

**The Impact of English as the Lingua Franca and Foreign Language Motivation in High
School Students**

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Abstract

Following WWII, the English language became the global Lingua Franca, meaning that it is the primary language used to communicate between people who speak different languages. With the development of English as the Lingua Franca, Americans are generally less exposed to foreign languages than most other nationalities. Some researchers believe that this limited exposure to other languages contributes to Americans' lack of motivation to learn foreign languages. Within the current literature, there is additional debate over the importance of external and intrinsic factors in influencing motivation. This study aims to determine how the rise of English as the Lingua Franca (ELF) impacts American high school students' exposure to foreign languages and whether that exposure affects their motivation to learn other languages. The correlation between exposure and motivation was examined through a Mixed Method Study that collected foreign language students' and teachers' responses. While there was a correlation, it was not particularly strong, indicating that external factors play a role in motivation. However, outliers within the data suggest that intrinsic motivation also plays a large role; therefore, the reasons why students are motivated vary for each student, depending on why they are pursuing a foreign language.

Keywords: English as a Lingua Franca (ELF), Foreign Language, Motivation, Exposure, United States of America

Introduction

Following the end of World War II, the English language emerged as the *de facto* language of choice among those whose native tongues differed from one another. Often referred to as the Lingua Franca, or English as the Lingua Franca (ELF) within research literature, English now serves as the standard language for trade, commerce, banking, technology, science, and numerous other industries. Though not the most spoken first language in the world, English claims the most speakers, largely due to its role as the Lingua Franca. Paradoxically, while such global usage of ELF bridges communication between different tongues, its nearly universal usage could discourage native English speakers from developing the motivation to learn a foreign language. Due to this development, this paper explores how “English serving as the Lingua Franca impacts American high school students’ motivation to pursue a foreign language.”

Because foreigners often defer to English over their native tongues during interlingual interactions, many native English speakers experience fewer opportunities for exposure to other languages. To better understand how the establishment of ELF impacts American high school students, this survey focuses on students’ exposure to foreign languages and how that exposure might influence their motivation to learn another language. While most scholars agree that motivation is an essential component of learning a foreign language, they do not agree on whether motivation is dependent or independent of external factors. Consequently, this study potentially bridges a research gap in considering to what extent motivation impacts students’ desire to learn another language. Believing that these findings could indicate a correlation, it is hypothesized that those students with greater exposure to foreign languages will be more motivated to learn a foreign language.

Significance

Though not essential, fluency with the language of a culture is a crucial component of understanding the people who emerge from that background. Knowing the language facilitates a common understanding between people and the internalization of social norms, customs, values, and traditions. Furthermore, personal resilience is actualized by overcoming potential language and cultural challenges. Regrettably, many native-born English speakers do not experience the necessity of learning a foreign language to communicate with those around them. Instead of being forced to adapt to others, most of the world has conformed to them; this effectively denies the native-born English speaker the opportunity to connect with those from other cultures in a manner that is particularly respectful of their cultural background and heritage. Furthermore, it can be assumed that many native-born English speakers might unconsciously conclude that since the majority of people speak their own tongue, they do not need to learn another language.

Literature Review

As previously mentioned, English usage shifted from being concentrated within English-speaking countries, most notably the United States and Great Britain, to developing as the global Lingua Franca. Following the conclusion of the Second World War, English “claimed progressively less territory...while its actual importance and number of speakers have increased rapidly” (Baugh & Cable, 1993, p. 7). Paradoxically, indigenous movements breaking from their imperialistic regimes, coinciding with rapid globalization and interdependence between nations, further contributed to the English language developing as the primary tongue for communicating across cultural and linguistic divides (*Self-Determination: International Perspectives*, 2016).

ELF Impact on Americans

Native English speakers, particularly those within the United States, are comparatively less to foreign languages. When interacting with individuals from other cultural backgrounds, non-native English speakers often rely on the Lingua Franca to communicate. Such interactions reinforce the assumption made by many native English speakers that the majority of people throughout the world can speak English; consequently, native English speakers may be less motivated to learn a foreign language. Such preconceptions towards languages are influenced by the tremendous influence of ELF, the history of foreign languages within the United States, and how these factors impact foreign language education.

Throughout much of its history, English usage and its variations, such as dialects, reinforced barriers to entry and hierarchical constructs within society. During the early 20th Century, the ability to speak English as an immigrant demonstrated acceptable assimilation into American culture as a relationship between high endorsement of patriotism and a desire to install English in public areas was found (Pelc, 2016). The stigma of not speaking English discouraged immigrants from communicating their native languages and, coupled with the xenophobic tendencies of that time, contributed to declining interest in learning another language. This attitude was evident during World War I, when the *Espionage Act* was passed, requiring all war publications to be translated into English. This legislation served to sanction government officials' call to remove all foreign languages in all public, private, and educational spheres (Fouka, 2015). Furthermore, the effect of the anti-immigration hysteria discouraged Americans from pursuing foreign languages, as it was looked down upon and, at times, even illegal to speak a language other than English.

Despite the continued growth of migrant populations within the United States, the effect of this development remains deeply ingrained in American culture. Indeed, an in-depth study conducted by graduate students at the University of Kansas demonstrated that “exposure to a foreign language leads White Americans to form less positive perceptions of the targets and their conversation...and heightens their anti-immigrant attitudes” (Lee & Molina, 2021, p. 4). As the majority population within the United States, White Americans generally do not speak another language due to not being as exposed to other tongues or cultures. Indeed, this is further illustrated by the fact that only 20 percent of native citizens within the United States can speak a foreign language, and only 50 percent of them speak that language at a communicative level. Furthermore, only 10 percent of United States native citizens can speak a foreign language fluently (United States: Indiana University Press., 2021). Though the United States is often referred to as a “melting pot” of cultures, there is little emphasis placed on appreciating and learning about other backgrounds. This attitude could influence most Americans to form negative perceptions of immigrants who could otherwise provide a further necessity to learn a foreign language.

Such sentiments often erode public support for foreign language education and further contribute to ignorance about other languages and cultures. Foreign language requirements and subsequent course offerings frequently reflect the cultural mindset. Notably, foreign language education within the United States is often based on ideologies that vary “over time due to changing sociocultural conditions [that are] shaped and reshaped by competing language, interest, and social groups” (Rosen, 2022, p.3). Therefore, with the increase of anti-immigration, anti-bilingualism, and anti-multiculturalism sentiment over the past few years, there has been a declining focus on foreign language education (Başok et al., 2020). Indeed, researchers from the

Modern Language Association found that 651 foreign language programs were cut from American universities between 2013 and 2016 (Johnson, 2019). Academic leadership cited the Great Recession of 2008 as the reason for such cuts; nonetheless, it indicates that foreign language classes were less valued than other courses within higher learning institutions.

ELF Relationship with Motivation

The internal desire to pursue a goal is often defined as motivation, which is considered one of the most essential factors for foreign language learning. Indeed, motivated students are intrinsically more inclined to enjoy the work towards goals and persevere through challenges (Fishbach & Woolley, 2022). Furthermore, motivated language learners are not only more likely to learn and retain course content but also more willing to practice their skills by conversing with people of different backgrounds and cultures. However, there remains debate within the field of research about the role of other motivational factors. According to a graduate of Carnegie Mellon University, past research considered motivation independent of other variables in foreign language learning (Bernard, 2010). However, other researchers believe external factors have a greater impact on motivation, such as prior exposure to a foreign language. Furthermore, to understand how ELF affects motivation, it is necessary to address the gap that arises on how factors influence motivation in the first place.

External factors refer to variables outside of personal motivation that may influence an individual to become more interested in learning a foreign language. Indeed, according to English language professors at Hakim Sabzevari University, Iran, “language learning is attributed to the class environment, circumstances, exposure to the language, interest, strategy use, and support from others” (Zareian & Jodaei, 2015, p. 304). While much research has been

conducted to understand how the classroom environment and support from peers and students affect motivation, little further inquiry has been made on the variable of exposure. If external factors influence motivation, it can be assumed that American students may be less motivated to learn a foreign language as they are not frequently exposed to other tongues.

Many researchers, particularly those in subsequent literature, believe that motivation is independent of other factors, and therefore, extrinsic motivation is unnecessary to learn a foreign language if one is intrinsically motivated. Intrinsic motivation is the desire “to engage in an activity because that activity is enjoyable and satisfying to do” (Gilakjani et al., 2012, p. 11). Therefore, internally motivated students will likely find interest and enjoyment in learning a foreign language. Indeed, for this reason, a professor in the field of education claims that “intrinsic motivation is considered to be more powerful than extrinsic motivation in the success of learning a language” (Thohir, 2017, p. 1). Therefore, while it is agreed that external factors impact some forms of motivation, they are not often seen as beneficial when learning a foreign language. Furthermore, the gap in understanding the motivation variables must be addressed to determine how high school students’ exposure to foreign languages impacts their desire to learn another language.

Overview

The debate within the current literature on the position of motivation regarding other factors suggests the existence of a gap that must be narrowed. As one perspective of motivation claims that it is influenced by variables such as exposure, it is necessary to identify how American high school students’ motivation to pursue learning a foreign language is impacted by their prior exposure to that language. Ultimately, by understanding if exposure to a foreign

language, which has yet to be thoroughly studied, impacts motivation, it will be possible to address the gap within the current literature on the variables that affect motivation.

Method

This study intends to understand how the rise of ELF has impacted American high school students' exposure to foreign languages and determine if that exposure impacts their motivation to learn other languages. Furthermore, additional information concerning how exposure affects motivation could potentially fill in research gaps regarding whether motivation is dependent or independent of external variables. It was determined to focus on high-school students as it was most accessible to the researcher and provides further insight into how American attitudes towards foreign languages are reflected in education. To acquire data that examined this relationship, it was necessary to administer a Mixed-Method survey as it would allow both foreign language students' and foreign language teachers' responses to be collected. The students were given a survey that collected quantitative and qualitative data, which would then be used to determine a correlation between exposure and motivation. It also aimed to gather comparative data that would address a gap of understanding about how ELF impacts students' exposure and how that, in turn, might influence high school students' motivation to learn a foreign language. A gap within the current motivation debate could be narrowed by finding how these variables correlate. Teacher interviews were conducted to help explain the survey's findings and provide further insight into students' responses.

Student Survey

The survey was created using the Google Forms program because it was the most accessible to students within the high school (Appendix A). Multiple profile questions were asked to understand students' backgrounds with foreign languages but not necessarily their exposure or motivation. These questions were used to provide further insight into the students' responses. The primary questions were labeled "Exposure Questions" and "Motivation Questions" as they were intended to provide the correlational data between the two variables. The "Exposure Questions" aimed at understanding how students have been exposed to a language throughout their lives. These questions analyzed the extent to which students have been exposed to a foreign language without any further pursuit of trying to learn the language themselves. This decision is supported by research conducted by the British Consul in 2007, in which 69% of foreign learners said that they learned most effectively when socializing informally (Chuzaimah, 2018). Therefore, the most effective path to understanding how ELF's influence impacted the students' daily exposure to the language is through informal interactions with family members, friends, and peers.

The "Exposure Questions" were "Do you have a family member who is a non-native English speaker?", "Do you have a friend who is a non-native English speaker?", and "Have you traveled to another country in which you were exposed to a language other than English?" Meanwhile, the "Motivation Questions" aimed at understanding how students exposed themselves to a foreign language, as the responses could indicate a desire to continue learning a foreign language outside of the typical exposure to that tongue. Consequently, the "Motivation Questions" asked, "Do you practice a foreign language on a learning program or app?", "Would you like to travel to countries outside the U.S.?", "Do you listen to music in another language?" and "When on social media do you follow creators who speak a language other than English to

their followers?” The responses that students gave to these questions comprised the main results of the survey, which was to determine if there is a correlation between exposure to foreign languages and the motivation to pursue learning them.

Once the results for these questions were completed, one point would be added for every question that answered “yes” or demonstrated a positive answer. Half a point was awarded for those who answered “sometimes” ,“somewhat” or another neutral answer; meanwhile, no points were added for those who responded negatively or “no.” Ultimately, an example of a perfect correlation would be either a 0 exposure and 0 motivation response or a 3 exposure and a 4 motivation response. This relationship is meant to reflect the number of primary questions and the points available.

The survey was distributed to foreign language classrooms because students in those classrooms would be more inclined to complete the study and take it seriously. Additionally, more responses were received once foreign language teachers could distribute a QR code to the survey.

Teacher Interviews

Teacher engagement is necessary for promoting foreign language motivation among students. Therefore, credible and passionate teachers must encourage motivation in the language classroom. Noticing this phenomenon, Dr. Phyllis Ryan conducted a related study in which informal individual interviews were conducted to understand the importance of culture in foreign language learning (Ryan, 1994). Due to his case study, informal interviews with teachers were also incorporated to further understand their position on the most critical motivation factors and how they engaged students. Questions were asked about students from foreign language teachers

to support the participants' responses and to understand past trends within their classrooms, which the teachers may have observed (Appendix B). Furthermore, the interviews with teachers aimed to have a clearer understanding of how they attempted to motivate students and to what degree their efforts impacted student motivation.

Ethical

The survey and interviews were approved following review by the local Institutional Review Board (IRB). Before completing the survey, participants read and signed the consent or assent forms if they were under 18. Initially, the website Jotform was used to collect signatures from participants. Unfortunately, technology challenges led to significant limitations in students' ability to access the survey. Therefore, two signatures were completed in Jotform (Appendix C), while the rest of the participants signed a Google Form by typing their name in the text box after being informed that it counted as their digital signature. These signatures were then organized on a Google Sheet (Appendix D). If there was an issue with the participants' responses in the consent forms or survey, the researcher sent them an email informing them of the mistake and reaffirming their rights to confidentiality and the ability to withdraw at any time. If the errors were not corrected, the researcher withdrew them from the survey to remain faithful to the ethical guidelines. All the data from the surveys was kept anonymous and secured. Additionally, the interviewees were explained their rights and could refuse to answer or leave the interview at any time. Interviews were recorded only with explicit permission. No information about the teacher was shared besides the language that they taught.

Survey Results

Participants

Once the survey was handed out to the foreign language teachers, all responses were received within two weeks. Twenty-six responses were collected; however, due to inadequate completion of the consent form and no response per an email from the researcher, two responses had to be removed from the survey, which resulted in 24 responses overall. Preliminary questions were asked about which foreign language class the students took to understand their language background and possible limitations that might arise. Only 22 of the 24 participants responded to the question, with the majority being German (17), followed by Spanish (5), then French (1) and finally, Latin (1). The high proportion of responses from the German class originates from the teacher encouraging many students to participate in the survey.

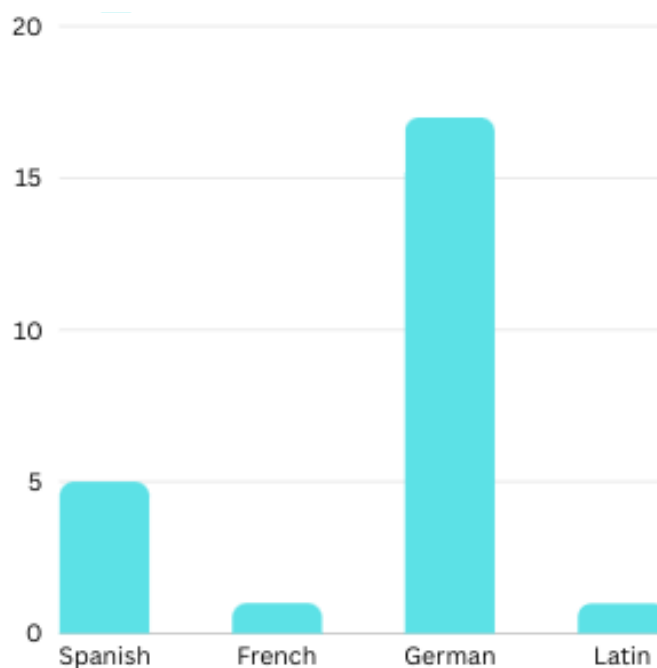


Figure 1: Participants responses regarding their foreign language class

Nonetheless, while this is a limitation with implications that will be addressed later regarding the results, the population of the responses does not seem to significantly impact the

results since no further questions were asked about the specific foreign language class. Additionally, primary questions purposely avoided the topic of foreign language classes in order to understand students' exposure and motivation regarding foreign languages outside of the classroom. Consequently, the population of foreign language classes did not play a significant role in the survey as these students were not identified to maintain research guidelines.

Correlational Results

Each participant was required to fill out the primary questions, with one expectation being a motivation question in which participants who answered yes were prompted to ask another question. The results from these responses were then transferred to a Google Sheet to be calculated (Appendix E). The mean of the score for "Exposure Questions" and "Motivation Questions" were then calculated. The results showed that exposure was 1.3 while motivation was 2.6, meaning there was a .8 difference between the scores. The Google Sheet was then used to calculate the correlational relationship between the scores, which was calculated automatically using a correlational graph.

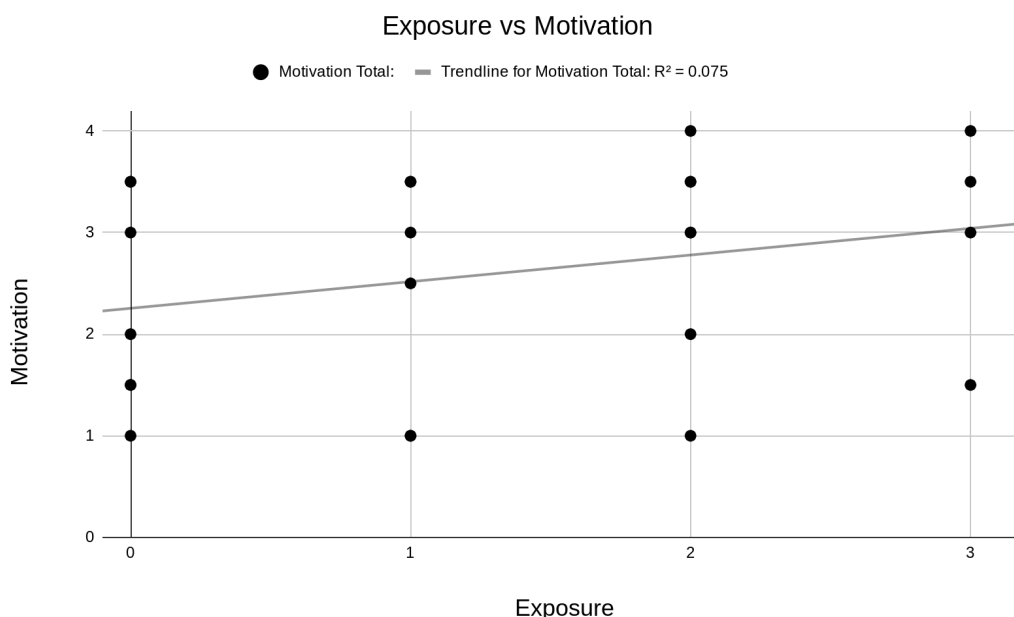


Figure 2: Student Survey Correlational Graph for Exposure and Motivation

Figure 2 above resulted from this calculation, with each dot representing the students' score on exposure and motivation. The relationship is demonstrated through the regression line, which is illustrated to be a slightly positive correlation. This relation is further supported by the line calculation: $r^2=0.075$, which would be a correlation of 7.5%. This result is interpreted as a student who scored the highest on motivation (3) would be 7.5% more likely to score the highest on motivation (4). Therefore, while there is a minimal correlation, the chart demonstrates a fairly weak but positive relationship between exposure and motivation.

Discussion

While there is a relationship between exposure and motivation, it was not as strong as initially hypothesized. Nonetheless, students who were exposed to foreign languages outside of the classroom were generally more motivated to learn another language. Therefore, it can be

determined that since motivation and exposure are correlated, motivation is impacted by external variables, including exposure. However, the slight correlation leaves room for the possibility that motivation might also be independent and thus based more on intrinsic motivation. The results of this study demonstrate that both variables likely impact motivation within foreign language learning.

According to two professors of linguistics, many students pursue foreign language learning either out of cultural interest or necessity (Dörnyei & Ushioda, 2021). The survey results demonstrate that there was little exposure but a higher motivation; therefore, it is evident that most students are learning the language more out of cultural interest than necessity. However, this is a generalization and not true for each student. Some students were much more exposed to a foreign language, such as Participant 3, who scored a 3 on exposure and a 3.5 on motivation. Therefore, these answers are a direct example of a student likely pursuing the language out of necessity due to their prior exposure rather than entirely from cultural interest. Paradoxically, participant 2 scored a 0 on exposure but a 3.5 on motivation. Therefore, this student is likely pursuing the language out of cultural interest rather than out of necessity to learn a different tongue. These participants are among a few outliers, as most students responded more within the normal distribution range. Furthermore, while some students are directly affected by external variables for their motivation, others are intrinsically motivated. Nonetheless, most participants fell between those extremes. This conclusion demonstrates the new understanding that both external variables and intrinsic motivation play a role in foreign language motivation.

Indeed, this understanding is supported by the interview discussion with foreign language teachers. These responses are separated from the data, as the purpose of interviewing teachers was to provide perspective and explain the survey results based on the specific subject matter.

According to the German language teacher, many students come from different countries or have parents from various countries. While they know more about the language, they do not necessarily seem more motivated.” This viewpoint indicates that intrinsic motivation influences motivation more than external variables. The French teacher counters this perspective by stating that having students from other cultures helps “them understand the importance of learning languages.” Thus, the countering perspective supports the conclusion that both external variables and intrinsic motivation might influence motivation.

Implications

Ultimately, this study bridges the gap within the current literature on whether motivation is dependent or independent of other variables. The debate is significant as it is intended to further understanding and provide students with the most effective means to learn a foreign language. This study’s results provide cohesion to existing research that while external and internal motivation impacts foreign language learning, it varies for each student. Therefore, individuals must recognize if they are motivated by cultural interests or necessity in order to learn another language successfully. Nonetheless, the initial hypothesis was validated by the slight correlation between exposure and motivation, demonstrating that students are probably less inclined to learn a foreign language due to the influence of ELF. The continued globalization of ELF will likely further undermine American students’ exposure, leading to a probable decline in motivation to learn foreign languages. However, due to the new understanding of individual variability, it remains uncertain if American students will become less motivated to learn a foreign language.

Limitations

The survey and interviews had many limitations, which may have impacted the new understanding of motivation factors. According to Charleston County Economic Development, the “region is experiencing rapid population growth” and has been the 33rd fastest-growing metro area for over a decade (Charleston County Economic Development, 2024). One of the reasons for this rapid growth includes foreign investment, and with that investment, there is a need to recruit skilled workers worldwide. Consequently, Charleston County is experiencing increased diversity and possibly greater exposure to foreign languages. Therefore, the students who took this survey may have a higher exposure to foreign languages than students in other areas of the United States. This factor may have limited the study’s results, as most relevant studies that were reviewed took place in an area with limited growth and possibly less exposure to foreign languages.

Prior to distributing the survey, it was determined that it would be best to focus on foreign language classes. Due to the size of the public school, it was impossible to survey every foreign language class. Therefore, it was decided to survey one class per language. The limitation of this decision was that not every language was represented equally, which allowed for more responses from certain subjects, such as German. While no questions were asked about the foreign language class other than for background, it was expected that those students taking a specific language class might be more motivated or interested in learning about the language than students not taking a language. This decision may have led to skewed data, as it is possible that German students may be more or less motivated than students in other foreign language classes. Additionally, surveying students who already finished a foreign language class or were not taking one that semester was impossible. Students who may have been in previous semesters

of a foreign language may have provided different responses on the survey. Overall, these limitations likely impacted the final results, and had they been avoided, a different conclusion could have possibly been reached.

Due to scheduling issues or some teachers choosing not to participate in interviews, only two interviews were conducted with foreign language teachers, contributing to another limitation. Fortunately, one of the two interviews was conducted with the German teacher who taught the class with the most participants; this occurrence was extremely helpful in receiving background information for the majority of the responses. Additionally, the interviews played a little role in the research and were rather used as support. Therefore, while it is a limitation that there was no support for every response, it had little effect on the overall study.

Future Directions

This study was limited in the number of students available to be surveyed, as well as the number of teachers who could be interviewed. Therefore, it is recommended that future researchers attempt to have a larger number of participants to represent the entire population of the foreign language classes rather than select ones. This could be achieved through multiple means, such as emailing the desired participants directly or providing incentives for completing the survey. Additionally, it may prove beneficial to interview every teacher of the foreign language classes that are being surveyed to understand the class as a whole and how their external exposure relates to their motivation in the classroom.

Conclusion

The rise of ELF has significantly impacted the interactions of individuals within the world today. This can be viewed through a unique lens of how the globalization of the English language has impacted Americans. The majority of them do not speak a language other than English due to nativist ideals, which are not only seen throughout their history but continue to affect education as well. Therefore, many people, particularly high school students, have not been exposed to foreign languages, which may influence their motivation to learn a foreign language. However, in order to further understand how exposure affects motivation, it was necessary to address the gap in the current body of research within the debate of what variables affect motivation. Consequently, a mixed-method study was conducted to determine the correlation between exposure and motivation for high school students. Teachers' perspectives further supported the responses received by the student survey. A slight positive correlation was found, and it was determined that external and internal factors influence motivation; however, this conclusion may vary for each student.

Understanding how American high school students' motivation is impacted by their exposure is significant as it allows for a reevaluation of the importance of foreign languages within American culture. For some, it may be seen as unpatriotic, but speaking a foreign language helps people to connect with others from different cultures and experiences. As a significant contributor to spreading ELF, the United States must reevaluate its cultural ideals of foreign languages.

Additionally, by addressing the gap in the current debate on motivation provides the ability to expand the concept of external and internal variables into other topics of research. Indeed, by addressing the relationship that external and internal variables possess, especially in

regard to high school students, future research might provide insights into motivating students in other subjects.

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Appendix A: Google Form for Correlational Student Survey



Exposure to Foreign Language

Thank you for opening my survey! The purpose of this survey is to determine high schoolers exposure to foreign language at a time in which English is so prominent throughout the entire world. As the lingua franca English is the most spoken language between cultures which has had an effect on native English speakers and how they experience languages and cultures. The survey will ask questions about your family members, friends, and your own experience with foreign language, please answer them to the best of your ability. The survey should take less than ten minutes to complete. If you have further questions do not hesitate to email me!

ottsam5255@ccsdschools.com [Switch account](#)



Not shared

Next

Clear form

Consent Form for Participation in a Research Study Wando High School

Title of Study: High school students exposure to foreign languages

Researcher: Samantha Ott

Course: AP Research Student

Introduction

- You are being asked to be in a research study about the effects of the English language being the lingua franca on the exposure to high school students.
- You are being asked to be a participant because they fit into the category looked at (high schooler)
- We ask that you read this form and ask any questions that you may have before you participate in this study.

Purpose of Study

- The purpose of this study is to see if there is a relationship between the exposure through friends, family, school, or travel on the motivation to expose oneself to other foreign languages.
- Ultimately, this research may be published but your information will remain anonymous.

Description of the Study Procedure

- You will be asked to provide your school email address SO that the researcher, Samantha Ott, may send the survey.
- The survey will ask questions about your family, friends, and your own experiences and exposure to languages other than English
- The researcher will then analyze the data in order to determine the correlation between exposure to foreign language and the motivation to further expose oneself to other languages and cultures

Promises and Benefits Within the Study

- Your information and anything you report throughout the study will be kept confidential.
- Participation in this study will be extremely beneficial to the researcher, a fellow student at Wando High School in completing her academic research paper.
- You have the right to withdraw at any time.
- You have the right to ask any questions about the study and results.
- You can use participation in this study as community service hours for all academic clubs.

Consent

Your signature below indicates that you have decided to participate as a research subject for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigator.

Are you under 18? *

Yes

No

(If student answered yes)

Parent/Guardian Name (this will count as your digital signature, therefore your parent/guardian must be the one to fill this out) *

Your answer

Parent/Guardian Email *

Your answer

Date *

MM DD YYYY

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Student Name (this will count as your digital signature) *

Your answer _____

Student email *

Your answer _____

Date *

MM DD YYYY

__ / __ / ____

(If student answered no)

Student Name (this will count as your digital signature) *

Your answer _____

Student email *

Your answer _____

Date *

MM DD YYYY

__ / __ / ____

What is your native language? *

Your answer _____

Do you have a family member who is a non-native English speaker? *

Yes

No

(If student answered yes)

Does that family member speak that language with/to you? *

- Yes
- Sometimes
- No

(If student answered no, or when student who answered yes continues to next question)

Do you have a friend who is a non-native English speaker? *

- Yes
- No

(If student answered yes)

Does that friend speak that language with/to you? *

- Yes
- Sometimes
- No

(If student answered no, or when student who answered yes continues to next question)

Do you speak a language other than English? *

Yes

No

(If student answered yes)

How many languages do you speak? (this includes your first language) *

Your answer _____

Which languages do you speak? (including your first language) *

Your answer _____

What level of proficiency would you consider yourself in your best second language? *

- Novice Low (able to produce individual words)
- Novice Mid (able to produce simple phrases)
- Novice High (able to produce simple sentences)
- Intermediate Low (able to produce strings of sentences)
- Intermediate Mid (able to produce connected sentences)
- Intermediate High (able to produce paragraphs and sentences with complexity)
- Advanced Low (able to create paragraph length description with a natural flow)
- Advanced Mid (able to create extended paragraphs with a native-like flow)
- Advanced High (able to use the language fluently)

(If student answered no, or student that answered yes continued to the next question)

Have you taken a foreign language class? *

- Yes
- No

(If student answered yes)

What Foreign Language class did you take? *

- Spanish
- French
- German
- Latin
- Other: _____

When taking Foreign Language how long did you study per week outside of class? *

Your answer _____

(If student answered no, or student that answered yes continued to the next question)

Do you practice a foreign language on a learning program or app (ex. Duolingo, Rosetta Stone, Babbel) *

- Yes
- Sometimes
- No

Would you like to travel to countries outside the U.S.? If so where?

Your answer _____

Have you traveled to a country where you were exposed to a language other than English? *

- Yes
- No

Do you watch foreign television shows or movies with the original audio or subtitles? *

- Yes
- Sometimes
- No

When on social media do you follow creators who speak a language other than English to their followers? *

- Yes
- No

Do you listen to music in another language? *

- Yes
- Sometimes
- No

Would you consider yourself often exposed to a language other than English? *

- Yes
- Somewhat
- No

(If student answered yes, or somewhat)

How many times a year are you exposed to another language? *

- Everyday
- Several times a week
- Once a week
- Several times a month
- Once a month
- Several times a year
- Once a year
- Never

Appendix B: Foreign Language Teacher Interview Questions and Short Answers

1. How does English being the lingua franca affect American high schoolers' motivation to pursue learning foreign languages?
2. In the past, teaching the culture of the language was considered secondary to teaching the language itself. Do you believe it should be this way? When teaching class, do you focus more on teaching the language or the culture of that language?
3. How do you attempt to motivate students to engage in your class? What do they tend to find the most interesting?
4. In your experience, do students who have had more external exposure to a foreign language seem more engaged and interested in learning it?
5. Throughout teaching have you noticed some sort of shift in the interest of learning foreign languages? For example, are more students just doing it for a credit rather than actually interested in learning the language? Have students indicated that there was little need to learn a foreign language?

Appendix C: Jotform Consent Forms (used for only two students due to technology issues)

Title of Study: High school students exposure to foreign languages

Researcher: Samantha Ott

Course: AP Research Student

Introduction

- You are being asked to be in a research study about the effects of the English language being the lingua franca on the exposure to high school students.
- You are being asked to be a participant because they fit into the category looked at (high schooler)
- We ask that you read this form and ask any questions that you may have before you participate in this study.

Purpose of Study

- **Consent Form for Participation in a Research Study Wando High School**

The purpose of this study is to see if there is a relationship between the exposure through friends, family, school, or travel on the motivation to expose oneself to other foreign languages.

- Ultimately, this research may be published but your information will remain anonymous.

Description of the Study Procedure

- You will be asked to provide your school email address SO that the researcher, Samantha Ott, may send the survey.
- The survey will ask questions about your family, friends, and your own experiences and exposure to languages other than English
- The researcher will then analyze the data in order to determine the correlation between exposure to foreign language and the motivation to further expose oneself to other languages and cultures

Promises and Benefits Within the Study

- Your information and anything you report throughout the study will be kept confidential.
- Participation in this study will be extremely beneficial to the researcher, a fellow student at Wando High School in completing her academic research paper.
- You have the right to withdraw at any time.
- You have the right to ask any questions about the study and results.
- You can use participation in this study as community service hours for all academic clubs.

Consent

Your signature below indicates that you have decided to participate as a research subject for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigator.




Parent/Guardian Name (if under 18)

Parent/Guardian Email (if under 18)

example@example.com

Parent/Guardian Signature (if under 18)

Sign Here 



Clear

Date (if under 18)


MM/DD/YYYY 


Date

Participant Email

example@example.com

Participant Signature

Sign Here 



Clear

Date

Date

Next Steps

- Complete the information above and submit the form back to the researcher
- You will be redirected to the survey after clicking submit

Appendix D: Student and Parent Consent Signatures

(Names and emails were blacked out for privacy)

| Name | Above 18 | Student signature | Student email | Student date | Parent signature | Parent email | Parent date |
|------|----------|-------------------|---------------|--------------|------------------|--------------|-------------|
| | no | | | 12/12/23 | | | 12/12/23 |
| | no | | | 12/12/23 | | | 12/12/23 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/14/2023 | | | 12/14/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | no | | | 12/15/2023 | | | 12/15/2023 |
| | yes | | | 12/13/23 | | | - |
| | yes | | | 12/13/23 | | | - |

Appendix E: Student Survey Responses Correlational Data

| 1 | Do you have a family member who is a non-native English speaker? | Do you have a friend who is a non-native English speaker? | Have you traveled to a country where you were exposed to a language other than English | Exposure Total: |
|----|--|---|--|-----------------|
| 2 | Yes | Yes | No | 2 |
| 3 | No | No | No | 0 |
| 4 | Yes | Yes | Yes | 3 |
| 5 | No | No | Yes | 1 |
| 6 | No | Yes | No | 1 |
| 7 | No | No | No | 0 |
| 8 | No | No | No | 0 |
| 9 | No | Yes | Yes | 2 |
| 10 | Yes | Yes | Yes | 3 |
| 11 | Yes | Yes | Yes | 3 |
| 12 | No | Yes | Yes | 2 |
| 13 | No | No | No | 0 |
| 14 | No | No | No | 0 |
| 15 | No | Yes | No | 1 |
| 16 | No | Yes | Yes | 2 |
| 17 | No | No | No | 0 |
| 18 | Yes | No | No | 1 |
| 19 | Yes | Yes | Yes | 3 |
| 20 | No | Yes | Yes | 2 |
| 21 | Yes | No | Yes | 2 |
| 22 | No | No | Yes | 1 |
| 23 | Yes | No | Yes | 2 |
| 24 | No | No | No | 0 |
| 25 | No | No | Yes | 1 |

| 1 | Do you practice a foreign language on a learning program or app? | Would you like to travel to countries outside the U.S.? If so where? | When on social media do you follow creators who speak a language other than English to their followers? | Do you listen to music in another language? | Motivation Total: |
|----|--|--|---|---|-------------------|
| 2 | Yes | rio de janeiro | Yes | Yes | 4 |
| 3 | Yes | Yes—Japan, Germany, anywhere, really | Yes | Sometimes | 3.5 |
| 4 | Yes | Anywhere and everywhere | Yes | Sometimes | 3.5 |
| 5 | Yes | Yes, Germany and Switzerland. | Yes | Sometimes | 3.5 |
| 6 | No | Maybe somewhere in Canada I hear it's real pretty out there | No | Sometimes | 1 |
| 7 | No | Yes, Europe probably Germany | No | Yes | 2 |
| 8 | No | Yes, Ireland | No | Sometimes | 1.5 |
| 9 | Yes | Yes, Ireland and western europe | Yes | Sometimes | 3.5 |
| 10 | No | Japan or india | No | Sometimes | 1.5 |
| 11 | Sometimes | Yeah, I have, but I'd like to go to South American countries and mai | Yes | Sometimes | 3 |
| 12 | No | Yes; Spain | Yes | Yes | 3 |
| 13 | No | I'd like to go to Italy and Greece | No | Sometimes | 1.5 |
| 14 | Yes | I would like to travel to pretty much all of Europe, but especially Ge | Yes | Sometimes | 3.5 |
| 15 | Sometimes | Germany or Sweden | Yes | Yes | 3.5 |
| 16 | Sometimes | Absolutely, Ireland, Germany, Switzerland, ect | Yes | Sometimes | 3 |
| 17 | No | Yes, Germany and the rest of Europe | No | No | 1 |
| 18 | Yes | germany Italy and the uk | No | Sometimes | 2.5 |
| 19 | Yes | Yes, I wanna visit countries in the continents of Asia and Africa. | Yes | Yes | 4 |
| 20 | Yes | japan | Yes | Sometimes | 3.5 |
| 21 | Sometimes | yes I would want to travel to countries in Europe | No | Sometimes | 2 |
| 22 | Sometimes | anywhere in europe | Yes | Sometimes | 3 |
| 23 | No | no | No | Yes | 1 |
| 24 | No | Britain, Germany, Japan, and Russia. | Yes | Yes | 3 |
| 25 | No | Yes, Greece and Italy | No | No | 2 |
| 26 | | | | No | 1 |