WHY BOTHER:
WHAT MOTIVATES MALE STUDENTS TO CONTINUE LEARNING A LANGUAGE OTHER THAN ENGLISH IN THE MIDDLE SECONDARY SCHOOL?

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<tr>
<td>AEC</td>
<td>Australian Education Council</td>
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<tr>
<td>BOS</td>
<td>Board of Studies</td>
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<tr>
<td>CSF</td>
<td>Curriculum and Standards Framework</td>
</tr>
<tr>
<td>CURASS</td>
<td>Curriculum and Assessment Committee</td>
</tr>
<tr>
<td>DEETYA</td>
<td>Department of Employment, Education, Training and Youth Affairs</td>
</tr>
<tr>
<td>DETYA</td>
<td>Department of Employment, Training and Youth Affairs</td>
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<tr>
<td>DOE</td>
<td>Department of Education</td>
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<tr>
<td>DSE</td>
<td>Directorate of School Education</td>
</tr>
<tr>
<td>EDWA</td>
<td>Education Department of Western Australia</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language(s) Other Than English</td>
</tr>
<tr>
<td>TER</td>
<td>Tertiary Entrance Ranking</td>
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<td>VET</td>
<td>Vocational Education and Training</td>
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ABSTRACT

The study of a language other than English has become a compulsory part of the school curriculum. While this can be seen as a welcome development, it is also the cause of anxiety for many teachers faced with what they perceive as a captive but reluctant audience for language learning. At the same time the government has set ambitious targets for students completing a second language at VCE level. One area of concern is the small proportion of males continuing with the study of a second language.

This thesis presents the results of a study into the motivational factors influencing male students in the middle years of secondary school to continue with their study of a language. Data was gathered from all Year 9 LOTE (French and Japanese) students in an all-boys school in a large regional centre using questionnaires and a set classroom task. A number of key staff were also interviewed. This triangulation of data allowed for different perspectives on the issue of motivation for this cohort of students as well as on the nature of the classroom program. Results suggest the strong influence of instrumental factors in students’ choice to continue with their study of a language. Results also highlight the importance of providing a wide range of active language learning opportunities linked to boys’ interests.
DECLARATION OF AUTHORSHIP

I, Bernadette Maria Brouwers, declare that this thesis comprises only my original work, except where due acknowledgment has been made in the text to all other materials used. This thesis does not exceed 15 000 words in length, exclusive of bibliographies, footnotes and appendices.

[Signature]

Date: 30/9/99
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CHAPTER 1

1.1 Introduction

This thesis investigates the factors which affect middle secondary school male students’ motivation to continue with the non-compulsory study of a Language Other Than English (LOTE) in the middle years of secondary school.

Of particular interest is the question of why boys should choose to study a language, when they are traditionally the ones least likely to continue beyond the compulsory years of early secondary school. Zammitt (1992) notes that almost twice as many females as males study a LOTE. Butler (1993) reports similar findings, with only 33% of students in his study on language and gender being male.

Recent Department of Education figures (1998a: 44) show that, beyond Year 9, female enrolments for LOTE become progressively higher than male enrolments, culminating at VCE level where 72% of LOTE students are female and 28% are male. LOTE promotional material in Victoria (1998b: 8) also notes the fact that “the fall in numbers of students studying languages ... was more marked among boys than girls.”

The role of pedagogy and methodology impact on the uptake of languages in schools (Education Department of Western Australia and Commonwealth Department of Education, Training and Youth Affairs, 1998). This study also briefly examines the classroom factors which impact on students’ decisions to continue with their study of a language.
1.2 Background to language learning in Australia

It is only comparatively recently that the study of a LOTE has become a compulsory part of the curriculum in Victorian government schools (Directorate of School Education, 1993). Government policy targets outline the progressive implementation of LOTE and require schools to provide a LOTE for all students from Prep to Year 10 by the year 2000. While increasingly supported within school communities, such programs have, however, been the cause of some anxiety for teachers faced with what they perceive as a captive but reluctant audience for language learning.

Previously, the less highly motivated students were able to exit language programs in the middle secondary school where LOTE became part of the elective curriculum offerings. Only the “bright” students chose to continue or were encouraged to continue through to senior secondary level, giving LOTE the reputation of being an “elite” subject. Enrolments beyond the compulsory years were low, with as few as ten percent of students electing to continue with a language when offered a choice.

In the year 2000 all students in government secondary schools, and increasingly in individual Catholic and independent schools, will be required to study at least one language through to Year 10. All students, including those with no particular aspirations to either learn a language or to use a language in any way, will therefore need to be catered for in the language classroom. Reluctant students in the LOTE classroom already challenge the need to learn a second language. They are seen to be unmotivated and to impede the progress of those students who have actively chosen to study another language. This has led to professional development workshops aimed at providing teachers with strategies to motivate students in the middle secondary years (Formby, 1998) and to language teachers expressing concerns regarding the “effects of a compulsory Year 9 and 10 LOTE” (Ennis, 1999: 4).

1.3 Policy background: the national level
The implementation of language teaching programs and curriculum in schools has variously been affected by formal language policies and by broader education policies. From the relatively laissez-faire position of much of the nineteenth century (Lo Bianco, 1987 and Eggington & Wren, 1997) through the more restrictive policies in the immediate post-war periods to the explicit policies of recent times, the status and perceived importance of learning a language other than English has significantly improved.

As the culmination of a number of developments, notably in the areas of community language and bilingual education programs, Australia saw the introduction of a National Policy on Languages (Lo Bianco, 1987). The need for a comprehensive national policy on languages was identified through the Senate Standing Committee on Education and the Arts and provided a foundation for “principled, deliberate choices” (1987: 3) to be made about language planning at all levels. From an educational perspective, the policy makes explicit that all students should be expected to study at least one language other than English continuously throughout their compulsory years in school.

The policy nominated “priority” languages, including those considered to be community languages, and, for the first time, also nominated Australian aboriginal languages as significant in a policy and educational context. Together with the consequent Australian Language and Literacy Policy (Dawkins, 1991), the National Policy on Languages provided a foundation and impetus for the development of language education policy and guidelines at the state and territory level, including the nomination of “key” or “priority” languages in all states.

1.4 Policy background - the state level

In the state of Victoria, LOTE policy and programs in government schools are guided by the LOTE Strategy Plan (DSE, Victoria, 1993) which requires all government
schools, both primary and secondary, to provide a LOTE program for all students in Years Prep to 10 by the year 2000. Programs should, preferably, be of a sequential nature and in the same LOTE throughout the primary and secondary years. To a certain extent, schools within the Catholic sector and, to a lesser extent, those within the independent sector are also encouraged to follow the implementation strategy outlined in the *LOTE Strategy Plan* document.

In developing a strategy plan, Victoria has sought to redress an attrition rate which had seen the uptake of languages beyond the compulsory years in the secondary school fall from 40 per cent in the late 1960s to approximately 13 per cent in the early 1990s.

The *LOTE Strategy Plan* identifies a number of considerations as part of its rationale for learning languages. These include individual, state, national and international needs, such as those relating to:

> “cognitive, personal and emotional development … increased vocational opportunities and enrichment of communication and culture … and … improved opportunities to benefit Australia’s future economy …”
> (DSE, 1993: 2).

Together with policy imperatives for language learning, there are incentives and encouragement for students to study languages for their potential career and study options.

Although languages are no longer a requirement to enter certain tertiary courses, students who successfully undertake the study of a language in their final year of secondary school are entitled to a bonus on the score which is used to calculate their tertiary entrance ranking (TER).

The recently revised Victorian Certificate of Education (VCE) also encourages students to link their study of a language with future career opportunities. The VCE study
designs for languages allow students to include a Vocational Education and Training (VET) option.

1.5 Curriculum frameworks

In a complementary undertaking to national policy initiatives, the Curriculum and Assessment Committee (CURASS) of the Australian Education Council (AEC) developed national curriculum guidelines in the form of Statements and Profiles for Australian Schools (AEC, 1994) in all key learning areas. The inclusion of LOTE as a key learning area in this development was significant, providing languages for the first time with a status potentially comparable to other areas of learning, such as English and Mathematics.

The statements and profiles were in turn adapted by the states and territories and, in Victoria, evolved into the Curriculum and Standards Framework (CSF) (Victorian Board of Studies, 1995). The CSF outlines a series of curriculum focus and learning outcome (or standards) statements across seven levels in all key learning areas for students from Years Prep to 10. Whereas previous curriculum frameworks had provided general guidelines for the development of language programs in schools, the CSF incorporated a standards component against which school are progressively required to account.

While, in some cases, schools have pre-empted government policy, the increasing Department of Education requirements for all schools to report on student achievement in relation to these learning outcome statements together with the requirements of the LOTE Strategy Plan, has placed schools and teachers under some pressure to examine ways of encouraging successful language learning at all levels. Consequently there is a real need to clearly identify exactly what the characteristics of a successful LOTE program are and what motivates students to want to study a language.
1.6 Aims of the study

In light of the increasingly compulsory nature of LOTE programs and the high attrition rate in LOTE programs beyond the compulsory levels in secondary schools, this study aims to examine the factors which motivate those students electing to continue their study of a LOTE beyond the compulsory years in one particular boys school. It also aims to identify the aspects of the classroom program which support their language learning and influence their decision to continue with LOTE.

While a number of studies have focussed on the reasons for students abandoning their LOTE studies, this study concentrates on the motivation of students, in particular boys, who have elected to continue with their study of another language beyond the required year levels. To a lesser extent, the study also addresses the question of whether the nature of the classroom program and the pedagogical and methodological approaches employed by language teachers affect students’ attitudes to and motivation for language learning. Thus, the study investigates an example of a successful language program the findings of which may be of use to other teachers.

1.7 Structure of the study

Chapter 2 presents a review of the literature and key findings in the field of motivation in language learning. It includes a range of definitions of motivation from various researchers as well as critical analysis of relevant studies and their findings. A brief examination of the research in the field of boys and literacy and language learning is included together with an outline of some issues in relation to teaching in the language classroom.

Chapter 3 outlines and justifies the methodology employed in conducting the research for this study. All Year 9 students of French and Japanese in a Victorian regional boys’ secondary college were surveyed (Appendix 1) and a sample from this group were also
asked to undertake the task of designing a poster (Appendix 3) to promote language learning to younger students.

In addition to the data collection from students, key members of staff, including the Principal, the Curriculum Coordinator, the Careers Coordinator and LOTE staff, were interviewed on a range of issues including the perceived relevance of studying a LOTE, the reasons why students chose to study a LOTE at the school and their impressions of the features of a successful LOTE program. (Appendix 2)

Chapter 4 describes the results of the research and presents the main findings of the study together with some initial discussion. Chapter 5 discusses the research results and highlights key issues arising from the study.

In Chapter 6 the limitations of the study and the constraints of the methodology employed are critically evaluated. Implications for the promotion of language learning to boys as well as for the nature of language learning programs in the middle secondary school are also discussed. The chapter concludes with an indication of the areas for further research.
CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Introduction

In their report on teacher supply and employment in LOTE, Nicholas et al (1993: 173) signalled that “simply impelling the inclusion of language study in school programs may be counter-productive” and counselled an approach of “firm and sustained encouragement”. As noted in Section 1.2, current government policy places a strong focus on impelling schools to provide LOTE programs to all students from Prep to Year 10. This does not always acknowledge that, despite the importance of identifying policy and program priorities, schools will not be able to achieve successful language learning outcomes unless these are “matched with community and students interests” (Faculty of Asian Studies, Australian National University, 1998: 10).

A strong focus on policy imperatives as a strategy to foster language learning in schools, ignores the role of learner characteristics related to motivation and aptitude and their pedagogical implications in relation to students’ continued study of languages. An increasing number of studies, at first internationally (Gardner and Lambert, 1972, van Lier, 1988, 1996 and Baker, 1988) and, more recently, in the Australian context (Zammit, 1992, McMeniman, 1988, McGannon and Medeiros, 1995, Marriott et al, 1993) explore both the definition of and the role of motivation in learning a language.

In developing their sociopsychological theory of second/foreign language learning, Gardner and Lambert (1972) identified strong links between students’ attitudes to language learning and family attitudes to the cultural group using that language. They also found that integrative motivation (a desire to closely identify with the target language community) led to more successful language learning among adolescents.
Van Lier (1996) has concluded that we need to consider students' innate curiosity and enjoyment as integral to motivation, while Baker nominates “age, gender, school, ability, language background and cultural background” (1992: 47) as having an influence on attitudes to and motivation in learning another language.

Australian studies, including those of Zammit (1992) and McGannon and Medeiros (1995), also highlight the role of parents in influencing their children to continue with their language study, with Zammit finding that 80% of students in her extensive study were influenced by positive statements made by their parents. The usefulness of a language for future employment prospects was also identified by students in both of these studies.

Baker (1992), Zammit (1992) and McGannon and Medeiros (1995), among others, draw attention to the high attrition rate amongst male language students in secondary schools, with males generally reporting less positive experiences in LOTE classrooms than females. McGannon and Medeiros (1995: 105) reported that the “career relevance” of studying a language (French) was “more important for boys than it is for girls”.

2.2 Definitions and critique

Gardner and Lambert (1972: 15), whose pioneering work examines the correlation between various motivational factors and achievement in language learning for a group of English-speaking secondary school students of French in Canada, describe motivation as a general “orientation or outlook towards the learning process”. They further define motivation as a dichotomous orientation comprised of instrumental and integrative forms where:

“The orientation is said to be instrumental in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one’s occupation. In contrast, the orientation is integrative if the student wishes to learn more about the other cultural community … to the point of eventually being accepted as a member of the other group” (Gardner and Lambert, 1972: 3).
Ur (1996) describes what she believes is a more useful distinction for language teachers, that is the distinction between “intrinsic” motivation or the learner’s engagement in learning for its own sake and “extrinsic” motivation or the motivation driven by incentives which are external to the learner. This is a distinction also drawn by van Lier (1996) where intrinsic motivation is seen as a response to “innate psychological needs” (1996:110).

Baker (1988: 143), in a series of studies on the role of motivation in the development of bilingualism in the primary and secondary school context in Wales, describes motivation as the activation or arousal of a motive or of “stored potential” and views this as an ongoing and dynamic force which compels learners to behave in a “directed or a recurrent manner”. While learners may have various motives in relation to language learning, these must be transformed for students to successfully engage in the actual study of a language. Motivation thus is seen as being activated by six factors:

1. The strength of the latent motive
2. The likelihood that a situation will activate a motive
3. The degree to which strong feelings accompany the motive
4. The availability of actions that can gratify the motive
5. The expectancy of successfully obtaining the goal

On the basis of these factors, we could expect to describe a motivated language learner as one who has a strong desire to learn a second language. The school, family or community context would also be important as would positive feelings associated with the language learning experience. Language learners would need to be able to act on their motives and access appropriate resources to support their language learning. They would also need to see the possibility of success and feel free from a fear of failure.

2.3 Attitudes and motivation
While the terms “attitudes” and “motivation” are sometimes used interchangeably, distinctions have been made within some of the research and these will be briefly noted here.

Ellis (1985) acknowledges “the problems of defining attitudes and motivation” (1985:116) and points out that distinctions between the two concepts are not always clear in the research into second language acquisition. While Ellis discusses some of the major research in this area, including that of Gardner and Lambert, he does not ultimately provide us with a clear response to the problem.

In developing a model of language attitudes, Baker (1992: 14) elaborates on motivation as being a more broadly based orientation and “goal specific” with attitudes being more focussed and “object specific”. He sees attitudes as context-dependent and comprised of a number of determinants. Based on research with students (mainly in the 10-15 year old age group, and therefore of particular relevance to this study) learning Welsh in bilingual school settings, Baker proposes the following model which summarises attitudinal determinants for students studying a language in a school environment:

*Figure 1: Determinants of language attitude* (Based on Baker, 1992: 39)

While the present study examines students in a second language learning situation rather than in a bilingual setting, a number of these variables nevertheless apply. The role of gender, in particular, and of the school environment were identified as relevant as the
research for this study was undertaken in an all-boys school and was designed partly to provide data related to the school and classroom environment.

### 2.4 Implications and links to current study

In his analysis of interaction in the language classroom, van Lier (1996) assumes that all learners have an innate motivation which can be impeded or reduced by external factors, such as an imposed activity. This leads to an idiosyncratic analogy of motivation as “a bit like money, which in itself is neither good nor bad, it just depends on what is done with it” (van Lier, 1996: 101).

In common with Baker, van Lier (1996) looks broadly at motivational influences, including social needs and pressures and cultural influences. In addition, he describes Gardner’s instrumental/integrative measure as limited and posits the role of “innate curiosity as well as intrinsic enjoyment” (1996: 121) as additional and essential motivational factors for language learning. These dimensions are also noted by Keuneman and Sagona (1992: 74) in their study of motivation with first year university students of French (advanced) in Australia. The data indicated a strong correlation between students having enjoyed French at school and their subsequent decision to continue with this study at the tertiary level. While factors such as curiosity and enjoyment are quite nebulous and difficult to measure, they cannot be disregarded as having an influence on student motivation and consequent decisions to pursue second language study beyond the compulsory stages.

In concluding, van Lier (1996: 121) indicates that without a student’s “self-determination and autonomy” various motivating forces are likely to be ultimately ineffective. This is consistent with Ur (1996: 19) who also sees the key to motivation being in the “learner’s own awareness of successful performance” and McMeniman (1988: 19), who concludes that “continuing motivation is enhanced by self-evaluation rather than external evaluation”.
While much of the research and discussion following on from Gardner's work built and expanded on the seminal classification of motivational forces as integrative and instrumental, Crookes and Schmidt (1991) provide a critique aimed at more fully explaining motivation in relation to the way it applies in the second language learning classroom.

In arguing for research more strongly grounded in the classroom, Crookes and Schmidt (1991) call for motivational research to be better linked to broader theoretical concerns, to be more clearly connected to other educational research and for the links to personality and emotional factors to be more carefully explored. This suggests a need for greater collaboration between applied linguists, psychologists and educationalists in undertaking research in the second language classroom.

While supporting Gardner's focus on the "active learner" and building on van Lier's notion of student self-determination and autonomy, Crookes and Schmidt (1991: 493) encourage the need for teachers to "not only teach the language, but teach how to learn the language." This is of interest in the current climate of curriculum evaluation and renewal, where there has been some discussion as to how best to incorporate cognitive and metacognitive dimensions into a curriculum and standards framework for the state of Victoria (Board of Studies, 1999). This issue will be examined further as part of the discussion on the role of classroom and teaching practices in student motivation for second language learning.

2.5 The role of the teacher and the classroom program

The role of motivation in second language learning is a complex one and cannot always be readily separated from other factors such as the role of the teacher and the characteristics of effective second language teachers. Fathman (1991: 121) includes the roles of "listener, knower, facilitator, command-giver" as important for a language teacher, while McGroarty (1991) Zuber-Skerritt (1988) and Williams and Burden (1997) comment on language teacher effectiveness and the role of teachers' personal

The context or environment of the classroom (Williams and Burden 1997) and learner needs and interests (Nunan 1991, Rivers 1983) also have an effect on student motivation in learning a LOTE. This requires asking students exactly how they perceive their own needs and interests prior to designing a language program.

2.6 Boys and language learning

As has already been noted (See 1.1), the retention rate of boys in language classes has been much lower than that for girls. This can be linked to the traditional perception of languages as a “girls” subject (Marriott et al, 1994: 83, Cryle et al, 1994: 90) and thus not worth pursuing. It can also be linked to boys’ perceptions that language learning is not presented in such a way as to cater to their interests, needs and learning styles.

In their report on the disincentives to language learning for students at the senior secondary level, Tuffin and Wilson acknowledge that “languages are seen as a ‘girls’ subject by some” (1989: 10). They further express concern that, while educationists have developed concerted strategies to encourage girls into the “non-traditional” subject areas of maths and science, there is “no equivalent reciprocal effort … to convince males of the potential importance to their future of the study of languages other than English” (1989: 52).

If we assume that a significant reason for boys’ reluctance in the uptake of languages is the limitations of existing programs and teaching approaches in catering for their needs,
interests and learning styles, we need to briefly examine what research in this area has found.

Among the strategies and approaches presented in an extensive professional development program on key issues in boys' education and, in particular, literacy, Deakin University (n.d.) researchers suggest that boys need to be offered a balance between reflective and action-based learning approaches. The program also recommends the use of positive male role models, such as fathers and male teachers. In relation to literacy development, the program advocates demonstrating the importance of reading in everyday activities through the use of text-types, such as maps, charts, road signs and food labels, among others.

Similarly, another project aimed at improving boys’ engagement with literacy practices (Alloway and Gilbert, 1997b: 135) highlights the need for literacy practices to be compatible with “desirable constructions of masculinity”, if students are to see them as worthwhile. The teaching units accompanying the project recommend the use of practical, tangible activities and the inclusion of “a high incidence of oral activities on the grounds that boys often prefer these modes of responding” (Alloway and Gilbert, 1997a: 105).

While the issues discussed so far in this section are mainly based on research into English language literacy, there is also evidence to suggest that they are applicable to the area of second language learning. Clark and Trafford, in their study of the discrepancy in attitudes and performance between Year 11 boys and girls in modern languages, found evidence to suggest the need for variety and “a more active approach towards classwork” (1995: 319) together with realistic activities. The importance of positive male role models was also mentioned together with the need for a good relationship with the teacher.
CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter outlines the context, setting and subjects for the study. Further, it describes the tools used and procedures involved in gathering the data.

This study poses the following questions:

1) What attitudes do students have towards studying a language?

2) What factors appear to motivate students to continue with their study of a language beyond the compulsory levels in secondary school?

3) What are the aspects of the classroom program which support students’ decisions to continue studying a LOTE?

4) Why do boys choose to study a language other than English?

3.2 The school

The school selected for this study is a Catholic secondary boarding and day school for boys from Years 7 - 12. The school was selected as it had a very good retention rate for students in the LOTE program beyond the compulsory Years 7 and 8, despite its history as a fairly traditional boys school with a strong emphasis on sporting activities.

Set in a large rural city, the school draws students from the local region as well as those from country Victoria and interstate. For a number of years the school has also catered
for overseas students, from south-east Asian and Pacific countries, such as Hong Kong, Indonesia, Malaysia and Nauru.

Students come from a range of socio-economic backgrounds, and the school has a policy (consistent with guidelines for all Catholic schools) of not excluding students due to parents’ inability to pay fees.

The local community would be considered predominantly monolingual in Australian English with limited influences from other cultures. The local city council has established and actively promotes sister-city and friendship-city links with cities in Japan, China and Great Britain. Local business organisations have established business partnerships with these countries in industries such as food manufacturing and engineering. The local tertiary institution strongly promotes links with Asia and markets courses to students from a range of Asian countries, from Japan to India. There is, unfortunately, limited parallel support for the learning of Asian languages at the tertiary level, with Japanese being the only remaining language taught after a decision to remove Chinese from the curriculum of the Asian Studies Unit.

A comprehensive curriculum is offered to all students in line with the College’s Mission Statement which aims to “promote the development of the whole person” (St Patrick’s College, 1998). The place of LOTE within the curriculum is seen as promoting “the development of communication skills and literacy” and, further, it “fosters intellectual development and encourages students to appreciate the thought processes which underlie cultural differences” (St Patrick’s College, 1997). This substantially reflects the attitudes of the two longest serving LOTE staff, (including the belief that, through learning another language students gain valuable cognitive and metacognitive skills to support their learning in other areas of the curriculum). These perspectives reflect the extensive initiatives in study and evaluation undertaken by the staff in regularly reviewing the program and updating their own knowledge, understanding and skills. They also highlight the need to promote the benefits of language learning as broad and directly related to other areas of learning. This is linked to the ongoing need for LOTE
teachers to justify the place of LOTE in the wider curriculum at a time when there are persistent calls to rationalise the “crowded curriculum”.

Interestingly, the aim of fostering the development of students’ cognitive and metacognitive skills contrasts with Neustupny’s motivational framework, described in Marriott et al (1994). This proposes that, while important for parents and teachers, students are rarely concerned with the acquisition of cognitive and other learning skills. The LOTE aims for the school do, however, reflect some of the stated aims for language learning highlighted in the Victorian LOTE Strategy Plan (1993), including the aims of increasing opportunities for communication and of developing cognitive skills.

The school is somewhat unique with a focus in curriculum documents on the cognitive and metacognitive benefits of language learning compared with the perceived vocational benefits of learning a language.

Languages have been taught in the school for many years beginning with Latin and evolving into the current two languages of French and Japanese. While French and Italian were offered for a number of years, the school saw a need to consider an Asian language in light of wider community interest and on advice from LOTE staff. A survey of parents saw the introduction of Japanese in 1995. All three LOTE teachers are fully qualified and all are proficient in at least two languages other than English.

The LOTE program provides opportunities for students to participate in joint activities with a neighbouring all girls school. Students are also able to participate in the schools’ biennial trips to New Caledonia and Japan.

3.3 Local context

The local community is considered educationally well-resourced with a range of both private (5) and government (4) secondary schools. All the schools offer both a European and an Asian language as part of the curriculum from Years 7 - 10 (See Table 3.1) and, all but one, continue with classes through into the final two years of secondary school.
LOTE is compulsory in Years 7 and 8 in all local schools and becomes optional between Years 9 and 10. Retention rates beyond the compulsory levels in three comparable local schools range from 24% to 48%. The retention rate in the school selected for the present study was 48%. This was at the upper end of retention rates and notable in an all-boys setting. Only one school offers a choice of three languages, including Latin. The table below summarises the languages taught across all schools.

**Table 3.1: Summary of languages taught in local secondary schools**

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>6</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
</tr>
<tr>
<td>Indonesian</td>
<td>2</td>
</tr>
<tr>
<td>Japanese</td>
<td>5</td>
</tr>
</tbody>
</table>

### 3.4 The student sample

A total of 55 boys, aged between fourteen and sixteen completed the questionnaire. They comprised 86% of the cohort of boys studying a LOTE (either French or Japanese) at Year 9 (N=64) and represented 40% of the total cohort of 125 Year 9 students. Students at this level are able to study either, both or no languages. Four students were undertaking the study of both languages, essentially because they perceived them to be the best options amongst the electives on offer. One other student was taking Indonesian as an additional language through the Victorian School of Languages' distance education facility.
Two classes of Year 9 boys (one for French and one for Japanese) also undertook the task of designing a poster aimed at encouraging younger students to continue with their study of a LOTE.

After consultation about the roles and responsibilities of staff, interviews were conducted with six key staff members, comprising the Principal, the Curriculum Coordinator and the Careers Coordinator together with all three members of the LOTE faculty.

While a notice was placed on the school newsletter inviting parents to become involved in interviews, this was not successful. It was decided not to pursue the parent group as it was considered important that respondents’ participation be entirely voluntary and data from parents was not considered essential to the study.

3.5 Student questionnaire

The student questionnaire (Appendix 1) was designed to explore both integrative and instrumental motivations for learning another language. These were considered useful as they had widely informed much of the research in the area of motivation in second language learning. Ur (1996) and van Lier’s (1996) distinction of intrinsic motivation was considered useful in grouping statements relating to the more innate dimensions of language learning.

The questionnaire also drew on material developed for previous studies, including the large-scale study into student attitudes towards studying a LOTE by Zammit (1992) and the more recent local study by McGannon and Medeiros (1995). Factors such as parents’, friends’ and teachers’ influence on a student’s decision to continue with a LOTE were investigated by Zammit along with the perceived usefulness of a LOTE for future studies and career opportunities.
As this study examines a group of male students, of additional interest for this study was Zammit’s analysis of and comparison between the responses of females and of males. Zammit’s findings bear out the generally held belief that females report better experiences of and are better predisposed towards studying a language than males.

The questionnaire designed by McGannon and Medeiros (1995), for their study of continuing and discontinuing Year 8 students at a metropolitan government school investigated a range of specific factors. These are summarised as follows:

- home language background
- gender
- primary school language program
- parental attitudes to the value of language learning
- French teacher’s recommendation
- instrumental and integrative motivations
- the student’s perception of his/her level of success in learning French
- peer group effects
- the perception of the degree of difficulty of the subject

(McGannon and Medeiros, 1995, 99-100)

The factors investigated by McGannon and Medeiros (1995) were considered of interest as the study is a comparatively recent one and focuses on a single school, as is the case for the present study.

As this study did not explore in any detail the specific links between students’ backgrounds and their ongoing study of a language, detailed student profiles were not developed. Students were, however, asked to list the subjects they were studying in addition to a LOTE in order to provide a picture of the relative popularity of languages compared to the other elective subjects on offer. This also constituted an attempt to establish whether studying a language was seen to be mainly the province of students following humanities and creative arts programs (as has often been believed to be the
case for boys) or whether they were pursued with equal interest by students following maths/science programs.

As the school is a boys’ school, students were also asked to respond to questions which investigated their attitudes to boys' ability to learn another language in comparison to girls', as well as to the proposition that anyone can learn another language.

With the policy context of compulsory learning of a LOTE, this last question was seen as important in indicating a more general perception of language learning in the secondary school environment, embedded, as it necessarily is, in a wider social context. Van Lier (1988: 81) describes the importance of this perspective as follows:

"the second language classroom itself is only one segment of the social world of the learner …. The classroom researcher must therefore study the classroom as embodying a specific set of functions and values from the point of view of the learner, and also from the point of view of social institutions at large."

The final section of the survey required students to comment on what they did and did not like about their LOTE class and the factors which either helped or did not help them to learn in the LOTE classroom.

3.6 Data collection instruments

Methodological triangulation (Cohen and Manion, 1989: 272) was used in this study to allow a range of different methods of data collection to be applied to the single object of study (ie motivation). This provided a richer source of data and ensured that the perspective of the researcher was not too limited or "method bound" (1989: 269).

While this method did not readily allow for a "close, rigorous examination of data (van Lier, 1988: 62), it provided a variety of data and perspectives on the research questions.
3.6.1 Student questionnaire

Two Year 11 LOTE (French) students volunteered to provide feedback on the draft questionnaire. Year 11 students known to the researcher were approached for comment. Both students had been in the position of choosing a language from a variety of subject offerings and were considered to have a range of perspectives on the area of motivation for studying a language. They confirmed the relevance of the proposed items as well as suggesting additional items. Changes made as a result of this consultation led to the addition of items related to LOTE being different from other subjects, LOTE providing the opportunity of participating in overseas trips and LOTE being important because of its links with “culture” (in a school which has traditionally placed a strong emphasis on involvement in sports such as football and rowing).

The final questionnaire consisted of three sections:

Section A requested information on the other subjects being studied by students. This section also included statements aimed at eliciting students’ attitudes towards language learning which consisted of an “agree/disagree” statement about boys and language-learning and a statement indicating that learning a language is possible for all students. These were included with the aim of testing Zammitt’s (1992) findings that students believed anyone could learn a LOTE and that language learning was not only for the bright or clever students.

Section B included a series of statements about students’ motivation to learn a LOTE with responses on a Likert scale with a 5-point continuum from Strongly agree to Strongly disagree. This was seen to be more reliable than a numerical continuum which would require constant reference to a key and could thus confuse students. The fourteen questions included those which could be broadly grouped as relating to integrative motivations for example, I am studying a language because I like French/Japanese people; instrumental motivations for example, I am studying a language because it will
help me get a job; and intrinsic factors for example, I am studying a language because I enjoy it.

Section C incorporated questions designed to gauge students’ responses to what happened in the LOTE classroom. These consisted of four open-ended questions intended to allow students to describe both the things which they considered did and did not help them learn as well as what they liked and what they did not like about the way LOTE was taught.

3.7 Task design

In outlining ethnographic methods and procedures for classroom-based research in language teaching, van Lier (1998: 67), Cohen and Manion (1989), and others point to the importance of “situational or context-based” approaches. Such approaches foster a more collaborative approach between researcher(s) and practitioners and potentially allow for more sophisticated data gathering. While the purpose of this study is not to evaluate either teacher or student performance, it was nevertheless decided to gather data directly from students carrying out a set task during one of their regular classes. This provided an additional opportunity to gather attitudinal data and enabled student responses to be as spontaneous as possible. Incidental data was gathered from students’ conversations while they were completing the task.

This was achieved by collaborating with the LOTE teachers in designing a task which would allow students to demonstrate why they considered language learning to be important. The task itself required students to design a poster aimed at encouraging students in the year level below (Year 8) to continue with language study. This allowed them to focus attention on the reasons for studying a language which they believed would be relevant to their peers and on why they considered languages to be important.
3.8 Procedure

The questionnaire was administered to all Year 9 students of French and Japanese (N=55), by their regular LOTE teachers within a single period of regular class time (40 minutes). This was done to ensure minimal disruption to the school’s program and to defuse any sense on the students’ part that the questionnaire was in any way a test.

The poster task was also undertaken within normal class time but was completed over a double period (80 minutes). Students were provided with poster paper and equipment for the task and were given the choice of working independently, in pairs or in small groups.

The task was administered jointly by the regular LOTE teacher and the researcher. Posters were collected and analysed together with data, in the form of notes, which was gathered informally from observations of students and from listening to their discussions while completing the task. Comments were also gathered from the teachers’ observations of how they perceived students were approaching the task.

3.9 Staff Interviews

Individual interviews were conducted with a targeted group of staff to complement the material provided by students and to further explore whether the nature of the classroom program and the teaching approaches favoured by the LOTE staff, have an impact on students’ continuing their language study. Staff interviewed comprised the Principal, the Curriculum Coordinator and the Careers/VET Coordinator, together with the three LOTE teachers. Staff interviews, again, allowed for the triangulation of perspectives of the data.
Staff interviews were structured around the following questions:

1) Could you briefly describe your role in the school?
2) Describe the LOTE program - what do you see as its main features - do you consider it to be a successful program?
3) What do you consider to be the relevance of learning a second language in the wider curriculum?
4) Should the study of a LOTE be compulsory?
5) Could you describe the attitudes of students towards the LOTE program and towards studying a LOTE in particular?
6) What do you think motivates students to choose to continue studying a LOTE on an elective basis?

Staff interviews ranged from fifteen minutes to close to a full hour. All interviews were audio-taped, although segments of one interview were missed due to numerous disruptions by students with queries for one of the teachers. The main comments from the interviews were later transcribed. The same questions were followed for all staff, although follow-up questions were asked in all cases as staff tended to raise a range of additional issues, including their own experiences of learning a language at secondary school/tertiary level. Information from staff interviews was summarised as notes, in order to identify similarities and differences in the comments made.

The following chapter presents the results and an analysis of the student questionnaire and poster task, as well as an examination of the findings of the staff interviews.
CHAPTER 4

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and an analysis of the questionnaires described in the previous chapter and describes and analyses the data gathered from the poster task. Detailed results of the staff interviews are also presented. Some preliminary discussion of results is also included.

4.2 Survey results and analysis

4.2.1 Student curriculum profile

Section A of the questionnaire asked students to nominate which subjects, apart from LOTE, that they were studying.

All students in Year 9 (N=125) undertake a core curriculum of English, Commerce, History, Life Education, Mathematics, Physical Education, Religious Education, Science and Sports Education. In addition, each semester, students are able to select three additional subjects from a choice of the following: Art, Computer Studies, Drama, French, Geography, Graphic Communication, Japanese, Music (instrumental and theory), Technology, Art/Graphics and Technology/Graphics. Together, French and Japanese comprised the largest number of elective students (N=64) at this year level. Numbers of students enrolled for the other elective subjects were as follows:
Table 4.1: Numbers of LOTE students enrolled in elective subjects

<table>
<thead>
<tr>
<th>ELECTIVE</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>20</td>
</tr>
<tr>
<td>Computer Studies</td>
<td>31</td>
</tr>
<tr>
<td>Drama</td>
<td>12</td>
</tr>
<tr>
<td>Geography</td>
<td>23</td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>36</td>
</tr>
<tr>
<td>LOTE (French)</td>
<td>33</td>
</tr>
<tr>
<td>LOTE (Japanese)</td>
<td>31</td>
</tr>
<tr>
<td>Music</td>
<td>12</td>
</tr>
<tr>
<td>Technology</td>
<td>28</td>
</tr>
<tr>
<td>Art/Graphics</td>
<td>_</td>
</tr>
<tr>
<td>Technology/Graphics</td>
<td>_</td>
</tr>
</tbody>
</table>

While it could be expected that Graphic Communication (N=36), Computer Studies (N=31) and Technology (N=28) would be popular in a boys’ school, with creative/artistic subjects such as Drama and Music less so, the number of students selecting a LOTE (N=64) is, by comparison, unusual. Total numbers enrolled for the Drama elective at Year 9 were 12 and for Music, 12. The low numbers for drama and music compared to LOTE are of some interest if we consider the opinion of the Year 11 student who believed that LOTE provided an elective option for students who were interested in “culture”. If this were the case, we might also expect higher numbers for subjects like music and drama.

4.2.2 Student attitudes towards studying a language

Section A also asked students to consider whether anyone who tries can learn a language and whether they thought boys were just as good as girls at learning languages. In this section students were not given the option of a “not sure/don’t know” response, although they were able to simply not respond to any or all of the items on the questionnaire.
Students’ responses overwhelmingly indicated that they believed both statements to be the case, with 45 (82%) agreeing that anyone can learn a language and 47 (87%) agreeing that boys were as capable as girls at learning a language. One student neglected to provide any responses for this section and another appeared to be upset by the second statement and responded, “I hate this question. Stop comparing boys to girls.”. The strong positive response to both of these statements indicates a positive attitude to learning another language on the part of the boys in this particular study.

4.2.3 Motivational factors affecting student elective choice of LOTE

In part B of the questionnaire, students were asked to respond to 14 statements, using a 5-point Likert scale as follows:

Strongly agree - SA, Agree - A, Not sure - NS, Disagree - D, Strongly disagree - SD.

4.2.3.1 Intrinsic factors

The first three items asked students to respond to a series of statements related to intrinsic motivational factors:

1. I am studying a language because I have always been good at it.
2. I am studying a language because I enjoy it.
3. I am studying a language because it is a change from the other subjects I am studying.

Table 4.2: Student response to statements 1-3

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “always been good at it”</td>
<td>8.9%</td>
<td>37.5%</td>
<td>23.2%</td>
<td>21.5%</td>
<td>8.9%</td>
</tr>
<tr>
<td>2. “enjoy it”</td>
<td>14.5%</td>
<td>42%</td>
<td>20%</td>
<td>20%</td>
<td>3.5%</td>
</tr>
<tr>
<td>3. “change from other subjects”</td>
<td>3.4%</td>
<td>39%</td>
<td>16.9%</td>
<td>35.6%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>
Of a total of 55 students, 37.5% agreed that they had chosen to continue with a LOTE because they had always been good at it. By totalling the percentages for affirmative responses, we can see that 46.4% of students considered this to be a factor in their choice to continue a LOTE in Year 9. While a total of 30.4% of students did not agree with this statement, a significant number of students (23.2%) were unsure of how this factor influenced their choice.

In support of Van Lier (1996) and Keunemann and Sagona (1992) who argue for the consideration of inherent enjoyment as a motivating factor in continued language study, Table 4.2 shows us that 42% of students strongly agree that enjoyment is a factor in their continued study of a language. A total of 56.5% of students agree overall that enjoyment is a factor. The percentages for students who are not sure and who disagree are equal, and only 3.5% strongly disagree that enjoyment is a factor in their decision to continue studying a language. Of interest, again is the reasonably high percentage (20%) of students who are unsure about the place of enjoyment in their language study. This may reflect the fact that students do not necessarily consider enjoyment to be a valid response to studying a subject at school.

Feedback from Year 11 students during the process of constructing the student questionnaire, indicated that they saw LOTE as a change from what they perceived to be a more conventional boys’ school curriculum with a focus on sciences and sport.

Statement 3 allowed the Year 9 students to comment on this factor. The percentages of students who overall agreed and disagreed with this statement were quite close at 42.4% and 40.7% respectively, suggesting that this was not a significant consideration in their choice to study a language.

4.2.3.2 Instrumental factors

Statements 4 - 6 asked students to rate the following instrumental factors:

4. I am studying a language because it will help me get a job.
5. I am studying a language to give me a bonus on my TER.
6. I am studying a language because it will be useful in the future.
Table 4.3: Student response to statements 4-6

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. “it will help me get a job”</td>
<td>43.3%</td>
<td>33.4%</td>
<td>18.3%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>5. “a bonus on my TER”</td>
<td>41.1%</td>
<td>41.1%</td>
<td>14.2%</td>
<td>1.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>6. “it will be useful in the future”</td>
<td>34.6%</td>
<td>36.4%</td>
<td>20%</td>
<td>5.4%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

Instrumental factors received the strongest affirmative response from students. Of these responses, the statement that students were studying a LOTE because they perceived that it would help them obtain a job received the highest response for students who strongly agreed (43.3%). The combined positive response for this statement was 76.7%, with no students disagreeing and only 5% of students strongly disagreeing.

The single most influential factor identified by students was the potential bonus on the TER score. A total 82.2% of students agreed that this was one of the reasons why they were studying a language, with only 3.6% of students disagreeing.

Students again strongly supported the sixth statement, which referred to the usefulness of LOTE for the future. 34.6% of students strongly agreed with the statement and 36.4% agreed, giving a total of 71% of all students.

4.2.3.3 Integrative factors

Statements 7 - 9 required students to rate integrative factors:

7. I am studying a language because I like French/Japanese culture and people.
8. I am studying a language because I would like to travel.
9. I am studying a language because I will have the opportunity to go on a trip to Japan or New Caledonia.
Table 4.4: Response to statements 7-9

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. “I like French/Japanese culture and people”</td>
<td>3.7%</td>
<td>16.6%</td>
<td>42.6%</td>
<td>16.6%</td>
<td>20.3%</td>
</tr>
<tr>
<td>8. “I would like to travel”</td>
<td>16.7%</td>
<td>35.2%</td>
<td>20.4%</td>
<td>14.8%</td>
<td>12.9%</td>
</tr>
<tr>
<td>9. “I will have the opportunity to go … to Japan or New Caledonia”</td>
<td>8.8%</td>
<td>36.9%</td>
<td>26.3%</td>
<td>17.5%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

Students indicated more ambiguity about statement 7 (42.6%) than about any other statement on the student questionnaire. A relatively small percentage (20.3%) expressed agreement with the statement, and this is the first statement with which over half of the students (51.9%) disagreed overall.

Students expressed definite support for the two statements relating to travel generally and to the opportunity to participate in the schools’ biennial trips to New Caledonia and Japan, with 51.9% and 45.7% respectively agreeing or strongly agreeing with these statements. Over one quarter of students (26.3%) felt some confusion about the importance of the school trips, while a similar percentage (28%) did not agree with the statement at all. Some caution should be exercised in relation to interpreting statement 9, however, as this could be considered to reflect an instrumental rather than an integrative motivation, an issue that will be taken up further in Chapter 5.

4.2.3.4 Influence of teacher, parents and friends

Statements 11 - 13 asked students to rate the influence of their teacher, parents and friends on their decision to continue studying a language:

11. I am studying a language because my teacher encouraged me to continue with it.
12. I am studying a language because my parents want me to.
13. I am studying a language because I want to be in the same class as my friends.
Table 4.5: Response to statements 11-13

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. &quot;my teacher encouraged me&quot;</td>
<td>11.1%</td>
<td>31.5%</td>
<td>16.7%</td>
<td>35.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>12. &quot;my parents want me to&quot;</td>
<td>12.7%</td>
<td>30.9%</td>
<td>16.4%</td>
<td>21.8%</td>
<td>18.2%</td>
</tr>
<tr>
<td>13. &quot;to be in the same class as my friends&quot;</td>
<td>2%</td>
<td>9.8%</td>
<td>9.8%</td>
<td>47%</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

The encouragement of parents (43.6%) and the influence of teachers (42.6%) on students' decisions to continue their study of a LOTE were very similar. In contrast, only 11.8% of students indicated that being with their friends was a strong influence. Of note in Table 4.4 is the very high total percentage (78.4%) of students who disagreed or strongly disagreed with the statement about their friends' influence on their decision to study a language.

The highest percentage response in this group of questions was 47% for students who disagreed with the statement about wanting to be in the same class as their friends.

4.2.3.5 Curriculum and methodological influences

Statements 10 and 14 related to the place of a LOTE in the wider curriculum and to the way LOTE was taught:

10. I am studying a language because it is an important part of the curriculum.
11. I am studying a language because I like the way it is taught.

Table 4.6: Response to statements 10 and 14

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. &quot;it is an important part of the curriculum&quot;</td>
<td>1.8%</td>
<td>31.5%</td>
<td>33.3%</td>
<td>20.4%</td>
<td>13%</td>
</tr>
<tr>
<td>14.&quot;I like the way it is taught&quot;</td>
<td>0%</td>
<td>18.5%</td>
<td>40.8%</td>
<td>29.6%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
Students were largely unsure about the statements listed in Table 4.6. No students strongly agreed that they were studying a language because they liked the way it was taught. This was the only response in the questionnaire to receive no strong affirmative support at all. Despite the ambiguity (33.3%) of the response to statement 10, significantly more students agreed (31.5%) than disagreed (20.4%) that LOTE was an important part of the curriculum.

4.2.4 Classroom factors affecting student choice

As has already been noted, the third section of the student survey aimed to identify the elements of the classroom program and the teaching approaches which students believed either did or did not help them to learn a language. Students were asked to comment on the activities they did/did not like in their French/Japanese class as well as on those aspects of the classroom program which they believed either did or did not help them to learn. Students reported a wide variety of items in all of these areas.

Activities involving cooking and food were by far the most frequently mentioned (N=12) as activities which students liked. The use of videos/TV activities/TV game shows (N=6) were the next most frequently reported items. These elements could be seen as relating to a more integrative motivation, as they involve working with “authentic”\(^1\) texts and what could be interpreted as more obvious manifestations of the culture associated with the relevant language communities. In this section, students also mentioned wanting to “learn about France” as well as wanting to learn about and understand Japanese culture.

A range of speaking and listening activities (N=15) were the most frequently noted items which students believed helped them to learn. These included songs, role-play, conversations, discussions, tapes and “oral work”. Of interest in this section was the number of times students reported on the importance of making an effort and

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\(^1\) While acknowledging that there is some debate about the use of the term “authentic” when referring to resources used in the language classroom, “authentic” is used here (after Nunan, 1989) to mean resources which have “not been specifically produced for the purposes of language teaching” (1989: 54)
contributing to their own learning (N=7). Students noted the importance of study, “always trying”, practice, concentrating and of “myself”.

While it might be expected that boys would enjoy the more analytical and structural aspects of learning a language, this was not in fact reported by many students. A handful of students (N=4) listed translation, verbs, exercises and “how you write letters” as things they liked doing in the classroom.

Students did, however, report enjoying learning in a range of ways, including working in groups, doing board work, being involved in “active” work and participating in interactive/hands on activities. One student responded in detail, including the comment that “we do too much written work and not enough oral practise (sic). We remember about 20% of what we write compared to 40% of things we say and do. We remember about 60% of things which require active participation.”

Opportunities for active involvement in their language learning was the most noticeable aspect of the classroom program identified by students as helping them to learn. Further, they reported enjoying a very wide variety of activities as shown both by direct references and by the range of activities listed in their responses.

Students overwhelmingly reported that homework (N=11) and tests/assessment (N=9) were the things they did not like about their language classes. Some students of Japanese also complained about kanji, kana and “alphabets” being too difficult (N=5). Others, in informal discussion, commented that while they found these difficult, their teachers provided useful strategies to help them learn. Given these comments about the helpful strategies provided by their teachers, we might have expected more students to respond positively to statement 14 in the student questionnaire. This may not have been the case, however, as students may not have had sufficient understanding to make the links between their comments and their response to the statement.
Many of the things which students said they did not like related to the pressures and demands of the classroom. These included "too much work", being unable to "keep up", being expected to "learn too much at a time", work which they found too difficult and "strict/crabby teachers". The single most significant highly reported item (N=12) which students believed did not help them learn was their peers ("idiots in class"). Students noted distractions, too much noise, and other students who wasted time or "mucked around" in Section C.

Interestingly, six students reported that aspects of the classroom program such as verbs, dictation, word order and grammar rules were the things they did not like. This may well reflect students' inability at this age level to see the particular relevance or practical application of the structural dimensions of language.

In summary, these results show that, while students reported a wide range of items, they considered practical activities (eg cooking) and activities involving the use of "authentic" materials (eg TV game shows) as the most significant of these in their enjoyment of language learning. Aural/oral activities were considered to be most helpful in assisting students' learning.

4.3 Staff interviews

Staff offered various insights into the factors which they believed motivated students to continue their study of a language beyond the compulsory year levels. Broadly, these centred on the following:

- the role of the teacher;
- the nature of the classroom program;
- the classroom environment and support for students;
- the TER and employment prospects;
- language promotion within the school community.

Each of these points will now be discussed in turn.
4.3.1 The role of the teacher

Recent research into factors influencing the uptake of languages in schools (EDWA and DETYA, 1998:101) has highlighted the “critical nature of the teacher persona in program success and sustainability”. The staff interview results of this project support the perceived importance of this aspect of second language learning.

The enthusiasm and hard work of the LOTE staff were mentioned by all of the non-LOTE staff interviewed as important factors in the success of the program. The teachers were seen as having “worked to raise the expectations” of the school in relation to language learning. As a result, the school, through the principal, felt encouraged to provide an increased level of support for the LOTE program.

Persistent requests for classroom resources and a storeroom as well as for specialist LOTE classrooms have resulted in the allocation of a small languages storeroom which doubles as an office, and one dedicated classroom for French and another for Japanese. While the classrooms are also used for other subjects, LOTE teachers are able to use noticeboards to display student work and other materials.

LOTE staff were seen by all staff interviewed as not only enthusiastic and hard-working, but also as highly capable to the point of being “gifted” by the Curriculum Coordinator. These perceptions appear to reflect comments about how well the LOTE curriculum at the school is structured and the commitment by the LOTE staff to obtaining appropriate qualifications and undertaking regular professional development.

These links between capable and well-qualified staff and students’ motivation to continue with their study of a language reflects the findings of research into factors influencing the uptake of languages in Australian schools (Nicholas et al, 1993, NALSAS, DETYA, 1998, ANU, 1998).
4.3.2 The nature of the classroom program

The LOTE program was seen by staff as a practical course, offering a variety of activities built "unashamedly" around boys' interests. For example, at Year 8 level, some units of work revolved around sports. Interestingly, one of the most successful activities at this level is the annual fashion parade where the boys have an opportunity to demonstrate their knowledge about sports and leisure wear. Year 10 students, who are often in the process of obtaining their learner driver's permits, complete units of work related to driving and cars and work with "authentic" texts, such as French driver's licences. This also provides an opportunity for parents, and particularly fathers, to have some involvement in their son's language learning activities as students seek their advice about technical matters related to cars and driving.

Several comments were made about the practical nature of the LOTE program, with staff commenting on the value of excursions to restaurants and films and on the biennial trips to Japan and New Caledonia. While there was strong support from students for activities involving food/cooking as well as for videos/television activities, there was comparatively little importance placed on overseas trips in the student questionnaire responses. This corroborates anecdotal evidence from LOTE teachers in other local schools that, while students may look forward to the chance to travel overseas, they do not necessarily continue their LOTE studies in the year following their overseas trips.

Other positive aspects of the LOTE program noted in staff interviews were the fact that LOTE staff catered for all ability levels in the classroom, with tasks modified for students needing additional support and extended for those students needing more of a challenge. Of particular interest in this respect was the fact that integration students and students judged as needing additional support with their English were not withdrawn from LOTE classes. This is quite contrary to the practice in many other schools and clearly refutes the commonly-held view that learning another language is only for "bright" students. Such an inclusive approach would be supported by the evidence of Cummins and Swain (1986: 50), who reported that, on a number of measures of oral
production, below average students were rated as highly as above average students in Canadian immersion programs.

Staff commented that there were advantages to making links between the LOTE program and programs in other curriculum areas, such as art. However, in reality, this was difficult as other teachers were often "reluctant to give up a curriculum they like to accommodate Japanese or French".

From a methodological perspective, the LOTE program has developed communicative courses, which focus on language in use and provide opportunities for as much active student involvement as possible. Furthermore, staff encourage the development both of students’ cognitive and metacognitive learning strategies in language classes. The fact that the program actively involves students is also reflected in the number of positive responses made by students about the "interactive and hands-on" activities in their LOTE classroom.

4.3.3 The classroom environment and support for students

As has been noted, at a practical level, the LOTE program has been allocated specialist classrooms for both Japanese and French. A "comfortable" budget has allowed for the acquisition of an extensive range of good quality up-to-date resources including videotapes, audiotapes, magazines, dictionaries and textbooks. LOTE staff see this as part of ensuring that as broad a range of activities as possible are provided for students.

While language classes have limited access to computer facilities, technology is incorporated into the program where possible. This includes the use of CD-ROM format, situation-based programs. These are selected to provide students with opportunities for interaction in situations such as learning to drive or going out for a meal.
A very real problem for language classes in this school, as in many others, is the timetabling of classes, with Japanese and French blocked against highly popular electives, such as computers. This both constrains the possibilities for language classes to utilise the computer facilities and eliminates LOTE as an elective choice for some students. It is of interest to note here, however, that students made almost no mention of the use of technology among the factors they enjoyed in their language classes or among the factors they considered as helping them to learn.

As described previously, the LOTE program makes a particular effort to cater to and for all students. However, it was also noted that there were high expectations of all students supported by regular positive feedback/reinforcement to students. Staff believe that students need to be challenged by the program and activities are designed to provide a "tangible sense of achievement". It is worthwhile noting that the challenges are provided for students from their earliest experience in the program at Year 7. Language structures and features are introduced early on at this level, rather than being left to later years when students are considered better able to "handle" grammar. While students are encouraged to "have fun" in their language learning activities, staff ensure that the subject is also seen as important a part of the curriculum as any other subject. This is in contrast to some instances where LOTE programs in the early years of secondary schools are seen somewhat as holding bays, with programs designed to entertain students and provide them with "a bit of language" until the students perceived as less capable discontinue their LOTE study when the subject becomes an elective.

4.3.4 The TER and employment prospects

One of the most significant motivating factors identified by staff was the TER score. All but one staff member either commented specifically on or alluded to the fact that students saw the opportunity to gain bonus points on their tertiary entrance ranking as an important motivating factor in choosing to study a language. This was seen as not only enhancing the profile of LOTE at a local level, but also at a state level. One staff
member commented that if the tertiary institutions and the government see LOTE as important enough to merit bonus points "students see it as worthwhile".

The opportunity to gain bonus TER points was not only promoted by the LOTE staff, but was highlighted by the Careers Coordinator at subject selection forums. LOTE staff felt that this was particularly valuable as it meant that students saw that the subject was considered important by other staff within the school. This confirms anecdotal evidence from LOTE teachers that their role in promoting language learning is made easier when other key members of staff, such as the Principal, VCE Coordinator or the Careers/VET Coordinator take an active role in its promotion to parents and students.

The importance of the TER score in the eyes of the staff is supported by the questionnaire results from students, who ranked it as the second highest item with which they strongly agreed.

The highest item with which students strongly agreed was the item relating to the role of studying a language in helping to get a job. This was, surprisingly, only noted as a possible motivating factor by one staff member, namely the Careers Coordinator.

4.3.5 Language promotion

Most LOTE teachers would agree that a large part of their role is to promote the place of language-learning in the curriculum. Indeed a regular topic for workshops and of articles in subject association journals and newsletters (Ennis, 1999) is sharing strategies for promoting LOTE within the school and wider communities.

While the school had no single focus of LOTE promotion, such as a "LOTE day", staff commented on a number of ways in which learning a language was promoted within the school community. Firstly, LOTE was strongly promoted to parents and students as part of the information night prior to the Year 9 subject selection process. The potential increase on the TER score at the end of Year 12 was particularly emphasised. It was also
included as part of the Year 7 parent information night, where parents were offered the opportunity to participate in a “mini” language lesson. LOTE staff commented on the consistently positive response from parents to this initiative.

The school also shares activities, such as games afternoons and luncheons, with a neighbouring all-girls school. Students are actively involved in planning these days, from writing invitations through to planning refreshments. While this was not specifically mentioned in the student questionnaire responses, three students noted that “socials” and “special days” as being important amongst the things they liked in language classes.

4.4 Student task responses

Students completed the poster task over a double class period of 80 minutes and a total of 14 posters were produced. The following table summarises the spread of text and graphics across the posters.

Table 4.7 Comparative use of text and graphics on posters

<table>
<thead>
<tr>
<th>Text only</th>
<th>Graphics only</th>
<th>Text and graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>slogans (3)</td>
<td></td>
<td>person + thought/speech bubbles (3)</td>
</tr>
<tr>
<td>reasons (2)</td>
<td></td>
<td>graphic + slogan (2)</td>
</tr>
<tr>
<td>question/answer (2)</td>
<td></td>
<td>graphic + reason (2)</td>
</tr>
</tbody>
</table>

Students were not restricted to using a particular language in producing their posters. Where they chose to use the LOTE, they were able to use dictionaries and the teacher as support. Table 4.8 shows the comparative number of times students used French, Japanese or English language only or a combination of languages on their posters.
Table 4.8 Comparative use of LOTE and English on posters

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>Japanese</th>
<th>Fr/Eng</th>
<th>Jap/Eng</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

The poster task which students undertook to promote LOTE to upcoming Year 8 students did not, in itself, add any particularly new data to the research. Students used a range of lively adjectives to describe the benefits of language-learning and featured slogans relating to increasing opportunities in the future by learning a language. They also made comments about the role of languages in broadening horizons and in providing opportunities for learning about different cultures. This showed a noticeably stronger response to integrative issues than students' responses to statement 7 in Section A of the questionnaire. Of particular interest with this data was the number of comments about the challenge of learning a language. This corroborates informal data gathered from listening to students as they worked on the posters. While the issue of the level of difficulty of LOTE as a subject has been canvassed in previous studies (McGannon and Medeiros, 1995; Zammit, 1992), the issue of the inherent challenge in learning a language has not been covered in previous questionnaires or in this questionnaire.

The posters featured mainly slogans, such as learning a language is “a great challenge” and “Japanese, moulding your future”. A limited range of graphics were incorporated. Where these were included, they consisted of fairly conventional images of flags, the Eiffel Tower or people (males) and speech/thought bubbles. One of the French posters did include a graphic representing the soccer World Cup which was being played in France at the time of the research.
Table 4.9 provides a summary of motivational factors featured on posters.

### Table 4.9  Frequency of motivational factors on posters

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future benefits/TER/employment</td>
<td>8</td>
</tr>
<tr>
<td>Broadening horizons</td>
<td>5</td>
</tr>
<tr>
<td>Learning about other cultures</td>
<td>2</td>
</tr>
<tr>
<td>Provides a challenge</td>
<td>6</td>
</tr>
<tr>
<td>Positive descriptors</td>
<td>9</td>
</tr>
</tbody>
</table>

As with the responses to the statements on the questionnaire, the area of the benefits of learning a language in terms of future employment prospects and the potential increase in the TER score was the most frequently raised motivational factor. In this category, students noted the opportunity to go to university, the advantage of including having a LOTE on a resume ("they will think you are intelligent") and the fact that a language has a role in "moulding your future".

A number of posters indicated that knowing a language would broaden horizons and made comments, such as learning a language "vous remportez partout" ("will take you everywhere") or that knowing a language would lead to "new opportunities".

Again, as can be seen with the questionnaire, very few students (N=2) indicated that they considered the integrative motivation of learning about another culture or cultural community as a strong reason for learning a language.

The most notable area of comment featured on the posters was students’ acknowledgment that learning a language was a challenge or "difficult but enjoyable". French posters included slogans, such as "un défi mais très intéressant" ("a challenge but very interesting") and "faites un essayer" (sic) ("have a go"). This was also informally noted by the researcher in discussions with students during the class time.
allocated to the poster task. A number of students insisted that, even though they found learning a language difficult at times, they liked being challenged provided they were given appropriate support by their LOTE teacher.

Another feature of the posters was the regular occurrence of descriptors indicating a positive attitude to language learning. These ranged from “bien” (“good”) to excellent and “superbe” (“superb”). Variations included “fascinating”, “stimulant” (“stimulating”) and “gratifiant” (“rewarding”). This use of positive descriptors was much less evident in the comments made in Section C of the questionnaire, where only one student noted that they found language learning “enjoyable”. It does, however, support the response to statement 2, where a total of 56.5% of students agreed or strongly agreed that they enjoyed LOTE.

In summary, while the posters provided corroborative evidence of more instrumental motivation with students selecting a language because of the perceived future benefits (N=8), the high incidence of positive descriptors (N=9) suggests that students also find language learning enjoyable and satisfying.
CHAPTER 5

DISCUSSION

5.1 Introduction

This study has examined the question of which factors motivate students to continue with their study of a language beyond the compulsory levels in secondary school. Two further questions were posed. These related to aspects of the classroom program which support language-learning for students and to the reasons why boys, in particular, chose to study a language other than English. Each question will now be discussed in more detail.

5.2 Factors motivating students to continue with their study of a LOTE beyond the compulsory levels in secondary school.

5.2.1 Instrumental factors

The single most significant factor influencing the students themselves to continue with their study of LOTE beyond the compulsory levels in secondary school was the perceived usefulness of studying a language in relation to finding a job and to students’ career prospects. This was rated “strongly agree” by 47% of students. The potential bonus on students’ TER scores was considered almost as important with 42% of students strongly agreeing with the statement. While it might not be surprising to find that career prospects were rated highly as motivating factors, the potential bonus on students TER scores is not as widely highlighted in LOTE promotional material. We might assume that there is some correlation between this result and the school’s staff promotion of the TER bonus. Alternatively, it could be seen that this issue is particularly important to boys. The fact that student data consisted of questionnaires and the poster task and staff data consisted of interviews, effectively did not allow for a more valid statistical correlation to be made between the results.
The above findings in relation to the future benefits of learning a language confirm the results from the total sample of Year 11 students studied for the profiles of nine key languages in Australia (Marriott et al, 1994: 90), where the single highest percentage (64%) of students reported being motivated by potential enhanced career prospects. The findings also support those of Zammit (1992) who reported that boys considered the usefulness of a language for future employment prospects more important than did girls, and of McGannon and Medeiros (1995) who found that the relevance of a language to a career was considered more relevant for boys than it was for girls.

The third most significant response from students to the “strongly agree” rating (N=19/34%) was to the statement about studying a language for its future usefulness. This result should be interpreted with some caution, however, as the statement was very open-ended and could well have overlapped with the statements about jobs and about the TER bonus.

Together, these three factors suggest that a more instrumental motivation operates for the students in this particular study. It would be reasonable to assume that this was due, to some extent, to the emphasise given to these factors by staff. The effect of parents’ expectations in this regard and the impact of wider community expectations of the benefits of LOTE study were not gauged, but may well also have had an impact.

These results clearly reflect the more recent Australian studies and would seem to indicate a need to actively highlight the benefits of learning a language for employment/future opportunities when promoting language learning to boys in the middle years of secondary school. Follow up research of a more longitudinal nature would need to be undertaken with this cohort to establish the strength of these motivating factors and whether the prospect of a bonus on the TER score was enough to sustain students through the demands of the senior secondary years of language study.
While there may be benefits in more actively promoting the potential career benefits of learning a language, some caution would be advised to ensure that this was balanced against other benefits. Tuffin and Wilson (1989) warn of a potential backlash if the rationale for language learning is too closely linked to “significantly enhanced job prospects which may or may not occur in reality” (1989: 53).

5.2.2 Intrinsic factors and the influence of teacher, parents and friends

Enjoyment of language learning was seen as a very important factor in students’ considerations when choosing to study a language. Over half of the cohort (56.5%) indicated that they agreed or strongly agreed with the statement about enjoying language learning. This suggests that, even though continuing students could be considered as “serious” language learners, they still see enjoyment as a fairly significant in their language study.

While the data did not provide an analysis of the specific factors which made LOTE enjoyable for students, it is worth again noting the findings of recent research into program sustainability (EDWA and DETYA, 1998). These findings suggested that while students found activities such as songs and games enjoyable, when they are “exposed to this approach for a number of years there is a sense of frustration” (1998: 101). It would, therefore, be valuable to undertake additional research to clearly establish what it is that middle secondary students consider “enjoyable” in language learning.

In comparison with the findings of Zammit (1992) and McGannon and Medeiros (1995), the results of this study indicated that students did not consider their parents’ influence to be highly significant in their decision to continue with the study of a LOTE. The influence of parents (43.6%) was comparable to the encouragement of the teacher (42.6%). The indications here are that while these factors have some importance for students, they are outweighed by other factors, such as enjoyment of language learning and the potential future or career benefits.
The role of peer pressure may not be as significant in the decision to continue with a language for this age group as one might expect. A surprisingly small percentage of students (11.8%) considered that it was important to be in the same class as their friends, and 78.4% of students disagreed or strongly disagreed with the statement about being in the same class as their friends. This also reflects the findings of Zammit (1992) for this variable and those of McGannon and Medeiros (1995), who, in fact, found this the lowest ranking variable mean for continuing students.

5.2.3 Integrative factors

While students were in agreement with the statements about wanting to travel, the percentage of students indicating that they were continuing with a LOTE because they liked French/Japanese culture (20.3%) was low relative to other factors. This result is not of particular note as students have limited opportunities to directly experience the relevant cultures or to meet with speakers of French or Japanese in the local community (a non-metropolitan city).

5.3 Nature of the classroom program

The results of this study support the finding that “program sustainability is ... enhanced by good pedagogy” (EDWA and Commonwealth DETYA, 1998: 101).

In the case of this particular program at Year 9 level, the key features of the teachers' reported practice within the classroom related to providing students with a wide variety of activities which were tailored to individual student needs through modified and extension options. While the learning activities integrate explicit teaching of the grammatical and structural features of language and of “discourse features”, there is an emphasis on students doing “more active work” and on engaging with “authentic” texts. In fact, students indicated a clear preference (See 4.2.4) for this type of work and a limited preference for the more analytical/structural dimensions of language-learning.
These results are based on reports from staff interviews, in particular those with the principal and the two longest serving LOTE teachers, and corroborated by the data from student questionnaires. However, to have enabled a more confident reporting of these findings, the research would have benefited from a component of classroom observation.

The other significant feature of the program was its responsiveness to what were seen to be the particular interests of boys in the selection of themes/topics and in designing activities for the classroom. While language teaching has operated within a predominantly “communicative” paradigm in recent times (Victorian Board of Studies, 1995, Ul., 1996), the results of this research show that simply providing students with opportunities to “use” language in a communicative context is not enough. Communicative approaches need to consider how best to reflect the range of interests of the student cohort as well as provide opportunities for purposeful language use.

It is worth noting that, while the above program features were variously reported in all staff interviews, student data from questionnaires and posters was general in nature and did not refer to the specific content of particular classroom activities. Again, a more detailed analysis would have enabled a better description of these features and would have yielded more specific data to help inform program planning for teachers. The research design of this study, however, did not provide for enough detail in the data collected.

5.4 Factors which help students learn in the LOTE classroom

While students complained of “too much homework” and “pages of writing”, the results of Section C of the questionnaire clearly demonstrated that they enjoyed a wide range of activities in the classroom and felt that a diverse range of approaches helped them to learn.
These findings are consistent with research findings (Deakin University, n.d., Clark and Trafford, 1995) mentioned earlier (See 2.6) which recommend the need for classroom practices in the area of language learning to be diverse, active and responsive to a range of learning styles. These results in no way suggest that responsiveness to learner needs is an exclusive prerequisite for educating boys. Nunan (1991), Rivers (1992) and others have clearly detailed the importance of analysing and responding to the needs of all students in program planning and delivery in language classrooms.

As well as identifying the need for diverse opportunities for active involvement in their language learning, students indicated a positive response to “authentic” materials, such as videos and television shows. This would appear to suggest a more integrative motivation on the part of students, but could also suggest students’ preference for more visual learning styles and a preference for working with familiar media.

While, LOTE staff at the school in this study reported a strong commitment to acquiring this type of resource material, many schools, have limited LOTE budgets and would not be in a position to afford these types of resources. More of this type of material may need to be developed to ensure that existing material does not become outdated and irrelevant to students’ needs and interests.

5.5 Motivating factors for boys

As has already been noted (See 4.3.2), the boys in this study indicated that they enjoyed being actively involved in their learning and enjoyed oral work.

They were less motivated by activities involving writing, “verbs” and translation. This could be due to a lack of self-knowledge on the part of the students as to the place of these activities in their language-learning. A further reason could be the way in which these activities were integrated into the classroom program. If the students could not clearly see the relevance of these activities, they may well have ranked them as
comparatively unhelpful. As the research precluded a component of classroom observation, it is difficult to draw any further conclusions on these results.

Of particular interest was students' responses about the difficulty of some aspects of learning a language. While Part C of the questionnaire showed there were some things students considered difficult (e.g., kanji), the informal data collected while students completed the poster task, indicated that students, in fact, responded positively to this type of challenge. This is again supported by recent research into the sustainability of language programs (EDWA and DETYA, 1998) and suggests that, rather than overly teaching the basics and avoiding the introduction of more difficult concepts, there is a need, with suitable support, to challenge students at an appropriate level.
CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter briefly outlines the limitations in the research methodology of this study. It includes a discussion of the limitations of the sample, of the actual measures used and comments on the timing of the research. The implications of the study for future research and for LOTE policy and course design will also be discussed.

6.2 Research methodology - limitations

6.2.1 Research design

In his discussion of ethnomethodology, Van Lier (1988) sees the role of interaction as central in second language classroom research and argues strongly for the place of classroom observation in allowing researchers access to “a rigorous method of classroom interaction analysis” (1988: 40). While this study has included a small amount of informal classroom observation of students as they undertook the poster task, more rigorous observation may have provided corroborative data for both the poster task and the student questionnaires.

The research questions for this study were framed around variables found to be important in previous research (Zammit, 1992, McGannon and Medeiros, 1995, Marriott et al, 1993). There is, however, still a need to more carefully define motivation in relation to second language acquisition, particularly from a cross-discipline perspective. There may also be benefit in drawing on more contemporary educational psychology as in the social constructivist perspectives proposed by Williams and Burden (1997) which emphasise “the dynamic nature of the interplay between teachers, learners and tasks” (Williams and Burden, 1997:43). This could allow for a broader
"taxonomy of motivation (Crookes and Schmidt, 1991: 499) and provide researchers and teachers with a more comprehensive description of this complex construct.

6.2.2 **Timing**

Some key limitations were identified in the course of the research and the resulting analysis of the data. Data was gathered over a relatively short period of time (approximately two weeks), towards the middle of the school year. This ensured minimal disruption to the staff, students and the LOTE program. However, this precluded measuring data over a period of time and across several occasions to ensure greater validity.

6.2.3 **Sample**

Some caution should be exercised in the interpretation of the results of this study as the student sample was relatively small and was only drawn from one school. While the questionnaire was administered to all Year 9 students taking a LOTE, the poster task was limited to one class for each of the two languages (French and Japanese). Administration of the poster task to all Year 9 LOTE students would have allowed for a greater degree of confidence in interpreting results. Comparison with data from an all girls school may also have been of interest.

6.3 **Implications for further research**

In light of the limited research which examines the area of boys and language learning in general and second language learning in particular, it is hoped that this study might stimulate further and more large scale studies in the area. This will be essential in the case of government schools where LOTE policy (DoE, 1993) increasingly requires that students throughout the compulsory years of schooling study a LOTE and where the numbers of boys choosing a LOTE have traditionally been low (McGannon and Medeiros, 1995: 96).
Research to establish whether the instrumental motivations identified in this study (ie the potential TER bonus and usefulness for future careers) are strong enough to sustain students through their senior secondary years would be of value.

Given the comments made by students in this study about the challenge they experienced in learning a language and the lack of data on this issue from other studies, there is also scope for future research into this area.
APPENDICES

Appendix 1: Student questionnaire

Section A

1. Please list the subjects, apart from LOTE, which you are studying this year:

2. Please circle **YES** or **NO** for each of the following statements:
   a) Anyone who tries can learn another language **YES** **NO**
   b) Boys are just as good at learning languages as girls **YES** **NO**

Section B

The following statements are designed to find out the reasons why you have continued with your LOTE study. Please mark each of the following statements depending on how strongly YOU agree or disagree with it. Use the following code:

SA - strongly agree   A - agree   NS - not sure   D - disagree   SD - strongly disagree

<table>
<thead>
<tr>
<th></th>
<th>I am studying a language because I have always been good at it</th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>S</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>2.</td>
<td>I am studying a language because I enjoy it</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>3.</td>
<td>I am studying a language because it is a change from the other subjects I am studying.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>I am studying a language because it will help me get a job.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>I am studying a language to give me a bonus on my TER.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>I am studying a language because it will be useful in the future.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>I am studying a language because I like French/ Japanese culture and people.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>I am studying a language because I would like to travel.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>9.</td>
<td>I am studying a language because I will have the opportunity to go on a trip to Japan or New Caledonia.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>I am studying a language because it is an important part of the curriculum.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
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<tr>
<td>10.</td>
<td>I am studying a language because my teacher encouraged me to continue with it.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>11.</td>
<td>I am studying a language because my parents want me to.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>12.</td>
<td>I am studying a language because I want to be in the same class as my friends.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>14.</td>
<td>I am studying a language because I like the way it is taught.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
</tbody>
</table>

**Section C**

Please comment on the things you like and the things you don't like about the activities you do in your French/Japanese class and the things which help you learn and the things which don't help you learn.

Things I like:

Things I don't like:

Things which help me learn:

Things which don't help me learn:

THANK YOU FOR YOUR VALUABLE CONTRIBUTION TO THIS SURVEY.
Appendix 2: Staff interview questions

1. Could you briefly describe your role in the school?
2. Describe the LOTE program - what do you see as its main features? Do you consider it to be a successful program?
3. What is the relevance of learning a second or other language in the wider curriculum?
4. Should the study of a LOTE be compulsory?
5. Could you describe the attitudes of students towards the LOTE program and towards studying a LOTE in particular.
6. What do you think motivates students to choose to study a LOTE on an elective basis?
ATTENTION!

LE FRANÇAIS VOUS REMPORTEZ PARTOUT
JAPANESE

Moulding Your Future
JAPANESE LANGUAGE

Interesting

おもしろいけれど、

GOOD BUT

よしでも

DIFFICULT

まずがしい。
日本ご。
たのしいです。

Japanese gives you a greater chance of going to university and getting a job.
HIGH T.C.R.
YOUR T.C.R. (TERTIARY ENrolle
RANKING) IS BOOSTED.
GIVING YOU A BETTER
V.C.E. JSCORE

THE FUTURE
AUSTRALIA IS BECOMING
MORE INVOLVED WITH JAPAN
AND ASIA. KNOWLEDGE OF AN
ASIAN LANGUAGE WILL HELP YOU
LATER IN LIFE

IMPORTANCE
IF YOU LIST ON YOUR
RESUME THAT YOU DID A
LANGUAGE, THEY WILL THINK
THAT YOU ARE INTELLIGENT.

INTERESTING
JAPANESE IS INTERESTING.
IT IS REALLY FASCINATING
TO LEARN ABOUT ANOTHER
CULTURE WITH DIFFERENT
VALUES, TRADITIONS AND CUSTOMS.
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