don’t have to do a lot of work at home” (Interview with participant, 2016). Malia, Jade, Piera, Jax, and Ria advised students not to give up, due to the great rewards in the end. Ponce recommended that students watch Spanish television to help with language comprehension, while Amadeo insisted that paying attention in class and spending extra time with teachers is something beginning language learners should do.

All of the preceding statements imply that persisting in language learning is not only the responsibility of the teacher, but also that of the students, if they would like to succeed. Students were advised to pay attention, study, be resilient, and use available resources in order to become successful language learners.
**Limitations**

This multiple case study had some limitations that could be addressed in future research, namely: the data being self-reported, the small number of foreign languages covered, the restricted geographic location, the limited information garnered from the classroom observations, and the necessity of modifying the Attitudes/Motivation Test Battery (AMTB).

Fourteen students attending a large high school in a suburban area in the southeastern United States participated in this study. These students were 17- or 18-year-old seniors, all of them obviously high achievers, as exhibited by the number of advanced classes they were taking in addition to their advanced language course. Thus the population itself and the small geographical area are definite limitations.

Furthermore, the purpose of the classroom observations was to witness how students behaved in the foreign-language learning environment. Despite the fact that each student was observed intently, some of the observations did not yield useful data because of the structure of the classroom, which was restricted to helping students study for Advanced Placement exams. At the same time, it would not have been helpful to revisit the classes, because the structure would have remained intact, suggesting that it was likely that similar behaviors would have been observed.

The self-report nature of the data deriving from the interviews and the Attitudes/Motivation Test Battery is another limitation. Students could have given answers they thought would please the researcher; perceptions of classroom experiences and teachers could have been biased; and memories of past experiences may have been incorrect.

Lastly, the Attitudes/Motivation Test Battery had to be modified to fit the needs of this inquiry. The instrument was originally constructed to test the second-language motivation of
students studying French in Canada. Since the population in this research study was different, the AMTB had to be altered. The modifications might have led to some of the inconsistencies in the data derived from the instrument.

**Recommendations for Future Research**

This qualitative study was confined to one public school in one suburban area in the southeastern United States. Thus, in order to enhance the transferability of the results, it needs to be replicated with a larger sample of students and a wider geographic area that includes multiple schools. This study should also be replicated in private school and language school settings. It is possible that the results may differ in these settings, because students may be motivated by different factors.

This study also focused on students who decided to continue their foreign language studies beyond their graduation requirements. It would be beneficial to study students who did not decide to continue, in order to discover what hinders foreign-language learning motivation. The results of a study on such a population of students would add another layer to the findings uncovered by this inquiry, which could further drive policy decisions regarding the implementation of foreign language programs that produce students fluent in their languages of study.

A longitudinal study of students studying foreign languages in U.S. schools needs to be done. This study would follow students from their first formal foreign language class to their last, in order to give a voice to them over the course of their foreign language careers. A longitudinal study could examine how motivation oscillates through the years, what attributes are displayed by students who persist, and what factors hindered students who did not continue. A smaller-scale longitudinal study could follow students through their final year in order to gather
observation data from different points in the school year. Students may behave differently or the class structure may not be so regimented at different data gathering points throughout the year.

**Summary**

This investigation examined multiple facets of second language motivation and learning. High school students were able to voice their feelings about their foreign language experiences and explain in detail what kept them in their foreign language programs until their senior year. The use of classroom observations and a motivational survey added further depth to the knowledge gleaned from the student interviews.

The results of this study are not unlike those from previous research, or from my previous classroom experiences. While it seemed that all the students had a certain amount of determination that helped them persist in learning a foreign language, much of the data pointed towards their overall learning experiences as motivation for continuing. These students thrived because they were exposed to the language early and had teachers who used communicative methods of language instruction, providing authentic situations in which to use the foreign language. Moreover, the teachers generally cared about the success of the students in their classes and on the Advanced Placement exams; in addition, they created an atmosphere in which students felt a sense of community in the classroom. Teachers provided spaces in which students could see themselves as speakers of the languages they studied and, when they could, also afforded students the necessary opportunities to use the language authentically. As a Spanish teacher, I have experienced the same shifts in student attitudes, as my teaching methods and philosophies have been transformed through the years. When I think about the days that I taught directly from a textbook, following every grammar point and making my students complete dozens of verb charts, I cringe. The results of this study actually made me feel bad for the
students I taught before I learned another way. All the students in this study were learning how to use their language to communicate. As language teachers, we are clearly responsible for creating an environment that fosters the students’ need to communicate. If we fail to do this, we are not only impeding the language development of individual students, but we are also stunting the growth of the language programs in our schools.
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APPENDIX A: INTERVIEW GUIDE

Time: 

Date: 

Location: 

Interviewer: 

Interviewee: 

Position of the interviewee: 

Overall affect of the interviewee: 

Questions: 

1. Background 
   a. Ethnicity: 
   b. Gender: 
   c. Age: 
   d. First Language: 
   e. Language spoken at home: 

2. Describe the first time you were exposed to (insert foreign language). 

3. Describe the first time you began learning (insert foreign language) in school. 

4. Why did you continue taking (insert foreign language) classes even though you have satisfied the graduation requirement? 

5. How do you stay motivated to continue? 

6. Describe an event(s) that helped you realize you wanted to continue learning (insert foreign language). 

7. What do you like about learning (insert foreign language)?
8. What do you dislike about learning (insert foreign language)?

9. Describe two or three big successes or breakthroughs you have had in (insert foreign language)?

10. What obstacles have you had to overcome in learning (insert foreign language)?

11. How would you describe your work ethic?

12. How does your work ethic help/hinder your (insert foreign language) studies?

13. What advice would you give to a student who is just starting language study?

14. What advice would you give to a student who is thinking about stopping after the fulfillment of the graduation requirements?

15. How do you feel about studying (insert foreign language) in college?

16. Is there anything else you would like to mention about your foreign language journey?

17. Is there anything else you would like to mention about your foreign language experiences?

18. Do you have any questions for me?
Hello, Mr./Ms. ______________________,

My name is Tameka Allen. I am a Spanish teacher in Atlanta and a Doctoral candidate at Liberty University. I am conducting a study, and your school is an ideal research site due to the variety and levels of foreign language learning opportunities you offer.

The purpose of my study is to investigate the factors that contribute to the persistence of successful foreign language learners who continue studying a foreign language beyond the graduation requirements of their high schools. At this stage in the research, foreign language is defined as a second language learned in high school by students whose first language is English. My central research question is: Why do some high school students persist in learning a language beyond the graduation requirements?

Participants will be asked to attend an informational session, complete a questionnaire that measures their levels of foreign language motivation, participate in at least two 30-minute interviews, and be observed in their foreign language classes twice. Students will also receive $50 in gift cards once the study is completed.

My research will not interrupt your school day, and I do not foresee any circumstances in which students will have to miss any classes due to my study. The identities of the school, the district, and all participants will be protected in the final research report.
May I please utilize your school to conduct my research? Data collection will occur during the first semester, and I may have to visit students during the second semester in order to review their responses and my results. I will also provide a copy of the final report to your administration.

Thank you for your consideration.

Please email or call me at 813-610-0749 if you have any questions.

Sincerely,

Tameka D. Allen
Liberty University
Doctoral Candidate
APPENDIX C: EMAIL TO TEACHERS

Hello, Mr./Ms. ________________.

My name is Tameka Allen. I am a Spanish teacher in Atlanta and a Doctoral candidate at Liberty University. I am conducting a study and I need your help in soliciting participants.

The purpose of my study is to investigate the factors that contribute to the persistence of successful foreign language learners choosing to continue studying a foreign language beyond the graduation requirements of their high schools. At this stage in the research, foreign language is defined as a second language learned in high school by students whose first language is English. My central research question is: Why do some high school students persist in learning a language beyond the graduation requirements?

In order to conduct my research, I need to speak with students who are presently taking a level IV foreign language class or higher. They need to have also earned a B or higher in their level III class. Can you please explain my study to your level IV and AP classes and hand out consent forms to interested students? Once you have made contact with the students and their parents, they will be able to contact me directly to express their interest in participating.

Participants will be asked to attend an informational session, complete a questionnaire that measures their levels of foreign language motivation, participate in at least two 30-
minute interviews, and be observed in their foreign language classes twice so that I can see how they behave in the foreign language environment. Students will also receive $50 in gift cards once the study is completed.

Thank you so much for your help.

Please email or call me at 813-610-0749 if you have any questions.

Sincerely,

Tameka D. Allen

Liberty University

Doctoral Candidate
Hello, Mr./Ms. ____________,

Thank you so much for your interest in my study. Once again, my name is Tameka Allen. I am a Spanish teacher in Atlanta and a Doctoral candidate at Liberty University. I am conducting a study, and your child has been identified by his/her teacher as a potential candidate.

I know that you may have many questions about the study, its significance, and the time requirement for your child. Therefore, I am inviting you and your child to a general information session, which will be held at Septentrion High School in Room _______ on ________________ at ______ p.m. Please have your child bring a computer or tablet with internet capabilities to this session.

It is very important that you and your child attend this session together, because your child will be completing the foreign language motivational questionnaire and I need you and your child to sign some documents that are required for participation.

I do realize that many people have different schedules, so if you cannot attend the session on ________________ at ______ p.m., please email me at tbradley18@Liberty.edu or call me at 813-610-0749, so we can set up another time to administer the questionnaire and collect the required documents.
Thank you so much for your time and consideration. Please email or call me at 813-610-0749 if you have any questions.

Sincerely,

Tameka D. Allen

Liberty University

Doctoral Candidate
APPENDIX E: CONSENT FORM

The Factors that Contribute to the Success of High School Students Who Study a Foreign Language beyond Graduation?

Requirements: A Multiple Case Study

Tameka D. Allen

Liberty University

College of Education

Your child has been invited to be in a research study of students who have been successful in foreign language classes in high school. Your child was selected as a possible participant because he/she has attained a B or higher grade in his/her level III foreign language course. I ask that you read this form and ask any questions you may have before agreeing to let your child be in the study.

Tameka D. Allen, a doctoral candidate in the College of Education at Liberty University, is conducting this study.

Background Information

The purpose of this multiple case study is to investigate the factors that contribute to the persistence of successful foreign language learners in choosing to continue studying a foreign language beyond the graduation requirements of their high schools. At this stage in the research, foreign language is defined as a second language learned by students whose first language is English.
**Procedures:**

If you agree to let your child participate in this study, I would ask him/her to do the following things:

1. Complete a questionnaire about his/her motivations for studying a foreign language.
2. Answer interview questions about his/her foreign language learning experiences.
3. Participate in two 30-minute classroom observations in which I will observe his/her interactions with others and relevant learning styles.

**Risks and Benefits of Being in the Study:**

The risks of this study are minimal – no more than what your child might encounter on a daily basis if he/she were telling a story to someone.

While your child may not benefit directly from the study, it possible that this study will contribute to improvements in high school foreign language programs based on knowledge acquired from your child’s individual experience in foreign-language learning.

**Compensation:**

Your child will receive payment in the form of $50 worth of gift cards for his/her participation in this study. Your child will receive a $10 gift card after he/she completes the motivational questionnaire during the initial information session, and another $40 gift card at the conclusion of the study.

**Confidentiality:**

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a particular participant.

Research records will be stored securely, and only the researcher will have access to the records. Recordings of interviews and observation notes will be kept in a locked filing cabinet to which I
will be the only person with a key. The motivation questionnaire data will be secured online and I alone will be able to access it with a username and password. All records of participation will be destroyed after the study is defended. Due to the fact that I am conducting classroom observations, your child’s teacher and other students may be aware of his/her participation in the study. However, this knowledge will not interfere with the educational priorities of your child.

**Voluntary Nature of the Study**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University, your child’s school, or the school district. If you decide to participate, you are free not to answer any question or withdraw at any time without affecting those relationships.

**How to Withdraw from the Study**

If at any time you or your child chooses to withdraw from the study, please contact the researcher by email or phone. Once your child has withdrawn, any data collected will be promptly destroyed and will not be used in the final research report.

**Contacts and Questions**

The researcher conducting this study is Tameka D. Allen. You may ask any questions you have now. If you have questions later, you are encouraged to contact her at 813-610-0749 or tbradley18@liberty.edu or her advisor, Dr. Deanna Keith, at 434-582-2417 or dlkeith@liberty.edu

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or her advisor, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Suite 1837, Lynchburg, VA 24515, or by email at irb@liberty.edu.
Please notify the researcher if you would like a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

☐ The researcher has my permission to audio-record and video-record my child as part of his/her participation in this study.

Signature: ___________________________________________ Date: _____________

Signature of parent or guardian: ____________________________ Date: _____________

(If minors are involved)

Signature of Investigator: ________________________________ Date: _____________
Hello Dr. Gardner,

My name is Tameka Allen. I am a doctoral candidate at Liberty University in Lynchburg Virginia and I will be conducting a qualitative study about high school students who study foreign languages. I am using the Socio-educational model as one of my theoretical frameworks and as such I will be looking at the motivational aspects of the students I talk to.

I am writing you in order to request permission to use your Attitudes/Motivation Test Battery in my doctoral research. The purpose of my study is to investigate the factors that contribute to the persistence of successful foreign language learners who choose to continue studying a foreign language beyond their high school graduation requirements. The AMTB will help me answer my third research questions which is, what types and levels of motivation do these students possess?

Thank you so much for your time and consideration. I look forward to hearing from you.

Tameka D. Allen EdS
Doctoral Candidate
Liberty University
Hello Tameka Allen

Thank you for your email. This will confirm that you have my authorization to use, adapt, translate and print the AMTB for your research. The English version is available on my webpage (see address in my signature file below), as is a table identifying the items in each of the scales. I recommend that you use backward translation based on two independent translators who then meet to resolve any discrepancies. Also, depending on your circumstance it may be necessary to substitute some new items, and if so, you should attempt to maintain the intent of the relevant scale. Also, once the data have been collected, I recommend that Cronbach reliability coefficients be computed for each scale to ascertain that they retain the level of internal consistency of the original version of the AMTB scales. Information about the reliability and validity of these scales for 8 samples from Europe is available in the following publication:


Additional information on reliability and validity for 4 samples from Japan and Brazil, as well as other information about the European samples, and the history and overall aims of our research is available in the following publication:


I might add that although the AMTB contains scales to assess both integrative and instrumental orientations, these are not considered motivations in my framework. Motivation is much more complex as indicated in the two publications referred to above. I hope this information will be of use to you. Good luck with your research.

R.C. Gardner, Ph.D.
Professor Emeritus
Department of Psychology
University of Western Ontario
London, Ontario, Canada, N6A 5C2
Webpage: http://publish.uwo.ca/~gardner/
On 17/05/2015 1:44 PM, Allen, Tameka Danielle wrote:
APPENDIX H: MODIFIED ATTITUDES/MOTIVATION TEST BATTERY

This battery is being administered to students who are studying Latin, Spanish, German, or French. Please answer all of the questions with the foreign language you study in mind.

Seven-point Likert Scale items

Please give your immediate reactions to each of the following items. Don’t waste time thinking about each statement. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that we obtain your true feelings.

Rate each item on the following scale

1 - strongly disagree 2 - moderately disagree 3 – slightly disagree
4 – neutral 5 – slightly agree 6 – moderately agree
7 – strongly agree

Attitudes toward speakers of my foreign language

1. Latin/German/Spanish/French people are very sociable, warm-hearted and creative people.

2. I would like to know more Latin/German/Spanish/French people.

3. Latin/German/Spanish/French people add a distinctive flavor to the American culture.

4. Americans should make a greater effort to learn Latin/German/Spanish/French.

5. The more I get to know Latin/German/Spanish/French people, the more I want to be fluent in their language.

6. Some of our best citizens are of Latin/German/Spanish/French descent.
7. The Latin/German/Spanish/French heritage is an important part of our American identity.
8. If the United States should lose the Latin/German/Spanish/French culture of Georgia, it would be a great loss.
9. Most Latin/German/Spanish/French people are so friendly and easy to get along with that the U.S. is fortunate to have them.

**Interest in Foreign languages**

1. If I were visiting a foreign country, I would like to be able to speak the language of the people.
2. Even though the U.S. is relatively far from countries speaking other languages, it is important for Americans to learn foreign languages.
3. I wish I could speak another language perfectly.
4. I want to read the literature of a foreign language in the original language rather than in a translation.
5. I often wish I could read newspapers and magazines in another language.
6. I would really like to learn a lot of foreign languages.
7. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.
8. I would study a foreign language in school even if it were not required.
9. I enjoy meeting and listening to people who speak other languages.
10. Studying a foreign language is an enjoyable experience.
Attitudes towards learning Latin/German/Spanish/French

1. Learning Latin/German/Spanish/French is really great.

2. I really enjoy learning Latin/German/Spanish/French.

3. Latin/German/Spanish/French is an important part of the school program.

4. I plan to learn as much Latin/German/Spanish/French as possible.

5. I love learning Latin/German/Spanish/French.

6. I hate Latin/German/Spanish/French.

7. I would rather spend my time on subjects other than Latin/German/Spanish/French.

8. Learning Latin/German/Spanish/French is a waste of time.

9. I think learning Latin/German/Spanish/French is boring.

10. When I leave school I will give up studying Latin/German/Spanish/French entirely because I am not interested in it.

Integrative Orientation

1. Studying Latin/German/Spanish/French is important to me because it will allow me to be more at ease with people who speak Latin/German/Spanish/French.

2. Studying Chinese/Spanish/French can be important for me because it will allow me to meet and converse with more and varied people.

3. Studying Latin/German/Spanish/French can be important for me because it will enable me to better understand and appreciate Latin/German/Spanish/French art and literature.

4. Studying Latin/German/Spanish/French can be important for me because I will be able to participate more freely in the activities of other cultural groups.
Instrumental Orientation

1. Studying Latin/German/Spanish/French is important to me only because I need it for my future career.
2. Studying Latin/German/Spanish/French is important to me because it will make me a more knowledgeable person.
3. Studying Latin/German/Spanish/French is important to me because I think it will be useful in getting a good job someday.
4. Studying Latin/German/Spanish/French is important to me because other people will respect me more if I have knowledge of a foreign language.

Foreign Language Class Anxiety

1. It embarrasses me to volunteer answers in our Latin/German/Spanish/French class.
2. I never feel quite sure of myself when I am speaking in our Latin/German/Spanish/French class.
3. I always feel that the other students speak Latin/German/Spanish/French better than I do.
4. I get nervous and confused when I am speaking in my Latin/German/Spanish/French class.
5. I am afraid the other students will laugh at me when I speak Latin/German/Spanish/French.

Parental Encouragement

1. My parents try to help me with Latin/German/Spanish/French.
2. My parents feel that I should continue studying Latin/German/Spanish/French all through school.

3. My parents think I should devote more time to my Latin/German/Spanish/French studies.

4. My parents really encourage me to study Latin/German/Spanish/French.

5. My parents show considerable interest in anything to do with my Latin/German/Spanish/French course.

6. My parents encourage me to practice my Latin/German/Spanish/French as much as possible.

7. My parents have emphasized the importance Latin/German/Spanish/French will have for me when I leave school.

8. My parents feel that I should really try to learn Latin/German/Spanish/French.

9. My parents urge me to seek help from my teacher if I am having problems with my Latin/German/Spanish/French.

**Multiple Choice Items**

Please answer the following items by circling the letter of the alternative that appears most applicable to you. We would urge you to be as accurate as possible, since the success of this investigation depends on it.

**Motivational Intensity**

1. I actively think about what I have learned in my Latin/German/Spanish/French class:
   
   a. Very frequently
   
   b. Hardly ever
   
   c. Once in a while
2. If Latin/German/Spanish/French were not taught in school, I would:
   a. Pick up Latin/German/Spanish/French in everyday situations (i.e., read Latin/German/Spanish/French books and newspapers, try to speak it whenever possible, etc.).
   b. Not bother learning Latin/German/Spanish/French at all.
   c. Try to obtain lessons in Latin/German/Spanish/French somewhere else.

3. When I have a problem understanding something we are learning in Latin/German/Spanish/French class, I:
   a. Immediately ask the teacher for help.
   b. Only seek help just before the exam.
   c. Just forget about it.

4. When it comes to Latin/German/Spanish/French homework, I:
   a. Put some effort into it, but not as much as I could.
   b. Work very carefully, making sure I understand everything.
   c. Just skim over it.

5. Considering how I study Latin/German/Spanish/French, I can honestly say that I:
   a. Do just enough work to get along.
   b. Will pass on the basis of sheer luck or intelligence because I do very little work.
   c. Really try to learn Latin/German/Spanish/French.

6. If my teacher wanted someone to do an extra Latin/German/Spanish/French assignment, I would:
   a. Definitely not volunteer.
   b. Definitely volunteer.
c. Only do it if the teacher asks me directly.

7. After I get my Latin/German/Spanish/French assignments back, I:
   a. Always rewrite them, correcting mistakes.
   b. Just throw them in my desk and forget about them.
   c. Look over them, but don’t bother correcting my mistakes.

8. When I am in Latin/German/Spanish/French class, I:
   a. Volunteer as many answers as possible.
   b. Answer only the easier questions.
   c. Never say anything.

9. If there were a local Latin/German/Spanish/French T.V. station, I would:
   a. Never watch it.
   b. Turn it on occasionally.
   c. Try to watch it often.

10. When I hear a German/Spanish/French song on the radio, I:
    a. Listen to the music, paying attention only to the easy words.
    b. Listen carefully and try to understand all the words.
    c. Change the station.

Desire to learn Latin/German/Spanish/French

1. During Latin/German/Spanish/French class I would like:
   a. To have a combination of Latin/German/Spanish/French and English spoken.
   b. To have as much English as possible spoken.
   c. To only have Latin/German/Spanish/French spoken.
2. If I had the opportunity to speak Latin/German/Spanish/French outside of school, I would:
   a. Never speak it.
   b. Speak Latin/German/Spanish/French most of the time, using English only if really necessary.
   c. Speak it occasionally, using English whenever possible.

3. Compared to other courses, I like Latin/German/Spanish/French
   a. The most.
   b. The same as the others.
   c. Least of all.

4. If there were a Latin/German/Spanish/French club at my school, I would:
   a. Attend meetings once in a while.
   b. Be most interested in joining.
   c. Definitely not join.

5. If it were up to me whether or not to take Latin/German/Spanish/French, I:
   a. Would definitely take it.
   b. Would drop it.
   c. Don’t know whether I would take it or not.

6. I find studying Latin/German/Spanish/French:
   a. Not interesting at all.
   b. No more interesting than most subjects.
   c. Very interesting.
7. If the opportunity arose and I knew enough Latin/German/Spanish/French, I would watch Latin/German/Spanish/French TV shows:
   a. Sometimes.
   b. As often as possible.
   c. Never.
8. If I had the opportunity to see a Latin/German/Spanish/French play, I would:
   a. Go only if I have nothing else to do.
   b. Definitely go.
   c. Not go.
9. If there were Latin/German/Spanish/French families in my neighborhood, I would:
   a. Never speak Latin/German/Spanish/French to them.
   b. Speak Latin/German/Spanish/French with them sometimes.
   c. Speak Latin/German/Spanish/French with them as much as possible.
10. If I had the opportunity and knew enough Latin/German/Spanish/French, I would read Latin/German/Spanish/French magazines and newspapers (either in print or online):
    a. As often as I could.
    b. Never.
    c. Not very often.

**Orientation Index**

1. I am studying Latin/German/Spanish/French because:
   a. I think it will be useful in getting a good job.
b. I think it will prepare me to better understand Latin/German/Spanish/French and their way of life.

c. It will allow me to meet and converse with more and varied people.

d. Knowledge of two languages will make me a better-educated person.
Semantic Differential Assessments of My Language Teacher and My Language Course

INSTRUCTIONS

The purpose of this part of the questionnaire is to determine your ideas and impressions about your Latin/German/Spanish/French course and your Latin/German/Spanish/French teacher. We call these things concepts. In answering this section, you will be asked to rate these concepts on a number of scales. On the following pages, there is a concept given at the top of the page, and below that a group of scales. You are to rate each concept on each of the scales in order.

Following is how you are to use the scales.

If the word at either end of the scale very strongly describes your ideas and impressions about the concept at the top of the page, you would place your checkmark as shown below:

friendly __ X__:____:____:____:____:____:____:____:____ unfriendly

If the word at either end of the scale describes somewhat your ideas and impressions about the concept (but not strongly so), you would place your checkmark as follows:

dangerous ______:____:____:____:____:____:____:____:____ safe

dangerous ______:____:____:____:____:____:____:___ X:____:____ safe

If the word at either end of the scale only slightly describes your ideas and impressions about the concept, you would place your checkmark as follows:

fast ______:____:____:____:____:____:____:____:____ slow

fast ______:____:____:____:____:____:____:____:____ slow

If the word at either end of the scale doesn’t seem to be at all related to your ideas and impressions about the concept, you would place your checkmark as follows:

useful ______:____:____:____:____:____:____:____:____ useless
MY LANGUAGE TEACHER

efficient ______:______:______:______:______:______:______: inefficient
insensitive ______:______:______:______:______:______:______: sensitive
cheerful ______:______:______:______:______:______:______: cheerless
competent ______:______:______:______:______:______:______: incompetent
insincere ______:______:______:______:______:______:______: sincere
unapproachable ______:______:______:______:______:______:______: approachable
pleasant ______:______:______:______:______:______:______: unpleasant
trusting ______:______:______:______:______:______:______: suspicious
incapable ______:______:______:______:______:______:______: capable
tedious ______:______:______:______:______:______:______: fascinating
friendly ______:______:______:______:______:______:______: unfriendly
exciting ______:______:______:______:______:______:______: dull
organized ______:______:______:______:______:______:______: disorganized
unreliable ______:______:______:______:______:______:______: reliable
unimaginative ______:______:______:______:______:______:______: imaginative
impatient ______:______:______:______:______:______:______: patient
polite ______:______:______:______:______:______:______: impolite
colorful ______:______:______:______:______:______:______: colorless
unintelligent ______:______:______:______:______:______:______: intelligent
good ______:______:______:______:______:______:______: bad
industrious ______:______:______:______:______:______:______: unindustrious
boring ______:______:______:______:______:______:______: interesting
dependable ______:______:______:______:______:______:______: undependable
disinterested ______:______:______:______:______:______:______: interested
inconsiderate ______:______:______:______:______:______:______: considerate
MY LANGUAGE COURSE

meaningful ______:______:______:______:______:______:______: meaningless
enjoyable ______:______:______:______:______:______:______: unenjoyable
monotonous ______:______:______:______:______:______:______: absorbing
effortless ______:______:______:______:______:______:______: hard
awful ______:______:______:______:______:______:______: nice
interesting ______:______:______:______:______:______:______: boring
good ______:______:______:______:______:______:______: bad
simple ______:______:______:______:______:______:______: complicated
disagreeable ______:______:______:______:______:______:______: agreeable
fascinating ______:______:______:______:______:______:______: tedious
worthless ______:______:______:______:______:______:______: valuable
necessary ______:______:______:______:______:______:______: unnecessary
appealing ______:______:______:______:______:______:______: unappealing
useless ______:______:______:______:______:______:______: useful
elementary ______:______:______:______:______:______:______: complex
pleasurable ______:______:______:______:______:______:______: painful
educational ______:______:______:______:______:______:______: noneducational
unrewarding ______:______:______:______:______:______:______: rewarding
difficult ______:______:______:______:______:______:______: easy
satisfying ______:______:______:______:______:______:______: unsatisfying
unimportant ______:______:______:______:______:______:______: important
pleasant ______:______:______:______:______:______:______: unpleasant
exciting ______:______:______:______:______:______:______: dull
clear ______:______:______:______:______:______:______: confusing
colorful ______:______:______:______:______:______:______: colorless
APPENDIX I: CLASSROOM OBSERVATION GUIDE

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<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>Time:</td>
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<td>Participant:</td>
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<tr>
<td>Language and Level:</td>
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<td>Form _____ of ______</td>
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Note: A diagram of the classroom layout is on the back of this form.

<table>
<thead>
<tr>
<th>Interaction with teacher:</th>
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<th>Interaction with peers:</th>
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<th>Voluntary participation:</th>
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<tr>
<th>Other notes:</th>
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<tbody>
<tr>
<td>Interviewer</td>
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<td>-------------------</td>
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<tr>
<td>Adele</td>
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<td>Interviewer</td>
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<tr>
<td>Interviewer</td>
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<tr>
<td>Adele</td>
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</tbody>
</table>
Interviewer: Okay.

Adele: So I usually learn from those as well and then, like, I’ll find books and music that I really like.

Interviewer: And what do you dislike about learning German?

Adele: Uh, some of the grammar and pronunciation gets really weird occasionally. And it’s, like, we’ll be trying, I’ll be trying, to say something, but my brain is so wired into the English and the German’s usually pretty close. So, like, if I was trying to say without, like, sometimes I might say mit aus and (…) will just be like it’s ohne, because it sounds like it should be one way but it’s actually something entirely different, so false cognates and stuff like that tend to turn up a lot in German and it just makes it a bit confusing sometimes.

Interviewer: Okay. And what are two or three really big successes you’ve had while studying German that you were, like, this is awesome?

Adele: Uh, well, last year at State German Convention I got gold in every single one of my competitions.

Interviewer: OH, wow!

Adele: And then, that was a major surprise for me, I did not see that coming. And then I also placed gold on the national exam last year.

Interviewer: Okay, and what does, what happens at the State German Convention?

Adele: That’s basically all the German nerds in the state from a certain group of schools come together and compete in German culture and language. So, like, the competitions I normally did, uh, first year I did poetry. So poetry recitation, they give you a poem or a song or something and you recite it, uh, quiz bowl which is really fun. It’s in English, but it’s a cultural thing.

Interviewer: Okay.

Adele: And then trivia test. It’s like a written quiz bowl type thing, only it’s over a bunch of different topics and quiz bowl usually has a theme. And then, like, a written test, which is you get a test, which is, I guess, the former national exam, and they have you, like, it’s basically the reading portion of the test, so you read it and answer questions on it. And it’s really cool, so, like, the first day you just hang out and meet other people from different schools and practice for your competitions the next day. But it’s really fun.

Interviewer: Oh, that is cool. What advice would you give to a student who is just starting to learn, to study German.

Adele: I would give them the advice of definitely pay attention to the basic grammar like the articles that go with words and everything because that will come back to screw you over if you don’t, and be careful of false cognates. Be very careful with, like, bald and ball, because bald means soon or, like, Gift, which is poison. That kind of stuff will completely screw you [laughter].

Interviewer: Oh. How did you figure out those false cognates? I’m sure, like, you didn’t get a whole list in the beginning.

Adele: Yeah. There are some, like […] will tell you some, like, uh, when she was doing cognates, she was, like, thorn and dorn are similar. But, like, some of this stuff, you kind of just pick up on the internet. So, like, I found out about the Gift thing from, like, randomly doing German word searches on the internet. So, yeah.
after two years?

<table>
<thead>
<tr>
<th>Adele</th>
<th>Um, well, it really depends, like, if they’re not really into it, then there’s not much I can really say to them as far as, you know, don’t drop it. But if they were into it a lot, it’s actually really beneficial to you in the end, and just keep working at it. It’s not something that you should give up, because it’s a rarer language, so it’ll benefit you more.</th>
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<tbody>
<tr>
<td>Interviewer</td>
<td>What are some of those specific benefits you think you could list for a person you are giving advice to?</td>
</tr>
<tr>
<td>Adele</td>
<td>Like, we’ve seen, we’ve seen, like, charts and stuff, uh, statistics where if you have two or more … if you have two languages, English is one of them, the other ones that are commonly learned in the U.S. would be Spanish the most. and then French. And since, in the U.S. at least, you’d have to be competing with native speakers of Spanish …</td>
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<tr>
<td>Interviewer</td>
<td>H’mmm, h’mmm.</td>
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<tr>
<td>Adele</td>
<td>… you wouldn’t really be competing so much with native speakers of German, so you’ll be more valuable as a job – uh, I forgot the word for it.</td>
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<tr>
<td>Interviewer</td>
<td>Prospect, job prospect?</td>
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<tr>
<td>Adele</td>
<td>Yes, job prospect, so it’s a possibility of making more money. And then, I mean it’s a really good language to learn, like, if you’re just dropped off in the middle of Europe somewhere, German’s still a pretty co- … German’s a pretty common language. Like, if you got dropped off in Poland, there’s not much of a chance you’ll speak Polish, but it’s … German is the most popular foreign language in Poland right now, so you go there and you don’t die completely if you get in a place where someone doesn’t speak English.</td>
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<tr>
<td>Interviewer</td>
<td>And, um, what obstacles have you had to overcome in learning, uh, German? So I know you mentioned the cognate thing and, um, making sure that people pay attention to some of the foundations of it basically, but what other obstacles have you encountered?</td>
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<tr>
<td>Adele</td>
<td>Um, as I said the grammar gets really hard for me sometimes, and that’s because I tend to get confused with, like, uh, dative case and accusative case and stuff like that.</td>
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<tr>
<td>Interviewer</td>
<td>What do those mean? (laughter)</td>
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<tr>
<td>Adele</td>
<td>(laughter) That’s, like, particular sentence order and one refers to … what is it? One is the, uh, direct object, the other’s the indirect object. And I can never tell which one I’m supposed to be using.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Okay.</td>
</tr>
<tr>
<td>Adele</td>
<td>Usually I’m guessing and that … and depending on what case you’re in, the entire sentence structure can change.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Oh.</td>
</tr>
<tr>
<td>Adele</td>
<td>And so there’s also things where, like, there’s certain, uh, like subordinating clauses change the entire second half of a sentence around.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>H’mmm, h’mmm.</td>
</tr>
<tr>
<td>Adele</td>
<td>So it’s, for me, it’s grammar that I need to work on and get better at.</td>
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<tr>
<td>Interviewer</td>
<td>And how have you been working on trying to get better on that?</td>
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<tr>
<td>Adele</td>
<td>Usually I practice on dual lingo, and reading usually helps, because if I see it then I can, you know, apply it a bit better.</td>
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<tr>
<td>Interviewer</td>
<td>H’mmm, h’mmm. Hey, how do you describe your work ethic overall?</td>
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<tr>
<td>Adele</td>
<td>Uh, my work ethic, it usually depends. Because, like, sometimes I’ll be really into doing stuff and other times I’m just, like, I don’t even want to move.</td>
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<tr>
<td>Interviewer</td>
<td>How does that type of work ethic help or hinder your German study?</td>
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<tr>
<td>Adele</td>
<td>It usually … It’ll hinder me a lot because I can … I’ll usually be a bit better at pushing myself with, like, vocabulary and stuff like that, vocabulary and culture, but I’m a bit more I don’t feel like doing this when it comes to stuff I get bored about which is grammar</td>
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<tr>
<td>Interviewer</td>
<td>Yeah.</td>
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<tr>
<td>Adele</td>
<td>So it’s kind of a win-lose situation.</td>
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<tr>
<td>Interviewer</td>
<td>How do you feel about studying German in college?</td>
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<tr>
<td>Adele</td>
<td>I think I’m going to do it. There’s a lot more options for classes and some of them will have book study or movies.</td>
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<tr>
<td>Interviewer</td>
<td>Is there anything you would like to mention about your German learning journey?</td>
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<tr>
<td>Adele</td>
<td>Other than it’s been really fun? Unh-unh. Not really. (laughter)</td>
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<tr>
<td>Interviewer</td>
<td>Okay, so, um, how would you describe your … well, have you ever learned any languages other than German?</td>
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<tr>
<td>Adele</td>
<td>Uh, I’ve been in classes for other languages, but that was when I was, I was a lot younger and it was harder for me to….</td>
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<tr>
<td>Interviewer</td>
<td>And do you happen to remember any of those experiences?</td>
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<tr>
<td>Adele</td>
<td>I wasn’t really as motivated when I was taking those, like when I was taking Spanish I was really little, so I didn’t remember, and when I was doing Mandarin I couldn’t pay attention because the teacher was boring.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>And do you have any questions for me?</td>
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<tr>
<td>Adele</td>
<td>No.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Thank you very much.</td>
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<tr>
<td>Interviewer</td>
<td>Please state your name, age, and grade for me.</td>
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<tr>
<td>Amadeo</td>
<td>My name is Amadeo. I am a senior in Septentrion High School and I am 18 years old.</td>
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<tr>
<td>Interviewer</td>
<td>And what is your first language?</td>
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<tr>
<td>Amadeo</td>
<td>My first language, uh, it’s complicated.</td>
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<tr>
<td>Interviewer</td>
<td>Okay.</td>
</tr>
<tr>
<td>Amadeo</td>
<td>My first language that I started speaking with my mom was Urdu, but I learned English very quickly because my parents immigrated before I was born and I screw up pretty much speaking English, but at home we still speak Urdu.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>And what language are you currently studying?</td>
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<tr>
<td>Amadeo</td>
<td>I’m studying Latin.</td>
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<tr>
<td>Interviewer</td>
<td>What made you want to study Latin?</td>
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<tr>
<td>Amadeo</td>
<td>Uh, early on Latin kind of drew me, because I had a class of it. I had a class of both Latin and Spanish in middle school. And when I, when it came time to register for classes, I thought, well, my Spanish education, I didn’t really like how Spanish was portrayed as, like, a very … it was very utilitarian in the way it was taught. It was taught as, like, this is used to communicate with other people. It’s a skill that you learn. But Latin was taught more as, like, an explorative class. Because it is a dead language in some aspects, so the way that we learned it was more interactive with the language itself, and that is what drew me to the Latin courses here at Parkview.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Okay. Um, how would you, when you think about learning Latin in middle school, you said it was more interactive, more exploratory, as opposed to what you’re doing now, how has that learning process changed?</td>
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<tr>
<td>Amadeo</td>
<td>Uh, in AP Latin, we’re doing a lot more with analyzing poetry. While that is much more tedious than the way that we learned it in middle school when we were just exploring the language, poetry is a way to convey ideas and other aspects of culture, and my teacher does a good job of explaining, of pointing out these things and getting us to interact with the text and get more into the culture that’s behind it. So it’s still very exploratory in that we’re still seeing how Greek aut- … Roman authors were influenced by Greek authors and other aspects of Roman culture, so that’s still very much explorative but in a different way.</td>
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<tr>
<td>Interviewer</td>
<td>Okay. Why do you continue taking Latin although you are done with your graduation requirements?</td>
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| Amadeo      | Well, uh, two years ago was when we had a choice to sign up for Latin III or leave the program, because I had completed my graduation requirements. I decided to stick with Latin because Latin was a … back then … before then Latin was taught as a … we were taught in a more interactive way. We were taught as a … it was still that interactive form of teaching that I had since middle school where we were reading as a group, seeing the text, interacting with it, playing around, doing all these interesting things, and I wanted to continue doing that. Latin was fun then. Even though it was fun, it also taught me things. Like, I learned my vocabulary doubled and tripled over the two years that I took Latin and it helped me become a better speaker and allowed me … gave me a lot of things to draw on for other classes. Latin let me draw on it in my Language Arts...
class for discussions about Roman culture that came up a lot. We had discussions about, in History, you could discuss the Romans a lot as a basis for a lot of other things that happened in the world around that time, and that’s why I wanted to continue studying Latin because of all of the things it gave me.

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<thead>
<tr>
<th>Interviewer</th>
<th>Okay. How do you stay motivated to continue?</th>
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<tr>
<td>Amadeo</td>
<td>Well, uh, motivation is a funny thing, uh, when you’re dealing with Latin. It’s very dense right now. Uh, continuing to study it at the AP level is not for the light hearted, and working with AP Latin is something that requires dedication, and the way that I continue to do that is that I realize the easier it is for me to actually read and study the language, the more I can absorb around it and get that same, like, culture feel and things that I actually care about. Because learning the language itself is more of a way to carry the rest of the Roman culture with it for me.</td>
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<thead>
<tr>
<th>Interviewer</th>
<th>Can you describe an event that helped you realize that you wanted to continue learning the language?</th>
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<tr>
<td>Amadeo</td>
<td>Well, one time in Sophomore year, after I had finished my … we were about ready to start signing up for classes and we had a … we were doing a project. We were doing, uh, essentially translating a song in English into Latin, and translating was always one of those things that was really difficult, because you have so many different ways of inflecting nouns, verbs, verb tenses, and all of these other things that you have to keep in mind.</td>
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<thead>
<tr>
<th>Interviewer</th>
<th>Um, h’mmm.</th>
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<tr>
<td>Amadeo</td>
<td>And working with that to also keep the meter, that was saying you had to work a lot harder to get into it. So it was very interesting to do that, and it allowed me to see Latin in a different way than I had before, just reading out of a page. Seeing it as just a dry form. And before then I was ready and thought I would just have two engineering courses my junior year, but then I thought, well, I could always push it to my senior year. And that’s what I did. I just took one engineering course and a third year of Latin and a third turned into a fourth.</td>
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<thead>
<tr>
<th>Interviewer</th>
<th>What do you like about learning Latin?</th>
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<tr>
<td>Amadeo</td>
<td>I like the discussions a lot. My teacher always makes an effort to discuss the background, the history, the culture of Latin and that’s something that I really like. Uh, the language itself is interesting, but the history and culture around it is what kept me motivated to stay in here.</td>
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<tr>
<th>Interviewer</th>
<th>What do you dislike about it?</th>
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<tbody>
<tr>
<td>Amadeo</td>
<td>It’s hard. [laughter]</td>
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<tbody>
<tr>
<td>Amadeo</td>
<td>Latin is not for the faint of heart. Uh, we have tons of … we go through almost three hundred … we’ve gone through almost 150 lines of Virgil in almost a month. Which is not a lot. Which means that we’ve done … we’ve spent a long time on a very few number of lines. Analyzing this … analyzing Latin is something that requires patience and dedication that drive me almost to the point of pulling my hair out sometimes.</td>
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<tr>
<th>Interviewer</th>
<th>Okay. What advice would you give to a student who is just starting their language study?</th>
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<tbody>
<tr>
<td>Amadeo</td>
<td>Language is something … is something that connects people. We write down language to convey thoughts. Uh, that’s why authors have a job, they are</td>
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</tbody>
</table>
essentially carrying our culture with them, and language is the boat, essentially, of those thoughts. Uh, by learning Latin, you’re learning about a culture that influenced much of the modern era from all of its … all that the Romans did; you can gain so much insight into how the modern world works, there’s so many illusions to it, that learning Latin is something that you can get into very easily and stay interested in. One of the things I would say to deal with the difficulty is to pay attention in class, because you’re not going to learn anything by sitting at home reading a text that you don’t understand. Your teachers are going to be the people that elucidate what you’ve been learning in class, so paying attention is one of the best thing that you can do and obviously reading over your notes and such is a good way of doing that. One of the things I would say to deal with the difficulty is to pay attention in class, because you’re not going to learn anything by sitting at home reading a text that you don’t understand. Your teachers are going to be the people that elucidate what you’ve been learning in class, so paying attention is one of the best thing that you can do and obviously reading over your notes and such is a good way of doing that.

Interviewer | And what advice would you give to somebody who wants to stop taking a language after they’re done with their two years?
---|---
Amadeo | Well, there are options that … there are always things that you could do other than Latin. There are always things you could do other than French, but the opportunity cost to those is delving deeper into a subject than you’ve already done. You might have … you might switch into something brand new and start getting your feet wet and you only get as far as you did with two years, because you only have two more years left. But imagine if you could go from wading in the water with Latin after two years to swimming long distance. You have … you can dive so much more deeply into the subject by staying along for two more years and really getting into it. It’ll give you so much more insight into how other people thought. It’ll help you, I guess, empathize with it. Empathize with history and culture which is something that every human being needs to be able to do.

Interviewer | Um, h’mmm. How would you describe your work ethic?
Amadeo | Uh, I work hard, but I sometimes have lapses in that. Um, a lot of what I’ve done I do because if I’ve started something I oftentimes finish it. I don’t really like having things left undone. So, if I’ve started Latin, I continue to do it. Um, my work ethic is more about “I need this done, so I’m going to do it.” Uh, I don’t normally … if I’m interested in a subject like I am in Latin, I’ll go even deeper.

Interviewer | Okay.
Amadeo | So, learning about a topic is more about curiosity. If it’s a boring topic, I’ll do just what the teacher says and no more, but if I’m really interested I’ll go even deeper and deeper into it.

Interviewer | And how do you feel about studying Latin in college?
Amadeo | Well, as an engineering major going to Georgia Tech, there isn’t many options for a Latin experience at Tech, uh, and I, I wouldn’t mind doing it, however, because college is no longer free. [short laugh]

Interviewer | Yeah. [short laugh]
Amadeo | I would rather focus on my major requirements and get those out of the way and graduate with more of a focus on what I need to get done than have a study on the side with Latin.

Interviewer | And so does Georgia Tech not have any language requirement for your …?
Amadeo They do not have any language requirements there. Uh, you have humanities credits that you could use, but most of them are, like, philosophy and stuff like that. The liberal arts college at Georgia Tech is not very large

Interviewer Well, it is Georgia Tech, so what do we expect from the tech part of it? Um, is there anything else you would like to mention about your Latin career?

Amadeo My teacher is amazing. He is possibly the most educated man I know, and that’s probably one of the reasons that I stuck around. Because he was so interesting that I just couldn’t, like, let him go. He always would bring in his experiences as a … he is a profess- … he has a doctorate … he is a wealth of knowledge. That’s what drew me into studying with him, because he would always bring in these topics and they’d always be so interesting that I liked to chime in and continue discussion. And that’s a lot of what good Latin … good teachers should do. Good teachers should be able to use their outside knowledge and use what they know to make the class more relevant to the students. [background noises – sounds like slapping, crying and laughing]

Interviewer [loud noise – sounds like scrape against wall or door] Ooh! Do you have any questions for me?

Amadeo [Long pause] What’s it like studying students?

Interviewer It’s interesting. Especially since I’m a teacher. Um, it helps me to think about what I do with my students. It’s very interesting to see the different perspectives of students and also to see what they have to say. Because, of course, as teachers we come up with … we have our little backpack of knowledge that we use, and we have what we think we should be teaching, but once you actually talk to a student and have a conversation it’s, like, maybe I should change a little bit of what I’m doing or change a little bit of my method, so on and so forth, so it’s very interesting, and I’m enjoying it very much. And even, like, not just with this study, but I do the same thing with the students I teach. Like, I have conversations with them and even to me that’s still studying them, because I’m learning about them, learning about what they like, and they might mention something that has nothing to do with Spanish, but in my mind it’s, like, “How can I apply that to what I’m doing in the classroom to help them want to pay attention and want to learn a little bit more?” so,…

Amadeo What’s one of the greatest lessons you’ve learned from your students?

Interviewer H’mmm. There have been a lot, so I don’t know if I can say what the greatest one is. I wanna say … I will say, compassion is one of the greatest lessons I’ve learned from my students. Because when I went to college to be a teacher, the first think they teach us is that you need to be extra mean when you first start your classes to make sure the children respect you and all that stuff, and as I evolved as a teacher I was, like, that’s not really necessary. Like, get to know the students, building … not even compassion, relationship building is what I’ll say. Because I’ve seen the value, more value, in the relationships I’ve built with students than in the knowledge I give them, and I’ve also seen that, if I take the time to build some type of positive relationship, I can teach a student that 900 other teachers have had problems with, but because I took the time to build a relationship they will do for me what I need to do with them. So I think relationship building is definitely the biggest lesson they taught me and how important that is.
<table>
<thead>
<tr>
<th>Amadeo</th>
<th>What’s one thing that you’ve learned as a PhD student and as a teacher that has applied to your general life outside of academia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>Diligence. Like, you just have to keep the party going. So just, like, you were talking about Latin, how it’s hard. All of that stuff is hard. Being a teacher is hard, we don’t get paid a lot. Being a doctoral student is hard, especially when you’re having a full time job. But the diligence – and you can see the end, and see what the end’s going to be. And as long as you keep in your mind that there’s a means to what you’re doing that will help you keep pressing on, so.</td>
</tr>
<tr>
<td>Amadeo</td>
<td>Ok, that’s all.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Thank you very much, sir.</td>
</tr>
<tr>
<td>Amadeo</td>
<td>Is there anything else you need me for?</td>
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<tr>
<td>Interviewer</td>
<td>No, thank you.</td>
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<tr>
<td>Interviewer</td>
<td>Okay, please state your name, grade, and your age for me.</td>
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<td>-------------</td>
<td>--------------------------------------------------------</td>
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<tr>
<td>Malia</td>
<td>Malia, senior, and eighteen years old.</td>
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<tr>
<td>Interviewer</td>
<td>And what is your first language, Malia?</td>
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<tr>
<td>Malia</td>
<td>English.</td>
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<tr>
<td>Interviewer</td>
<td>And what language are you currently studying?</td>
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<tr>
<td>Malia</td>
<td>Spanish.</td>
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<tr>
<td>Interviewer</td>
<td>What made you want to study Spanish?</td>
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<tr>
<td>Malia</td>
<td>Just prior interest.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>And where did that prior interest stem from?</td>
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<tr>
<td>Malia</td>
<td>I have some friends that spoke Spanish and I couldn’t understand them.</td>
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<tr>
<td>Interviewer</td>
<td>So when was … can you describe the first time you were exposed to Spanish for me.</td>
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<tr>
<td>Malia</td>
<td>I actually don’t remember the first time, but I do remember hearing it in middle school and wanting to know what the kids were saying, but I didn’t.</td>
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<tr>
<td>Interviewer</td>
<td>And so when did you actually start learning it?</td>
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<tr>
<td>Malia</td>
<td>Um, freshman year, ninth grade.</td>
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<tr>
<td>Interviewer</td>
<td>So, if you think about how you – how Spanish was when you were in your freshman year in ninth grade and now, how has your learning process changed since then?</td>
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<tr>
<td>Malia</td>
<td>Mmmm, in ninth grade it was more of, I really had to pay attention to get what was going on. I had to pretty much hang on to every word that they were saying. And now it’s just, I’ve gotten to the point where I can understand it quite fluently and trying to listen for things – I still have to do that but it’s not as, you know, important.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>And why do you think, um, or why or how do you think you’ve made that evolution from having to hang on every word to being able to catch the gist of what’s going on?</td>
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<tr>
<td>Malia</td>
<td>Mmmm, I guess it’s a lot of practice outside of; outside of school</td>
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<tr>
<td>Interviewer</td>
<td>And what does your practice outside of school look like?</td>
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<tr>
<td>Malia</td>
<td>Um, outside of school, I usually ha- have a few friends who will speak Spanish. I do watch Spanish television and I’ve actually gotten to the point where I, where most of the songs that I have downloaded are not in English.</td>
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<tr>
<td>Interviewer</td>
<td>Oh, cool. Why do you continue taking Spanish even though you are done with your graduation requirements?</td>
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<tr>
<td>Malia</td>
<td>It interests me. Um, I want to be a translator, so Spanish is pretty essential to me.</td>
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<tr>
<td>Interviewer</td>
<td>And what keeps you motivated to continue taking Spanish?</td>
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<tr>
<td>Malia</td>
<td>Just being able to talk with other Spanish speakers and have them understand me and to be able to carry on a pretty good conversation.</td>
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<tr>
<td>Interviewer</td>
<td>Um, what is a particular event, or can you describe a particular event that helped you realize that you wanted to continue studying in Spanish?</td>
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<tr>
<td>Malia</td>
<td>H’mmm. I actually don’t know, I mean, it’s just always been there, like, a specific event didn’t actually trigger it.</td>
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<tr>
<td>Interviewer</td>
<td>What do you like about learning Spanish?</td>
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<tr>
<td>Malia</td>
<td>It’s something new; it’s, it’s difficult; it’s just something that interests me, because languages have always been something that I’ve always wanted to learn.</td>
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<tr>
<td>Interviewer</td>
<td>And so you actually like the fact that it’s difficult?</td>
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<tr>
<td>Malia</td>
<td>Yes.</td>
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<tr>
<td>Interviewer</td>
<td>What makes you like that fact? Because most people shy away from difficult things.</td>
</tr>
<tr>
<td>Malia</td>
<td>I’m sorry?</td>
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</tbody>
</table>
Interviewer: What makes you – why is the difficulty a good attribute?
Malia: It keeps me motivated, it keeps me wanting to know what’s going on.
Interviewer: And what do you dislike about learning Spanish?
Malia: H’mmm, sometimes it can get easy, like, Dan going over things and I’ve gotten ‘way past that.
Interviewer: So you’re talking about maybe the pace of your particular class may be slow?
Malia: Yeah.
Interviewer: Okay. Can you describe two or three big successes or breakthroughs you’ve had in Spanish?
Malia: Um, I guess surprising people because it’s actually pretty cool to see their faces when they realize that I can speak Spanish. (short laugh)
Interviewer: I know that feeling. (short laugh) Um, what advice would you give to a student who was just starting to take Spanish?
Malia: Mm, just, um, it might be difficult at first, but if you really pay attention and it becomes an interest, I think you’ll really like it.
Interviewer: And what advice would you give to a student who has taken two years of a language, any language, and decides they want to quit?
Malia: H’mmm, I would say it’s their choice, but I would suggest that they keep going, because learning another language is so beneficial in the real world and it can get you a lot of benefits.
Interviewer: What type of benefits would you specify for them?
Malia: H’mmm, you’d probably get paid more at a job, depending on what the language is, um, you’d be able to i- i- interact with more people and it would just be handy, because y- y-you know something else that a- a -a lot of people w- w- want to learn.
Interviewer: And what obstacles have you had to overcome in learning Spanish?
Malia: The accent.
Interviewer: And have you overcome that obstacle pretty well?
Malia: Pretty much.
Interviewer: How do you describe your overall work ethic?
Malia: H’mmm, I would say I work hard. It’s, um, I really pay attention to what I’m doing and try and put in my best effort.
Interviewer: And how does that help or hinder your Spanish studies?
Malia: It really helps, because if I can pay attention to what I’m doing, if I can, you know, like, if I’m reading something, if I can understand what’s on the page, it helps a lot.
Interviewer: How do you feel about studying Spanish in college?
Malia: H’mmm. I’m actually considering not going to college, but if I did, I would probably make that my major. It would probably be a very central part of my learning.
Interviewer: And why are you considering not going to college? Do you just have another alternative to what you want to do?
Interviewer: Is there a … Is there anything you would like to mention about your language learning journey?
Malia: No, I don’t think so.
Interviewer: Okay, do you have any questions for me?
Malia: I do not.
<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Can you please state your name, grade, and age for me?</th>
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<tbody>
<tr>
<td>Piera</td>
<td>Um, okay, I’m Piera. I am seventeen, and I am a senior.</td>
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<tr>
<td>Interviewer</td>
<td>And what is your first language, Piera?</td>
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<tr>
<td>Piera</td>
<td>My first language is English.</td>
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<tr>
<td>Interviewer</td>
<td>And what language are you now studying?</td>
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<tr>
<td>Piera</td>
<td>Right now I am studying French.</td>
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<tr>
<td>Interviewer</td>
<td>And what made you want to study French?</td>
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<tr>
<td>Piera</td>
<td>Well, French is a very beautiful language, but when I was in the feeder middle school for Parkview, which is, of course, Trickum Middle School they offered an honors French program to the uh, to the gifted children, and they said, okay here, you can take this honors French program, and you can go into high school and you’ll have a credit. And everyone was, like, awesome, like a language credit, that’s great! They were lying, though, you didn’t get a credit!</td>
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<tr>
<td>Interviewer</td>
<td>Oh, no!</td>
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<tr>
<td>Piera</td>
<td>You just got put into French II, so you started off extra hard! But, you know, I was just, like, I’m two years in at this point, I’m—I’m—I’m stick with it.</td>
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<tr>
<td>Interviewer</td>
<td>Oh, okay, uh, was that the first time you were exposed to French, or was that a …?</td>
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<tr>
<td>Piera</td>
<td>Yes.</td>
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<tr>
<td>Interviewer</td>
<td>Okay, and so how was that experience, besides not getting your credit like they promised you?</td>
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<tr>
<td>Piera</td>
<td>Um, like, my experience in French I?</td>
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<tr>
<td>Interviewer</td>
<td>Um, h’mmm.</td>
</tr>
<tr>
<td>Piera</td>
<td>Um, let’s see, I was very excited. I’ve always wanted to be proficient in, um, as many other languages as possible.</td>
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<tr>
<td>Interviewer</td>
<td>Um, h’mmm.</td>
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<tr>
<td>Piera</td>
<td>And so I was personally excited. Unfortunately, the teachers that I’ve had in my French language course, especially in these first couple of years, weren’t the most invigorating people you’ve ever met.</td>
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<tr>
<td>Interviewer</td>
<td>Okay.</td>
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<tr>
<td>Piera</td>
<td>Um, so I forgot the question, I kept talking.</td>
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<tr>
<td>Interviewer</td>
<td>[Laugh] What was – I wanted you to describe what your experience was like, so you’re actually doing it. So you’re good.</td>
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<tr>
<td>Piera</td>
<td>Okay. [laugh] Um, it was very – it was – it has been a little – it’s rough from the start. You know, I – I – I was surprised ‘cause I thought, okay, I’m pretty good with English, I love literature and analysis and grammar and vocabulary. I thought I would be a whiz. I was mistaken! I was not, um, but, you know, I enjoyed it enough to stick with it for six years, so ….</td>
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<tr>
<td>Interviewer</td>
<td>Okay, and if you describe your – er, if you think about your experience when you were in middle school and what it’s evolved into now, how has that changed or developed over time?</td>
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<tr>
<td>Piera</td>
<td>Um, I think that it has giv- it has – because it’s characterized so much of, literally half of, my education so far, it’s been something that I’ve been able to, like, witness my own progression with, um, you know, it’s been a kind of a</td>
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constant through a very tumultuous time in anybody’s life. Uh, and so to have something that constantly poses a challenge but is also a source of satisfaction, of progress, I think was important for me, you know…..

Interviewer Um, h’mmm.

Piera I might have, uh, it’s always been French. It’s always been tricky, and it’s always been rewarding, and it’s always been very exciting to me, so I think it’s been … I would necessarily say instrumental, that’s funny, I’ll tell about that later.

Interviewer Okay.

Piera Um [short laugh], it’s definitely been important in my development as a – as a human.

Interviewer And how would you think about how the – just the class in itself or maybe the learning process in itself has evolved from middle school until now?

Piera How -- how has it evolved?

Interviewer Um, h’mmm.

Piera Well, there’s definitely fewer people in my classes. [laughter] Our French program in middle school started off at least like 150 strong.

Interviewer Okay, wow!

Piera And, uh, my class right now is 6, so we’ve lost a lot of momentum, um, and I think that the teachers responded [unintelligible] both positively and negatively. You know, they have both the standard of, “Well, if no one cares about this language, why am I doing this?” as well as ‘These are the kids that want to stick with it, who have persevered and who haven’t, you know, left the class with the rest of their peers.” As far as curriculum goes, I don’t know, I’ve had teachers who have very much taught by the book.

Interviewer Um, h’mmm.

Piera Literally turn the page and tomorrow’s lesson is there and then you turn the next page and then that’s Wednesday’s lesson, you know.

Interviewer Yeah.

Piera Um, and then I’ve had a really wonderful teacher who has been amazing and colorful and imbued the language with the life that it deserves to such an extent where you know you kind of forget that there is a curriculum. You know that she’s very disciplined and organized. Um, so I don’t know exactly how I would say that the curriculum has evolved. Obviously, you know, we study less grammar and more culture; less vocabulary and more phrases and cultural topics. But you know….

Interviewer Okay.

Piera I think that’s pretty typical.

Interviewer Yeah, that makes sense. Why do you continue taking, uh, French even though you, you’re done with your graduation requirements?

Piera It’s a matter of pride [laugh]. I’ve taken this language for six years and I will – will be, never mind. I don’t want to stop before I’m fluent, you know, because I have invested so much in this. I think it is so important to have another language, you know. I’m already 6 years in, there is no out now.

Interviewer Okay. How do you stay motivated to continue, then?

Piera Mmmm, I don’t know. [laugh] I just am! Um, it’s – the part about language
that’s exciting to me is that you can very easily see how far you’ve come. Like, I listened to music that I listened to two years ago in French, and I can see how I understand it and the nuances that I find in it, I think that’s where I get my motivation, you know. I think it’s so important to have another language, I’ve said this a million times.

Interviewer | Yes, it’s okay.
--- | ---
Piera | I think it’s so important to have another language in your repertoire that it didn’t occur to me to stop, you know. I started and it’s, like, okay, cool, I’m in over my head already. There’s no reason to quit.

Interviewer | [Crosstalk] Might as well keep the party going. How do you, excuse me, what do you like about learning French?
--- | ---
Piera | Um, I like that it’s such a universal language. I like that, most of the time, if I don’t know a word, I can say the English word with a French accent and that’s right, like, 70 percent of the time. Um, I, like, and there is not very many French speakers that I know, I know one, and I don’t see them every day, so it’s not that I, like, enjoy speaking to French-speaking people; we do have one native speaker in my class, but he’s kind of a jerk.

Interviewer | Okay.
--- | ---
Piera | [short laugh] But, oh, God, I forgot the question again.

Interviewer | What do you like about learning …
--- | ---
Piera | I had, like, four tests today. I’m a little burnt out, excuse me. [laughter]

Interviewer | That’s okay. [laughter]
--- | ---
Piera | What do I like about learning French? I like – I don’t like learning French, I like knowing French.

Interviewer | Okay. I like that. I like that. And when you think about the difference between those two things, what are they to you?
--- | ---
Piera | Learning French, it --it induces a lot of mixed, not mixed emotions, negative emotions. Because, you know, I, you know, it’s hard, it’s difficult … this sounds very vain as I say it, but I’m not used to being, like, intellectually challenged in this kind of environment. and so as I’ve taken French since it’s always been this hard for me and I’ve always felt overwhelmed and, like, “Oh God, I’m never going to know this language,” um, it’s been a very guilt-inducing learning experience, like I had a French presentation today actually, and oh, God, we were all traumatized. She assigned it yesterday, and it was a 10-minute oral performance. And it was, like, okay, thank you. That’s not what I was looking for today. But, um, knowing the language, you know, that’s like it’s thrilling and it’s exciting and, you know, you can, you have the freedom to make mistakes and that’s all well and good, but learning it is tedious and complicated and discouraging, you know.

Interviewer | And can you describe two or three successes or breakthroughs you’ve had in French?
--- | ---
Piera | Probably not, um . . .

Interviewer | Like, was there – was there anything that you’re, like – and it doesn’t have to be in class. You’re, like, it’s something that happened in French and you were, like, “This is awesome!”
--- | ---
Piera | The – as in the language is awesome, or, oh, my understanding has greatly
improved?

Interviewer Either one.

Piera That would be false. Um, when I started listening more to French music, I enjoyed that, and that led me to listen to French radio which I enjoyed, and so that made – it was exciting to me to be able to listen to someone speak natural French and then understand it and appreciate it instead of, like, being awestruck and disenheartened [disheartened] by it. So I’d say that would somewhat fall into the category that I don’t understand.

Interviewer Okay.

Piera Um, and another one, let me think, um. Um, so I never thought I would actually – let me take that back, I did. Um, I never thought that I would suc – feel that I’d succeeded in AP French, which is what I’m in right now. Um, but I’m in this class with our valedictorian, our salutadictorian [salutatorian], a native speaker, and then one of my great, I don’t know if you’re supposed to idolize your peers. I know you’re not supposed to. I do it anyways, and this friend of mine … um, being in this class with them and feeling initially like, Oh, God, what have I gotten myself into? But being able to approach this journey with them and succeed and fail and learn and grow with them even if I am a bit behind them, I feel that has been, you know like a – a – not necessarily a language breakthrough, just being like [French phrase], it all makes sense now, I know, but the ability to learn French in that – with those people has been more of a breakthrough for me. It’s, like, hey, I can do this with these people on that level.

Interviewer And why did you think you wouldn’t succeed in AP French?

Piera My found- – we talked about my other teachers earlier. My foundation French was very poor. Because the tea- – no I have to take that back. I’m not going to blame my teachers. They didn’t – I, they didn’t, I didn’t take the language very seriously at that age, and at that point in my French career I didn’t put the emphasis on learning exact- – the things that I now look back and be, like, oh my, why don’t I know how to do this, because I have known how to do it in forever. Like, I still struggle, this is an example, I can’t do – I struggle with numbers in French, which is ridiculous. This is something that you learn in French I. This is something I learned at age 10. I still have to think and be, like, okay, and of course French numbers are ridiculous!

Interviewer I know.

Piera But, um, and so I look at that and I say okay, I can’t count in French but I’m over here discussing the cultural implications of an AIDS outbreak as opposed to Ebola and how it’s introduced to the United States, and I look at those two things and it’s just, like, okay, so what has been so lacking in, like, my French career where I can’t be successful saying the date of something, but I can go on to describe it? Um, and I think that the French curriculum is strange in the way that they, like, structure the grammar lesson….

Interviewer Um. H’mmm.

Piera They teach you things that are based on lessons that you’re gonna learn the following year, which is just, it’s very confusing.

Interviewer Okay.

Piera So, and this isn’t something I feel that I struggle with alone. I know I hear this,
it’s said by my peers that you know, um, our grammar is very poor, but our vocabulary can be strong, or we can be strong in, like, uh, pronouns but not tenses, different things.

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Yeah.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piera</td>
<td>I don’t know exactly how that happens. I don’t know if that’s a personal development issue because language is such an important part of human reasoning, um, that I – I…. Yeah, I never expected/expect to quite get over that boundary.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Okay.</td>
</tr>
<tr>
<td>Piera</td>
<td>I talk to people that I know who are bilingual and I’ve asked them – I’ve gotten very different responses, like saying, Do you think that you can be as proficient in a second language as you are in your native language? And I have friends who say, “Oh yeah, yeah, yeah.” I mean, I forget words in my native language all the time, and then I have some who say, “Oh God, no.” And so that has – I don’t know what to expect. I still don’t.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you see yourself as being a proficient French speaker? Even if not right now, but in the future can you see yourself being a proficient speaker?</td>
</tr>
<tr>
<td>Piera</td>
<td>I had better be.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>[Laughter]</td>
</tr>
<tr>
<td>Piera</td>
<td>God knows</td>
</tr>
<tr>
<td>Interviewer</td>
<td>After all this you’d better be. [laughter]</td>
</tr>
<tr>
<td>Piera</td>
<td>After this struggle, yes. [laughter]</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Okay. So thinking about when you first did start studying your language, what advice can you give to someone who is just starting their language study?</td>
</tr>
<tr>
<td>Piera</td>
<td>Other than don’t?</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Yes, other than don’t.</td>
</tr>
<tr>
<td>Piera</td>
<td>I don’t mean that, stay in school. Um, what advice would I give to a beginning language learner … actually, I was at the, um, what is, freshman orientation the other night representing the French program, um, uh, so I think that – is it for French or for language in general?</td>
</tr>
<tr>
<td>Interviewer</td>
<td>I don’t – whichever one you’d like to talk about.</td>
</tr>
<tr>
<td>Piera</td>
<td>I feel like French is a very important language because, one, because it’s obviously a very global language, it’s the second most spoken language on the internet and it’s the ninth most spoken language in the world, and it comprises more than half of the English grammar vocabulary. But … language itself has such, I’m sure you know this, because this is your doctoral study, but it has, learning a second language has such strong implications on your ability to learn other things. If I didn’t face the same issues and learn the same lessons that I didn’t even consciously understand with my learning French, I would have felt more lost when I struggled with things like physics or math. Um, physics was a horrible course for me, but that is because it’s like learning another language. It’s a mathematical language. And so I feel, like, if I had quit when I had my first credit hour, I would’ve, I wouldn’t have learned to have that same pursuit of excellence in an academic course because I wouldn’t have cared, I wouldn’t have known how to get over that, but I had to.</td>
</tr>
</tbody>
</table>
| Interviewer | I think you may have touched on this a little bit but what would you give – what
advice would you give to a student who’s thinking of stopping after their two year graduation requirement?

**Piera**

Um, I would ask them to evaluate what role they expect any language to play in their lives. You know, um, a lot of people quit the Latin course. Obviously, no one speaks Latin, that’s understandable, but when you do that, you sacrifice your ability to then go on and create a foundation on which you can learn other languages. So I would, um, is the question, like, what would you ask them or what advice would you give them?

**Interviewer**

What advice would you give them? Yeah.

**Piera**

Yeah, ’cause I think that, at some point in time, you know, not everyone needs to learn another language.

**Interviewer**

Okay.

**Piera**

So I would – the advice I would give is, just evaluate it. Not, oh, say you should do it, it’s so important. You know, it’s not important for everybody. People ask me all the time, they’re, like, Oh, why didn’t you take physics II, or why didn’t you continue, why didn’t you take advanced geometry? It’s just like, h’mmm! Why would I?

**Interviewer**

It’s not for me.

**Piera**

Yeah.

**Interviewer**

How do you feel about studying French in college?

**Piera**

I definitely will. I’m not excited about it. [short laugh]

**Interviewer**

Okay.

**Piera**

I would love to study abroad. I actually have a cousin who’s studying abroad in France right now.

**Interviewer**

Oh, cool.

**Piera**

Um, I don’t know why. She, h’mmm, anyways, I would love to have that kind of immersion experience. So yeah, not looking forward to it. I know I’m in AP French and people are, like, Oh, you won’t have to take it in college, even though I know I will. Um, I mostly took this course so I could continue my French and so I could stay with the teacher that I love.

**Interviewer**

Um, h’mmm.

**Piera**

Um, so, yeah, it’s going to be so interesting.

**Interviewer**

How would you describe your work ethic over all?

**Piera**

Um, this is an interesting question, and I’ve heard this question a lot from my mother [short laugh], which is, it has a weird answer. I am a person, I wouldn’t necessarily characterize myself as lazy, um, and I do, I actually take on a lot of work …

**Interviewer**

Um, h’mmm.

**Piera**

… because I like to, and I like to do things, and I like to have things done, and I like to be involve in lots of things, and I think that action is such an important part of what we do as people, and so I would say that I have a good work ethic – work ethic, but, help, I find myself not doing stuff a lot of the time. I mean I’ll, I struggle with completing things.

**Interviewer**

Um, h’mmm.

**Piera**

Which is why it’s been so important to me to not just kind of ditch my language learning or ditch art or ditch volunteer work , because I would do that, you
know, like a school assignment. But, um, so I would, I don’t know. The answer is, I don’t know.

Interviewer  So hardworking, but sometimes don’t complete things.
Piera  Uh-huh, ‘cause I always eventually do it. [laughter]

Interviewer  [laughter] Okay.
Piera  Um, I would say I have a good work ethic. I’m just not excited about it.

Interviewer  Okay, and how do you think that helps or hinders your French studies?
Piera  I think that that exactly describes my French studies. I’m going to do it, but I’m not going to be excited about it. [Laughter] But I’m going to be happy that it’s done.

Interviewer  Got it. Uh, is there anything else you’d like to describe or mention about your French career?
Piera  Nope.

Interviewer  Okay, do you have any questions for me?
Piera  Um, no, should I?

Interviewer  No, you don’t have to. You don’t have to make anything up.
Piera  Do you have anything you would like to tell me? Do you have any cool stories? You studied, uh, Spanish, right?

Interviewer  Yeah, I studied Spanish.
Piera  Um, do you know any languages other than Spanish and English?

Interviewer  I’m actually starting to learn French, so, like, when you talked about a lot of the struggles, it’s, like, especially the numbers thing in particular.
Piera  Oh, gosh.

Interviewer  Because in Spanish a lot of things, it’s, like, it’s pretty cut and dry.
Piera  Right.

Interviewer  The pronunciation in Spanish is cut and dry.
Piera  Yeah.

Interviewer  Um, and so you, when you speak about some of the struggles you have with that foundation and maybe not having it, like, I can definitely feel where you’re coming from, because I’m starting to try to learn it now. Even with – people are, like, Spanish and French are so close, um.

Piera  No.

Interviewer  Definitely not in pronunciation, they’re not. All those silent letters in French that I want to pronounce.
Piera  [laughter] [unintelligible]

Interviewer  I’m a Spanish speaker, so I want to do every single syllable and letter that’s there.

Piera  Oh, yes, oh, I have this funny story. Okay, so my mom is a Spanish-speaking, she’s is a native Spanish speaker, my whole family are native Spanish speakers except for me and my sisters. Of course, you know, why would they teach us the same language that the rest of the family speaks? But my mom was an actress for a very long time, and she did drama coaching after that. She’s a teacher now, so that tells you how her acting career went. Um, but as a kid I was interested in drama, because what kid isn’t, so I was in a lot of musicals. But as a kid I had a speech impediment, I had a lisp, um, and I’d slur my words
together because I was thinking too fast ’cause I was just too smart. Um, and so
my mom gave me a bit of drama advice, she said, Okay, when you’re speaking,
especially when you’re singing in a musical, if you want to be understood you
should focus on the last sound in a word.

Interviewer Um, h’mmm.
Piera Because that often gets lost. So, like, normally I would be speaking in a rapid
pace like this, because that’s how quickly I want to say things.

Interviewer Yeah.
Piera But when I focus on the last sound that every word makes, it not only improves
the comprehensibility the same way as a serif font is easier to read because it
adds distinctive markings to the ends of the words and the letters. It eases
people’s ability to understand. However, when I get nervous, I also speak fast,
and French presentations make me nervous, so of course my reflex since the age
of six is to focus on announcing [enunciating] the last sound of a word, but in
French you can’t do that.

Interviewer [Crosstalk] But in French you can’t do that.
Piera Oh, my teacher gets so mad, and she’ll look at me, and she’ll be, like, What are
you doing? Where did that come from? [laughter]

Interviewer [Laughter] That is funny.
Piera And I’m, like, I don’t know [a sound like clapping hands slowly]. For a long
time, I had no idea why I was doing it. I’m, like, I know better than this.

Interviewer Yeah.
Piera I don’t do that when I’m speaking casually.

Interviewer Um, h’mmm.
Piera But I’ll go up and I’ll pronounce every last consonant like it was the -- could
save my life?

Interviewer [Crosstalk] Even though you’re not supposed to.
Piera It took me forever, and now I, I still struggle with not doing that because I’m so
used to it, oh Lord.

Interviewer Yeah, so.
Piera Oh, I dressed for the occasion by the way.

Interviewer Oh, I see. Parlez-vous français?
Piera This should be the cover of your, uh …

Interviewer [Laughter] That’s what I should put on your dissertation, a picture of your shirt.
Piera Exactly.

Interviewer But, okay, So if there’s nothing else…
Piera All right.
**APPENDIX K: SAMPLE OBSERVATION NOTES**

**APPENDIX I: CLASSROOM OBSERVATION GUIDE**

<table>
<thead>
<tr>
<th>Date:</th>
<th>2/11/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>4:30</td>
</tr>
<tr>
<td>Participant:</td>
<td>Santiago</td>
</tr>
<tr>
<td>Language and Level:</td>
<td>AP Latin</td>
</tr>
<tr>
<td>Form</td>
<td>1 of 1</td>
</tr>
</tbody>
</table>

Note: a diagram of the classroom layout is on the back of this form

**Interaction with teacher:**
- Occasionally looked in teacher's direction
- Doesn't really seem to be paying attention

**Interaction with peers:**
- None
- Class was not conducive to it

**Voluntary participation:**
- None
Other notes:
9:54 Staring off into space
9:58 Pays attention when culture is discussed
10:11 Asleep
10:14 Awake
10:17 Nodding in and out until class ended

Front

Back
**APPENDIX I: CLASSROOM OBSERVATION GUIDE**

<table>
<thead>
<tr>
<th>Date:</th>
<th>2/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>11:19</td>
</tr>
<tr>
<td>Participant</td>
<td>Pierce</td>
</tr>
<tr>
<td>Language and Level</td>
<td>French AP</td>
</tr>
<tr>
<td>Form ___ of ___</td>
<td></td>
</tr>
</tbody>
</table>

Note: a diagram of the classroom layout is on the back of this form

### Interaction with teacher:
- Volunteers when a question is posed to the class
- Seeks admittance when she doesn't understand and asks for help

### Interaction with peers:
- Asks her peers for help in English
- Encourages other students when they stumble
- Whispers something to another student while teacher speaks

### Voluntary participation:
- Sometimes she really wants to contribute (makes noise to get noticed) but the teacher doesn't call on her
she was writing on what she wanted to say

Other notes:
- Very small class: 6 students
- Video analysis starts w/ discussion of technology
- 11:31: Writing & using phone while other students are answering
- 11:36: Questions
- Becomes more engaged in the room as it progresses

Front 12:04: Writing something else while another student is talking

Back
APPENDIX I: CLASSROOM OBSERVATION GUIDE

Date: 3/22/16
Time: 4:26
Participant: Jean
Language and Level: Latin 4
Form ___ of ___

Note: a diagram of the classroom layout is on the back of this form

<table>
<thead>
<tr>
<th>Interaction with teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Asks questions when needed</td>
</tr>
<tr>
<td>* Calls and answers when prompted by teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction with peers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Participates in volleyball reading activity</td>
</tr>
<tr>
<td>* Helps a student translate during the reading</td>
</tr>
<tr>
<td>* Contributes to group conversation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voluntary participation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
</tr>
</tbody>
</table>

* Reading Harry Potter in Latin
* Begin with a volleyball reading where 1 student reads in Latin, the other in English.
* Don begins reading by himself.
Other notes:

Class of 19 students

- Declaration is the 2nd activity
- Listens intently to the dictation (pulls his head on the desk)
- Typically finishes sentence before others in the class
- The first time it is read, then writes the 2nd time

Tech Station

Teacher's Desk

Back
## APPENDIX I: CLASSROOM OBSERVATION GUIDE

**Date:** 9:25 AM  
**Time:** 2/22/16  
**Participant:** Adele  
**Language and Level:** German AP  
**Form ____ of ____**

Note: a diagram of the classroom layout is on the back of this form

### Interaction with teacher:
- Answers questions presented to class.  
- Allie has a discussion w/ the teacher before class starts about a German competition.  
- Asks questions when she needs help.

### Interaction with peers:
- Student asks Allie how to say something & she helps her.
- Helps a student understand the date of something.
- Has nice conversation w/ student.

### Voluntary participation:
- Excited w/ teacher, takes out a Todelaine. A short discussion starts about it.

- Starts w/ discussion about words (vocabulary).
- Discussion about the environment.
- Her displays a question & students write answer then discuss analysis.
- Students sound videos & shared w/ the class.
* Grammar review

Other notes:
- Class of 4 students
- Actively pays attention to teacher + student presenters
- 4:54 starts playing with her hair during 3rd presentation
- Writes down new vocab everytime she asks a question
- Works diligently + quietly during the individual grammar work

[Diagram of a student named Adele]
## APPENDIX I: CLASSROOM OBSERVATION GUIDE

| Date:  | 11/19 |
| Time:  | 11:19 |
| Participant: | Rosa |
| Language and Level: | AP Spanish |
| Form ___ of ___ |

*Note: a diagram of the classroom layout is on the back of this form*

### Interaction with teacher:
*Participates when asked*  

### Interaction with peers:
*Not paying attention to what other students are saying.*  
*Looks like she is practicing her response.*  
*Start at 12:06 side talking to students in English.*

### Voluntary participation:
*Start w/ 3 minute writing activity*  
*Students had to speak about the topic on which they chose to write for 2 minutes.*
December 3, 2015

Tameka D. Allen
IRB Approval 2314.120315: The Factors That Contribute to the Success of High School Students Who Study a Foreign Language beyond Graduation Requirements: A Multiple Case Study

Dear Tameka,

We are pleased to inform you that your study has been approved by the Liberty IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.
APPENDIX M: ATTITUDES/MOTIVATION TEST BATTERY COPYRIGHT REQUEST

Re: Attitudes/Motivation Test Battery

Allen, Tamika Danielle

t R. C. Gardner <gardner@uwo.ca>

Sent: Mon, Oct 31, 7:22 PM

Thank you so much for giving me permission to use and adapt your Attitudes/Motivation Test Battery for my doctoral dissertation. My research is now complete and my dissertation has been approved. The next step in my process is to have my dissertation published.

I would like to request permission to include the modified version of the AMTB in my copyrighted dissertation.

Thank you once again for your time and attention. I look forward to your response.

Tamika D. Allen Ed.S
Doctoral Candidate
Liberty University

From: R. C. Gardner <gardner@uwo.ca>
Sent: Thursday, May 12, 2015 1:25:16 PM
To: Allen, Tamika Danielle
Subject: Re: Attitudes/Motivation Test Battery

Dear Tamika D. Allen

This will confirm that you had my permission to include your adaptation of my Attitude/Motivation Test Battery in your dissertation.

sincerely,

R.C. Gardner, Ph.D.
Professor Emeritus
Department of Psychology
University of Western Ontario
London, Ontario, Canada, N6A 5C2
Webpage: http://publish.uwo.ca/~gardner/
APPENDIX N: FIGURE 1 COPYRIGHT PERMISSION

Good evening Dr. Xie,

My name is Tameka Allen. I've recently completed my dissertation at Liberty and I am in the process of submitting my manuscript to the Digital Commons. The title of my work is: "The Factors That Contribute to the Success of High School Students who Study a Foreign Language Beyond Graduation Requirements: A Multiple Case Study."

I used the Socio-Educational Model of Second Language Acquisition as one of my theoretical frameworks. As such I included the figure that you created on page 26 of your dissertation. Can I please have permission to include your figure in my published dissertation? It was vital to illustrating what some may deem a complicated construct.

Thank you so much for your time. I look forward to your response.

Tameka D. Allen Ed.D

Danielle:
You are welcome to use it.
Best wishes to your dissertation.
Yan

Yan Xie, Ed. D
Assistant Professor of Chinese, English and Modern Languages
APPENDIX O: FIGURE 2 COPYRIGHT PERMISSION

Allen, Tameka Danielle  
Tue 11/29, 4:34 AM  
annaj@fg.is  

Sent Items

Anna,

Thank you so much for getting back to me. As I stated before, I am asking permission to include your "Representation of Dörnyei’s (2009) description of the L2 Motivational Self System" figure in my dissertation. My abstract is below:

Anna Jeeves  <annaj@fg.is>  
Tue 11/29, 2:07 PM  
Allen, Tameka Danielle  

You forwarded this message on 12/1/2016 12:01 PM

Hi Tameka
You are welcome to use my visual portrayal of Dörnyei’s framework. Please refer to my work in connection with the representation.
Congratulations on your dissertation!
Regards
Anna Jeeves, Ph.D.
APPENDIX P: FIGURE 3 COPYRIGHT PERMISSION

Allen, Tameka Danielle
Thu 12/1, 12:01 PM
ryan@psych.rochester.edu; deci@psych.rochester.edu

Sent Items

Hello Dr. Ryan and Dr. Deci

My name is Tameka Allen. I've recently finished my dissertation at Liberty University in Virginia and I am in the process of submitting my work to the digital commons to be published. I used the Self-Determination Theory as one of my frameworks, as such I utilized your visual representation of the "The Self-Determination Continuum with Types of Motivation and Types of Regulation" that was found in your 2002 publication: *Handbook of Self-Determination Research*.

I am writing this email to request permission to include your figure in my dissertation that is going to publication. Please see my abstract below.

---

**Publishing/Copyright permission**

Ryan, Richard <richard.ryan@rochester.edu>
Sat 12/3, 10:23 AM

you have our permission, all the best
richard

Richard M. Ryan
Professor | Institute for Positive Psychology and Education
Australian Catholic University
25A Barker Road, Locked Bag 2002, Strathfield NSW 2135

and

Research Professor in Psychology
University of Rochester
Melora Hall, Rochester NY, 14627,
E: richard.m.ryan@icloud.com
SDT website:
www.selfdeterminationtheory.org