

Parlez-Vous “HBCU”?:  
Attitudes and Beliefs of Students of Color Toward the Study of French

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This paper presents the results of two attitudinal surveys of African-American students in elementary and intermediate French classes at Southern University-Baton Rouge. The first survey, administered to 205 first- and second-semester French students, focused on language learning background, student assessment of foreign language classroom activities, and motivation to learn a foreign language. The second survey was a modified version of Horowitz’s BALLI (“Beliefs about Language Learning of Beginning University Students”), and was administered to 165 students enrolled in the elementary-level French (first-semester) course. Both surveys were conducted for the purpose of gaining insight into why student interest in continuing the study of French beyond the language requirement has been on the decline at that institution. Implications for teaching and program improvement are recommended as well.

(130 words)

Key words: language, beliefs, attitudes, African-American student

## **Attitudes and Beliefs of Students of Color Toward the Study of French**

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Southern University, located in Baton Rouge, Louisiana, has been educating almost exclusively African-American students since 1880 and boasts an enrollment of approximately 10,000 students from over the United States. Southern University prides itself at being the only Historically Black College/University (HBCU) which is part of a system, with several branches throughout the state.

In spite of the large numbers of African-American students who graduate from our institution and are exposed to foreign language study through the completion of their requirements for graduation, the numbers of students who elect to major or minor in Foreign Languages is quite small. Although over three hundred students enroll in our elementary and intermediate-level French courses every semester, there are only two French majors and five French minors. The increased popularity of Spanish is a nationwide reality,

consequently the number of Spanish majors and minors is somewhat higher, but these numbers are also disappointing. It has been documented that enrollments in French have suffered a dramatic drop in recent years, with a decline of almost 25% since 1990 (Pertman 1998). At Southern the decline is evident as our class size has dropped significantly and some of our sections have had to be closed. Conversely, there are always waiting lists to enroll in elementary and intermediate Spanish courses, and the classes are generally over-sized. Compared to twenty sections of lower-division Spanish with 500 students, French trails with approximately 300 students and 12 sections. This fact is rather curious in view of the strong French influence in Louisiana. But even that influence has declined in recent years. In light of the dwindling numbers in French and the lack of student interest in pursuing further language studies, the department of Foreign Languages at Southern University has deemed it necessary to take some action by going to the source: the

students themselves, in order to assess their beliefs, attitudes, and reactions to their foreign language experiences; in an attempt to gain insight into what would encourage more students to enroll in French and to continue studying French once the language requirement is satisfied.

What students believe about foreign language learning is very important to their success or failure in their attempts to master a foreign language. According to Horwitz,

Americans appear to hold strong beliefs about how languages are learned. Definite viewpoints on the best techniques for learning a language, the “right” age to begin language study, and the nature of the language learning process are the subject of airline magazine articles, Sunday supplement advertisements, and cocktail party small-talk...If beliefs about language learning are prevalent in the culture at large, then foreign language teachers must consider that students bring these beliefs with them into the classroom...(Horwitz 1988, 283)

Other researchers have concurred with Horowitz’s assertion, including Mantle-Bromley (1995),

who argues that foreign language educators should address the value of “attitude intervention”, so that students’ counterproductive beliefs about foreign language learning will not hinder success (383). Oxford et. al. (1991) describes the possible consequences of learners’ beliefs about language learning being at odds with those of their instructors. They go on to say that we must always have an understanding of what our students’ beliefs are so that we know where they are “coming from” if we wish to overcome any counterproductive beliefs that they may have about foreign language learning.

Research on the beliefs of American university students toward foreign language learning has been conducted by Horowitz (1988, 1989, 90; Kern, 1995; Oh (1996), among others, in the most commonly-taught languages: French, Spanish, and German. Very recently, Rifkin (2000) conducted a study of over 1,000 learners of 10 different languages at three different institutions. However, there is a paucity of recent research on the views and beliefs of African-American students regarding foreign languages.(Davis and Markham 1991). More studies should be done addressing this group of students who have been not been adequately represented in the literature, in light of the fact that so few students choose to continue their language studies beyond the courses required for graduation from the university. As we continue to see an increased need for bilingual members of the workforce, African-Americans should be made aware of this need and how learning and becoming proficient in a foreign language could open new worlds for them in general and in their careers as well. Previous studies (LeBlanc, 1972; Clowney and Legge, 1979; Clark, 1982) found that African-American students showed ambivalence or disinterest in foreign language study. In fact, LeBlanc reported that 64% of the students surveyed advocated that foreign languages be deleted from their requirements for graduation. In Clowney and Legge’s study, 57% considered their cultural

identities to be threatened by serious study of another language and culture. African-Americans generally have less exposure to languages and travel, and view foreign language learning as a rote exercise to be tolerated, one that is far removed from their concept of reality.

More recent studies (Davis & Markham, 1991) showed more overall positive attitudes. Results of their study revealed that African-American students had more awareness of the practical as well as intrinsic values of foreign language study. However, in 1990, only 3.2% of the foreign language degrees in the U.S. were awarded to African-Americans. Why is there so little interest among our students in study of French? What can we at HBCUs do to attract more students of color to the field of foreign language or international studies? We need to find out what our students believe, address those beliefs, some of which may impede progress toward doing well in their French classes and even continuing their study. Consequently, this study of first-semester French students at Southern was undertaken in the fall of 1999 to arrive at some definitive answers regarding what they believe about learning a foreign language, and how they assessed their experiences learning French over the course of the semester.

### *I. Attitude Survey*

A total of 205 students of French were administered an in-house survey designed by the researcher (see Appendix A) in the Fall of 1999: 145 in the first semester (French 100) course, 60 in the second semester course (French 101). Not surprisingly, the overwhelming majority of students surveyed were enrolled in the classes because of a university requirement, normally two semesters. Students were surveyed in the first and second semesters of required language study; the first-semester classes in order to find out what they expect to gain from their foreign language experience, and the second-semester classes to

determine whether or not their expectations were met.

The questionnaire indicated that our students are quite homogeneous. More women than men were enrolled in the French classes, and the majority of the respondents were native Louisianans. While most of the students surveyed indicated that they had previous foreign language study, they revealed that it was during the elementary school years (Louisiana only requires foreign language study for children in grades 4-8).. Only 2% have traveled abroad, none speak French at home, and, of the African-Americans surveyed, none spoke another language.

**Demographic Data**

1. 205 students of French were surveyed in:

French 100: 145

French 101: 60 Gender

Male: 60 - 29.3%	Female 145 - 70.7%
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2..Years of Previous French Study (n = 205)

		None	One	Two	Three or more
French 100		29- 20%	28 19%	34 23%	37 - 25.5%

French 101		3-		14-		16		22	
		5%		23%		27%		37%	

### 3. Classification

	Freshman	Sophomore	Junior	Senior
French 100	20 - 13.7%	68 - 46.9%	33 - 22.8%	24 - 17%
French 101	1 - 2%	13 - 22%	16-27%	30-50%

Unfortunately, the majority (75%) of students enrolled in the second-semester course choose to wait until their last year of study to take French. Clearly this makes it difficult to encourage or entice a student to continue his or her French study beyond the required courses.

#### *Method Used*

Survey data were taken via questionnaire (See Appendix A). Questionnaires were administered during class time by the researcher or by the instructor of the course on the last class day of the semester. Participation was voluntary and anonymous. Results were then tabulated through Microsoft Excel. Cross-tabs were run to find the necessary information.

#### *Results*

This report looks at the total responses, with data given from the different levels when necessary. It should be noted that the results of this survey are valid for this group only and do not

apply to all students in various HBCUs across the country. Nevertheless, they do provide some indices for learning more about our students' attitudes and motivations in their foreign language classrooms, as well as implications for language pedagogy.

Question 4. What do you think was the primary goal of your foreign language class?

French 100/French 101

Grammar	Vocabulary	Speaking	Reading	Writing	Goals unclear
65 - 31.7%	19 - 9.2%	78 - 38%	27 - 13%	8 - 3.9%	8 - 3.9%

Question 9: What do you think the primary goal of your foreign language class should be?

Grammar	Vocabulary	Speaking	Reading	Writing	None of above
54 - 26.3%	14 - 9.7%	103- 50.2%	8 - 3.9%	5 - 2.4%	2 - 1%

Question 19. What was most helpful to you in learning French this semester?

Time in class:115 - 56.1%	Time in groups: 15 - 7.3%	Listening to tapes: 16 - 7.8%
Studying textbook: 31-	Computer Exercises:11-	Internet: 4 - 1.9%

15.1%	5.4%	
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One interesting finding here is that such a small percentage of students saw that working in small groups was helpful. The text which is used for our elementary I and intermediate French courses, *Deux Mondes*, contains “think-pair-share”- type activities throughout the text. Either our professors are not engaging our students in these types of interchanges, or they are not being utilized effectively. This is one area that we as professors should probably address because generally students are less intimidated and more open to communicate, less fearful of making mistakes, in the target language when they work with their peers.

Southern boasts a state-of-the art language laboratory facility with audio, video, computer capabilities, along with internet access. However, the statistics show that not many students found the computer exercises to be helpful. One possible reason for this is that professors tend to emphasize listening to tapes rather than computer tutorials or internet exercises. I see this as an area which needs to be reviewed, especially in light of the fact that the majority of the students surveyed are dissatisfied with the audio component of the language lab requirement (see Appendix B:” Suggestions for improvement”)

Question 13. How would you rate your French class overall?

	<u>French 100</u>	<u>French 101</u>
1. Better than any other language class I have had	22-15.8%	11-18.3%
2. Excellent	31-22.1 %	16-35.5%
3. Very good	33-23.6%	10-22.2%

4. Good	29-20%	14-31.1%
5. Average	11-7.9%	6-13.3%
6. Not very good	3-2.1%	3-6.7%
7. Poor	1	

Student responses were overwhelmingly positive, with approximately 60% of the students in both 100 and 101 rating the class from “very good” to “better than any other language class I have had.”.

*Classroom Activities*

The next set of questions addressed the students’ reaction to what actually went on the classroom. The responses are based on French 100/101 combined responses. Student responses were on the whole very favorable . However, a higher percentage (80%) of students indicated that they liked speaking French in class with their professor, compared to 58% of students who liked speaking French with their classmates. Again, group work may not occur as often in these classes. Students answered “yes” or “no” to each question. Responses are shown in frequencies only.

<u>Yes</u>	<u>No</u>
	Textbook is
	easy to
	understand,
	explanations
	are clear

179

24

I put forth much  
effort to do well  
in class

128

77

I liked speaking  
French in class  
with professor

164

9

I liked speaking  
French with  
classmates in  
small groups

118

84

Did you benefit  
from listening to

tapes in lab?

130

63

Is the French

course difficult?

63

139

Is the French

language

difficult?

109

86

Instructor

presented

material clearly

and

153

48

explained concepts adequately

## II. Beliefs About Language Learning (BALLI)

The BALLI was administered to 166 first-semester French students during the fall semester. The Beliefs about Language Learning Inventory was developed by Elaine Horowitz (1988) for the purpose of assessing student opinions on a variety of issues and controversies related to language learning. The BALLI contains thirty-four items and assesses student beliefs in five major areas:

- 1) difficulty of language learning;
- 2) foreign language aptitude;
- 3) the nature of language learning;
- 4) learning and communication strategies; and
- 5) motivations and expectations. The results presented are displayed in frequencies.

### *1. Difficulty of Language Learning*

The following items concern the general difficulty of learning a foreign language and the specific difficulty of the target language, French. Eighty-eight percent of the students agreed with the statement, “Some languages are easier to learn than others.” Interestingly, one fourth of the students said that French is a difficult to very difficult language, and only 18 percent considered it to be easy. Sixty-six percent considered French to be of medium difficulty. Our students were optimistic about their own prognosis as language learners. 78% of the students surveyed indicated

that “I believe that I will ultimately learn to speak this language very well (question 6).

The next question addressed time requirements for language learning. In response to the question, “if someone spent one hour a day learning a language, how long would it take him/her to become fluent?”, over 60% believed that they could become fluent in 1-2 years. So, many students might expect to become fluent after the completion of their language requirement, and might then become frustrated when their progress is not rapid.

## *2. Foreign Language Aptitude*

The questions dealing with beliefs concerning the characteristics of good language learners yielded the following results: Consistent with common wisdom, sixty-five percent of these French students agreed with the statement that it is easier for children than adults to learn a foreign language. 33 percent agreed that some people have special abilities to learn a foreign language. And 20 percent believed that women are better than men at learning languages. 13 percent believed that people who are good at math and science are not good at learning foreign languages.

Almost 50 percent of the students surveyed believed that people who speak more than one language well are very intelligent. The overwhelming majority of the students surveyed (78%) believed that “everyone can learn to speak a foreign language”. Over fifty percent of the students surveyed perceived themselves as possessing the aptitude to learn a foreign language. However, less than a third of the students believed that Americans were good at learning foreign languages.

## *3. The Nature of Language Learning.*

Items 8 and 11 concern the role of cultural contact and language immersion in language

achievement. Thirty percent believed that it is necessary to know the foreign culture in order to speak the foreign language. This tells me that not enough attention is given to culture in foreign language classes and how it is indispensable in the teaching and learning of foreign languages. Question 11, “it is better to learn a foreign language in the foreign country” was only endorsed by 30% of the students, while almost fifty percent disagreed with the statement. Our students hold many traditional, restrictive views regarding language learning: Question 16, “learning a foreign language is mostly a matter of learning a lot of new vocabulary words” was endorsed by 57% of the students. Sixty-four percent believed that learning a foreign language is mostly a matter of learning a lot of grammar rules. This could be an indicator that most students spend their time learning grammar rules and vocabulary items at the expense of other language learning activities. Over half of the students surveyed believe that learning a foreign language is mostly a matter of translating from English.

#### *4. Learning and Communication Strategies.*

First of all, with reference to traditional learning strategies, students strongly endorse repetition (90%), and 72% support the importance of practicing in the language laboratory. It was good to see that a minority of students feel that an excellent accent is all that important - less than fifty percent agreed with that statement. Only 23 percent agreed with the statement that “you shouldn’t say anything in the foreign language until you can say it correctly.” However, approximately 45 percent of the students agreed with the statement that if you are allowed to make mistakes in the

beginning it will be hard to get rid of them later on. Surprisingly, half of the students surveyed agreed with the statement that “If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language”. And 40 percent expressed willingness to guess if they didn’t know a word in the foreign language. But 45 percent said that they would feel self-conscious speaking French in front of other people. This indicates that these students have ambivalence toward taking risks in the language (speaking), and perhaps they should be given more opportunities to use the language orally in situations which are non-threatening, to keep their affective filter, or fear of using the language, lowered.

##### *5. Motivation and Expectations*

A large number of students thought they would have “many opportunities” to use their new language (64%). Only forty-one percent could foresee many opportunities to use French, in their response to the item, “If I learn to speak this language very well, it will help me to get a good job”. Just over 40% agreed that “Americans think that it is important to speak a foreign language”. And over 55 percent of the French students surveyed indicated that they would like to learn French so that they can get to know its speakers better. Students have moderate levels of instrumental and integrative motivation for language learning. Many expect to be successful language learners, however, and overall hold somewhat positive views about their language ability and the importance of learning this language.

Again, this questionnaire was administered to get a look at our students of French who are just beginning their studies, so that we can do more through our teaching or through general

education to guide them to positive beliefs that will promote more positive experiences and continued study of French.

### **Conclusions and Recommendations**

These surveys gave us in the French department some important information about our students and indicates some strategies that we should employ to attract and to keep future students.

A large number of students surveyed have very little foreign language experience beyond the elementary grades. Louisiana students in grades 4 - 8 are required to take a foreign language thirty minutes per day, but high school foreign language study is not required and is often set aside in favor of other electives. We in the profession must be vigilant about any attempt to limit or cease French in high schools, or community colleges.. Moreover, closer ties must also be forged between our foreign language program and high school programs. At Southern, we are attempting to establish and strengthen these ties through these programs and activities: a type of Faculty Ambassador program, where we visit various high schools over the course of the school year to talk about the value of French;

- At our university, every year we host a weekly Language Fair during National Foreign Language Week and we invite local high-school students to visit our department and demonstrate their language and artistic skills through poster and essay contests and performances;
- Southern has also hosted a Summer Language and Culture Camp for area middle school

students, where the French language is emphasized, but in addition, students are afforded an orientation to French culture with emphasis on “La francophonie”. Students are introduced to the francophone area of the world first-hand by lectures and presentations from francophone university professors and community residents. An ironic reality among foreign language departments at HBCUs is that professors of African descent are oftentimes in the minority. This is certainly the case at Southern University, where only three out of ten faculty members are individuals of color. Therefore, it is very important that students of color be exposed to other individuals of African descent who are proficient in French, so that they might SEE that French is not just the language of Paris and Canada, and how their knowledge of French can connect them to people of color across the globe.

- Each year Southern’s Department of Foreign Languages participates with the East Baton Rouge Parish School Board, along with local international agencies, in the “Journey to Global Opportunities”, where students from all over the city have the opportunity to see how a knowledge of French (and other foreign languages) can help them in securing an interesting job someday.

- More opportunities for study abroad to countries and/or regions which are connected to the African Diaspora in significant historical, cultural, and linguistic ways

- Southern University-Haiti  
Collaboration

Recent contacts between Southern University , the Universite d'Etat D'Haiti, the International Education Resource Center, and the government of Haiti have opened the door to open cooperation between our institution and institutions within Haiti. A program combining language study and service learning will be instituted beginning the summer 2003, whereby approximately 15 students from the university will engage in linguistic, cultural, and community-service activities that entail a degree of international cooperation.

· Address the African presence in French language through integration of cultural elements into curriculum

Students in my second and third-semester French classes are introduced to “Afrique Francophone” by completing a project which involves a virtual visit to a Francophone African country or region, including pertinent facts, key names in the arts, sciences, and politics; examples of literature (in the form of poetry and fables), cuisine (See Appendix C for guidelines).

### **Final Thoughts**

Although the results of this survey are valid for this one group of African-American students and do not apply to students in all HBCUs across the country, they did provide us with some indices for learning more about our students’ attitudes and beliefs in their French courses, as well as implications for language pedagogy and outreach activities.

In his article which appeared in the ACTFL Foreign Language Education Series, “Reflections on the History and Future of Foreign Language Education at HBCUs”(1999),

Professor James Davis of Howard University asserts that HBCUs which are closely involved with more African-American students than at any other higher education institution, have to take more responsibility and be more proactive in climbing out of the box, as it were, and “devise curricula and recruitment programs to foreign languages that are attractive to African-American students. We must reevaluate what should be our real goals and objectives in an era that requires, more than ever before, proficiency in technology and in native and second languages. HBCUs are not and cannot be exempt from this crucial national and international imperative.”(p. 98).

At Southern, we intend to pay more attention to our students’ beliefs and attitudes about studying French. Just as they are to learn from us, we can learn much from them, among other things, how to more creatively and effectively expose them to another language, to another world.

I welcome any suggestions for improvement or refinement in the areas which were brought to your attention through this medium..

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Table 1. **The Difficulty of Learning a Foreign Language**

3. The language I am learning is easier to learn than others.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree or Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	42.9
				44.7	
				7.5	
				3.1	
				1.9	

4. The language I am trying to learning is:

<u>Very difficult</u>	<u>Difficult</u>	<u>Of Medium Difficulty</u>	<u>Easy</u>	<u>Very Easy</u>
3.0	12.8	65.9	15.2	3.0

6. I believe that I will ultimately learn to speak this language very well.

<u>Strongly agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
28%	50	15	7	0

14. Spending an hour a day learning language, how long would it take him/her to become fluent?

<u>Less than a year</u>	<u>1 - 2 years</u>	<u>3 - 5 years</u>	<u>5 - 10 yrs</u>	<u>Can't do 1 hr./day</u>
20%	42	18	8	12

24. It is easier to speak than understand a foreign language.

<u>Strongly agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
7%	27	27	34	7

28. It is easier to read and write in this language than to speak and understand it.

<u>Strongly agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
13%	23	27	32	6

**Table II. Foreign Language Aptitude**

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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1. It is easier for children than adults to learn a foreign language.

32%	33%	18%	17%	1%
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2. Some people are born with a special ability which helps them learn a foreign language.

7%	27%	26%	31%	9%
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10. It is easier for someone who already speaks a foreign language to learn another one.

14%	24%	28%	28%	5%
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15. I have foreign language aptitude.

9%	42%	36%	9%	4%
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22. Women are better than men at learning foreign languages.

10%	9%	32%	29%	21%
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29. People who are good at math and science are not good at learning foreign languages.

3%	11%	29%	36%	22%
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32. People who speak more than one language are very intelligent.

13%	34%	36%	16%	2%
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33. Americans are good at learning foreign languages.

7%	24%	53%	15%	2%
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34. Everyone can learn to speak a foreign language.



26. Learning a foreign language is mostly a matter of translating from English.  
 17%                    40%                    20%                    20%                    4%

**Table IV. Learning and Communication Strategies**

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
7. It is important to speak a foreign language with an excellent accent.	16%	31%	33%	18%	2%
9. You shouldn't say anything in the foreign language until you can say it correctly.	10%	13%	18%	39%	19%
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.	17%	34%	21%	19%	8%
13. It's ok to guess if you don't know a word in the foreign language.	13%	30%	23%	22%	13%



13%                      32%                      33%                      18%                      5%

31. I would like to learn this language so that I can get to know its speakers better.

16%                      41%                      28%                      10%                      5%

21. It is important to practice in the language laboratory.

33%                      39%                      15%                      10%                      3%

## Appendix A

### **SOUTHERN UNIVERSITY FOREIGN LANGUAGE SURVEY**

Dear Student,

The purpose of this questionnaire is to find out how much you benefitted from your foreign language class and activities. This survey also attempts to find out what strategies you use to learn this foreign language. The results will only be used for research purposes and for improving foreign language instruction within our department. The aim is NOT to evaluate individual professors.

THERE ARE NO RIGHT OR WRONG ANSWERS.

PLEASE DO NOT SIGN YOUR NAME.

Thank you for taking the time to complete this questionnaire.

Merci!

Gracias!

Please circle the number or letter of the most appropriate response.

1. In which foreign language course(s) were you enrolled this semester?
 

1. French 100	2. French 101	3. French 200
4. French 201	5. German 101	6. Spanish 100
7. Spanish 101	8. Spanish 200	9. Spanish 201
10. Spanish 219		
2. What was your main reason for taking this course?
 

1. Requirement	2. Elective
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3. What is your current average in your foreign language class?
 

1. A	2. B	3. C	4. D	5. F
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4. What is your gender? M\_\_\_\_\_F\_\_\_\_\_
5. What is your major?\_\_\_\_\_
6. What is your classification? Freshman\_\_\_\_\_Sophomore\_\_\_\_\_Junior\_\_\_\_\_Senior\_\_\_\_\_
7. How many years of foreign language study did you have prior to taking this course?
 

1. None	2. One	3. Two	4. Three or more
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8. What do you think was the primary goal of your foreign language class?
 

1. Grammar	2. Vocabulary	3. Speaking
4. Reading	5. Writing	6. Goals were unclear
9. What do you think the primary goal of your foreign language class should be?
 

1. Grammar	2. Vocabulary	3. Speaking
4. Reading	5. Writing	6. None of the above
10. What was most helpful to you in learning the language you studied this semester?
 

1. Time spent in class	2. Time spent in small discussion groups
3. Listening to tapes	4. Studying textbook
5. Computer exercises	6. Internet
11. How many hours per week (outside of class) did you devote to your foreign language class?
 

1. None	2. One	3. Two	4. Three or more
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12. Do you think that attending the audiolab helped you to learn the language?
 

1. Yes	2. No
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13. How would you rate this language class overall?
 

1. Better than any other language class I have had	2. Excellent	3. Very Good	4. Good
5. Average	6. Not very good	7. Poor	

(Turn Over Please)

THE FOLLOWING STATEMENTS RELATE TO YOUR REACTION TO YOUR CLASSROOM ACTIVITIES. INDICATE YOUR REACTION TO THESE STATEMENTS, USING THE SCALE BELOW:

1) STRONGLY AGREE    2) AGREE    3) UNDECIDED    4) DISAGREE    5) STRONGLY DISAGREE

\_\_\_\_\_1. The textbook is easy to understand and the explanations are clear.

\_\_\_\_\_2. I put forth much effort to do well in this class.

- \_\_\_\_ 3. I liked speaking the language in class with my instructor.
- \_\_\_\_ 4. I liked speaking the language in class with my classmates in small groups.
- \_\_\_\_ 5. I benefitted very much from listening to the tapes.
- \_\_\_\_ 6. The exercises in the lab were interesting and helpful.
- \_\_\_\_ 6. The classrooms activities were interesting.  
If yes, which one(s) \_\_\_\_\_
- \_\_\_\_ 7. The exercises in the textbook and workbook reinforced what I learned in class.
- \_\_\_\_ 8. This course was difficult.
- \_\_\_\_ 9. This language was difficult.
- \_\_\_\_ 10. My instructor presented the material clearly,  
and adequately explained and illustrated the concepts.

THESE STATEMENTS RELATE TO THE STRATEGIES YOU USED TO LEARN THE LANGUAGE IN WHICH YOU WERE ENROLLED. ANSWER USING THE NUMBER OF THE OPTIONS BELOW IN THE BLANKS.

Often (1)            Occasionally (2)    Seldom (3)            Never (4)

- \_\_\_\_ 1. I try to study the text by myself.
- \_\_\_\_ 2. I like to participate in the oral activities of the class.
- \_\_\_\_ 3. I compare the language I am studying with English.
- \_\_\_\_ 4. I try to guess the meaning of words and phrases.
- \_\_\_\_ 5. I memorize grammar rules.
- \_\_\_\_ 6. I translate in my head.
- \_\_\_\_ 7. I write words/phrases down in my notes or on cards.
- \_\_\_\_ 8. I listen to the tapes and REPEAT what I hear.
- \_\_\_\_ 9. I read grammar explanations and complete grammar exercises outside of class.
- \_\_\_\_ 10. The foreign language website(s) suggested by my professor helped me to learn the language.
- \_\_\_\_ 11. I try to imitate the instructor as closely as I can.
- \_\_\_\_ 12. I work with the language every day, if only for a short while.

These final questions allow you to write comments about your foreign language learning experience this semester. Any and all comments will be appreciated.

WHAT GOOD THINGS DO YOU HAVE TO SAY ABOUT YOUR FOREIGN LANGUAGE CLASS THIS SEMESTER?

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WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT IN YOUR FOREIGN LANGUAGE CLASS?

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THE FOLLOWING ARE A NUMBER OF STATEMENTS WITH WHICH SOME PEOPLE AGREE AND OTHERS DISAGREE. PLEASE GIVE AN IMMEDIATE REACTION TO EACH STATEMENT. CIRCLE THE NUMBER THAT CORRESPONDS MOST CLOSELY WITH HOW YOU FEEL. THE SCALE IS AS FOLLOWS:

1. Strongly Agree (SA)    2. Agree (A)    3. Neutral (N)    4. Disagree(D)    5. Strongly Disagree(SD)

\*\*In this study, a foreign language refers to the language(s) you are currently studying.

1. Studying a foreign language can be important to me because it will allow me to be more at ease with other people in the U.S. who speak the foreign language.	SA	A	N	D	SD
	1	2	3	4	5
2. Studying a foreign language can be important for me because it will enable me to better understand and appreciate foreign art and literature.	1	2	3	4	5
3. Studying a foreign language can be important to me because it will allow me to meet and converse with more and varied people.	1	2	3	4	5
4. Studying a foreign language can be important for me because I'll need it for my future career.	1	2	3	4	5
5. Studying a foreign language can be important for me because it will make me a more knowledgeable person.	1	2	3	4	5
6. Studying a foreign language can be important for me because I think it will someday be useful in getting a good job.	1	2	3	4	5
7. Studying a foreign language can be important for me because other people will respect me more if I have a knowledge of a foreign language.	1	2	3	4	5
8. Everyone <u>should</u> learn a foreign language.	1	2	3	4	5
9. Everyone <u>can</u> learn a foreign language.	1	2	3	4	5
10. I would like to take another foreign language class.	321	2	3	4	5