

“Open Yourself to the World”: Reasons for Studying Foreign Languages in University

by

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## Abstract

Canadian universities are constantly promoting the importance of multicultural education. However, the departments that are strongly suited to developing intercultural understanding among students, namely humanities and foreign languages, have experienced steep declines in enrollment over the past decade. Despite the universities' efforts to market these departments to students, enrollment is still decreasing. In order to address this issue of why fewer students are enrolling in the humanities, language courses in particular, it is important to know why some students *do* decide to pursue foreign language education. I conducted this study by interviewing students enrolled in seven of Dalhousie University's ten language courses about their reasons for studying foreign languages and compared their reasons to those presented in Dalhousie's language program marketing materials. Students study languages for a variety of instrumental/extrinsic and integrative/intrinsic reasons but discuss their integrative/intrinsic reasons most frequently. On the other hand, Dalhousie's marketing focuses more on instrumental reasons to study foreign language, which does not resonate well with the students. Interestingly, many students are unaware of the various marketing materials, thereby rendering them ineffective regardless of their contents. Students are largely motivated to study foreign languages by integrative experiences, and this is not being represented in the marketing of Dalhousie's language programs. Fortunately, there are measures that can be taken to encourage integrative motivations and improve the effectiveness of the marketing.

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## Introduction

Very few countries in the world can accurately claim to be monocultural, but rather contain a plurality of cultural identities arising from acts such as migration, histories of colonialism, and cross-border cultural sharing (Petrovski, Mirasciev, & Petrova-Gjorgjev, 2011). With the expansion of global trade, media, and ease of migration, frequently referred to as globalization, a problem arises between the cultural pluralities of these countries and the often culturally homogenizing nature of globalization, which seeks to create a level playing field by means of a single global culture (Agbor, 2014). This has led many countries, such as Australia, Canada, New Zealand, and the Netherlands, to implement policies of multicultural recognition and respect, encouraging the protection and continued survival of their diverse cultural identities (Blad, 2006; Zhang, 2014).

As a result of these efforts to maintain culturally diverse societies, universities in North America and around the world have worked to promote and implement diverse and multicultural education as a means of teaching students how to become thoughtful citizens in a diverse and multicultural society (Cerroni-Long, 2000; Borkovic, Nicolacopoulos, Horey, & Fortune, 2020; Paap, 1995; Pashby, 2015; Pike, Kuh, & Gonyea, 2007; Pope, Mueller, & Reynolds, 2009). In the face of the ever-shifting cultural dynamics within university student bodies and their larger social context, this multicultural education encourages empathy, compassion, and understanding for diversity and cultural differences among students (Cerroni-Long, 2000; Takaki, 1991).

While there are many various methods that universities can implement in order to work towards a multicultural education, linguists, anthropologists, and pedagogical scholars argue that knowledge of a foreign language is particularly essential to transmitting cultural knowledge and encouraging intercultural understandings, especially in academic contexts (Carstens, 2015;

Lando, 2015; Thompson, 2003; Wyse, Hayward, Higgins, & Livingston, 2017). Naturally, universities want to produce culturally and linguistically proficient graduates. During the 1960s, universities did this by having foreign languages as a standard requirement to obtain a degree in Canada. However, by the 1990s only 35% of Canadian universities required a foreign language and by 2006 this number had fallen to only nine percent (Charbonneau, 2008, August 5).

Unfortunately, enrollment statistics from many North American universities are demonstrating a similar pattern of declining enrollment in Humanities and language programs (Looney & Lusin, 2019). Although many university majors are on the rise, enrollment in Canadian universities' Humanities programs has dropped 17% between 2009/2010 and 2016/2017 (Usher, p. 16, 2019), while Maritime universities have experienced a 39% decrease during the same time period, particularly in undergraduate enrollment (McMillan, 2016, February 16).

In the context of Dalhousie in particular, from 2010 to 2019, total enrollment in Arts and Social Sciences dropped by 31% or, in more concrete numbers, from 3160 students in 2010 down to 2173 students in 2019. (Dalhousie University, 2010a, 2019a). Dalhousie's French department experienced a decrease of 59%, from 66 students down to 27, the German department decreased by 79% from 14 students to 3, Russian Studies dropped by 82% from 11 to 2, and Spanish department had a decrease of 65% from 17 to 6 (Dalhousie University, 2010b, 2019b).

Clearly, Canadian universities are still experiencing drastic decreases in student enrollment in Humanities and foreign language departments despite this rhetoric about the importance of multicultural-multilingual education. It also calls into question the claims that universities like Dalhousie are constantly working to support multiculturalism, diversity, and inclusiveness across campus (McNutt, Reeder, & Semansky, 2016, June 27). This poses a

problem as these are the departments that are argued to be the most significant contributors to a successful multicultural education (Carstens, 2015; Lando, 2015; Thompson, 2003).

So why is it that students are no longer pursuing languages and Humanities at the levels that they used to? Humanities remain an important part of any university education (Andrews, 2015), but especially if the aim is to be multicultural. In order to address this issue of why students are no longer enrolling in the Humanities, or taking language courses in particular, one must first know why students *do* decide to pursue foreign language education. What motivates students to study languages and what do they get out of their studies? Were they intrigued by the university's advertisements or were there other factors? What do they think of the way the university promotes their language courses? Knowing the answer to these questions can ensure the efficiency of the marketing and help encourage more students to pursue studies in foreign language and Humanities, which will contribute to a more diverse and multicultural educational experience.

To answer some of these questions, I intend to explore students' reasons for studying foreign languages at Dalhousie University, how they talk about these reasons, and why they think other students might study foreign languages. I will also consider the kinds of reasons for language learning that are expressed by Dalhousie's marketing materials and compare these reasons to the reasons for language learning discussed by the students in order to address any similarities or differences in which reasons are more or less frequently articulated. I will investigate these concepts by asking the question: *how do Dalhousie University students discuss and justify their reasons for pursuing foreign language courses and how does this compare to the way that Dalhousie University frames and markets the reasons for learning foreign languages?*

## Literature Review

### *Language Learning Motivations*

The literature on foreign language learning is frequently grounded in the work of Gardner and Lambert (1959), whose instrumental-integrative theory is foundational to research on foreign and Second Language Acquisition (SLA), particularly surrounding the measure of “success” that a learner experiences in their language studies. They argue that success in foreign language learning is informed by an instrumental-integrative dichotomy of motives, meaning that language learning is conceived of in two different ways. It can be perceived instrumentally as a tool to achieve goals, fulfill a requirement, or aid in one’s career or education; or integratively as a means of engaging with or becoming a member of another culture or community due to a desire to connect with said group or as a result of alienation from one’s own social context.

Although this dichotomy has been used extensively as a central theory in language acquisition research over the past few decades, many of these studies exhibit a greater focus on the integrative learner motivations rather than the instrumental motivations (Dörnyei, 1990; Hennebry & Gao, (2018); Lafontaine, 2001; Liu, 2015; Shabaan & Ghaith, 2000; Vidak, Brautović, & Sindik, 2013). Lafontaine (2001) and Dörnyei (1990) conclude that motivations classified to be on the integrative side of the dichotomy were more relevant contributors to fostering success in foreign language learners than instrumental motivations. Shabaan & Ghaith (2000), Liu (2015), and Hennebry & Gao (2018) on the other hand, found both instrumental and integrative motivations to be mutually influential in determining learner success rather than one or the other. Shabaan & Ghaith and Hennebry & Gao in particular suggest that there is less of a polar distinction between instrumental and integrative motivations as they are frequently used in



other research, but that these groups of motivations can influence and evolve from and into each other, thus altering them from monolithic groups of motivations to dynamic categories.

In addition to this first theory, scholars also discuss the similar theory of extrinsic-intrinsic motivations in language learning. These motivations are defined as the external pressures and internal desires that dictate a person's actions, and the theory is considered to be an equally fundamental concept when determining and categorizing reasons for foreign language learning (Douglass, 2005; Lantolf & Genung, 2000; Numardiah, Sakinah, Helaluddin, & Wijaya, 2019; Vidak, Brautović, & Sindik, 2013; Yang, 2013). Similarly to Shabaan & Gaith (2000), Hennebry & Gao (2018), and Liu's (2015) interpretations of instrumental-integrative motivations, Douglass (2005), Yang (2013), and Lantolf & Genung (2000) consider the extrinsic-intrinsic motivations to exist simultaneously rather than in opposition to each other, and suggest that all motivations, both the extrinsic and intrinsic, are as much a product of the agency and goals of the individual as they are a product of the learner's history and social context. Douglass and Lantolf & Genung also conclude that success in language learning, regardless of the motivations, is contingent on the existence of an ultimate goal for the language learner that gives rise to the motivations. Furthermore, they argue that both forms of motivation derived from this ultimate goal are multiple, ephemeral, dynamic, and subject to change over the course of the learner's language journey, so a single learner can have multiple motivations shifting across the range of extrinsic and intrinsic motivations during their language study.

Lastly, some scholars combine these theories with additional categories of motivations, for example Vidak et al. (2013), who draw on a combination of the instrumental-integrative theory and the extrinsic-intrinsic theory to develop the categories pragmatic-communicative motivation (instrumental/extrinsic), integrative motivation (intrinsic), and a third category of

affective motivation, which is motivation that arises from the person's desire to learn a language due to "a liking for the language" (p. 2).

Theories and concepts vary across the range of language learning literature, but there are two central conclusions that emerge from this field of literature. One is that intrinsic-extrinsic or integrative-instrumental motives cannot be divorced from each other and exist in a continuum of reasonings, and the other is that student motives for learning languages are socially constructed, dynamic, historically shaped, and subject to change with time (Dörnyei, 1990; Liu & Zhang, 2018; Douglass, 2005; Yang, 2015; Lantolf & Genung, 2000).

For the purposes of my own research, I thought it best to follow the example of Vidak et al. (2013), and draw on both the theories of instrumental-integrative motivations and extrinsic-intrinsic motivations, because they address very similar ideas of how to frame types of motivations. Because the instrumental-integrative theory of motivation was developed in relation to the study of learner success, it is more directed to the language learner's purpose for learning the language. The terms are more specified to address how the learner intends to use the language once it has been acquired, such as a tool to achieve X outcome in their career, or a means of integrating oneself into Y social group in the future. The extrinsic-intrinsic theory takes a broader approach to learner motivations, encompassing the instrumental-integrative motivations while also expanding on them, or rather, loosening the definition of what constitutes an external or internal motivation. Instrumental motivations focused more on the learner's personal use for the language, i.e. checking off a box in school or work, while extrinsic motivations can be conceived of more broadly, e.g. feelings of pressure from family to learn a certain language. The same stands for integrative and intrinsic; integrative motivations describe a

desire to integrate oneself into a social group, where intrinsic motivations could simply be that the learner likes the language and wishes to learn it for the sake of learning.

Using both theories would allow me to capture the specificity of motivations from the instrumental-integrative theory, and ensures that other, less definite forms of motivations are not overlooked or left to fall through the cracks because they can be included under the umbrella of extrinsic-intrinsic motivations; a term which is truly a catch-all in this case, as everything must be either internal and/or external for the learner. I will be combining the theories into categories of instrumental-extrinsic motivations and integrative-intrinsic motivations. I will also not be considering these categories to be mutually exclusive; I will consider the possibility of forms of motivation that combine aspects of the two categories given the previously discussed research that indicates the fluid and evolving nature of learner motivation (Douglass, 2005; Hennebry & Gao, 2018; Lantolf & Genung, 2000; Liu, 2015; Shabaan & Ghaith, 2000; Yang, 2013).

There are also a couple of gaps in the methods and findings of the research. First, the focus of the majority of these studies was the role of motives in determining the ultimate success in language acquisition rather than the forms of the motivations themselves and the reasons for which the students are learning these languages (Gardner & Lambert, 1959; Lafontaine, 2001; Dörnyei, 1990; Vidak et al., 2013; Douglass, 2005; Lantolf & Genung, 2000; Yang, 2013; Liu, 2015). I address this gap by the very nature of my research question, which focuses on the reasons and motivations themselves rather than their contribution to success. Second, with the exception of longer-term research projects such as Douglass (2005), much of the research cited above relies heavily on quantitative data from questionnaires to gain a basic data set from as many people as possible, rather than more specific or in-depth data from a few subjects. Lastly, the research largely focuses on the motives of students within the same language programs rather

than a selection of learners of various languages. I intend to fill this gap by using interviews rather than questionnaires, which I will explain in more detail in the following methodology.

### *Education in University Marketing*

When addressing or commenting on how universities frame education, a common theme in the literature is the infamous *neoliberalism*; scholars increasingly note a proliferation of neoliberal approaches to education when discussing the ways that institutions of higher education frame and value the goals and purposes of university education in terms of its instrumentality in work and economy (Giroux, 2004; Harvie, 2000). This frequently cited villain is defined by David Harvey in his *Brief History of Neoliberalism* (2005) as:

...a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets and free trade. (Harvey, 2005, p. 2).

Giroux (2004) and Maisuria & Cole (2017) suggest that the adoption of such an entrepreneurial, labour centred theory into a university context results in the commodification of education such that it corresponds with and supports the goals and ideals of societal structure centred on a neoliberal economy. In terms of university foreign language programs, Chun (2009) and Enns-Kananen, Fallas Escobar, & Bigelow (2017) argue that it results in a promotion of instrumentalist views of language learning, where languages are framed in terms of their value in the labour market and their usefulness in one's career, business, or other such enterprises.

However there is another collection of scholars, for example Standish (2016), Long (1982), Schroedler (2017), and Yelle (2014) who posit that these supposed neoliberal approaches to education are in fact characteristic of Weber's 'disenchantment' (*Entzauberung*), whereby many social processes are oriented toward goals that are considered to be more rational and

scientific than personal or belief based as a result of increasing intellectualisation and rationalisation (Weber & Mommsen, 1992, p. 87). This ultimately results in the conceptualisation of learning in universities as purely an instrumental endeavor.

Standish and Long investigate the presence of disenchantment on a general level in university education. According to Standish (2016), higher education reinforces sentiments of disenchantment through what he calls ‘false re-enchantment’ observed in the ‘overly emphatic specifications of aims and objectives’ of education strategies and designs, which idolize the ‘enchantment’ yet recreate the rational and scientific values of disenchantment (p. 12). Long (1982) studied the presence of disenchantment among students at three American universities by directly surveying and interviewing them about their university experiences. He concluded that the students expressed “cynicism concerning university goals”, “feelings of disenchantment concerning the academic environment”, and “disengagement from the university” (p. 233).

Schroedler and Yelle examine disenchantment in connection with language education. Schroedler (2017) addresses the presence of disenchantment in the commodification of language studies by Irish universities. He points out that these universities frame language studies in terms of the value and potential for market competitiveness that foreign language skills supposedly provide to students. Yelle (2014) considers disenchantment from the perspective of language education in British India. He argues that the rationalisation process in India’s education system led to a utilitarianizing of language studies in which English became dominant for its value as a global trade language and languages native to India were considered above all tools for business and trade within India.

Lastly, a few scholars, such as Samier (2018), suggest the existence of a connection between the two theories. In her 2018 article “Education in a troubled era of disenchantment:

The emergence of a new *Zeitgeist*”, Samier balances the ideas of neoliberal approaches to education and disenchantment in education under the logic that they are integrated and related concepts in the realm of education. She asserts that the implementation of rational and utilitarian neoliberal policies and objectives allows for the propagation of sentiments of disenchantment within educational environments. Samier argues that policies and values exhibiting both neoliberalism and disenchantment work together within educational institutions to undermine critical thought and the substance of education in order to make way for greater efficiency and bureaucratic structures of education.

Just as I am using the combination of two language learning theories to investigate language learning motivations in students, I will follow the example of Samier and consider both neoliberal approaches to education and disenchantment within higher education as a frame of analysis for Dalhousie’s marketing of their language programs. The theory of neoliberalism in universities and higher education addresses the source and character of values and beliefs imbued in the universities’ marketing materials, i.e. how they frame reasons and motivations for learning foreign languages. This will be a useful theory for my own interpretation of Dalhousie’s marketing materials. On the other hand, I can use the theory of disenchantment in a more subjective and people focused perspective. As neoliberalism contributes to feelings of disenchantment, disenchantment thus addresses sentiments surrounding language learning in terms of the students’ interpretations and experiences with Dalhousie’s marketing materials. Using both theories provides a more comprehensive approach to addressing the nature and effect of Dalhousie’s language program marketing.

## **Research Methods**

This study emerged out of my own relationship to language education. Foreign language learning is particularly interesting to me, not only as a researcher, but also as a student. Not only have I participated in several language courses at Dalhousie, as well as at other universities in Canada and abroad, but I also have experience as a German language teaching assistant at Dalhousie and as an English as a Second Language instructor. I know that I personally have very different reasons for studying each of my languages and it stands to reason that other language students studying an array of foreign languages would have a variety of reasons as well.

### *Sampling Procedures*

I am currently a Dalhousie University student and my familiarity with language courses and their students has been largely in the context of Dalhousie, so my study population consists of Dalhousie University students who are currently participating in at least one foreign language course offered by Dalhousie. Aiming for a sample size of 6-8 participants, I selected a convenience sample of seven language students with whom I was previously acquainted either through taking the same language course or else through undergraduate language societies and provided them with a copy of the consent form (Appendix A). Additionally, in order to obtain a more encompassing range of motivations for language learning, I asked students from multiple different Dalhousie language courses: French, German, Spanish, Russian, Mandarin, Latin, and Ancient Greek. I also made a point of asking students who are majoring in a variety of different departments; these include Social Anthropology, Political Science, Creative Writing, Mathematics, Business, Contemporary Studies, and Computer Science, with one student in an undeclared Bachelor of Arts.

As the recruitment of students to participate in the research was done through convenience sampling and I am primarily involved in the German language department, all students take or have taken at least one German language course, however 5 of the 7 study at least one of the other languages offered at Dalhousie in addition to German. Two of the students are majoring in language studies, one is doing a minor, and the remaining students are studying their languages as electives. All seven students are in an undergraduate degree program and six of the students are pursuing their first university degree, ranging from their first year to their final year (4+ years). Four of the participating students are male and three are female. They range in age from 18 to senior student (65+), with four students in their early 20s. Three students are Canadian-born and four were born outside of Canada, representing a total of five countries and three continents. One of the four students moved to Canada for the purpose of attending university, while the other three foreign-born students have lived in Canada anywhere from a few years to decades before attending Dalhousie.

### *Data Gathering*

The data gathering process consisted of two central methods: individual interviews to discuss student motivations and a focus group with the students to discuss Dalhousie's marketing. I also collected examples Dalhousie's marketing materials from posters around the Arts and Social Sciences building and from the web pages for Language at Dalhousie, German, Russian Studies, French, Mandarin, and Spanish & Latin American Studies.

To perform the interviews, I met with each student individually in a public setting at their convenience, including coffee shops on and off campus, and study rooms at the Wallace McCain Learning Commons. The participants and I conducted semi-structured interviews ranging from



20 minutes to an hour which were based on pre-prepared questions from an interview guide (Appendix B). I asked the students questions about their reasons for participating in Dalhousie's language courses and their experiences in these courses. I also briefly asked them about their opinions of Dalhousie's language program marketing materials from what they could remember of them as well as their experiences with such materials. I audio recorded these interviews to maintain a record of the students' responses. At the end of each interview, I discussed the purpose and outline of the focus group with the students and set up a point of contact through email for the students who expressed interest in participating.

After the completion of all seven of the individual interviews, I held the focus group with two students who were willing to participate. During the focus group, I explained general themes that emerged during the interviews and we discussed them as a group. I then presented the students with samples of Dalhousie's marketing materials (Appendix C) and asked questions about them based on the focus group discussion script (Appendix D). I audio recorded this discussion as well.

### *Data Analysis*

I transcribed the interviews and focus group recordings shortly after the completion of each one. I first read through the transcripts from the interviews and the focus group to look for similarities and variations in how the students discuss their reasons with consideration of the instrumental-extrinsic and integrative-intrinsic concepts. I looked for common themes or concepts that the students mentioned, and whether they discuss those reasons in a positive or a negative manner. I then used these concepts to create codes and definitions that identify the various reasons to learn languages as they emerge in the students' discussions. After creating the

codes to account for the students' motivations, I sorted these individual codes into larger categories. I sorted and identified quotes to indicate the major categories of motivation as they appear in the transcript.

I then read through the sections of the interview and focus group transcripts where the students discussed their opinions of and experiences with Dalhousie's marketing materials. I used the same colours, categories, and codes to indicate how the students spoke about the motivations expressed in the marketing and what they thought of it. I created another colour code to track their opinions of the effectiveness of the marketing materials and noted whether they interpreted the materials positively or negatively. Lastly, I read through the marketing materials myself and used the same codes as used for the interviews to assess the ways that the materials frame and advertise the reasons for learning foreign languages. I looked at the types of motivations that were mentioned more frequently and which ones were emphasized. I then compared the coded data from the marketing materials to that from the interview transcripts to assess the similarities and/or differences between the reasons expressed by the students and those expressed in the marketing materials.

### *Strengths, Weaknesses, & Limitations of Methodology*

As I discussed in my review of the literature, most studies on student motivations for language learning use questionnaires to gather data. I preferred to use semi-structured interviews for this study as they allow for greater depth and flexibility of the responses on the part of the students. The interview guide provided me with a general framework of questions, but the semi-structured nature gave me room to deviate and pursue interesting comments or answers from the students that questionnaires do not necessarily afford. Similarly, the focus group allowed for the

spontaneous creation of complex and unexpected data because the participants were able to express their opinions in support as well as possible opposition with each other. Using both interviews and a focus group to discuss motivations with the students contributes to the validity of the data because this approach functions as a form of triangulation. The methods used conjointly reinforce each other to help reduce the weaknesses, subjectivity, and irreplicability of the interviews and focus group as individual methods. The focus group also strengthened my own analysis of the motivations expressed in Dalhousie marketing materials because I was able to gain insight, interpretation, and analysis of the materials from the perspective of the students rather than relying solely on my own interpretation. Unfortunately, one of the weaknesses of this approach is that the work and complexity of conducting interviews and focus groups means that the pool of participants will be smaller, thus decreasing the potential generalizability of the data.

Under ideal research conditions, I would like to emulate the longitudinal studies of Douglass (2005) and Lantolf & Genung (2000) to increase the validity of the research and capture the evolution or shifting nature of reasonings and motivations. This would involve using methods such as participant language journals and running the study for a longer period of time to track potential fluctuations or changes in both the reasonings of the students and the marketing strategies of Dalhousie University. However, given that this is an undergraduate thesis, I am unable to do any extensive or long-term research due to the time constraints of the research, so all discussions and explanations of reasons for learning and marketing of languages will be a snapshot from the lives of the students and the university. I am also limited in the number of participants due to the amount of time it takes to perform the interviews, the focus group, transcribe, and analyze the data.

One significant issue that I encountered, related to time and method, was the planning and execution of the focus group. It was optional for students and only four of the seven students expressed interest in attending. I held it over the semester break under the impression that it would fit best with student schedules, but two of the four students were out of the province and could not attend, leaving me with a focus group of only two students plus myself. If given more time, I would have rescheduled to increase student participation and improve the validity of the discussion and analyses expressed by the students. The discussion derived from two students cannot be used to represent the participants as a whole, nevertheless, the students who participated provided very thoughtful feedback and the data is still quite useful for this thesis.

Two other potential weaknesses arose due to my sampling method. First, I recruited students whom I knew, and I am primarily a German student, so as a result every student involved in the research studies German. It is possible that this may have caused some bias in the data, such as that students who study German are more likely to express particular motivations than students who study other languages. However, five of these students do study at least one other language and there appears to be neither a pattern of differences in the individual students' proclaimed reasons for studying German versus their reasons for studying other languages, nor a strong consensus of one or two specific motives for studying German that is shared among the students. The second weakness is that I unfortunately did not recruit any students who study Arabic, Italian, or Hebrew, so I am unable to cover the complete range of language courses available at Dalhousie, but I can at least account for students in seven of the ten available language courses. Additionally, I am able to account for a possible variation in reasons for studying certain languages because most of the participants study more than one language, meaning there is overlap between the seven students and the seven languages represented.

## Findings & Discussion

### *Students' Motivations*

The reasons expressed by students during the interviews are long, complex, and constantly evolving. They certainly don't fit nicely into an instrumental/extrinsic-integrative/intrinsic dichotomy. That being said, this dichotomy should not be abandoned completely, as students do express reasons that correspond with these two categories. However, students also express motivations that can either fit into both categories or neither. This third category, which I have called 'instrumentally-integrative', are motivations that can be interpreted as indicating both instrumental-extrinsic and integrative-intrinsic reasons for learning a language.

The largest category is the *Integrative-Intrinsic* reasons. This category comprises personal motivations that would encourage the students to pursue foreign language learning at the university level in order to integrate themselves into the language community or fulfill a desire to study the language for personal goals or interests. Motivations that coincide most appropriately with the integrative or intrinsic category were the most commonly discussed reasons, with many of the students mentioning most if not all of the various integrative reasons.

**Cultural interest:** the student has an interest in the culture of a country in which the language is spoken. Discussion of this reason occurred quite explicitly in every one of the interviews, as well as the focus group; everything from the general, "there's a lot of cultural interest", to the personal, "I like the different cultural aspects".

**General interest:** the student is interested in the language itself. This reason was often expressed in offhand comments such as "Turkish is an interesting language" or "German could

be cool”. Three students mentioned the importance of being interested in the language because “you can’t really teach yourself something that you don’t really want to learn”.

**Enjoyment of the language:** the student has previous experience with studying the language and liked it. Six of the seven students expressed enjoyment of their language studies, either before university or at Dalhousie, which motivated them to continue studying the language at Dalhousie as well as discussing it as a possible motivation for other language studies students.

**Heritage:** having a familial connection to the language. Two students discussed having familial connections to Germany as a motivator for studying German language at Dalhousie while a third student expressed the desire to learn Punjabi in order to speak to their grandparents.

**Relationships:** students described being able to better connect with friends or acquaintances through learning the language. One student discussed studying French because their friend was studying French, another mentioned other students in their class learning Spanish because they have many Spanish speaking friends, and a third proposed romantic relationships as a possible reason for studying a foreign language.

**Familiarity:** the student encountered the language before, or it is similar to a language already spoken by the student. Two students discussed familiarity with German from studying it previously, one mentioned the similarity of German to English, and two more discussed the similarity of Romance languages which attracted them to learn another Romance language.

**Curiosity:** the desire to study a language which is new or unfamiliar to the student. “Languages are a good thing for curious people” said one student, and “people are just curious about it” agreed another. Two others mentioned that learning languages provides them the opportunity to “learn something new”.

The second half of the original dichotomy is the *Instrumental-Extrinsic* reasons. These motivations describe language learning in order to use it as a tool for gaining other experiences, roles, or knowledge. Students discussed this group of reasons the least of any, but they are still mentioned by every student, either as a personal reason or one they recognized as being a common reason. The major reasons in this category are:

**Academics:** the student uses the language to help them in further academic studies performed in the language or otherwise. One student mentioned using their language skills to incorporate non-English texts into their research, another expressed the importance of Latin in many academic fields, and three more described a desire to learn Greek to aid their studies, religion, mathematics, and philosophy, respectively.

**Career:** language learning to help in a planned career path and “open up more jobs in the future”. Several students discussed jobs related to their languages, including one who is applying for a job in Germany, and a one who wishes to be an interpreter. Other students mentioned such things as careers in foreign policy, translation, and internships at foreign government institutions.

**Requirement:** language learning to fulfill a program’s language requirement. Five students explicitly called attention to the language requirements of the Bachelor of Arts degrees, saying that “people take language courses because they have to”.

Finally, there are the *Instrumentally-Integrative* reasons. They are the language learning reasons that cannot easily be categorized into either integrative or instrumental given their ambiguous nature. Students mentioned reasons for studying languages which combine aspects of the previous two categories, being that they are reasons which seem to be both using language as an instrument to achieve something else, similar to career or academic goals, yet are also

personal and arguably integrative in nature. This category of reasons was also very frequently discussed, second to the integrative reasons.

**Communication:** the student wants to use the language to speak with people for various purposes, such as for work or to live in a certain country. Every student describes communication as one of their primary reasons for pursuing language studies; “you can use that to speak to people”, “you can interact with people”, “I like being able to talk to people in another language”, “languages are communication”, and so on.

**Ease of learning:** the student has to or wants to learn a language and chooses one they consider to be easy. This often relates to the instrumental category of program requirements where the student must learn a language so they chose the one that they feel would be the simplest to learn. Three students discussed studying German to “do something easy” and three more referenced the tendency to “view languages as a bird course” to “get an easy A”.

**Literature and media:** the student uses a language to consume literature and media. Six students discussed availability of media and “the likeliness [they] will read something in that language” as an important factor to consider when choosing language courses. Two of them also expressed the necessity of reading texts in their original language to truly understand them.

**Travel:** the student wants to use the language to aid travel. Six of the seven students discussed the fact that “you can move places and travel” as a significant reason to study a foreign language. One student even corroborated the value of studying languages with anecdotes from their own travels where they benefited from their ability to speak the language.

**Global perspective:** the student wants to access a broader perspective of the world by means of a foreign language. One student described languages as giving one the ability to



“engage more with the native perspective” and another described them as “a really nice way to open yourself to the world” in that you can access so much more of the information available.

**Prevalence:** students study a language that is frequently encountered locally or globally. Several students mentioned the prevalence of French, being an official language of Canada, as a contributing factor for students studying French at Dalhousie. Three other students discussed studying Spanish due to its prevalence in the world as well as our proximity to the United States.

### *Dalhousie’s Marketing and the Effect*

Dalhousie’s marketing materials exist in the form of posters and their website pages, and express motivations from both ends of the spectrum; however, they overwhelmingly emphasize the instrumental reasons for language learning more than the integrative reasons. Dalhousie’s marketing touts the career opportunities and possible academic fields related to the language more than any other reason to study languages. The next most frequently discussed motivations are the instrumentally-integrative reasons, such as literature & media and travel, before finally, the integrative reasons.

The “Stand Out With a Minor” and “Languages@Dal” posters both advertise language studies largely as a means of ‘diversifying’ one’s degree in the form of a minor. Their “Why learn a new language” webpage includes a range of integrative to instrumental reasons but focuses on the more extrinsic/instrumental reasons such as jobs, international trade, scholarship, and travel, which begins moving towards the integrative. The only explicit integrative reason provided is cultural immersion. The texts for “Why choose to study French at Dalhousie”, “Study German at Dalhousie”, “Why choose Spanish & Latin American Studies at Dalhousie”,

and “Immerse yourself in Russian Language and Culture” all dedicate at least one independent section of the text to promote career and academic possibilities granted by language studies.

For example, French describes its prevalence in Canada, the ability to study culture and literature, but then discusses career options and “a distinct *edge* for careers” in two separate paragraphs. While most of the language pages do discuss culture, communication, and literature, they appear to be weighted more heavily to the instrumental reasons for language study. Russian even dedicates three of its four sub sections to career and scholarship with Russian. The minor in Chinese studies only has a brief description but introduces the program as being “an excellent interdisciplinary complement” to other academic fields and doesn’t discuss culture, history, or “personal explorations” until the last two lines.

When I presented samples of Dalhousie’s marketing materials during the focus group, the response was largely negative. Some of the sentiment expressed by one student is that the websites for the language pages are “cold and dry” and “the languages appeal to me, but not if I were to be brought into it by this stuff”, while the other felt that they are “all generic”, “too passive”, and that they would “barely consider it marketing”. These students suggest that the advertisements are not at all exciting in the way that advertisements should be—they are boring, don’t draw attention, and the students didn’t feel that the marketing materials were marketing anything beyond that the courses simply exist. The first student also said that the marketing materials are “devoid of any interest or fun”; during the interviews, all of the students discussed cultural and linguistic interest, enjoyment, and personal connection to their language studies, but the two students in the focus group didn’t feel that was being reflected in the marketing.

The marketing materials discuss languages in instrumental capacities, but the students do not view them in such a way and did not like seeing them framed that way. After reading through

the examples of marketing from the webpages, the first student exclaimed, “But those reasons! Nobody uses those, it’s not why you take stuff!”, and when asked if they would consider taking any classes based on the materials they were shown, the response was a resounding and repeated “no”. Although aspects of instrumentality are discussed by every student in the interviews, once presented with Dalhousie’s marketing materials, the students in the focus group did not particularly appreciate the instrumental reasons provided in the marketing and bemoaned the lack of integrative and instrumentally-integrative language. One student astutely pointed out that “they pretend that people make decisions based only on rational grounds...of course we don’t!”, then asked why the marketing was not “appealing to the other part”, i.e. the integrative-intrinsic and arguably ‘irrational’ reasons (if contrasted with the ‘rationalism’ of neoliberalism). Both students ended the focus group on the consensus that the materials “don’t appeal to me here”, and that they would not choose to study the languages based on the advertising because it doesn’t reflect their experiences and motivations.

### *Discussion of Students and Marketing*

While the dichotomy formed from the combination of Gardner & Lambert’s (1959) Instrumental-Integrative dichotomy and the extrinsic-intrinsic dichotomy is helpful in conceptualising students’ reasons to study foreign languages, I did ultimately have to create the instrumentally-integrative *mélange* of reasons that merged the two ideas about the origin of motivations. For example, students explicitly discussed the desire for ‘communication’, but in a variety of ways that framed it as both an instrumental use of the language, i.e. being able to understand people in order work/study/travel/live in a foreign environment, and an integrative purpose, i.e. being able to talk to people for the sake of connecting with them. This is because

students' sources of motivation and reasoning are complex and multilayered, meaning that there is a lot of overlap between these categories and it is difficult to claim any exclusivity of the categories, especially with the mixed category in the middle. Literature on language learning motivations often creates these two opposite poles of motivations and claims that most students lean heavily towards the integrative or intrinsic reasons and that instrumental or extrinsic reasons have little weight in their overall motivations (Dörnyei, 1990; Lafontaine, 2001). Yet, I have found that students' reasons for learning languages are much more intertwined. Students draw their motivations from all over the board in terms of the source of their motivations, not one side or the other.

That being said, scholars like Dörnyei (1990) and Lafontaine (2001) appear to be correct in their assertions that students are heavily influenced by integrative-intrinsic reasons. Despite the demographic diversity of the participating students, their responses were quite consistent. These seven Dalhousie students all discussed a variety of reasons across the categories of integrative-intrinsic, instrumentally-integrative, and instrumental-extrinsic, however they focused most heavily on reasons from the integrative-intrinsic category, followed by the instrumentally-integrative. They all talked about the influence of instrumental-extrinsic reasons, but to a lesser extent than the other two categories. They also discussed these reasons differently based on the framing of the question. When I asked about their own motivations, they largely spoke about integrative-intrinsic and instrumentally-integrative reasons for studying their chosen language, but when I asked them about reasons that others might study languages, the students were much more likely to mention instrumental-extrinsic reasons first, followed by integrative-intrinsic and instrumentally-integrative reasons.

On the other hand, Dalhousie's marketing materials appear to take an opposite approach to language learning motivations and emphasize instrumental-extrinsic reasons to a much greater extent than the students do, hence the discontent of the students in the focus group. While the students discussed cultural interest and the ability to communicate as their top reasons for studying foreign languages, from the integrative-intrinsic and instrumentally-integrative categories respectively, Dalhousie's marketing materials promoted career and academic opportunities more than any other reasons. This shows a clear disconnect between what these students claim their reasons are, and what Dalhousie claims the reasons are to learn a language.

Dalhousie's marketing appears to be geared mostly towards neoliberal aims. The marketing materials focus on the instrumental motivations for learning a foreign language and frames foreign language skills by their utility in the pursuit of other purposes, i.e. competing in the job market, building a career, and contributing to other education. The webpages go to great lengths to describe how 'useful' language skills can be to the students, going so far as to provide lists of possible careers and academic fields that students can pursue with the aid of their language studies. This removes the intrinsic element of language learning that the students readily expressed and replaces it with a neoliberal focus on how studying languages can be a tool and how they will be beneficial in work and economy. The marketing materials are promoting the language courses in utilitarian terms, but this does not correlate with how the students conceptualise their reasons for learning languages.

The result is a feeling of disenchantment among the two focus group students; the rationalised goals for language learners presented by the university do not match the reasons why the students begin studying languages originally. They do not feel represented in the marketing, nor are they interested in the supposed goals and benefits for which the marketing materials

advocate. The students are disenchanted with the university's representation of what should motivate language learners because it focuses too heavily on the practical, rational, and utilitarian purposes for language learning. Although there are mentions of culture, literature, and some levels of personal engagement, the marketing largely erases the 'enchantment' of language learning that attracts students to the courses, such as personal interest, curiosity, media, and the desire to broaden one's perspective and cultivate a greater global awareness. Students do care about careers, marketability, and scholarship, but they also find a considerable amount of magic in the intrinsic and integrative reasons to learn languages—reasons that are not appearing in the marketing.

#### *Effectiveness of Marketing and Possible Improvements*

Despite this disjuncture in perception of motivations, the more surprising result of the interviews is that many of the students do not notice the marketing in the first place—they have neither viewed the webpages nor taken much notice of the posters—making it virtually pointless. One student even exclaimed “[Dalhousie] markets their language programs!?” when I questioned them about their engagement with Dalhousie's marketing materials. It turns out that the bigger issue here is not that students are not relating to the marketing, although that is certainly an issue that needs to be addressed, but that students do not even look at the marketing to begin with. The general consensus among the students about their experience with Dalhousie's marketing can be summarized in the following few responses:

- I don't really read them
- I didn't really read into them
- I haven't looked for any

- Posters are useless
- I didn't really look for advertisements
- I don't really go on the website

Every student gave almost identical responses and they all say that they do not look at marketing. One student did have good things to say about the posters advertising study abroad opportunities, for which they felt that “the amount of things that they offer...would capture the interest of different people”, but they had never looked at any online advertising or information pages. Three other students, however, did not quite appreciate the posters as much, with reactions such as “it takes more than a poster to convince me”, “most of them are crap”, and “it’s all passive marketing”. Another student seemed to like the variety of the poster advertisements, but did not look at any online marketing, and the remainder of students seemed to disregard the marketing entirely.

Fortunately, the pair of students in the focus group provided suggestions that they think may improve the marketing so that it can reach and connect with a greater number of students. Firstly, it is important to incorporate the integrative-intrinsic reasons; students discussed personal interest, enjoyment, heritage, so use that in the advertising. As one student said, “tell [the students] they’re wanted and why they would like it”; let the students know that the courses are interesting and enjoyable, not merely useful. Secondly, information on the programs, and even the language department offices, are not easy to find, they are “almost invisible” according to the focus group. The issue and possible solution are best explained in this quotation by one student:

One of the things that might help, because languages are really a person to person kind of thing, is if the offices could get together and maybe have one place where students could walk in and say ‘I’m interested in taking X language, tell me about who’s teaching it and what it’s like’. (German/Mandarin/Latin/Russian Student)

Students with a budding curiosity are discouraged from pursuing language programs because they seem hidden. Language program information and office staff could be more accessible to answer questions and encourage curiosity. Thirdly, students want to hear from other students; it's one thing to have a poster tell you the class is fun, it's an entirely different thing to hear it from an equal, another student. "Get someone who's passionate", suggested one student, "do a video, put it on the website, 'here's why I started'—and it can be something totally ridiculous, like I needed to have a language credit—'and here's what happened, and here's what I'm doing with it'. Let the students tell the story. Lastly, make the languages an experience. The focus group students agreed on the statement that "languages are a different thing from your basic mathematics course or whatever, they really are in a different sphere entirely and they need to be treated as that". So, similar to the Program & Major Expo, the students suggested a language fair to show the language, culture, and especially culinary traditions in practice, "get the affect involved", and "spark the curiosity". Students are drawn in by the integrative experience, they want to take classes that are meaningful and interesting, not simply utilitarian.

### **Conclusion**

The variety of reasons that these seven Dalhousie university students discuss for studying foreign languages are complex and dynamic, they discuss intrinsic and integrative reasons more so than instrumental or extrinsic reasons, but their motivations consistently range from the integrative-intrinsic to the instrumental-extrinsic and everything in between. Ultimately, these students' motivations for language learning cannot be easily summarised, categorised, and directly targeted in the form of advertisements which are intended to promote courses in a fashion complementary to current neoliberal approaches of higher education. This is evident in



the students' opinions of Dalhousie's marketing materials and their excessive focus on instrumentality. These students do not react favourably to the emphasis on instrumental-extrinsic motivations expressed in Dalhousie's marketing of the language courses because they themselves do not think of their motivations in a such a neoliberal or utilitarian perspective.

As enrolment in foreign language courses and Humanities continues to fall in universities across Canada, it seems natural that universities would want to retain these students and try to encourage them to take courses in languages and Humanities. These universities are also functioning in increasingly neoliberal social contexts where 'practical', 'useful', and work/economy-oriented education is deemed more valuable and desirable, so, likewise, it makes sense that universities would approach their foreign language and Humanities programs with a mind for their instrumentality, thereby promoting the instrumental-extrinsic and utilitarian reasons for taking such courses. Unfortunately, this strategy does not appear to be working as intended; these students do not resonate with the excessive focus on instrumentality, in fact, the emphasis on the 'useful' reasons to study foreign languages in Dalhousie's marketing actually made the language courses less appealing to the pair of students in the focus group. It appears that instead of attracting more students with the promise of useful skills for the job market, these neoliberal approaches to marketing the language courses are contributing to the disenchantment of education and may, in truth, be undermining their very goals of attracting students and increasing the enrolment in languages and Humanities.

In addition to the lack of appeal to students, it is also clear that the marketing efforts are quite passive and often overlooked completely. Universities are worried that they are losing their foreign language programs because students do not want to study languages, but, in the case of these Dalhousie students, the knowledge about the language programs often is not reaching the

students. Students cannot very well take a course that they do not know exists. This study helps to identify some major issues with the effectiveness of the marketing of language programs at Dalhousie in both what they promote and how they promote it. I have also been able to provide some possible solutions to aid in future marketing strategies and tactics thanks to the input of the focus group participants. If the university can work to ameliorate these issues in marketing, they may be able to strengthen the foreign language departments and continue to promote a multicultural learning environment across Dalhousie.

Given that the scope of the research is limited to only seven language students at Dalhousie, the results, issues, and posited solutions can only, at best, be applied in the context of Dalhousie. In fact, with a sample size this small, I cannot confidently generalise to all language students at Dalhousie due to the possible bias stemming from the over-representation of German language students. However, given that there is representation from seven of Dalhousie's ten language courses, being German, French, Spanish, Russian, Mandarin, Latin, and Ancient Greek, the results can be suggestive of a common trend among Dalhousie's language students. To strengthen the generalisability of the data, I would like to see an expansion of this research to a greater proportion of Dalhousie's language student body, as well as to the language departments of other universities in Canada. Is it truly common for language students to lean towards integrative-intrinsic motivations more so than instrumental-extrinsic? Is there a regular discrepancy between the motivations of language students and how the university markets the language courses? Increasing the pool of participants would allow us to determine if the results of this study are indeed indicative of greater trends in the Canadian universities.

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## Appendices

### *Appendix A: Interview and Focus Group Consent Form*



## CONSENT FORM

**Project title:** Reasons for foreign language learning at Dalhousie University.

**Lead researcher:** Victoria Michels, Dalhousie University, victoria.michels@dal.ca

You are invited to take part in a research study being conducted by me, Victoria Michels, a student in the Social Anthropology Honours program at Dalhousie University. Choosing whether or not to take part in this research is entirely your choice. There will be no impact on you or your studies at Dalhousie if you decide not to participate in the research. The information below tells you about what is involved in the research, what you will be asked to do and about any benefit, risk, inconvenience or discomfort that you might experience.

The purpose of this research is to a) interview Dalhousie University students participating in one or more foreign language courses about their reasons for studying foreign languages in university and b) hold a focus group of language course students to discuss and comment on Dalhousie's language course marketing campaigns. The goal of the project is to explore and understand the reasons why students decide to learn particular languages and to compare these reasons to the university's presentations of why students should study languages. The results of this research will culminate in a final paper to fulfill the requirements of the honours thesis.

Participant involvement in this research project is composed of two parts, firstly the interview, and secondly the focus group. As a participant, you will be asked to answer a number of interview questions about your reasons for studying foreign languages in university, as well as why you think people study languages in general. The interview should take roughly an hour and will be conducted in a public setting of your choice, either on or off campus. The interview will be audio recorded and I may also take notes during the interview if you are comfortable with it. I will purchase drinks or snacks during the interview, location permitting, and reimburse travel costs if additional travel was required to arrive at the interview location. The risks associated with the interview portion of the research are minimal. If you choose to participate only in the interview portion of the research, your participation in the interview will be known only to me and will remain confidential.

For the second part of the research, participants will be asked to attend a follow up focus group. This will happen after the individual interview to discuss Dalhousie University marketing

campaigns for language courses offered by the university. While it is necessary to participate in the interview process in order to participate in the focus group, participation in the focus group is optional. The focus group will be conducted with all of the participants together in a study room in either the Wallace McCain Learning Commons or the Killam Library, it will take a maximum of 90 minutes, and snacks will be provided. The focus group will be audio recorded as well. As with the interviews, the risks of participation in the focus group are also minimal. However, given the nature of focus groups, your identity as a participant in the research will be made known to the other focus group participants. This being the case, I cannot guarantee complete confidentiality as to what is said in the focus group, but I do ask that you, as a participant, and all other participants respect each other's privacy and not discuss with others the involvement of anyone else in this research.

The information that you provide during the interview and/or focus group will be anonymized and kept private, such that only I, the lead researcher, and my honours supervisor, Dr. Emma Whelan, will have access to it. The general findings will be shared in the final thesis and presentation to the Sociology and Social Anthropology department. *No identifying information will be used* in the final thesis or the presentation. If I quote you in my honours thesis, your identity will remain confidential and pseudonyms will be used in place of any real names. I will retain the anonymized information after the completion of the honours programme for possible use in future research on the topic.

There will be no direct benefit to you as a participant. The research will contribute to the literature on students' reasons for studying languages. Additionally, by participating in the focus group and reading the final thesis, you will have the opportunity to learn about the ways that you and other students personally perceive language studies in comparison to the perceptions and marketing strategies of the university which you all attend. You are free to leave the study if you choose by stating that you wish to end the interview or by leaving the focus group. If you decide to withdraw your data from the study, I will delete your interview data upon request but focus group contributions cannot be removed. However, none of your focus group contributions will be used in the analysis, reports, or final thesis. You have until March 1<sup>st</sup> to decide if you want me to remove your interview data. After that time, it will become impossible for me to remove it because it will already be analyzed, anonymized, and integrated into the rest of the data. If you would like to see how your information is used in the research, please contact me by email after April 30<sup>th</sup> and I will send you a copy of the completed thesis.

I will be happy to talk with you about any questions or concerns you may have about your participation in this research study. Please contact me (at 902-440-7076, victoria.michels@dal.ca) or the Sociology and Social Anthropology honours programme supervisor, Dr. Emma Whelan (at 902 494-6752 or emma.whelan@dal.ca) with questions, comments, or concerns about the research study.



If you have any ethical concerns about your participation in this research, you may also contact Martha Brilliant, Acting Director, Research Ethics, Dalhousie University at (902) 494-1462, or email: [ethics@dal.ca](mailto:ethics@dal.ca) (and reference REB file # 20XX-XXXX).

### Signature Page

I have read the consent form about this study. I have been given the opportunity to discuss it and my questions have been answered to my satisfaction. I have been provided with a copy of the consent form. I understand that I have been asked to take part in one interview that will occur at a location acceptable to me, and one focus group to take place on the Dalhousie campus and that the interview and focus group will be audio recorded. I understand that de-identified direct quotes of things I say may be used under a pseudonym in the thesis and research presentation. I agree to take part in this study. My participation is voluntary and I understand that I am free to withdraw from the study at any time, until the 1<sup>st</sup> of March.

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Participant Name

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Signature

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Date

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Researcher Name

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Signature

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Date

*Appendix B: Interview Guide*

1. General introduction
  - a. Programme/Major
2. Which language course(s) do you take?
  - a. Why?
3. Are there any other languages you would like to study?
  - a. Why?/why not?
4. Are there any programmes that you think Dal should teach that they don't?
  - a. Why?/why not?
5. Can you tell me how you decided to study this language?
  - a. Why did you choose to study this language over other languages?
6. What do you enjoy about the language/course?
  - a. Why?
  - b. What do you dislike about it, if anything?
    - i. Why?
7. Generally, why do you think people take language courses?
8. In general, what do you feel are the benefits of studying languages? Are there any disadvantages?
  - a. Are there any advantages to taking language courses as opposed to other kinds of courses in university?
  - b. Are there disadvantages to taking language courses as opposed to other kinds of university courses?
9. Which languages do you think are the most popular to learn?
  - a. Why do you think those languages are so popular?
  - b. Do you think those languages are the best ones to learn?
    - i. Why/why not?
10. What language(s) do you think are unpopular?
  - a. Why do you think that is?
11. Do you think that the language you are studying is useful?
  - a. In what ways is it useful?
  - b. Do you think other people view this language as useful?
    - i. Why do you think that?
12. What do you think are the most important factors to consider when deciding whether to study a language?
13. Are there any other comments you would like to make about learning languages? Any questions you want to revisit/elaborate on?

*Appendix C: Dalhousie Marketing Materials for Focus Group*

- 1) “Languages@Dal” poster
- 2) <https://www.dal.ca/faculty/arts/programs/languages.html>
- 3) “Stand Out With A Minor” Poster
- 4) <https://www.dal.ca/faculty/arts/french/programs/undergraduate-programs.html>
- 5) <https://www.dal.ca/faculty/arts/german/about/study.html>
- 6) <https://www.dal.ca/faculty/arts/spanish/about/study-with-us.html>
- 7) <https://www.dal.ca/faculty/arts/russian-studies/about/study.html>
- 8) <https://www.dal.ca/faculty/arts/chinese-studies/programs.html>

*Appendix D: Focus Group Discussion Guide*

1. Welcome and Introduction
2. Review of General Interview Themes

Opening questions:

3. Do you remember seeing university marketing materials about language courses before coming to Dal?
  - a. Have you seen any while at Dal?
  - b. What do you remember about them?
  - c. Did they affect the way you chose your language courses?

Dalhousie's Marketing Materials:

1. What do you think of the way Dalhousie markets language courses?
2. Would you take these courses based on these advertisements?
3. Based on your experience on the course, how do Dalhousie marketing materials compare to students' reasons for taking the course?

*Appendix E: Code Frequencies*

The number of times that the code appeared in student's discussions of their motivations compared to Dalhousie's marketing materials.

Integrative-Intrinsic
<u>Instrumentally-Integrative</u>
Instrumental-Extrinsic

Students	
Code	Frequency
Cultural Interest	31
Communication	31
General Interest	27
Academics	23
Easy	22
Lit and Media	22
Career	21
Enjoyment	19
Heritage	17
Travel	16
Prog Req	14
Familiarity	12
Relationships	10
Curiosity/New	10
Global Perspective	9
Prevalence	9

Total
126
109
58

Dalhousie Marketing	
Code	Frequency
Career	13
Academics	10
Cultural Interest	9
Lit and Media	6
Prevalence	4
Travel	2
Global Perspective	2
Heritage	1
Relationships	1
Communication	0
General Interest	0
Easy	0
Enjoyment	0
Familiarity	0
Curiosity/New	0
Prog Req	0

Total
11
14
23