2022

A CASE STUDY: DETERMINING FACTORS ON STUDENT PERSISTENCE IN A COMMUNITY COLLEGE SPANISH PROGRAM

Kristin EA Peters

A CASE STUDY: DETERMINING FACTORS ON STUDENT PERSISTENCE IN A
COMMUNITY COLLEGE SPANISH PROGRAM

A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

to the faculty of the

DEPARTMENT OF ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY
New York
by
Kristin EA Peters

Date Submitted November 8, 2021   Date Approved January 31, 2022

_____   _____
Kristin EA Peters   Cecilia Parnther, PhD

ABSTRACT

A CASE STUDY: DETERMINING FACTORS ON STUDENT PERSISTENCE IN A

COMMUNITY COLLEGE SPANISH PROGRAM

Kristin EA Peters

World language study exposes students to more than just language; they are also exposed to different cultures. After graduating, students will be exposed to different languages and cultures in the workforce, and they must be prepared. Students often leave their language of choice after the one or two semester course requirement; it takes more than those one or two courses for students to gain the cultural and linguistic skills needed to succeed. Institutions must start to convey the importance of those skills in order produce culturally aware and global students. Student placement, student motivation, and classroom pedagogy all contribute to student persistence. The research shows students persist in their language learning when they are taught the using Second Language Learning Theory, specifically the Interaction Hypothesis, and Sociolinguistics. The research also shows the importance of increasing students' Intercultural Knowledge through Intercultural Development in world language programs. This instrumental case study found students who are self-motivated persist in their chosen language of study. The participants in the study were all students enrolled in, or faculty at Island Life Community College, a tri-campus community college in the northeastern United States. Keywords: world language, student persistence, student placement, community college, higher education

DEDICATION

This dissertation is dedicated to my husband, Will, our three sons Willy, TJ, and Hendrik, my parents Debbie and Jim, and my Aunt Diane; without your continued love, encouragement, and support this would not have been possible. This work is also dedicated to my grandparents Jim and Marina, as well as my extended family and friends (you know who you are) who have always been there cheering me on. I would like to thank my cohort members for being there for me throughout the process as well. I would also like to thank my dear friend Charlie for being there throughout the process, I could not have done this without her. Finally, I would like to thank Dr. Ceceilia Parnther for her support and guidance, as well as my dissertation committee for all of their assistance.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

Modern society is becoming increasingly global, where national borders are beginning to blur; world language study increases cultural awareness, and the language skills needed to succeed. If students will be conducting business or working abroad in the future, they should be aware of and respect the other countries' lifestyles and norms, as well as have basic communication skills in another language. Colleges and universities must ensure their students are prepared to enter a global workforce where they will be working alongside and with peers from other countries and cultures. In 2002 the Maastricht Declaration of the European Union defined "global education" (Lansing & Farnum, 2017, p. 5) as "education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equality and human rights for all" (Lansing & Farnum, 2017, p. 5). While world languages are one way to gain cultural awareness, students do not gain all the skills needed in a basic language course of study, they must continue their studies to gain the language and cultural knowledge needed to succeed. Institutions must also communicate the importance of the skills gained when students persist in a world language program, as they do not do that at this time.

World language advisement and retention has been a topic of discussion among language professors for years. Students tend to leave their language of study after they have completed their language requirement, not fully reaping the benefits from second language study (Bernhardt et al., 2004). Some students are placed incorrectly in their language of choice and may leave because they were not sufficiently challenged or were

overly challenged, others leave because they are disinterested in the material or did learn what they thought they would (Bernhardt et al., 2004; Long et al., 2018).

Placement tests are one tool used help place students correctly. Properly placed students are more likely to be engaged in the course material, and motivated to continue their studies (Bernhardt et al., 2004). Adversely, when students are incorrectly placed, they become discouraged and leave the program early, or after the requirement is complete (Bernhardt et al., 2004). Placement tests can also help administration understand how many sections of certain courses will need to be offered. Some institutions have written their own tests, while others use the American Council on the Teaching of Foreign Languages (ACTFL) test. There is evidence that an institution writing its own test will have better placement (Bernhardt et al., 2004). When institutions write their own exams, they must make sure the tests are accurate and aligned with the curriculum, ensuring there are not any discrepancies between the test content and the language program (Long et al., 2018). Institutions avoid these discrepancies by giving the same placement test to students who have completed the different levels they are testing enrolling students on (Bernhardt et al., 2004). In a study conducted at Stanford University, students scored significantly better on their posttest than their pretest because the placement test is aligned with the curriculum; the effect sizes were used to show growth and comparison (Bernhardt et al., 2004). Students' prior language experience must also be taken into account when placing students in a language program, as they may be more successful in a higher level.

Expanding the number of courses needed to fulfill a language requirement will help students become more proficient in their chosen language in addition to increasing

retention rates, however, students may be less willing to enroll. Thus, aligning world language courses with what students want to learn and how they learn the language will also motivate them to continue in their language learning (Nagano et al., 2017). In a study of community colleges across the United States, building relationships with students was important to 76% of professors and 42% loved teaching literature (Nagano et al., 2017). In that same study, it was reported that more than half of the students wanted to take a language to learn about culture and not just linguistic skills, opposed to 92% of professors emphasizing linguistics, and 74% thinking students were fulfilling a language requirement (Nagano et al., 2017). There is a disconnect between both students and faculty on their view as to why students take and persist in a language; the largest difference being motivation (Nagano et al., 2017).

Students want to learn more than grammar, they want to learn culture (Moreno-López et al., 2017; Nagano et al., 2017; Ordem, 2017). A study conducted at a four-year institution in the northeastern part of the United States found experiential learning has no effect on language acquisition (Moreno-López et al., 2017). However, that same study found a majority of the students wanted to remain with the language after they completed a nontraditional course option for intermediate Spanish and persisted in the language (Moreno-López et al., 2017). Students enrolled in the nontraditional courses did not learn more or different material, though some perceived their learning skills increased (Moreno-López et al., 2017). Students' confidence may have increased because of this, making them want to continue their studies.

Cultural competence is gained through exposure to different cultures other than one's own and can be attained in many ways. After students graduate, they enter a global

workforce, where they will work with people from different cultures and background. This global workforce does not only apply to international business or politics, but has been expanded to include all fields from science to education, to civil service etc. If students are not prepared for this, they will not succeed in their chosen career. World language classes teach more than language; they teach culture and must been seen as an asset.

To ensure that students gain cultural competence, higher education institutions must encourage students to persist in their language learning beyond the basic requirement. Research suggests that one way to encourage students to persist in their language study is to provide alternative learning courses such as study abroad, video conferencing with native speakers, and experiential learning (Moreno-López et al., 2017). Alternative course study options are additional courses taught by professors that go beyond the classroom, introducing students to the culture of the language they are learning (Moreno-López et al., 2017).

Study abroad courses are a popular form of experiential learning that not only increase persistence in a world language, but they also increase overall persistence and academic growth (Pipitone, 2018), achieve more academically and professionally (Tarrant et al., 2015), and have a positive effect on graduation rates, especially for students who were previously on track to not graduating (Walters et al., 2017). Study Abroad programs should focus on commonalities, not differences between the home and host countries so the host country is seen as less exotic (Pipitone, 2018); "it is critical to ensure that students' expectations are grounded and realistic" (Salyers et al., 2015, p.

377). These programs introduce students to the culture beyond the language they are studying.

Moreover, professors have an impact on students and their motivation, interacting with them on sometimes a daily basis. The more a student has contact with faculty, faculty accessibility, and how the faculty support the students are also key factors in motivating students (Friðriksdóttir & Arnbjörnsdóttir, 2015). *Icelandic Online* is a fully online language program that tracks their students throughout their time enrolled (Friðriksdóttir & Arnbjörnsdóttir, 2015). A study found, many students drop out at the beginning of the program, and most students need some type of support (Friðriksdóttir & Arnbjörnsdóttir, 2015). *Icelandic Online* added skype sessions and blended program options, and student retention significantly increased (Friðriksdóttir & Arnbjörnsdóttir, 2015). Students need social interaction, contact with and support from professors to succeed and persist in the language (Friðriksdóttir & Arnbjörnsdóttir, 2015).

Purpose of the Study

The purpose of this qualitative instrumental case study was to explore how faculty and students describe the impact that pedagogy, classroom environment, and student motivation have on student persistence in the world language program. This study describes the impacts of placement and advisement on world language learning, as well as how to retain them in their program based on pedagogy and student motivation at a multicampus community college in the northeastern part of the United States. This study also provides considerations based on faculty and student perceptions to find the best way to retain students in a world language program.

There is little research on world language advisement and retention in higher education especially at the community college level. This study looks to fill the gap in that research both socially and culturally based in Second Language Learning Theory and Intercultural Knowledge Theory.

Theoretical Framework

Second Language Learning Theory, specifically, Interaction Hypothesis and Sociolinguistics are the foundations of this study. Second Language Learning Theory looks to find the best ways for students to learn a new language and is made up of many different sub theories. Interaction Hypothesis in second language learning and Sociolinguistics are both sub theories that fall under Second Language Learning Theory and are similar in that they both focus on communication. This study also focuses on the importance of Intercultural Knowledge Theory. Intercultural knowledge is what a person knows about and how they react to different cultures. This theory is based in learning about different cultures, a key part in second language learning curricula. Learning about culture has also been shown to be a key motivator for students when learning a second language.

Language Learning/Linguistic Theories date as far back as the early twentieth century. In the 1920s and early 1930s, Vygotsky first started to develop Second Language Acquisition (SLA) theories, Chomsky expanded on Vygotsky's work in the 1950s, and Krashen laid the groundwork for the modern SLA theories in the 1970s and 1980s (Mitchell et al., 2013). In the 2000s, Romaine further developed Chomsky's previous theories to include how a first, second, third, or fourth language, are acquired (Mitchell et al., 2013).

Falling under Second Language Learning Theory, Interaction Hypothesis and Sociolinguistics Theory focus on the importance of SLA in a more social environment. Both theories discuss the importance of interaction with another person on SLA. In 1981 Long created the Input Hypothesis based off Krashen's work in 1977 and 1980 (Ellis, 1991; Mitchell et al., 2013) which was then expanded on by Krashen in 1982, Long again in 1983, and Krashen again in 1985 (Mitchell et al., 2013). Long further developed the Input Hypothesis creating the Interaction Hypothesis in 1996 (Mitchell et al., 2013).

Like the Interaction Hypothesis, Sociolinguistics relies heavily on social interaction and context for second language learning (Mitchell et al., 2013). Sociolinguistics focuses on the different social aspects of language, and how language is conveyed (Mitchell et al., 2013). Sociolinguistics concentrate on SLA through interaction with others, specifically natives (Mitchell et al., 2013), much like the Interaction hypothesis.

In conjunction with Second Language Learning Theories, this study is also based in Intercultural Knowledge Theory; what a person knows about and how they react to different cultures. This theory focuses on learning about different cultures, a key part in second language learning curricula. Intercultural Knowledge Development Theory looks to connect cultural learning with language learning; which has been shown to be a key motivator for students when learning a second language (Moreno-López et al., 2017; Nagano et al., 2017; Ordem, 2017).

Understanding the relationship between student placement in a world language program and their persistence in that program is best demonstrated by using the concepts found in Language Learning/Linguistic Theories, and Intercultural Knowledge

Development Theories. Both theories focus on language learning through culture, which had been found to be a motivator for students (Moreno-López et al., 2017; Nagano et al., 2017; Ordem, 2017). There is a lack of literature on student placement, advisement, and persistence in a world language especially at the community college level, as most studies focus on K–12 or four-year institutions. Appropriately placing a student in their chosen world language program may help student persistence, however, incorrect placement may hinder their persistence. More research is needed to fully understand why students do or do not persist in their world language program of choice.

Figure 1

Conceptual Framework

```
┌─────────────────┐
│     Student     │
│  Placement in   │
│    Language     │
│    Program      │
└─────────────────┘
            ┌──────────────────────────────┐
            │  • Second Language           │
            │    Learning Theory           │
            │       o  Interaction         │
            │          Hypothesis          │
            │       o  Sociolinguistic     │
            │  • Intercultural             │
            │    Knowledge Theory          │
            │       o  Intercultural       │
            │          Development         │
            │          Inventory           │
            │       o  Intercultural       │
            │          Development         │
            │          Continuum           │
            └──────────────────────────────┘
                              ┌──────────────────────┐
                              │ Student Persistence in │
                              │   Language Program     │
                              └──────────────────────┘
```
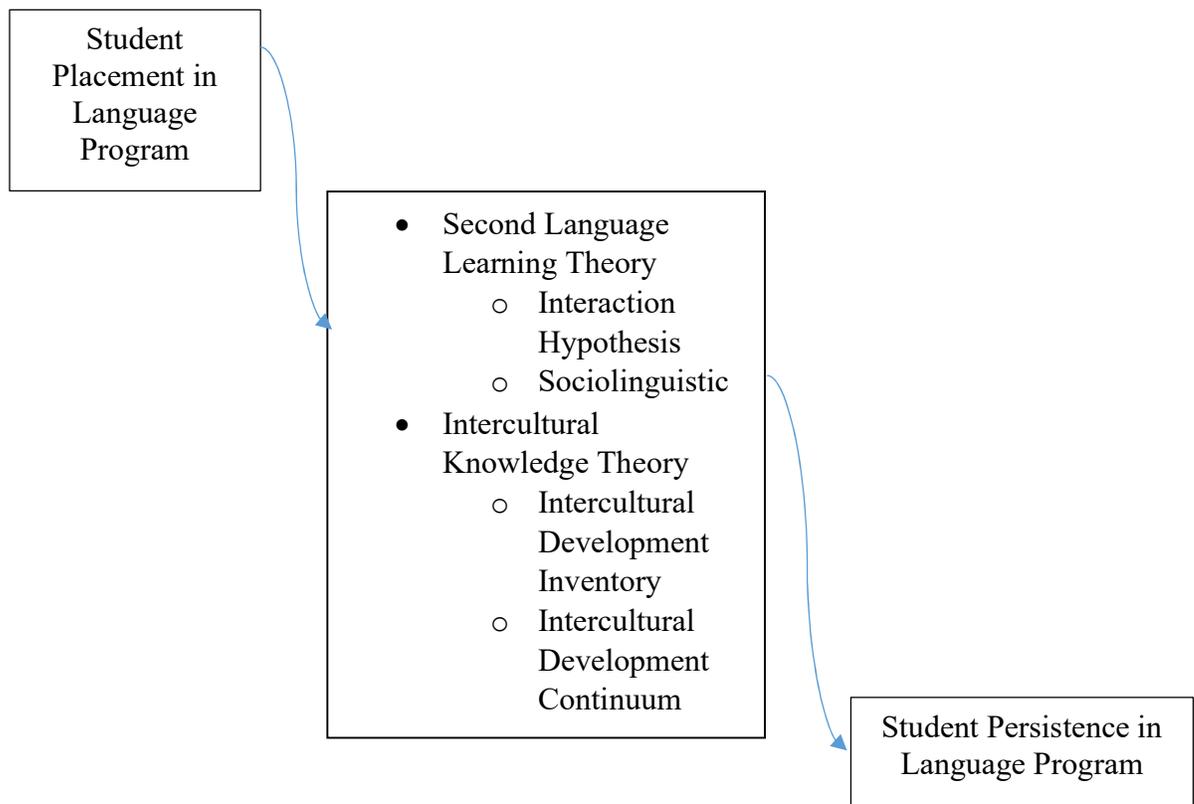
Significance of the Study

Research has been done on student persistence in a world language at the K–12 and four-year institution levels, nevertheless, there is a gap in the research regarding student persistence within a world language program at the community college level. Many community college students go on to study at four-year institutions after they take their core courses at the community college. Some students decide to take their language courses at a community college while simultaneously enrolled in a four-year institution because the credits transfer without penalty. Community colleges tend to have open enrollment, meaning, anyone can enroll up until two weeks into the semester. This open enrollment does make it difficult to correctly test and place students in a world language program.

This study looked to find the best way to increase student persistence in their world language of choice past the required period of study. The literature suggests that the better a student is placed in a program the more success he/she will have (Thompson et al., 2014).

This study also explored how student motivation and classroom experiences affect retention in a world language program, seeking to find the best way to increase the number of students who take and persist a world language. Students who persist past the basic language requirement, and elementary level classes are introduced to more of the language's culture. This culture can then be transferred into the daily life of the student, allowing them to communicate more effectively with others.

Connection to Vincentian Values and Social Justice

When students persist in their world language of choice, they are exposed to more than just a language; they are exposed to culture and diversity. When students are exposed to culture, they increase their intercultural knowledge and become more accepting of others. They learn to see the world from another point of view, by increasing their cultural awareness. This directly ties into the global world in which we live, creating students who are able to interact with their peers in a global society.

Research Questions

Research Question One*:*
How do students describe their decision to end or continue world language study?

    a. What does the student feel has impacted their persistence in that language?

Research Question Two*:*
How, if at all do students describe their exposure to Sociolinguistics (accents, dialects, different vocabulary)?

    a. How, if at all has this exposure affected their decision to persist or not persist?

Research Question Three*:*
How, if at all does the classroom environment or pedagogy impact student persistence in a world language?

    a. How do faculty describe these impacts?

    b. How do students describe these impacts?

Design and Methods

This instrumental case study discusses how students are placed in a world language program and their persistence in their chosen language of study. Instrumental case studies assist in understanding a particular problem that is supported by the case (Baxter & Jack, 2008; Creswell, 2015; Yin, 2008). This is an instrumental case study

because it studied the world language department to raise awareness about why students do or do not persist in their chosen language of study at a community college (Baxter & Jack, 2008).

Spanish class enrollment numbers from semester to semester were looked at to inform student retention. Common syllabi wording was also collected to examine different and common pedagogical approaches to the language class. Students enrolled in Spanish, and Spanish Professors at Island Life Community College were asked to volunteer to participate in semi-structured interviews and share their experiences in the program. Students and faculty were also asked about student persistence or attrition in the language program.

Semi structured interviews were conducted and recorded with students and faculty. The data gathered was then coded, analyzed, and triangulated looking for commonalities and themes among both students and faculty using the research questions above.

The data for Research Question One, stated above, was gathered from both students and faculty. Data collected from students informed the researcher as to why a student did or did not choose to persist in their language program. Faculty provided insight into placement, motivation, and support, and how it affects both the student and their classmates.

Data for Research Question Two, mentioned above, was compiled from both faculty and students. Students and/or faculty may or may not be aware of students' exposure to different accents, dialects and vocabulary and how they are/were exposed.

Exposure to Sociolinguistics allows the students to see real-world use of the language and vocabulary.

Finally, the data from Research Question Three, stated above, was also gathered from both faculty and students. Classroom environment and pedagogy includes how the class and material are taught. Each student learns differently, and each professor has their own unique way of presenting the material. Some professors may focus on grammar or culture more than another colleague does. Some students may prefer to learn grammar over culture or vice versa, and that may have an effect on their persistence. Modality also has an impact on student persistence, as not every student or professor is comfortable in a face-to-face, hybrid, or online setting.

The participants in the study were students and faculty from Island Life Community College, a tri-campus community college in the northeastern United States. The sampling was limited to those enrolled in classes at Island Life Community College and those teaching Spanish.

Definition of Terms

Advisement*:*
        Recommending the right course and course level for student enrollment (Bernhardt et al., 2004; Morrison & Navarro, 2012).

Culture*:*
        The beliefs, traditions, languages, dialects, speech slang, daily life, verbal and nonverbal communication, socialization, and interaction with others, and actions of a group or groups of people (Amadasi & Holliday, 2018; Sanchez-Sanchez & Krawiec, 2018).

Persistence:
        When students continue their studies (Maguire & Butler, 2008).

Placement Test:

An online or paper-based assessment of students' language skills conducted prior to or upon a students' arrival to campus in order to find out what level of a language a student should take. (Bernhardt et al., 2004; Long et al., 2018).

Retention:

When an institution keeps students enrolled in their studies (Maguire & Butler, 2008).

Second Language Acquisition (SLA):

Learning a language other than your native one (Mitchell et al., 2013).

*§*When a student chooses to leave their home institution and country for a defined period of time and study at another institution in another country, immersed in the daily life, language and culture (Pipitone, 2018; Salyers et al., 2015; Tarrant et al., 2015; USA Study Abroad, n.d.).

CHAPTER 2

Review of Chapter 1

Chapter 1 discussed the need for further research on student persistence in a world language at the community college level. Chapter 2 provides a discussion of the major theories that inform the design and interpretation of the present Study. This chapter presents the literature on research literature pertaining to the Study from the following perspectives, Student Placement, Student Motivation, and Pedagogy.

World language courses teach students more than just language, they teach students cultural awareness and how to interact and communicate in a global society. Higher level world language courses delve deeper into the culture, history, and communication skills needed in order for students to be successful in a global workforce. The literature relates directly to the theory best practices for SLA and student persistence.

Theoretical Framework

Second Language Acquisition Theories date back to the early 1900s and have been revised over the past 100 years (Mitchell et al., 2013). They have evolved to include multiple theories within the larger theory and have been expanded to include multiple languages (Mitchell et al., 2013). Among the newer theories are Interaction Hypothesis and Sociolinguistics, both of which include communication and culture (Mitchell et al., 2013; Romaine, 2000).

Long's Interaction Hypothesis (1983) for Second Language Learning Theory was born out of Hatch's work in the 1970s and Krashen's work in the late 1970s and early 1980s (Ellis, 1991; Mitchell et al., 2013; Tran, 2009). In the 1970s, Hatch studied the best methods for SLA, and found it occurred through depending on their interactions with others (Ellis, 1991). Hatch's work focuses more on natural language acquisition instead

of being taught the language (Ellis, 1991). Similarly, Krashen believed that languages are acquired subconsciously by learning the material presented comprehensibly and not learned consciously (Ellis, 1991). Both Hatch and Krashen believed the best way for SLA to occur was through communication with native or near native speakers (Ellis, 1991; Michell et al., 2013). This form of SLA later went on to form Long's Interaction Hypothesis.

Long's Interaction Hypothesis focuses on the importance of face-to-face interaction when learning a new language (Ellis, 1991). Implementing the Interaction Hypothesis shows how grammar and comprehension of a second language are best learned and acquired through oral communication and interaction with others (Ellis, 1991; Mitchell et al., 2013). This learning style is categorized as input and the material presented must be understandable in order for SLA and a productive output or language product to occur (Ellis, 1991; Mitchell et al., 2013).

The Interaction Hypothesis has been expanded on and used by Pica (1987), Ellis (1991), Long (1996), Carroll (1999), Block (2003), and Gass and Mackey (2007) (as cited in Tran, 2009). In 1987, Pica thoroughly analyzed the Interaction Hypothesis and expanded it to stress the importance of socialization among peers (Tran, 2009). Ellis revised the Interaction Hypothesis in 1991 so it could be analyzed more easily (Tran, 2009). Long updated the revised Interaction Hypothesis in 1996 noting that it should be reviewed continually as languages evolve (Tran, 2009). The Interaction Hypothesis has also been referred to by Block (2003) as the input, interaction, and output model (as cited in Tran, 2009). In 2007, Gass and Mackey updated the Interaction Hypothesis to note students' attentiveness to the new language ad grammar concepts presented (Tran, 2009).

These theorists went further in depth when investigating and implementing the Interaction Hypothesis, and therefore did not create their own newer theories, but expanded and validated Long's (Tran, 2009). Language is constantly evolving, and the evolution of the Interaction Hypothesis recognizes that.

Interaction Hypothesis links the material presented with the learner and their learning environment; the material needs to be presented to the learner, so it is easily understood (Mitchell et al., 2013). The material must be substantial and contain the grammar needed in order for the learner to understand it (Mitchell et al., 2013). It relies heavily on input, and feedback, but acknowledges not all feedback should be positive (Mitchell et al., 2013).

Interaction Hypotheses must engage students for language and grammar learning to occur (Mitchell et al., 2013). It encourages self-correction from the feedback given to the learner from student/teacher interaction (Mitchell et al., 2013). This feedback must be valuable and promote critical thinking from the learner in order for SLA to occur (Mitchell et al., 2013).

The Interaction Hypothesis proves SLA to be social and therefore must include cultural aspects of language learning. By implementing this theory in SLA students learn more than just the language, but the cultural nuances as well. This theory also works best when students speak with and learn from a native or near native speaker (Tran, 2009) as they are hearing how the language should be spoken. The learner must pay attention to what the speaker is saying and how it is said to gain the full benefits of SLA (Tran, 2009). This type of learning ties directly into Sociolinguistics as all accents and dialects are valued (Romaine, 2000).

Sociolinguistics gives value to all dialects and accents within a language (Mitchell et al., 2013; Romaine, 2000). Students must have exposure to these dialects and accents to understand their value culturally (Romaine, 2000). Languages, accents, and dialects are continually evolving, and students must understand these changes to stay culturally aware (Romaine, 2000). When students continue to their upper-level language courses they are introduced to these concepts through exposure to different professors and material (Mitchell et al., 2013). Upper-level language courses provide different opportunities to students in how and what they want to learn, and from who they want to learn it. These courses focus mostly on interaction with their professors and peers in the target language instead of teaching new grammar concepts.

Language can only exist with socialization; it exists because people write and speak it, and cannot exist on its own (Romaine, 2000). Language through socialization does not come from just one group of people, but from different people from different backgrounds, all of which have value (Romaine, 2000). When students continue with their language learning they are exposed to more professors and therefore more people, accents, and dialects. Students are exposed to different linguistic concepts in higher level language courses, such as formal versus informal speech, and when to use each correctly (Özşen & Özbek, 2016). Students may have native speakers in these advanced classes as well, exposing them even further to different cultures and ways of speaking.

Nonverbal cues are just as important as verbal language (Özşen & Özbek, 2016). Sociolinguistics includes more than verbal language, expanding to nonverbal cues and body language (Özşen & Özbek, 2016). These nonverbal cues are a part of the linguistic

nuances taught in upper-level courses, as students are exposed to more culture and native speakers.

Culture is a large art of language learning as it is embedded in everything taught. When students learn a new language, they learn more than just the language itself, but also the culture of the people who speak it. As language classes progress, students learn more culture and history, leading to a more well-rounded student who is able to understand others and where they come from. This understanding is a part of the Intercultural Knowledge Theory, and can be better understood through Intercultural Development Inventory, and Intercultural Development Continuum. Furthermore, education is the key to Intercultural Knowledge, and is of the utmost importance (Dulabaum, 2011).

Intercultural Theory stems from Freire's multiculturalism work in the 1970s (Guilherme, 2017), and is directly linked to globalization through emigration, travel, work, international politics, etc. (Liu, 2013). In the western world, multiculturalism has no real definition, however, in the past, it incorporated culture into education both racially and ethnically (Dulabaum, 2011). Students must be exposed to more culture through language in order to be more culturally accepting (Guilherme, 2017). It must also be noted that this exposure to language is more than just speaking and writing, but exposing students to intonations, body language, etc. (Guilherme, 2017). There is a mutual respect when sharing views and ideas from different backgrounds and heritages when Intercultural Knowledge is implemented (Dulabaum, 2011).

Intercultural Knowledge breaks down cultural barriers, stereotypes, and teaches acceptance when brought into the language classroom (Liu, 2013). It also builds students'

self-confidence in their ability to communicate with others, securing their own self-identification (Liu, 2013). Intercultural Knowledge is not gained through just one or two courses of a world language, but it is a multistep process over a period of time (Campbell & Comenale, 2013). It is a complex skill that needs more than one or two semesters of exposure for a student to master (Campbell & Comenale, 2013). When languages are taught using Intercultural Knowledge, the focus is on communication, not SLA (Liu, 2013).

Many of the benefits of Intercultural Knowledge are attained in upper-level language courses, as they focus more on the history, literature, and culture of the language. At these levels of the language, students learn there is more than one cultural identity to a people and language, as both are constantly evolving (Dulabaum, 2011). At these more advanced levels, students also get a deeper understanding of the darker side of a language and/culture, i.e.: oppression; they learn how to avoid stereotyping and an "us versus them" mentality (Dulabaum, 2011). When students begin to learn the history of a language, its peoples, and cultures, even the darker history, they overcome stereotypes, previous issues, heal, build trust, and learn to see others from different backgrounds as their true selves (Dulabaum, 2011). This opens students up to other cultures, dialects, and languages associated with the current language of Study, creating a more culturally accepting and knowledgeable student (Dulabaum, 2011).

Upper-level language courses challenge students to evaluate their own culture, self, language, and cultural identity in order to help understand others (Dulabaum, 2011). These courses also challenge students to think for themselves, often challenging them to reject what they have been previously taught in order to move forward in their

Intercultural Knowledge (Dulabaum, 2011). Language learning must be ongoing and teach both the similarities and differences among the many different cultures and it is up to the professor to facilitate this (Dulabaum, 2011). Contact and building a relationship with students and professors allows for a deeper development of students' Intercultural Knowledge (Dulabaum, 2011).

Intercultural knowledge is what a person knows about and how they react to different cultures. Intercultural Identity Development Theory shows how exploring different cultures will increase a persons' intercultural knowledge, allowing them to better identify with them, they will be more aware and sensitive to people from different cultures. The Intercultural Development Inventory and Intercultural Development Continuum are tools which will assess a persons' intercultural knowledge and development and how they can switch cultural perspectives, and appropriately change behavior. These assessment tools are not free and are offered with seminars, so they are correctly administered.

Intercultural Knowledge Theory promotes learning about the history, politics, daily life, religions, etc. of the language learning and comparing it culturally with one's own to better understand the people (Czerwionka et al., 2015). It helps achieve successful communication cross-culturally (Czerwionka et al., 2015) and linguistically, as language is not just speaking, but also body language (Özşen & Özbek, 2016). Intercultural Knowledge also allows for understanding and anticipating different perspectives when communicating with another person from a different cultural and linguistic background (Czerwionka et al., 2015). Apart from Study abroad, students can gain and develop their

Intercultural Knowledge in higher level language courses, or experiential courses where they are exposed to more culturally and linguistically.

In the SLA classroom, Intercultural Development can be achieved by exposing students to other cultures through continual communication with people from the target language (Kim, 2015). This cross-cultural communication can be difficult because it challenges the students' prior beliefs and norms about their own culture as well as the new culture (Kim, 2015). With ongoing exposure to the new language and culture, Intercultural Development is fostered (Kim, 2015), upper-level language courses assist in this prolonged exposure. Intercultural Development is a gradual process where one must look at their own culture, leaving some prior beliefs behind, in order to progress (Kim, 2015).

Intercultural Development can be stressful on students, as some are still learning and adapting to their own culture, when exposed to another (Kim, 2015). However, this stress gradually changes to adaptation and understanding through ongoing exposure (Kim, 2015); in SLA, this adaptation and achievement would come in the upper-level courses as students' will have had longer exposure. The stress is also lessened with an increased exposure to native speakers, and students' flexibility to adapt (Kim, 2008). The more classes a student takes in their world language of choice, the more opportunities they will have to interact with native speakers and achieve Intercultural Development.

The Intercultural Development Continuum is a tool used to measure one's cross-cultural growth (Acheson & Schneider-Bean, 2019). It demonstrates how individuals successfully are able to interact with others from different cultures (Acheson & Schneider-Bean, 2019). This tool measures and shows how people grow from a

Monocultural Mindset to an intercultural mindset through stages (Acheson & Schneider-Bean, 2019). These stages start with being unaware of the differences, and judging other cultures, not acknowledging any differences between cultures, acknowledging the differences, and finally becoming a bridge between cultures (Acheson & Schneider-Bean, 2019). These stages are either seen as a swinging pendulum where people swing from one step to another, or as a progressive linear concept, both having the same outcome (Acheson & Schneider-Bean, 2019). While the Intercultural Mindset should always be the goal, it is worth it to note that it is not always achievable, and some people may fall into one of the lower stages (Acheson & Schneider-Bean, 2019). Upper-level language courses help students achieve Intercultural Development by exposing students to more culture through the curriculum.

A review of the literature shows students want to learn culture in their world language programs. In the lower-level language courses culture is touched upon, but the full exposure does not come until the upper levels in the program. When students learn through their language of choice through the Interaction Hypothesis and Sociolinguistics, they are exposed to more than just the language, they are exposed to the culture as well.

The literature shows culture is a main part of the language learning process. Intercultural Knowledge, and Intercultural Development can be implemented in the language classes for increased exposure. Students develop these skills through prolonged exposure to the language in their program of choice when they continue in the program.

Review of the Literature

A review of the literature shows there is more than one reason students persist in a world language program. The literature shows Student Placement, Student Motivation

and Pedagogy, including experiential learning and study abroad all effect student persistence in their chosen language of study.

If institutions want to create global citizens, they must foster intercultural competence with Second Language Acquisition (SLA) being essential to students' mindset (Fox et al., 2019). World Language classes expose students to more than just the world language of choice; they also expose them to the culture of the language. Lower-level language courses focus on grammar and facts as culture, and students are not always exposed to the cultural experience the desire. When students continue on in their language of choice this cultural experience is strengthened as students gain exposure to different topics and aspects of the language.

Apart from linguistic and cultural benefits, students benefit cognitively by increasing their cognitive abilities, and increase their academic achievements (Fox et al., 2019). Through SLA and persisting in world language courses, students achieve a greater overall learning ability, increased employability, and become cultural ambassadors within their companies (Fox et al., 2019).

Research has shown that student motivation, interaction with faculty and peers also effect student persistence in a world language program creating culturally responsible graduates. Student motivation to learn a new language, and the pedagogy of the language focus more on why students persist in their program of choice. Student placement is the first step in exposing students to the culture of the language and can be either a motivating or deterring factor in student persistence. However, how a student is placed looks different at each institution. Although student placement is a problem in world language retention, it is not the biggest, it is just a small piece of the puzzle.

Motivation

When students are motivated, they persist in their world language of choice (Nagano et al., 2017). Student motivation also impacts student persistence and should be kept in mind when redesigning courses (Nagano et al., 2017). Students want to continue in a language when they are engaged and interested in the material, motivation directly impacts student persistence.

Nagano et al. (2017) referenced the Modern Language Association (MLA) Enrollment Survey from 2015 in their prior research. This survey has been administered every three to four years since 1958 and reports on students' enrollments in languages other than English at institutions of higher education (MLA, 2020). A limited amount of information was reported from community colleges, however, the community colleges that responded offered the same languages as 4-year institutions (Nagano et al., 2017). According to the MLA Enrollment Survey, community colleges required less credits in a world language, had higher enrollments from the community, and more programs linked to local high schools (Nagano et al., 2017). Overall, the 2015 MLA Enrollment survey saw a decline in enrollment in languages other than English in both two and four-year institutions (Nagano et al., 2017). The purpose of this Study is to determine the effect student motivation has on student persistence in a language program (Nagano et al., 2017).

This study consisted of 140 world language instructors at 101 different community colleges registered with the American Association of Community Colleges (AACC), in 33 different states (Nagano et al., 2017). In the fall of 2015, the world language instructors were sent a paper survey for them to complete, and another for their

students in only one of their face-to-face courses (Nagano et al., 2017). A little more than half were Spanish language instructors, and the majority taught at the introductory level and were full-time faculty (Nagano et al., 2017).

Languages taught at the community colleges surveyed matched the ones from the previous MLA Enrollment survey; the only difference was that ASL's representation was lessened in their survey (Nagano et al., 2017). Regarding instructor motivation, most (91%) stated the profession was rewarding, they wanted to help students, and they were interested in the Study of language (Nagano et al., 2017). Building relationships with students was also important to 76% of professors, and 42% loved teaching literature (Nagano et al., 2017). More than half of the students reported wanting to take a language based on learning about culture and not just linguistic skills, while 92% of professors emphasize linguistics, 74% of professors thought students were fulfilling a language requirement (Nagano et al., 2017).

Both instructors and students differ in their view of why students take and persist in a language; the largest difference is motivation (Nagano et al., 2017). This Study provides insight to professors to learn what motivates their students when taking a world language, learning culture (Nagano et al., 2017). How a student is motivated is linked directly to whether a student will persist in a language program (Nagano et al., 2017). Culture is the main motivator for students when learning a second language (Moreno-López et al., 2017; Nagano et al., 2017), in order for students to fully gain culture they must persist in their world language program. This persistence leads to increased Intercultural Knowledge, teaching students how to interact and communicate with people of different cultures and backgrounds in the workforce.

One way to find out what motivates students to learn a world language is to interview them (Ordem, 2017). This qualitative Study uses both journaling and interviews from one participant over the course of three years of studying German to find out her motivation to learn another language and persist in the program (Ordem, 2017). The participant first completed journal entries followed by 32, 15–30-minute interviews (Ordem, 2017).

The student's motivation to learn another language was multilayered, focusing mostly on her own goals, and social belonging (Ordem, 2017). The student's own desire to learn the language was the main drive force of her studies, however, her ability to speak the language hindered that motivation (Ordem, 2017). Her motivation for learning the second language was living abroad, her view on the importance of that language globally, an interest in the culture she would be learning about, and support from her family and friends (Ordem, 2017). While living abroad, the student noted the importance of Sociolinguistics and the Interaction Hypothesis as motivators for persistence and motivation in her SLA (Ordem, 2017). This Study solidifies the importance of social interaction and learning about culture in world language programs (Ordem, 2017).

Pedagogy

Students need exposure to language at the appropriate level beyond the world language textbook for SLA (van Compernolle, 2019). When students are only exposed to the concepts portrayed in the textbook, they are only learning the language of the "privileged" (van Compernolle, 2019). Students need exposure to language, culture, and concepts beyond the textbook (van Compernolle, 2019), and that exposure and language variation does not usually happen until upper levels of a language course. When students

persist from their elementary courses into the more advanced ones, they are able to learn more than just the textbook concepts.

How a course is delivered can also impact student knowledge and persistence (Moreno-López et al., 2017). Traditional face to face lecture is one delivery method, another is experiential learning (Moreno-López et al., 2017). A small institution on the East Coast of the United States specializing in liberal arts changed their world language requirement to twelve credits (Moreno-López et al., 2017). In 2005 the institution added a mandatory study abroad type program (experiential learning) to increase retention in the Spanish Program (Moreno-López et al., 2017). Intermediate Spanish learning students enrolled in "SP130" (Moreno-López et al., 2017, p. 399), their final course, can complete the world language requirement in an assortment of ways (Moreno-López et al., 2017).

There are many forms of experiential learning that increase SLA, as well as student engagement, as the students are active participants in their learning path (Moreno-López et al., 2017). Experiential learning connects students to the community, increases motivation and proficiency, and allows students to experience SLA through hands on learning, study abroad, or service learning what they are being taught (Moreno-López et al., 2017). Experiential learning courses offer more than just language acquisition, they teach students intercultural and communication skills needed to succeed in life.

Students were enrolled in one of four different courses offered, traditional courses: T classes ($n = 67$); or one of the three experiential courses: S classes (Service Learning) ($n = 9$), V classes (Telecollaboration) ($n = 43$), or G classes (Study Abroad) ($n = 29$) (Moreno-López et al., 2017). The five faculty members had between nine and over

twenty years of teaching experience, four were native Spanish speakers, and one learned Spanish in school, two had taught all four classes, one had taught three, and another had taught two; state all used the same textbook but created their own lessons (Moreno-López et al., 2017).

Moreno-López et al., (2017) conducted a mixed method study comparing traditional face to face classes, Study abroad, service learning and telecollaboration to find the best method to retain students. A 100-question multiple choice test was given at the end of each semester to measure student learning, followed by an eight-question qualitative survey to measure students' perceived knowledge (Moreno-López et al., 2017).

The researchers found the mean test scores of all four classes to be similar (T classes: $M = 60.27$, S classes: $M = 56.78$, V classes: $M = 60.88$, G classes: $M = 61.10$) and conducted a one-way ANOVA to compare means (Moreno-López et al., 2017). They found there was no significant difference among delivery methods with test scores (Moreno-López et al., 2017). The quantitative data showed that all students, no matter which class they were enrolled in for SP130 were at the same level at the end of their chosen SP130 course; the experiential learning did not have any effect on language acquisition (Moreno-López et al., 2017). The qualitative surveys were transcribed and analyzed and found the students who participated in experiential learning felt they learned more about the culture and had more linguistic gains; they perceived the had higher SLA (Moreno-López et al., 2017). The qualitative data implies experiential learning offers students a chance to learn a new language in a new way while catering to the students' interests (Moreno-López et al., 2017).

The qualitative data supports this type of learning model for the successful retention of students in the Spanish program at the small institution (Moreno-López et al., 2017). The results infer experiential learning has no effect on language acquisition, however, most of the students had a desire to continue with the language after they completed the nontraditional course option for SP130, and persisted (Moreno-López et al., 2017). Moreno-López et al. (2017) found students in one class model did not learn more than students in another, although some perceived their learning skills increased. This may have boosted their confidence as well, allowing them to feel more successful, and made them want to continue their studies. How a student learns can directly impact their persistence, especially if it is a positive or negative experience as shown by Moreno-López et al. (2017).

Cultural Instruction and intercultural competency increase student persistence in a language program (Windham, 2017). This quantitative survey looked to find the relationship between cultural instructing in a world language classroom and students' persistence (Windham, 2017). The Study collected anonymous surveys from students enrolled in German at an institution in the southeastern part of the United States (Windham, 2017). The German courses focus on teaching German from a cultural standpoint and asks students to explore and reflect on their culture (Windham, 2017).

The researcher is also the German teacher and asked 144 of his students to participate in the survey; depending on the German level, there was a 40% to 60% response rate (Windham, 2017). A little more than half of the students who responded stated that learning the language culturally somewhat motivated their language learning efforts, and about 1/3 stated it made them want to work harder (Windham, 2017).

Overall, students wanted to persist in the language course because of how it was culturally taught, almost an 80% persistence rate (Windham, 2017). The rate of intent to persist to the next semester overall was 75% (Windham, 2017). Students were enrolled in the language program for various reasons, overall, almost 60% stated professional reasons, a little over half stated they wanted to study abroad in Germany, and almost 80% wanted to learn the language (Windham, 2017).

This Study also included a space where students could expand on their thoughts and answers (Windham, 2017). Most students stated they wanted to persist in the language because it would give them a professional advantage both linguistically and interculturally because of increased globalization (Windham, 2017). Students are motivated to learn a language and persist when they are exposed to culture in the classroom (Windham, 2017); the benefits of persisting in a language program outweigh the detriments.

Europe understands the importance of SLA and students' persistence in language programs and therefore starts language learning at the primary school level (Sanchez-Sanchez & Krawiec, 2018). Europe also understands that SLA and culture go hand in hand and cannot exist without each other (Sanchez-Sanchez & Krawiec, 2018). A quantitative study was conducted at the Universidad de Murcia in Spain, evaluating their language program and better prepare teachers to create an intercultural classroom (Sanchez-Sanchez & Krawiec, 2018).

This Study used the Council of Europe's 2001 definition for culture: "everyday living, living conditions, interpersonal relations, values, beliefs and attitudes, body language, social conventions, and ritual behavior" (Sanchez-Sanchez & Krawiec, 2018,

p. 97). They based their Study in the belief that students need exposure to culture in the classroom, and SLA occurs through that exposure (Sanchez-Sanchez & Krawiec, 2018). Students must break negative stereotypes and attitudes in order to build respect for and inspire curiosity in another culture and language (Sanchez-Sanchez & Krawiec, 2018). Students must also form a camaraderie with their peers, be exposed to and able to communicate with native speakers in their language of choice, not see those native speakers as exotic, and communicate with each other (Sanchez-Sanchez & Krawiec, 2018). The teacher's role should be a facilitator for language, communication, and culture and videoconferencing with native speakers should be used whenever possible (Sanchez-Sanchez & Krawiec, 2018). This type of course is usually presented in the upper-level courses of language study, and therefore students are expected to persist to experience them.

The participants of this quantitative survey were 60 mostly female students, around 21 years old, studying to be English teachers at the Universidad de Murcia (Sanchez-Sanchez & Krawiec, 2018). Students answered from the perspective of a native English speaker (Sanchez-Sanchez & Krawiec, 2018). A little under ¼ of the participants surveyed knew how to act appropriately and culturally overall in each situation presented (Sanchez-Sanchez & Krawiec, 2018). The researchers found a greater need to incorporate Sociolinguistics and Intercultural Knowledge through verbal and nonverbal cues, as well as more exposure to native English speakers (Sanchez-Sanchez & Krawiec, 2018). The researchers recommend adding classroom simulations or more exposure to native English speakers in this program in order to better prepare their students (Sanchez-Sanchez & Krawiec, 2018).

Students studying to be language teachers always persist into the language's upper-level courses due to their degree requirements, usually because they are required to persist for their degree. We can learn a lot from students who are studying to be language teachers about what originally motivated them to choose to persist. The participating students in this qualitative Study communicated with each other through video chat, allowing them to work and collaborate with each other (Porto, 2018). This Study looked at how to foster intercultural citizenship among its participants, and consisted of 150 students, 30 from England studying to be Spanish teachers, and 120 from Argentina studying to be English teachers (Porto, 2018). The participants were between the ages of 18-21 years old (Porto, 2018). The students were divided into 23 groups made up of 4 or 5 Argentinian students and 1or 2 English students (Porto, 2018).

Before meeting with their international peers, the students were first asked to research the details of the conflict between their home country, and the country they were studying that took place in 1982 (Porto, 2018). The students researched the Falkland Islands conflict in both languages on their own before they began interacting with each other (Porto, 2018). From this research, students created either educational presentations, pamphlets, radio, or video programs etc. on the conflict and the importance of peace (Porto, 2018). While working in their groups, the Argentinian students communicated in English, and the English students communicated in Spanish (Porto, 2018). After the project was complete, students were asked to reflect on their individual experience (Porto, 2018).

The data were collected and analyzed from the student reflections, and the researchers looked for intercultural themes (Porto, 2018). In their reflections, students

were asked to compare and contrast the different viewpoints of the conflict from each side which led them to be aware of the bias (Porto, 2018). This program allowed students to see the other side of the conflict and how it was viewed, as well as their own country's side (Porto, 2018). This Study found that SLA must go beyond language to include moral and ethical responsibilities and foster intercultural knowledge, even though presenting the material in this way may make the teachers uncomfortable (Porto, 2018). It also found that language teachers may need further training on putting the theory into practice (Porto, 2018). However, when the theory is put into practice, students reap the cultural benefits and are more motivated to persist in their language of Study.

A university in Turkey added sociolinguistics classes to their Japanese language program in order to better prepare their students to work with the many Japanese businesses in Turkey (Özşen & Özbek, 2016). The university decided they needed to better prepare their students for success when working in international business with Japanese companies (Özşen & Özbek, 2016). With globalization growing yearly, they wanted their students to truly be able to understand their coworkers, both verbally and nonverbally (Özşen & Özbek, 2016).

This qualitative Study consisted of 80 students who had previously graduated from the university (Özşen & Özbek, 2016). The participants who took the course felt they understood the Japanese culture, verbal and nonverbal cues, and formal versus informal speech better as a result (Özşen & Özbek, 2016). The course itself was not studied, graduates from the university before and after the course was implemented expressed their experiences in the workforce (Özşen & Özbek, 2016). Implementing sociolinguistics courses at the more advanced levels expose students to more than just

grammar. When students see the benefits of taking courses like this one, they should persist at a higher rate in their language of Study.

World language program revisions have also been proven to increase students' persistence and cultural knowledge (Elisha-Primo et al., 2015; Morrison & Navarro, 2012; Thompson et al., 2014). Some revisions suggest smaller class sizes as students get more contact with the instructors and their peers (Schneider, 2013). These program revisions should be student centered by keeping the students' wants and needs in mind (Elisha-Primo et al., 2015; Morrison & Navarro, 2012). Revisions should also include students input, with firsthand knowledge as to what the students need from a world language program, piquing their interest and encouraging them to persist in the program (Elisha-Primo et al., 2015; Morrison & Navarro, 2012).

Some institutions have completely changed their world language program by increasing the number of contact hours and requiring students to take at least one upper-level course as a degree requirement (Thompson et al., 2014). This two-part quantitative Study reviewed the curriculum of a world language department in the United States (Thompson et al., 2014). Increasing the number of courses students need to take in a world language was faculty-led, including graduate assistants, adjuncts, and nontenure track instructors, revising the program according to the need for a more international education (Thompson et al., 2014). Students are allowed to self-place, and many who have already completed at least four years, have studied abroad, or are heritage speakers place themselves into the intermediate course (Thompson et al., 2014).

Instructors noted that this change in coursework has allowed them to focus more on culture and increase Intercultural Knowledge in their students (Thompson et al.,

2014). When evaluating the new change, it was found that learning objectives and pedagogies need to change to reflect Sociolinguistics as well as Interaction hypothesis although not openly stated (Thompson et al., 2014). This program change has also led to more students voluntarily continuing to major or minor in the world language, therefore increasing student retention for the world language programs (Thompson et al., 2014). When students continue past the required number of courses needed, they gain more than just linguistic knowledge, but cultural and communicative knowledge as well.

Student Placement

Many institutions place their students in their courses of Study based on their prior knowledge, whether through testing or other methods (Barnett & Reddy, 2017). Some colleges and universities use only a placement or standardized test, while others are using multiple measures to successfully place their students in a program (Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Smith, 2018).

In community colleges and colleges with open enrollment correctly placing students in their world language program can be difficult. This poses a challenge for institutions, as they want their students to be successful, and with open enrollment students can be placed above or below their comfortability with the language. World language placement tests can be taken online as a standardized test, or an institution specific test (Long et al., 2018). However, Latterall and Regal (2003) argue that making an original test aligned with the course curriculum is the best option.

Institutions writing their own tests will have better placement; however, they must ensure the tests are accurate (Bernhardt et al., 2004). Stanford University created its own world language placement tests compiled of the material the students would be learning

at various levels (Bernhardt et al., 2004). Web-based placement tests allow for most of the test to be graded before the student comes to campus, leaving only the speaking portion is to be completed when the student arrives on campus (Bernhardt et al., 2004).

Improper placement leads to student attrition or failure, not allowing to student to reap the full benefits a world language program has to offer (Bernhardt et al., 2004). When students take the bare minimum, they miss out on the cultural benefits offered in the higher-level courses. A posttest (incoming student placement tests) was administered to 14 German and 41 Spanish students (volunteers) who had taken more than three quarters of language instruction and were planning on continuing their Study of the language. Students scored significantly better on their posttest than their pretest and the effect sizes were used to show growth and comparison (Bernhardt et al., 2004).

Tailor-made placement tests aligned with an institutions' curricula place students better, allowing for better student persistence in the language of Study (Bernhardt et al., 2004. Placement tests for world languages when done correctly work well when advising and retaining students (Bernhardt et al., 2004).

The evaluation of a web-based world language placement test geared toward everyday world language programs, using Bachman's Assessment Use Arguments (AUA) framework, a common framework used to evaluate world language placement tests, was conducted at the University of Wisconsin (Long et al., 2018). This Study looked to evaluate a new web-based exam, only be taken once, testing the students on sound, grammar, vocabulary iteming and reading (Long et al., 2018).

Web-based testing has been become increasingly more accepted more recent years as common practice for students to take placement tests (Long et al., 2018).

Students do not have to come to campus, can take the test at their convenience, and receive feedback and scores immediately when taking these web-based tests (Long et al., 2018).

Out of the 2,201 students who took the web-based exam, 1,622 also took the paper exam; Bachman's (2005) AUA framework was used to determine the uses and interpretations of the web-based Spanish language placement test described (Long et al., 2018). The web-based exam was given to the incoming students online before they came to the institution (Long et al., 2018). The test directions were in English to make sure the students understood what was expected of them; all audio files were included on the test and directly recorded to the computer using a microphone for clarity (Long et.al., 2018). The web-based test was found to be valid and reliable when placing students in the correct level of Spanish language instruction (Long et al., 2018).

Long et al. (2018) seem to fill the gap regarding reliability of web-based world language placement tests. They also support the need to have the tests aligned with the institutions' curricula for world language courses for correct student placement (Long et al., 2018). Web-based tests could assist community colleges and institutions with open enrollment in correctly placing students in a world language program encouraging them to persist and gain the skills needed to be successful in a global society.

Tailor-made placement tests are just one tool for enrolling students in their world language program of choice because they are aligned with the institution's curriculum (Barnett & Reddy, 2017). Apart from tests, faculty involvement is imperative in placing students and student success; the key to successful student placement is using multiple measures (Barnett & Reddy, 2017).

When students are confident in their placement into a language program, they are more likely to continue in that language (Bernhardt et al., 2004). Persistence into higher level language learning courses allows students to learn more than basic grammar and vocabulary offered in lower-level courses (Barnett & Reddy, 2017). Some students who place out of the lower-level courses into higher ones may even decide to continue with the language as a minor since they will not need as many credits. Upper-level language courses do not solely focus on grammar but delve deeper into the culture and communication, aligning more with Sociolinguistics, Interaction Hypothesis, and Intercultural Knowledge Theories.

Student-Centered Support

Other institutions have changed their programs in other ways apart from increasing the number of credits required (Elisha-Primo et al., 2015; Morrison & Navarro, 2012). English as a Foreign Language (EFL) is taught and learned as any English speaker would learn another language, and therefor falls into increase Second Language Acquisition (SLA). At a University in Israel, the Foreign Language Department decided they wanted to revise their EFL program by putting the needs of the students first (Elisha-Primo et al., 2015). When students are taught what they want to learn, the way they want to be taught, the focus switches from faculty-centered to student-centered, increasing student persistence.

When students' needs are put first, they are able to build a good skillset in their target language, the anxiety of taking a world language decreases, and they persist in the program (Elisha-Primo et al., 2015). Changing the learning environment is also beneficial to student persistence in a world language program, Elisha-Primo et al. (2015) suggest

smaller class sizes for better student learning and increased retention. The Study also found that focusing on what the students' value as opposed to what the instructors value increases student retention as well (Elisha-Primo et al., 2015). Instructors, even amongst themselves, and students may not agree on what should be the focus of language instruction, however, it has been found that when students wants and needs are put before that of the instructors they persist more (Elisha-Primo et al., 2015).

This three-part Study consisted of advisors, instructors and chairpersons and found the student-centered approach to be more work for instructors, however, the students were more motivated to learn English as persist in the program (Elisha-Primo et al., 2015). The collaboration and communication among different members of the department allowed for different viewpoints and concerns to be heard and discussed with the students' best interests in mind (Elisha-Primo et al., 2015). When faculty and administration work together keeping the students in mind, the students become more motivated in their learning and retention rates increase. Another interest that is explored in the literature is how titles play a role in the development of relationship between students and instructors.

Morrison and Navarro (2012) suggest changing the term of Language Teacher to Learning Advisor (LA) to promote student driven learning in their Study at a university in Japan. Students interact differently with LAs than teachers because LAs observe and advise the student instead of teaching to them (Morrison & Navarro, 2012). Centering the role of advisor rather than teacher promotes the skills needed for SLA where the students are active in their learning process and are encouraged to reflect on their learning (Morrison & Navarro, 2012). This program revision allows for LAs to focus on what the

students need from their coursework, encouraging critical thinking, resulting in students continuing in their studies (Morrison & Navarro, 2012).

Collaborating with LAs instead of being taught by teachers also encourages intercultural communication and teaches the students how to work with another person (Morrison & Navarro, 2012). This skillset goes beyond the world language classroom as students will one day enter the workforce and need to collaborate with their colleagues.

Schneider (2013) has had success at the University of Leeds with a "Self-Access Area," which is like the "Stanford Language Center" (Bernhardt et al., 2004). The "Self-Access Area" is a resource for anything and everything in the world languages offered at the university for students currently enrolled in a language, or looking to enroll in a language (Schneider, 2013). This center also offers students the opportunity to learn a language on their own, outside of a classroom setting, at their own pace, and what they want to learn (Schneider, 2013). The center offers support and community learning to the students, leading to a more successful outcome in the target language and better retention in the program (Schneider, 2013). This community support is linked to Sociolinguistics and the Interaction Hypothesis as it focuses on communication with others in a social setting.

The "Self-Access Area" also offers advisement, conversation partners, and connects students with native speakers in order to broaden their knowledge language study (Schneider, 2013). One of the main modules offered at the center focuses on Intercultural Knowledge and communication skills while meeting with students from different backgrounds and disciplines (Schneider, 2013). This center encourages student

persistence in language programs, Interaction Hypothesis and Sociolinguistic learning, and Intercultural Knowledge (Schneider, 2013).

Technology

Technology has brought innovation to world language programs in recent years. Institutions now offer language classes entirely online, or hybrid classes, which combine the online class with a face-to-face class. The different ways courses are delivered (i.e. online, face to face and blended) can also affect student retention and persistence as well.

Videoconferencing with a conversation partner connects students to native speakers of their target language as a part of experiential learning (Kato et al., 2016). Kato et al. (2016) suggest classes requiring conversation partners increase a student's desire to continue in the target language by learning first-hand about the language and culture. This Study connected students in Japan learning English and students in the United States learning Japanese through Skype video conferencing (Kato et al., 2016). Not only does this type of experiential learning increase student persistence, but it also offers students a cross-cultural experience without them studying abroad (Kato et al., 2016).

This Study consisted of 38 American students studying Japanese at the University of North Carolina – Charlotte, and 37 Japanese students studying English at the Tohoku University in Japan; 26 American students, and 26, Japanese students were in the experiential Skype sessions group (Kato et al., 2016). The American students in both the control and experimental groups kept a log of their experiences though out the Study (Kato et al., 2016). This Study found an increase in SLA on both sides, as well as increased interest in student persistence of the language studied (Kato et al., 2016).

Students reported an increased confidence in SLA as well by providing a valuable experience while improving language skills (Kato et al., 2016). Videoconferencing with native speakers as a part of experiential learning of another language promotes language learning through Sociolinguistics and Interaction Hypothesis. It also promotes Intercultural Knowledge as conversation partners do not live in the same country.

The open-access Icelandic language learning center Icelandic Online wanted to know the best way to retain their students in their open online language courses (Friðriksdóttir & Arnbjörnsdóttir, 2015). Friðriksdóttir and Arnbjörnsdóttir, (2015) chose the sample by embedding a tracker into the software to find the active learners (N = 43,468), students who continued past the eight require activities for a course. This Study found significant differences in retention among the different modalities, open online, distance learning, or blended. Students persisted more in the blended course than the other courses. While they do not know why the students dropped out, they found contact with professors led them to persist.

Technology and how it is utilized can positively or negatively affect student retention in a world language. When technology is used to expose students to more culture and sociolinguistics it is a successful tool for student retention.

Study Abroad

Study Abroad programs are a part of experiential learning as well, even if they are not all SLA based. In recent years, more colleges and universities are encouraging their students to study abroad due to globalization. They want to make sure their students are prepared to enter a global workforce where they will be working alongside and with peers from other countries and cultures. Long-term Study abroad programs consist of either a

semester or a year and can conflict with students' busy academic and personal schedules, while short-term Study abroad programs last one to eight weeks. The research shows short-term Study abroad programs work best when led by an involved member of the faculty, and the students are supported (Hernández, 2016; Pipitone, 2018; Salyers et al., 2015; Walters et al., 2017). Short-Term Study abroad should also consist of small groups with faculty support and communication (Salyers et al., 2015); the program's location and academic rigor is more important than the length of time abroad (Pipitone, 2018). Institutions are now focusing more on these short-term programs as they fit in better with both the institutions' and students' academic schedules. The research suggests classes and or orientations before students leave for their trip ensure a successful program (Hernández, 2016; Pipitone, 2018); Pipitone (2018) recommends a basic language class in the language of the host country so students can communicate with the locals.

Traditionally, Study abroad in any sense has been associated with language acquisition and world languages, however, that has changed, and more institutions are offering programs unrelated to world languages. Although Study abroad programs may be extremely different, there is one common denominator in all of them, learning about, and experiencing a different culture. Students want to interact with the people who live in the area where they are studying, and the program should be constructed around changing the students' perceptions, selecting the right location for the students and their needs (Walters et al., 2017).

Short-term world language study abroad programs can be seen as an introduction to the language and culture studied, however little research has been done on these programs (Hernández, 2016). When it comes to bettering one's language skills short-term

Study abroad benefits students at beginning and intermediate levels, but not those who are advanced (Hernández, 2016). Advanced level students should be placed in long-term programs where they will have more interactions at their linguistic level (Hernández, 2016). Short-term Study abroad programs in the world languages do not allow the students to have enough contact with the language outside of the classroom, finding they have less than 40 hours per week of the target language while abroad (Hernández, 2016). He states that students enrolled in short-term world language study abroad programs tend to spend their free time with their American peers on the trip speaking English instead of the target language; this is very common as they share - experience and bonding with each other (Hernández, 2016).

The program's short-term nature makes it difficult for students to spend more time with their host families and research suggests students spend as much time with their families as possible (Hernández, 2016). When students spend more time with their host families, they not only practice their language skills more, but gain first-hand experience immersing themselves in the culture (Hernández, 2016). While abroad, service-learning experiences enable students to have more interactions with the local community (Hernández, 2016). Students also need to be more hands-on and pro-active with their language learning, looking for ways they can improve their skills, and intercultural awareness while abroad (Hernández, 2016). A type of bridge program where students attend classes and orientations, are put in contact through email and social media with local peers in the area where they will be studying and have contact with their host family prior to departure will ease students' transition into another culture and lifestyle (Hernández, 2016).

This quantitative Study consisted of 16 female and 4 male undergraduate students studying abroad short-term in Madrid (Hernández, 2016). The data were collected from a language contact profile filled out by students prior to departure and pre and post program oral proficiency exams (Hernández, 2016). The Study found students achieved linguistic gains in their target language while enrolled in this program (Hernández, 2016). It also found that students valued the gained knowledge and confidence through the service portion of their trip (Hernández, 2016). This type of short-term study abroad language acquisition program deepens students' connection to the language and area of Study through Sociolinguistics, Interaction Hypothesis, and Intercultural knowledge.

Most Study abroad programs follow American university structure and culture, not complying with that of the host country as well (Lansing & Farnum, 2017). Study abroad programs should be tailored to the student's major, an example of this is the environmental engineering program at Dar Si Hmad in Morocco (Lansing & Farnum, 2017). This Reflexive Methodology study is based on the authors' extensive experience in the field over a 2-year period (Lansing & Farnum, 2017). This program is not located in the traditional tourist locations, but in 'real' Morocco where students must utilize their language and intercultural skills (Lansing & Farnum, 2017). This program offers students real life hands-on experience using innovative technology that creates potable drinking water from fog (Lansing & Farnum, 2017). Although this program is major specific, it struggles, as it does not follow a "typical" American university schedule, but the schedule of the host country Morocco (Lansing & Farnum, 2017).

Students need to learn more than just the material, they need to learn and immerse themselves in the true culture of where they are living (Lansing & Farnum, 2017). When

students are encouraged to incorporate their Intercultural Knowledge with their studies, linguistic and cultural gains are made (Lansing & Farnum, 2017).

Students who study abroad persist and graduate more than those who do not, have a higher intellectual development (Pipitone, 2018). A longitudinal comparative case study consisted of a researcher who was also a participant in two faculty led Study abroad trips conducted by the same faculty member (Pipitone, 2018). The program consisted of three post trip classes, basic language classes for the area of Study, and small research projects abroad where the students would engage with the local host community through pictures or interviews (Pipitone, 2018). It is better to not make study abroad locations seem exotic, and to focus on the similarities between the host country and the United States, and students must reflect on themselves and their own culture before they depart (Pipitone, 2018). This Study shows how to help bridge the culture gap and eliminate culture shock when studying abroad no matter the nature of the experience (Pipitone, 2018). By bridging the culture gap, similarities, not differences amongst different cultures are focused on.

According to Pipitone's (2018) research, institutions felt their students gained cultural and global experiences, and an understanding of interpersonal and multicultural skills. One of the downsides to her research found that there is still a need to expand Study abroad programs in the United States to minorities (Pipitone, 2018). Another downside Pipitone (2018) found in her research was students may not want to adapt to the culture around them; contrarily, they may also value learning outside the "American" style and classroom to be more valuable and therefore blow off their studies.

Pipitone (2018), a participant-researcher, recruited students from a New York City public university upon arrival to their host country of Morocco (3 weeks, January 2014) or Bali (4 weeks, June 2014). A total of nineteen students participated in the Study, sixteen undergraduate and three graduate (Morocco) (Pipitone, 2018). Coursework, eight reflective journal entries about students' expectations of their host country, and how their views changed over time, were collected as data for her Study and was not obtained grades had been submitted and everyone had returned home (Pipitone, 2018).

Students who participated in either study abroad program changed their original ideas about their host country based upon their experiences there and had a new appreciation for their host country and did not glorify or exotify it (Pipitone, 2018). It is better not to make study abroad locations seem exotic, but rather focus on the similarities, not the differences between the host country and the United States encouraging students' Intercultural Knowledge (Pipitone, 2018). Students also need to reflect on themselves and their own culture before they depart in order for their Intercultural Knowledge to grow (Pipitone, 2018). This Study shows how to help bridge the culture gap and eliminate culture shock when studying abroad, allowing students to become more global in their thought process (Pipitone, 2018).

Conclusion

Students persist when they are exposed to culture, because culture is what motivates them to learn a language. When a language is presented culturally and students are given different learning options, they want to continue. However, the cultural opportunities are in the upper-level courses and need to be incorporated into the lower - level courses to increase student persistence.

Research as It Pertains to the Study

Second Language Learning Theories

Mitchell et al., 2013 provide a detailed overview the sub theories within Second Language Learning Theory. Among them, Sociolinguistics, and the Interaction Hypothesis both focus on socialization and communication with native speakers while learning another language. Ellis (1991) and Tran (2009) provide further detail on the Interaction Hypothesis and its history. Romaine (2000) and Özşen and Özbek (2016) both delve deeper into Sociolinguistics, and verbal and nonverbal communication. Interaction Hypothesis and Sociolinguistics improve SLA through interaction and exposure to native speakers, thus exposing students to culture, and increasing their Intercultural Knowledge which is thought to increase student persistence.

Bernhardt et al. (2004), Barnett and Reddy (2017), and Long et al. (2018) discuss the importance of student placement in a language program. Student placement pertains to Second Language Learning Theory as it should the students at the appropriate level. When students are placed at the appropriate level, they are then able to learn the language through both Interaction Hypothesis and Sociolinguistics at their own level. When students are confident in their abilities they will persist in a language.

Ordem (2017) found that students want to interact with native speakers and their peers in a social setting when learning a new language, focusing Sociolinguistics and Interaction Hypothesis. Ordem (2017) discovered the main reason the participant wanted to learn the language was to live abroad immersed in the culture, interacting with native speakers daily, and learning the language through Sociolinguistics and the Interaction Hypothesis.

Özşen and Özbek (2016), compared graduates who had graduated before the Sociolinguistic Japanese course was added, and those who graduated after. The graduates who had taken the Sociolinguistics course were succeeding in their current employment and stated it was because their exposure to the Japanese language through Sociolinguistics (Özşen & Özbek, 2016). Sociolinguistics does not only benefit students learning Japanese, but all other languages as well.

Intercultural Knowledge Theories

Dulabaum (2011), Campbell and Comenale (2013), Liu (2013), and Guilherme (2017) all discuss the history and importance of Intercultural Knowledge in a higher educational setting as it pertains to globalization. Dulabaum, Campbell and Comenale, Liu (2013), and Guilherme all agree that language classes fill the gap needed when exposing students to culture. Guilherme discusses that this theory is not new and stems from Freire's multiculturalism in the 1970s. Czerwionka et al. (2015) add that Intercultural Knowledge focuses on communication, and therefore is imperative in the language classroom. Intercultural Development is a sub theory of intercultural knowledge as discussed by Kim (2015). Intercultural Development encourages communication with native speakers from other cultures in a world language classroom (Kim, 2015). Students' Intercultural Knowledge growth from being exposed to another culture can be measured with the Intercultural Development Continuum (Acheson & Schneider-Bean, 2019). World language classrooms not only teach language but expose students to other cultures around the world making them global students.

Moreno-López et al. (2017) and Nagano et al. (2017), both focus on what motivates students to persist in a program; culture. Students want to be exposed to

different cultures in different ways in a world language classroom. Students want to increase their exposure to other cultures in a world language class, through curriculum change, increasing their Intercultural Knowledge and Intercultural Development (Moreno-López et al., 2017; Nagano et al., 2017).

Windham (2017) found that students were motivated to persist in their chosen language of study when the language was taught through exposing the students to culture. Students stated their increased Intercultural Knowledge was an advantage for them professionally (Windham, 2017).

Sanchez-Sanchez & Krawiec (2018) found the need to increase Intercultural Knowledge in the classroom to better prepare their students for teaching English. They found their students were at a disadvantage by not being exposed to native speakers of English and their cultures (Sanchez-Sanchez & Krawiec, 2018).

In her study, Porto (2018) discussed how world language courses have a moral and ethical obligation to teach Intercultural Knowledge in the class. Students were forced to look at their own culture and history and compare it with the opposite viewpoint, allowing for them to see the cultural and historical differences (Porto, 2018). This study shows the progression of students on the Intercultural Development Continuum on their way to increasing their Intercultural Knowledge (Porto, 2018).

Morrison and Navarro (2012) Discuss program revision to fit the students' wants and needs as well as changing the title Teacher to Learning Advisor. In this study, the learning advisors interact and collaborate with their students in the language they are studying encouraging Intercultural Knowledge growth (Morrison & Navarro, 2012).

In their study, Lansing and Farnum (2017) found the need for students to fully be immersed in the culture of the host country and not follow an American institutional culture in order to make Intercultural Knowledge gains. The found that hosting programs should not be in a major city, but in a location where students could really experience the culture of their host study (Lansing & Farnum, 2017). The need to gear study abroad programs to the culture of the host country will only benefit the students in their Intercultural Development.

Similarly, Pipitone (2018) found the need to make the study abroad trip less exotic led students to increase their Intercultural Knowledge. She emphasizes the need for student reflection on their own experiences and culture for Intercultural Development, and Intercultural Knowledge to grow (Pipitone, 2018). This study shows how students were more likely to graduate after their study abroad trip because of their exposure to different cultures (Pipitone, 2018).

Second Language Learning Theories and Intercultural Knowledge Theories

Sociolinguistics and Interaction Hypothesis are both social ways to learn a second language through communication (Ellis, 1991; Mitchell et al., 2013; Özşen & Özbek, 2016; Romaine, 2000; Tran, 2009), Intercultural Knowledge encourages cross-cultural communication (Campbell & Comenale, 2013; Czerwionka et al., 2015; Dulabaum, 2011; Guilherme, 2017; Liu, 2013). These two theories are intertwined and connected as they both focus on the importance of communication and socialization across cultures.

Kato et al. (2016), discovered that students do not have to leave the comfort of their homes to interact with native speakers and peers. Through the new technology of video chat, students are able to talk and interact with other students in the country of the

2013language they are studying (Kato et al., 2016). This social interaction with native speakers allows students to learn the target language from native speakers in a social setting, while being exposed to culture. Kato et al. enforces the use of these two theories together and not separate.

Thompson et al. (2014) also suggested there is a connection in language learning through Sociolinguistics, Interaction Hypothesis, and Intercultural Knowledge. They noted that when revising a course or class, increasing student exposure to culture naturally allows students to learn in a Sociolinguistic and Interaction Hypothesis manner (Thompson et al., 2014). The theories are all connected by exposure to culture through native speakers (Thompson et al., 2014).

Hernández (2016) found that students made linguistic gains through Interaction Hypothesis and Sociolinguistics by immersing them in a short-term study abroad trip. He also found they made Intercultural Knowledge gains as well as they were exposed to native speakers in a different country (Hernández, 2016). This type of study abroad program falls under both types of theories due to total immersion in a different culture.

Conclusion

How a language is taught has a direct effect on student persistence in that language. Students do not only want to learn the language and grammar, but the culture of the language they are studying. Second Language Learning Theory, specifically the Interaction Hypothesis and Sociolinguistics play a big part in how a language should be taught and persistence, as they are both based in culture. Similarly, when culture is the main focus in the language classroom, students gain Intercultural Knowledge and Intercultural Development without leaving their home country.

The research shows that students persist when they are taught a second language through these theories. They are more likely to continue in their chosen language of study and have higher graduation rates overall. The research also shows how these students are more prepared to live and work in an increasingly globalized society.

The theories and research connect to the study because they study looked at students' persistence in their world language at a community college instead of a four-year institution. How to best implement culture at a community college may differ from that at a four-year institution due to demographics and student obligations outside of education. There is a gap in the literature for student persistence in world languages in community colleges and well as four-year institutions. This study looks to fill the gap at the community college level.

CHAPTER 3

Chapter 3, discusses the methodology used for this instrumental case study. The units of analysis are the students and faculty at Island Life Community College, and documents, such as instructor syllabi, course catalog description, and department mission were also used for document analysis in this Study (Bowen, 2009; Whitt, 2001). This instrumental case study interviewed both students and faculty about their experience in the world language program and looked to find why students persist or not. An instrumental case study "focuses on an issue or concern and then selects one bounded case to illustrate this issue" (Creswell & Poth, 2018, p. 98). This type of case study does not focus on the specific case, but on the problem driving the research (Creswell & Poth, 2018). This methodology is appropriate because it explains the issue as to why students do not persist in their world language of choice past the requirement (Baxter & Jack, 2008). It also provides an understanding as to why students persist past the requirement (Baxter & Jack, 2008). To do so the following questions were explored.

Research Questions

The following Research Questions guided the study.

Research Question One:
How do students describe their decision to end or continue world language study?

   a. What does the student feel has impacted their persistence in that language?

Research Question Two:
How, if at all do students describe their exposure to Sociolinguistics (accents, dialects, different vocabulary)?

   a. How, if at all has this exposure affected their decision to persist or not persist?

Research Question Three:
How, if at all does the classroom environment or pedagogy impact student persistence in

a world language?

    a. How do faculty describe these impacts?

    b. How do students describe these impacts?

Setting

       Island Life Community College is located in the northeastern part of the United

States and is situated in both suburban and rural areas within 100 miles of a major city.

Over 26,000 students are enrolled across all campuses of Island Life Community College

(Island Life Community College, 2019). During the 2020 Fall semester, 1,440 students

were enrolled in the Spanish Program across all three campuses at Island Life

Community College (Island Life Community College website, n.d.). Of the 1,440

students enrolled, 1,327 were enrolled in Spanish 101 and 102, the core requirement

courses (Island Life Community College website, n.d.). During the Spring semester of

2021 enrollment in the Spanish program dropped to 1,006 students across all three

campuses of the college, 931 were enrolled in 101 and 102 (Island Life Community

College website, n.d.). This decline in enrollment was thought to be a direct result of the

COVID-19 pandemic and the modality in which the courses were offered. The most

recent data indicates about 25 professors teaching Spanish across all three campuses

(Island Life Community College website, n.d.). Participants were limited to students and

faculty enrolled or teaching in the Spanish Program at Island Life Community College.

Table 1

Spanish Class Enrollment

Semester	SPN 101	SPN 102	SPN 101 & SPN 102	SPN 122	SPN 201	SPN 202	SPN 201 & SPN 202	SPN 221	Total Enrollment
Fall 2020	969	358	1327	8	69	26	95	10	1,440
Spring 2021	599	332	931	N/A	53	22	75	N/A	1,006

The department chairperson agreed to work with the researcher upon IRB approval by the institution. Participants were recruited from all three campuses ensuring all campuses and campus cultures were represented.

Participants

Participants for this study consisted of both students and faculty in the World Languages Department, specifically Spanish, at Island Life Community College, located in the northeastern part of the United States. Students were enrolled at the institution, and either currently enrolled in a Spanish class, or had previously taken at least one Spanish class at the institution. The sample consisted of 9 students from the Spanish program at Island Life Community College, both continuing and noncontinuing. The sample also included 7 faculty members from that same department. The student sample consisted of 7 females and 2 males ages 19–40. The faculty sample consisted of 5 females and 2 males ages 50–65.

The sampling was purposeful, the researcher included a group with varying levels of participation when choosing the sample (Fraenkel et al., 2019). Purposeful sampling was utilized to ensure the entire subset represented all three of the college campuses and

campus cultures. More specifically the purposeful sampling was critical, looking to produce a concept as to why students do or do not persist (Creswell, 2015).

Data Collection Procedures

This instrumental case study discusses student persistence in their chosen language of study. The world languages department, specifically the Spanish language, was studied to learn why students do or do not persist in the program. The following considerations outline the procedure for data collection of the study.

Protocols

Students and faculty answered paralleled semi-structured interview questions. Both protocols answered the research questions as they were open-ended, allowing both students and faculty to speak freely (Yin, 2008). The protocol specifically asked about the Spanish Language Program in which the students were enrolled, and the faculty teach, some on multiple campuses. Protocols were presented to colleagues in the field to establish they met research requirements. Protocol questions were derived from a review of the literature and theoretical frameworks; and semi-structured interviews lasted 30–60 minutes. Interviews were single, focused, and open-ended, allowing for an open conversation guided by a set of case-specific questions developed by the researcher (Yin, 2008).

Semi-Structured Interview Student Protocol. This protocol was used to interview students about why they do or do not persist in their language program of choice. It allowed the students to answer openly and honestly looking to get their perspective. The semi structured interview consisted of 10 questions, with the last

question allowing the students to add anything they would like. This protocol directly related to both research questions, looking to answer both from the student's perspective.

The student semi-structured interview protocol consisted of 10 interview questions based on the student's experience in the Spanish program at Island Life Community College. Each question also aligned with the literature and asks the student's perception of their placement, motivation, and classroom environment (pedagogy), and their effect on the student's decision to persist in the program.

Table 2 is a visual depiction of the relationship of the research questions to the literature and theory base.

Table 2

Relationship of the Research Questions to the Literature Based Student Protocol

Interview Question	Research Question	Subtopic	Author
2a. Did you take that language in high school?	R1a	Student Placement	Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Smith, 2018
2b. Do you speak the language at home?	R1a	Student Placement	Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Smith, 2018
2c. Do you feel like you are taking the right class/level?	R1a	Student Placement	Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Long et al., 2018; Smith, 2018
2d. How were you placed in the class/level?	R1a	Student Placement	Bernhardt et al., 2004; Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Long et al., 2018; Smith, 2018
3. Why are you taking a world language?	R1	Motivation	Nagano et al., 2017; Ordem, 2017
3a. Why did you choose Spanish?	R1	Motivation	Nagano et al., 2017; Ordem, 2017
3b. Why do you think it is important to learn another language?	R1	Motivation	Nagano et al., 2017; Ordem, 2017
4. What has been your favorite and/or most memorable assignment?	R2	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019

Interview Question	Research Question	Subtopic	Author
4b. What impact did it have on you?	R2b	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
5. What has been your favorite and/or most memorable class?	R2	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
5b. What impact did it have on you?	R2b	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
6. Can you describe a typical Spanish class?	R2	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
7. Do you think you will continue with this language?	R1	Motivation	Thompson et al., 2014; Nagano et al., 2017
7b. If you continue, how far do you think you will go?	R1	Motivation	Thompson et al., 2014; Nagano et al., 2017
7c. Do you plan to study abroad?	R2	Study Abroad	Salyers et al., 2015; Hernández, 2016; Walters et al., 2017; Pipitone, 2018
8. How do you feel you learn best?	R2	Technology & Pedagogy	Elisha-Primo et al., 2015; Friðriksdóttir & Arnbjörnsdóttir, 2015
8a. Now that courses have shifted online due to the pandemic, do you feel you learn better face-to-face or online?	R2	Technology & Pedagogy	Elisha-Primo et al., 2015; Friðriksdóttir & Arnbjörnsdóttir, 2015; Moreno-López et al., 2017
8b. How do you feel about hybrid courses?	R2	Technology & Pedagogy	Friðriksdóttir & Arnbjörnsdóttir, 2015; Moreno-López et al., 2017
9. How well do you feel you are learning Spanish?	R2	Pedagogy	Moreno-López et al., 2017
9a. Are your professors helpful?	R2	Pedagogy	Morrison & Navarro, 2012; Moreno-López et al., 2017
9b. How is the delivery of the material?	R2	Pedagogy	Morrison & Navarro, 2012; Elisha-Primo et al., 2015; Moreno-López et al., 2017
9b i. Does it help or hinder your learning?	R2	Pedagogy	Elisha-Primo et al., 2015; Moreno-López et al., 2017
10. Do you feel your cultural knowledge has increased and you have a better understanding of other cultures?	R2	Pedagogy	Özşen, & Özbek, 2016; Windham, 2017; Porto, 2018; Sanchez-Sanchez & Krawiec, 2018

Semi-Structured Interview Faculty Protocol. This protocol was used to interview faculty about why they think students do or do not persist in their language program of choice. It allowed the faculty to answer openly and honestly looking to get

their perspective. The semi structured interview consisted of 10 questions, with the last question allowing the faculty to add anything they would like.

The faculty semi-structured interview protocol paralleled the student questions. The faculty questions were based on the faculty's experience teaching the Spanish program at Island Life Community College. Each question aligned with the literature and asked the faculty's perception of students' placement and motivation, and faculty pedagogy, and their effect on the students' decision to persist in the program. Table 3 is a visual depiction of the relationship of the research questions to the literature and theory base.

Table 3

Relationship of the Research Questions to the Literature Based Faculty Protocol

Interview Question	Research Question	Subtopic	Author
2a. Do your students speak the language at home?	R1a	Student Placement	Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Smith, 2018
2b. Do you feel like your students are taking the right class/level?	R1a	Student Placement	Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Smith, 2018
2c. How do you feel about student placement?	R1a	Student Placement	Adams, 2012; Barnett & Reddy, 2017; Belfield & Crosta, 2012; Lee & Greene, 2007; Long et al., 2018; Smith, 2018
2d. What academic Support, if any, do you provide?	R1a	Student Placement	Schneider, 2013
3. Why do you think your students are taking a wolrd language?	R1	Motivation	Nagano et al., 2017; Ordem, 2017
3a. Why do you think they choose Spanish?	R1	Motivation	Nagano et al., 2017; Ordem, 2017
3b. Why do you think it is important to learn another language?	R1	Motivation	Nagano et al., 2017; Ordem, 2017
4. What has been your favorite and/or most memorable assignment?	R2	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
4b. What impact do you think it had on the students?	R2b	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019

Interview Question	Research Question	Subtopic	Author
5. What has been your favorite and/or most memorable class?	R2	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
5b. What impact do you think it had on the students?	R2b	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
6. Can you describe a typical Spanish class?	R2	Pedagogy	Moreno-López et al., 2017; van Compernolle, 2019
7. Do you think your students will continue with this language?	R1	Motivation	Thompson et al., 2014; Nagano et al., 2017
7b. If they continue, how far do you think they will go?	R1	Motivation	Thompson et al., 2014; Nagano et al., 2017
7c. For the students who continue on, what are their characteristics?	R1	Motivation	Thompson et al., 2014; Nagano et al., 2017
7d. How do you feel about study abroad?	R2	Study Abroad	Salyers et al., 2015; Hernández, 2016; Walters et al., 2017; Pipitone, 2018
8. How do you feel students learn best?	R2	Technology & Pedagogy	Elisha-Primo et al., 2015; Friðriksdóttir & Arnbjörnsdóttir, 2015
8a. Now that courses have shifted online, due to the pandemic, do you think your students learn better face-to-face or online?	R2	Technology & Pedagogy	Elisha-Primo et al., 2015; Friðriksdóttir & Arnbjörnsdóttir, 2015; Moreno-López et al., 2017
8b. How do you feel about hybrid courses?	R2	Technology & Pedagogy	Friðriksdóttir & Arnbjörnsdóttir, 2015; Moreno-López et al., 2017
9. How well do you feel you are teaching Spanish?	R2	Pedagogy	Moreno-López et al., 2017
9a. Do you feel like you make yourself available to students?	R2	Pedagogy	Morrison & Navarro, 2012; Moreno-López et al., 2017
9b. How do you deliver the material?	R2	Pedagogy	Morrison & Navarro, 2012; Elisha-Primo et al., 2015; Moreno-López et al., 2017
10. Do you feel your students' cultural knowledge has increased and you have a better understanding of other cultures?	R2	Pedagogy	Özşen, & Özbek, 2016; Windham, 2017; Porto, 2018; Sanchez-Sanchez & Krawiec, 2018

Document Analysis Protocol. Additional content was collected and included, mission statements, course catalogue language, placement language, and common department syllabi wording. The documents were coded alongside the semi-structured interview data. All data was coded guided by the relevant literature, student placement,

student motivation, and pedagogy, as well as theory, Interaction Hypothesis, Sociolinguistics, Intercultural Knowledge, and Intercultural Development.

Table 4 is a visual depiction of the relationship of the documents to the literature and theory base.

Table 4

Relationship of the Documents to the Literature Protocol

Document	Subtopic
College Mission and Vision Statements	Pedagogy
Course Catalogue Language	Pedagogy and Student Placement
Placement Language	Student Placement
Faculty Syllabi	Pedagogy and Motivation

Summary of Protocols. Data gathered from these protocols provided insight as to why students do or do not persist in the Spanish language program and faculty perceptions of student persistence. Documents further guided the research and provided insight to student placement and pedagogy.

Data Collection and Analysis

IRB approval was applied for upon defense of the Dissertation Proposal and granted in January 2021. The researcher collected enrollment data prior to the start of the 2021 Spring semester at Island Life Community College. IRB approval was granted by Island Life Community College at the beginning of February 2021. After IRB approval was granted, the researcher reached out to faculty via email asking for them to participate in the study. The researcher requested from the college a list of student emails who had been enrolled in the Spanish program, however the college did not deliver that list until

the end of March 2021. While waiting for the email list, the researcher looked up student emails in the system and contacted the students via email in early February 2021. Participants were given and asked to sign an informed consent upon volunteering for the study; it was also be explained that participation is voluntary, and they could stop at any time.

Once students and faculty agreed to participate pseudonyms were assigned and the interviews were conducted virtually. These virtual interviews were conducted on the Zoom video conferencing platform at the participants' convenience and were recorded by the researcher. Steps including informed consent, providing pseudonyms, and member checking ensured that participants understood the context, risks, and benefits of the study. The researcher was in a quiet and secluded location where the interview was not overheard by others. Data collection took 4 weeks depending on participant availability, and manually looking up the student emails. Data was stored on the researchers personal, and password protected laptop and university supported OneDrive Cloud backup in order to maintain security and confidentiality.

Interviews were recorded and then transcribed by the researcher. The researcher then used Dedoose, a cloud-based application for qualitative data analysis, to store the data. All transcripts and data were uploaded to Dedoose for coding. A code is usually "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2015, p. 3). This data can consist of documents, communications, and transcripts from interviews, among others (Saldaña, 2015). Coding is a necessary process in data collection and analyzation (Saldaña, 2015). Coding is also an important process to find

interrelated themes or categories (Creswell & Poth, 2018). Structural and pattern coding

techniques were applied in order to find interrelated themes and categories.

As soon as the data was collected, it was run through transcription software so the

researcher could begin coding based on Saldaña's model (2015). The themes that

emerged from the codes were then categorized into "meaningful units" (Saldaña, 2015, p.

256). The coding process took 2–3 weeks as the researcher looked for commonalities

across collected documents, and interview responses.

Trustworthiness of Design

The coding used in the data collection enhances reliability of the study (Saldaña,

2015). Once all data was collected and analyzed, it was be triangulated for

trustworthiness purposes (Creswell, 2015). Triangulation allows for the use of multiple

sources as corroborating evidence, aligning the data to the theory (Creswell & Poth,

2018; Yin, 2008). The data was triangulated based upon pedagogical perspectives,

student retention, and course content. Colleagues who did not participate in the study

were asked for peer feedback as well to ensure trustworthiness (Creswell, 2015). Finally,

member checking was utilized to ensure trustworthiness (Creswell, 2015). Participants

were given their transcripts for review and had a 1–2-week window to clarify and return

them. Member checking allows participant confirmation and allows participants to clarify

and provide additional data (Creswell & Poth, 2018).

Research Ethics

Upon IRB approval, the researcher reached out to colleagues in the field asking

them to participate in the study, she also asked if she could contact their students for

participation in the study and asked the department chairperson for the emails of all

students enrolled in the Spring 2021 semester. The researcher also looked up student emails from previous semesters and reached out to those students, asking them to participate in the study. Both students and faculty were asked to volunteer for the study without incentive, ensuring participation they were not coerced. Participants were not required to give their real names, and pseudonyms were used no matter what name was given. Once students and faculty agreed to participate, they were given an informed consent to sign and date. The researcher provided pseudonyms to all participants, and participants could stop at any time without penalty.

Data Analysis Approach

The enrollment numbers from semester to semester for the Spanish classes were first looked at to understand program retention rates. Artifacts, specifically common syllabi language was also collected from the department looking at the pedagogy. Participants from Island Life Community College voluntarily shared their experiences in the program through semi-structured interviews. The interview questions focused on student and faculty views of persistence and attrition in the program.

Virtual semi-structured interviews were conducted and recorded with students and faculty over a 4-week period during the Spring semester of 2021. At the beginning of the Spring semester, both faculty and students were asked to volunteer to participate in the study. Interviews lasted no longer than 1 hour and took place at the convenience of the participants. After the interviews were completed, they were run through transcription software. The computer program Dedoose was used to organize and code document analysis.

The data gathered from the semi structured interviews was first coded into 56 codes using structural coding (Saldaña, 2015). Structural coding was used to initially categorized the answers given as they relate directly to the research questions (Saldaña, 2015). Once the data was initially coded, it was recoded using pattern coding. Pattern coding was used as a secondary coding process to look for common themes or outcomes in the data (Saldaña, 2015). Emerging themes sentences further describing the codes (Saldaña, 2015), from the coded data was phrased accordingly to bring a deeper meaning to the code (Saldaña, 2015). Out of the 56 codes created, 3 themes emerged.

Researcher Role

The researcher teaches in a World Languages Department and has a collegial relationship with the faculty participants, as well as previous interactions with some of the student participants. The researcher understood that her previous interaction with the participants may cause bias but remained objective throughout the study. The role of the researcher may impact the data collection and interpretation because the researcher is a Spanish Adjunct Instructor. As a professor, the researcher realized the importance of the results of the current study as they could directly pertain to her. The researcher acknowledged her role as a professor and separated herself from the data. She did not project her own beliefs and values on the participants in the study and remained objective throughout.

Conclusion

The results of the current study provided valuable feedback to the researcher and the department at Island Life Community College. The data collected will help to restructure the curriculum if needed and be a resource for professional development for

colleagues in the field. Presenting the results will allow colleagues to see how students

want to learn the Spanish language so they persist in the program.

CHAPTER 4

The need for this study stemmed for a gap in the research regarding student retention in their world language program of choice at the community college level. After a review of the theory and literature, an instrumental case study was conducted at Island Life Community College to explore what and how students want to learn to increase their persistence in their world language of choice.

Chapter 4 is a review of the results from the data collected in Chapter 3. Both faculty and student interviews were recorded, transcribed, member checked, coded, and analyzed ensuring trustworthiness for this instrumental case study (Bowen 2009; Whitt, 2001). In addition, artifacts, such as common syllabi wording, the course catalog description, placement language and college mission and vision statements were also coded and analyzed with the interviews (Bowen 2009; Whitt, 2001). Common themes that emerged from data analysis aligned with the theory and literature and included Desire (Motivation/Intercultural Knowledge Theories), Sociolinguistics (Second Language Learning Theories/Intercultural Knowledge Theories), and Learning Environment (Pedagogy/Second Language Learning Theories).

Description of the Case

Island Life Community College is a tri-campus college located in the northeastern part of the United States. Each campus has its own Spanish Department united under the World Languages Department for all three campuses. Most of the faculty are adjuncts, on the two smaller campuses there is only one full-time Spanish professor, and on the larger central campus there are three full-time Spanish Professors, including the department chairperson who does not teach a full course load.

Students are placed into their classes with the help of an advisor, although the college is an open-enrollment institution, and students can sign up for their classes without input. In rare occasions, students seek a higher-level Spanish course by gaining permission from an advisor or the department chairperson. The guidance of an advisor may also influence students to pursue high level language courses. Despite these exceptions, the faculty feel that many students are misplaced, usually at a lower level than they should be.

The Spanish Department at Island Life community College has standard textbooks for all of the Spanish language classes. The texts were decided on by the professors collectively and are used on all three campuses. The textbooks also come with an online component where the students submit the homework assigned by the department for accreditation purposes. Culture, represented by linkages to music, food, environment, and ethnic traditions, is included in the textbooks and the professors are at liberty to cover it however they would like, some may add on to or embed more than what the book has, while others may decide to stick with the book. All students enrolled in the classes have the same homework, although with academic freedom, professors can add assignments, tests, quizzes, projects, and other activities to the online component or Blackboard, the Learning Management System (LMS). Finally, at the end of their lower and intermediate level courses, the students take a common final created by the professors on all three campuses.

Professors can teach the material however they would like, provided they cover the content of the designated chapters. Professors described teaching through immersion, communication, and drill techniques, as acceptable as long as they cover the material

needed. The levels above 202, special interest topics do not have a standard textbook or final as there is usually only one section per semester.

Half of the Spring 2020 semester, and all of Summer 2020, Fall 2020, and Spring 2021 semesters courses have been online due to the COVID-19 pandemic. In addition, in the Fall 2020 and Spring 2021 semesters the students could choose between asynchronous courses, and combined online courses, a hybrid format where the students met with their professors once a week on zoom.

The majority of the participants in the study, both students and professors self-selected to be included in this study. They all wanted to convey and share their experiences in the Spanish Program at Island Life Community College. All but one of the students interviewed wanted to communicate their love of language learning during the interview; that student stated they did not see the importance of learning another language.

Findings

As discussed in Chapter 3, 9 students currently or previously enrolled in the Spanish language program at Island Life Community College self-selected to participate in this study. Out of those 9 students, 3 were language majors, 8 of the students had taken the language because they wanted to and planned on continuing their studies, and one took it to fulfill a requirement with no plans of continuing. The students had taken Spanish courses in person before the COVID-19 pandemic started, at the beginning of the pandemic when classes were switched to remote, and online during the pandemic.

Table 5

Student Participants

Student	Gender	Age	Major
Alexis	Female	18–24	World Languages/TESOL
Anne	Female	18–24	Biology (Animal)
Ashley	Female	35–40	Occupational Therapy
Grace	Female	35–40	Liberal Arts/Science for Sociology
Jessica	Female	25–30	Medicine
Mary	Female	18–24	Psychology
Michele	Female	25–30	Creative Writing
Mike	Male	25–30	World Languages/Translation
William	Male	18–24	World Languages

Of the 7 faculty members who participated, 5 were female and 2 were male, between the ages of 50 and 65. Two of the professors were originally from Spain, one was born in the United States to parents from Ecuador and only spoke Spanish in the home growing up, one was born in the United States and moved to Mexico at a young age, living there until college, and 3 were from the United States, had participated in study abroad, and were married to or had been married to heritage Spanish speakers. Of the 7 professors, only 1 was fulltime, the other 6 were adjuncts.

Table 6

Faculty Participants

Name	Gender	Fulltime/Adjunct	Spanish Speaking/Learning Experience
Professor Balbuena	Female	Adjunct	Study Abroad Twice, Spanish Speaking Spouse
Professor Carter	Female	Adjunct	Heritage Speaker
Professor Donovan	Female	Fulltime	Heritage Speaker
Professor Hertz	Male	Adjunct	Study Abroad, Spanish Speaking Spouse
Professor Oliva	Female	Adjunct	Study Abroad, Spanish Speaking Ex-Spouse
Professor Perez	Female	Adjunct	Heritage Speaker
Professor Smith	Male	Adjunct	Heritage Speaker

There were 3 themes that emerged from the from the interviews and document analysis, Desire, Sociolinguistics, and Learning Environment.

The first theme of Desire is defined as "a student's need or want to learn the language" and has two subthemes, Culture and Self-Motivation. This theme reflects why students enroll in the Spanish program at Island Life Community College. The subtheme Culture is defined as "history, customs, language(s), food, religion, movies, television, daily life, customs, and interactions of a group of people," many of the students expressed a want to know about other cultures and people. The subtheme Culture includes codes Acceptance, Music, Similarities, and Living Environment/Area. Self-Motivation is defined as "the student's own desire to learn the language," as the students

have multiple reasons for what motivates them, Career, Future, and Benefit, World Changing, and Requirement are its child codes. Self-Motivation contains the codes Community and Globalization.

The second theme is Sociolinguistics defined as "linguistic variances, both social and cultural, of a language," this theme has two subthemes, Accents and Real World. This theme shows how students want to learn the variances and nuances within the Spanish language, and how the professors are incorporating it into their teaching. The subtheme Accents is defined as "how the language is pronounced differently among countries and regions," students appreciated when their professors would include various pronunciations of the language in their classes, and professors found this of value to introduce. Real World defined as "how a language is spoken every day at home and in the streets." and reflects students' desire to learn how the language is spoken outside of the classroom in a real-life setting. Real World has the code Vocabulary, which refers to other words or phrases used for the same thing in the language.

Finally, the theme Learning Environment, defined as "where the class takes place, online or face-to-face," encompasses the classroom environment and how the course and the material are presented. This theme has three subthemes, Atmosphere, Policy, and Rapport, as it includes so much of the course and how it is taught.

The subtheme Atmosphere, defined as "where and how the language is taught" refers to the professor's teaching style and includes many codes. Policy emerged as a subtheme as well because some of the concepts that came up, especially on the faculty end and is "mandated by the institution." This subtheme also includes codes many codes. Rapport also emerged as a subtheme because both professors and students spoke in depth

about relationships and connection in the classroom among the students and professors. Rapport is the "professor/student connection" in general and consists of five codes. Both professors and students valued the relationships formed in the classroom and discussed how it influenced them.

Table 7

Interpretive Themes

Theme	Data Source	Trustworthiness
Desire	Student and Faculty Interviews	Coding, Member Checking
Sociolinguistics	Student and Faculty Interviews	Coding, Member Checking
Learning Environment	Student and Faculty Interviews and Artifacts	Coding, Member Checking, Triangulation

Theme 1: Desire

The theme Desire, "a student's need or want to learn the language" and its two subthemes, Culture and Self-Motivation emerged from the interviews of both professors and students. The students' and professors' answers as to why students want to continue with their world language study were aligned, in that most of the students were self-motivated, except for the one who only enrolled in the program as a degree requirement. What motivated the students who wanted to continue was their love of and openness towards learning about new cultures and languages. Many viewed learning the Spanish language as a benefit to their living environment and community, and for their current and/or future career. They see the world changing with globalization and realize they need to keep up with that change. Being able to understand and communicate with people who live within their community was a popular response among students when asked

why they were planning on persisting. Many of the students also expressed a desire to continue with the Spanish language because they know it will give them an advantage over other candidates in bother their current and future jobs.

Culture

Most of the students agreed that learning another language and about different cultures is what made them want to continue in their language studies. This motivation was not caused specifically by a classroom experience, but by the student's own desire to learn as stated by Grace, "our role today is very cultural…all the different cultural aspects of the different things going on in the world. . . . So it's I think it's just a cultural learning every day, no matter whether you're in a language or not, it's going to be a cultural learning." Grace sees how culture and cultural learning is embedded in our everyday lives, and notes that being enrolled in a Spanish class is not the only way people are exposed to culture. In the United States, culture is a part of our everyday lives, as many people who live here are from another country.

Like Grace, Michele sees the benefit learning about different cultures has in every-day life, "I think I think it's beneficial to be able to connect with people who are who have a different background than us." She goes on to state, how she would love to be able to connect with others from different cultures on a deeper level. Michele grew up in an area with a large Spanish speaking population and sees how her exposure to the language has shaped her desire to continue. Mike has also been exposed to the Spanish language from an early age and is upset that there are people in the United States who do not want to communicate with others in a language other than English, "that's a little upsetting that people are very closed minded in that sense. Like, they like know that I

don't want to know another person's talking. . . . But you never know when it's gonna come in handy." Mike sees the value in the language not just professionally, but also in daily life.

Alexis stated how the Spanish classes have opened her eyes and mind to other cultures and people, even though they just scratch the surface. She liked being exposed to more than her own culture and world. Similarly, Mike echoes this sentiment, wishing his classes had more culture embedded in them, even though learning about culture was not his main motivation for persisting. He wants to learn more about different people and how they speak the language.

Michele, noted the importance of both language and culture coexisting, " . . . I think it's beneficial to be able to connect with people who are who have a different background than us." One cannot connect with a person from another country if they cannot communicate. Like Michele, Alexis also noted the importance of culture her Spanish class "Previously, before any foreign language classes or anything like that, I didn't know much about the world. Quite frankly, I still have a lot to learn. But these classes have opened my eyes to other cultures as well." Both Michele and Grace note the importance of culture and language learning being aligned and motivating them to continue their study of the language.

When interviewed, the professors all stated their students who persist already come into their class with a desire to continue their language learning. They expressed their students were internally motivated to learn the language, and they did everything in their power to nurture that desire to learn. Professor Hertz hopes that by planting the seed now one day, "they realize . . . that when you look around, you got many flags . . . open

your eyes and be acceptable and to be accepting have other cultures and other lands." Professor Oliva similarly believes that by learning a language, students automatically will begin to understand other cultures around them. The Professors agree that most of their students already come to them with a love of languages and cultures.

Self-Motivation

The subtheme of Self-Motivation refers to the internal desires driving the students to enroll and persist in the Spanish Language Program. Codes under this subtheme include Benefit "value/advantage of learning the language," Career "what students plan on doing for work," and Future "after college." Many of the students expressed that what motivated them most was the benefit of learning another language, the need for the language in their current or future career, and their lives after college. These three codes are all tied to each other as both professors and students tie language learning as a benefit for their careers and futures.

There are many people in the United States who may not speak English and seek out services where their native tongue is spoken. Students become self-motivated when they see the benefit of learning another language has on their current or future career as noted by Anne, " . . . it opens so many different doors it if you both two people graduate with the same degree from the same place, but one knows Spanish and one only knows English. I'm telling you right now the person who knows Spanish is going to get the job." Anne especially feels that by learning Spanish, doors will open for her, and she will have more job opportunities. Grace and Michele echo this sentiment by acknowledging the growing Spanish speaking population in the United States and how Spanish is needed no matter what career path one chooses. Grace specifically states that the area in which she

resides and will be working has a high Spanish speaking population, "any career that I'm going to get into the majority of [the area] now seems to be Spanish community. And it makes more sense than taking French or something else that when am I really ever gonna use it? Spanish is more, Spanish is more predominant right now." She sees the language as useful to any future career and does not limit it to a specific career path. William has already seen the benefits of learning Spanish and stated that it has already opened doors for him both socially and professionally.

Mike currently works in the kitchen of a local restaurant where he states that speaking Spanish is a necessity in his line of work, no matter the location of the restaurant. Alexis wants to go into the education field, specifically Teaching English as a Second Language (TESOL), while she speaks other languages and is enrolled in multiple language classes for her future career, she believes Spanish will be the most helpful to her, "I know Spanish is very necessary, especially in the United States."

Jessica works in the medical field and returned to college to further her existing degree, she sees the benefit of learning Spanish for her current and future career, "in the medical field, it would help me out to be able to talk to patients be able to know they're trying to tell me." In the medical field often times doctors and nurses need to wait for translators to become available to assist in their treatments, sometimes at a detriment to patient care. Jessica sees that benefit by stating, " . . . if I needed to translate with a patient, I didn't have to wait for someone who spoke the language to come over." Mary also connects learning the Spanish language to her future career in the area where she resides, she originally stated she was taking the language as a requirement, but her desire to continue is based on her self-motivation for her future job as a psychologist.

Mike has been exposed to the Spanish language at home with his family his entire life, however, he would like to learn the proper grammar and structure of the language for his future career as a translator. He views his exposure to the language as something needing improvement and validation and feels that by continuing the language in a classroom environment, he will have more success in the future, "I just want to be able to help and speak. . . . So mostly, it's just me wanting to know what and explain how I feel as accurately as I can in Spanish, without sounding unintelligent." By being exposed to more Spanish, he feels he will have more success.

Being a well-rounded person through language learning makes you more marketable in the job market, Professor Oliva strongly believes that students who take a world language are more well-rounded; similarly, Professor Donovan says language learning makes students more employable. Professor Smith likes to instill the benefits students will experience in the job market by learning the Spanish language. He states that students do not have to go into the field of education or medicine, they will use the language in many more fields:

> jobs for that required bilingual, or at least some ability to speak, for example, Spanish, you have a complaint operators, emergency complaint operators, you have office assistants, caseworkers, those who might not pay a lot of money, but there's other jobs like police officers . . . going into hiring more police officers that can speak Spanish, because of the population, the growing population is a Spanish speaking population. And that's a well-paid job. So, to if we could, you know, tell the students or show them that learning a foreign language is gonna help

them you know, get in the market, get, you know, it's going to be an asset. And I

think that would motivate them.

Professor Smith has had students in the film industry as well as historians realize the

importance of the Spanish Language. He also notes there is a limit to students taking the

language for a current or future job, they will only take it until they have what they need

to succeed. Furthermore, Professor Hertz has had students enrolled in the class so that

they can talk to their friends at work, or a bar; chefs, and kitchen staff.

Professor Perez stated that a former student is now employed at Island Life

Community College and speaks to parents in Spanish because of taking the course. While

this student is in the field of education, they do not directly work with only the students

but the parents as well. On a personal level, Professor Perez noted how her she applied

her experience with the Spanish language to a PhD program where she had to study other

languages. She applied her Spanish knowledge to the other languages she was learning

and ended up placing out of classes and receiving credit.

Professors recognize the importance students place on language learning for their

future careers. Many of the professors stated their students are planning to go into the

fields of education or medicine where they feel they will need the language. Professor

Perez also has a former student that became a Spanish teacher and hopes the Spanish

classes had an impact on that decision. Professor Carter specifically developed the course

Spanish for Medical Professionals where she has current and aspiring medical

professionals in her class because they see the importance of learning the language. Some

of her students have already completed at least Elementary Spanish I or II, while others

have not. There is also a Spanish for Educators course offered over the summer.

Jessica and Mary see the benefit in learning Spanish because it is the second largest language spoken in the United States, and it would be good to know based on where they live. Mary also links where she lives and the career path she is on, to learning the Spanish language and its importance to both. Anne envies people who are bilingual in her community and at work, and would like to be more like them, able to communicate in more than one language. Anne also stated she sometimes feels left out because she does not speak Spanish, and that feeling has motivated her to learn the language.

Professor Smith tries to make the language and its use relatable to his students, he shows them way in which the language will help them in their lives, not just their jobs:

I always try to show them that there is ways they can use a language for . . . whatever they, they want to use the language for . . . , there are things that they can do with it. And I always tell them in the beginning, listen, if you want to really practice the language…you can try to use it in a store, or if you see someone who speaks Spanish, and try to talk to them, get a Spanish boyfriend, a Spanish girlfriend, if you can, I tell them openly, and I say you're going to do two things with them . . . you're gonna laugh with them. And that is very important. Because if you can laugh in a different language, you really know the language. Because yes, to say the sky is blue and feeling well today, that's easy. But when you get a joke in a different language, you really know the language. . . . So I tell them, you're gonna laugh in Spanish, and what's the other thing you're gonna do? You're gonna fight in Spanish with your boyfriend or girlfriend. If you know how to fight in a foreign language, you really know the language.

Professor Smith does not limit students to learning a language for work but makes the language important for daily life. It will benefit the students no matter how or where they use it. He helps the students to see the value of the language apart from the job market, but on a personal, more communicative level. Professor Perez echoes Professor Smith by making Language learning more relatable. Professor Perez has had social work students study with her to learn the language and culture for their job. She saw stereotypes of Spanish-speakers emerging when teaching her students and noted she worked really hard getting to realize that not all Spanish speakers come from broken homes.

Many of the students said that while they were required to take a language that was not what made them continue. Unlike her peers, Ashley noted that his desire to learn about other cultures was not what motivated her to continue, she was only enrolled for a degree requirement. When asked why she took the language her response was, "Because it's a requirement," following up with she was not planning on continuing her study of the Spanish Language. When asked about community and career reasons, she responded that she believes she should not have to learn another language, just be exposed to one living in the United States.

The faculty are also aware that many students take the language for a requirement and hope that their class will change their minds in some way. All of the professors interviewed stated that they try to keep the students who take the language as a requirement as long as they can.

Theme 2: Sociolinguistics

The theme of Sociolinguistics is the effect different accents and dialects has had on their decision to continue or in one case, not continue their study of the Spanish

82

language. This theme has two subthemes, Accents, "how the language is pronounced differently among countries and regions," and Real World, "how a language is spoken everyday at home and in the streets;" under Real World is the code Vocabulary, "different words used for the same thing among countries and regions." The subthemes often overlapped each other as accents directly relate to how a language is spoken outside of a classroom and the vocabulary used among different countries and regions.

Both students and professors value Sociolinguistics, and exposing students to different accents and vocabulary, except the one student who did not see the value in learning another language. The professors at Island Life Community College made sure to include various vocabulary in their classrooms from personal experience, or from their own culture. All professors encourage their heritage Spanish speaking students to share their knowledge of the language and vocabulary in their classes as well, making sure to give value to what was spoken by the students.

Accents

Mike stated that most of his language learning came from one of his professors and their experience and the textbook was used as a reference, the professor genuinely wanted to teach the language, not the basics. Similarly, William feels learning a language from various native speakers is more beneficial than using a textbook, as they offer a different point of view and more vocabulary, he also enjoys hearing a native speaker speak, "this actually sounds nice. When you hear some people speak it, different accents." Grace stated that she had many heritage Spanish speakers in her course and felt they brought their own dialects, accents, vocabulary, and experiences to the class, while wanting to learn how to speak the language with correct grammar.

83

Mary and William feel that interaction is one of the most important ways to learn a language, as students are exposed to more, William states, "we're all conversing with each other and was interacting, and I think that's the best." when recalling one of his Spanish classes. Alexis also notes the importance of communication and interaction by stating, "I'd say I feel I learned best through speaking through actively engaging." Alexis, Jessica, and Mary also prefer learning through interacting with other people. Michele also prefers real world communication when learning a language and stated, " . . . being able to communicate to someone what's happening right now and practice that. I like that. . . . So practicing actually speaking and communicating what's going on was fun." Both Jessica and Michele expressed their desire to learn and continue their study of the Spanish language through communication and real-world experiences using language spoken in real world setting, not just the textbook.

Michele notes the importance of learning other languages and the importance of different dialects through translation by stating, "just seeing how translated into English it means one thing and then the original is saying something that means so much more in the context of that culture." Ashley appreciated her professor explaining the different accents used and how sounds of blends and letters differed throughout the Spanish speaking world.

Adversely, Mike felt like the Spanish he heard at home was not educated or proper. Mike kept referring to the Spanish he was learning in class as intelligent sounding, not fully grasping the value of his parents' native tongue and how it is spoken. He also struggles with speaking Spanish with his mother as they have always spoken in

English, and he is not comfortable speaking to her in Spanish; when he speaks it at home, he speaks with his stepfather.

Real World

Students want to learn a language in a real-life setting, not just what is presented to them in the textbook. Many of the students spoke about listening to music in their Spanish classes and how they enjoyed listening to music from different countries in their native tongue. Anne, Jessica and William liked watching movies and telenovelas in Spanish in one of their classes because it forced them to listen to a native speaker, Jessica states, "I love the movies that we did. That kind of makes you catch on quicker to what they're saying." William states " . . . in the movie, it's, you've seen parts of Mexico. And so you see the culture. You're also hearing the language and seeing the people and I think that's probably the most important part of learning language." Both students appreciate the value given to the different accents and dialects through film, as well as being able to see the body language used to convey an idea.

While many of the students spoke about their experiences in Spanish 101 or Spanish 102, Alexis reflected on how she experienced more real-world uses of the language in her 200 level courses. She felt those courses were more relatable because she was learning the language through real-world settings using a variety of vocabulary from different countries.

The students interviewed expressed a desire to learn Spanish in a more sociolinguistic manner. William does not feel academic language used in the classroom with the textbook provides enough value to the nuances of the Spanish language. In Mike's current class he feels the differences and nuances within the Spanish speaking

world are not presented, and that is discouraging to him, he wants to learn about how things are said and expressed differently throughout the Spanish speaking world. Alexis feels like her vocabulary is limited and juvenile, "Because I have a very limited vocabulary that I've been learning in my classes. So expanding on that would probably be very beneficial for my language learning." Grace shares this sentiment and feels the biggest issue/obstacle for her really learning the language is learning its proper grammar and use. She feels that is not what is most commonly spoken outside of the classroom and desires a more real-world experience and vocabulary, she states:

> when you're really speaking to people, everybody has kind of their own. Not really their own language, but it kind of is their own, you know, all the Spanish speaking countries are all different. So certain things that you that you were taught to say, let's say in their Spanish class is not necessarily how you would go.

She also feels classroom Spanish will never be used outside the classroom. In one of her assignments Michele had to look up words she would need to use and found that extremely valuable as it increased her real-world vocabulary.

Most of the students expressed a desire to learn the language in more of a real-world useful context giving value to all accents, vocabular, and countries. Mike eloquently expressed this common desire by stating, "It's not the same language, effectively. It's a dialect and 22 different dialects. Yeah, I want to know, I want to know a little bit more than just what's in this book." Similarly, Grace wants to see more of the Spanish speaking community, vocabulary, and culture embedded in the Spanish courses at Island Life Community College, she states, "I live in a world now where there are a lot more Spanish speaking people, and really have to know the language to be able to

communicate with people." This communication through the language can be impacted by however the language is taught in the classroom. Mike expressed how value must be given to languages, dialects, and accents to keep them from going extinct.

The professors also expressed the value of Sociolinguistics and giving value to all aspects of a language in their interview responses. Professor Donovan believes the best way to expose students to Sociolinguistics is through study abroad, where the students are immersed in a different culture and hear the language spoken first-hand in a real-world setting by native Spanish speakers. Professor Carter likes to give her students assignments that they can relate to in the real word, outside the classroom without having to travel to another country. She is also planning on bringing things back from Ecuador, and videoing scenarios while she is there to implement in her teaching. Professor Oliva also believes students should learn the Spanish language through real world experiences by stating, "the language or the language should be authentic for them. They should be using it in authentic and real situations, real or imagined." Similarly, Professor Perez embeds sociolinguistics in her teaching through music and culture, as well as giving her students assignments which relate to the real world, outside the classroom.

Professor Balbuena feels like a different textbook that the students could use and relate to would be more beneficial by stating, "I think if we you know, we used one of the Spanish books they do they use in . . . learning Spanish in other countries . . . use those books . . . that you would need." These types of books really teach the students the nuances of a language from a cultural standpoint through Sociolinguistics. Professor Smith would like a program that includes vocabulary from different regions in addition to

what is taught in the textbook. In the interview, he describes being mindful of the dialects and accents of heritage speakers when preparing them to take assessments, stating:

> . . . if you're using chanclas at your home, just know that that's fine, you can talk like that, see, if it marks it wrong, just don't worry about it. Just keep, you know, doing your activities . . . it's, it's not gonna make a change." Professor Smith also encourages his students to use apps outside the classroom where they can speak with native Spanish speakers from all over the Spanish speaking world, giving value to how Spanish is spoken in all countries and regions.

Likewise, Professor Perez likes to supplement the vocabulary in the textbook when she knows of other words students will hear, expanding on a concept by making it useful to her students. She further expands on this idea emphasizing all languages are not the same, and each language has its own characteristics depending on where you are in the world, linking culture and Sociolinguistics.

Teaching students about the similarities between their native language and the language they are learning also shows the students the value of language learning. Professor Perez likes to introduce her students to the words we have in English that come from or are originally Spanish, giving value to the language. She also incorporates lessons on the influence Mayan and Aztec languages have had on the Spanish spoken in Mexico, placing value to both indigenous languages.

Both the professors and students interviewed agree that Sociolinguistics is an important part of Second Language Learning. Examples of teaching and learning Spanish through the lens of Sociolinguistics is considered important to persistence in language learning.

Theme 3: Learning Environment

The Theme Learning Environment reflects everything to school policy to how the language is taught in the classroom. Under the Learning Environment theme fall three subthemes, Atmosphere "where and how the language is taught," Policy "mandated by the institution," and Rapport "professor/student connection."

The Spanish Professors interviewed at Island Life Community College hope to inspire their classes and support students who continue with the language. Some students expressed their desire to continue their language learning because of the professor or professors they had. Conversely, some students described feeling discouraged because of their classroom experience. For one student, interactions with a professor were irrelevant, she had made up her mind that she was disinterested in continuing with the language.

Atmosphere

The subtheme Atmosphere emerged and encompasses descriptions of the use and delivery of the course material, to communication, and the classroom environment. This subtheme includes the professors' academic freedom and how they choose to teach culture and grammar.

All of the professors interviewed stated they prefer face-to-face classes instead of asynchronous online or hybrid, because students need to be able to interact and connect with each other and the professor. Professor Donovan utilizes a lot of group work and conversation in her class, and makes the students regroup so they get to know everyone in the class:

> I regrouped the tables into groups of six, so there's more interaction. And then I asked them constantly to change seats, because the students have a tendency to

always sit in the same place. Well, every class, I move them around, so they work

with different partners. And I do a lot of activities where they have to get

physically out of the chair, and out of their comfort zone, and go work with

somebody they have not worked with, or they have to go interview somebody that

is in a different location. Because I believe that if you are moving around, you pay

more attention. And when you are actively involved, you also learn more.

Many of the professors agree with Professor Donovan and expressed how they use group

work in their classes so students can interact and communicate with each other. They

briefly present the grammar and then they move onto active exercises where students

demonstrate what they just learned.

The professors in this study like to encourage their students to communicate as

much as possible. In one example, Professor Perez notes that what is said does not always

have to be perfect, as long as an idea was communicated, stating, "the basic idea of a

language is to communicate." Professor Donovan also agrees that students should be

communicating in classes and feels that communication is one area where the department

could establish more continuity, "train people on communicative approach. So it was

easier because you establish certain parameters within which you can work your own

style." As she continued to speak, Professor Donovan described students who would get

upset when asked to speak or read in her more advanced level classes. They felt

uncomfortable because in lower- level classes they did not demonstrate understanding

verbally, often focusing on language drills. Communication is an important part of

language learning as students need to be able to convey their ideas. Professor Smith

understands this importance and likes to take his time with his students, so they are able to communicate, and notes that language is an acquired skill that needs to be practiced.

The Professors also felt language learning should be fun, and they like to make their classes as fun as possible while delivering the grammar concepts. They feel that if they make the class fun, the students will want to continue in their studies. Many of the professors expressed concern that they do not have enough time to cover everything in the book, finding the extent of the grammar and how it is presented to be challenging. Professor Balbuena specifically thinks the textbook is "too dry" and should be supplemented with interactive and communicative exercises to make learning more enjoyable for the students. Professor Smith actively supplements the textbook with fun and relatable activities to keep the students motivated as he remembers that is how he learned English best. In conversation, Professors Balbuena and Perez admitted to teaching some grammar concepts in English so the students are able to comprehend the concept in Spanish. This technique is used because the professors find the grammar concepts in English difficult. Like many of their colleagues they both feel language learning needs to be fun, interactive, and communicative for learning and persistence to occur.

Similar to interaction, Professor Donovan feels like students learn best by doing, "hands on learning is the most important thing . . . " Professor Balbuena sees group work and peer feedback as a teachable moment, stating, "sometimes the other person can be a teacher to them, and they didn't pick it up with me, and they picked it up." Professor Perez feels that nonverbal cues, such as body language in interactive conversation helps them to learn the language. Professor Hertz enjoys watching students learn the language

through interaction and communication because student growth can be seen and transferred into their lives outside the classroom.

All professors interviewed agreed that the best way for hands on learning to occur is through study abroad where the students are immersed in the language and culture. They feel that this type of learning forces students to really utilize what they have learned in a real-world setting. Professor Donovan regularly includes current events in her more advanced classes where the students can learn about the world in Spanish while learning the Spanish grammar. She states that her students really enjoy this assignment because it is something relevant to them.

Culture is presented in the textbook for each level, however, all of the professors interviewed stated they supplement the culture by embedding it in their classes. They use their own experiences, to teach their students the culture of the Spanish speaking world, not just one specific country. They will expand on vocabulary or a grammar concept by embedded something cultural in the activities and lessons Professor Perez states:

> If we're talking about seafood today, which is crab, I tell them if you're in the south of Mexico, just be very careful because if somebody snickers when you use that word, it means a gay man. It doesn't anywhere else . . . but so I'll stop. And I'll give them a little bit of trivia that they should or shouldn't do in certain places . . . I mean, Spain itself is multicultural. It was in the Middle Ages, it was the most the most diverse region in Europe . . . but I always give them a little more . . . I almost always show him a couple of videos in Cozumel, or I'll show them pictures from when I was a kid. So it's, it's presented, not only is not only something separate from the language, but I try to incorporate it with the language

92

as much as I can. . . . And sometimes that means stopping in the middle of a

sentence and saying, oh, wow, I just saw this and presented it. And when you do

that, since you break the rhythm, you have that is starting to love them to sleep

suddenly they pay attention.

Professor Smith includes movies, and Professor Perez wears her jewelry and explains

what it means. Professor Balbuena discusses her experiences with culture in Spain and

Bolivia, two places where she studied abroad. Professor Oliva inserts familial culture into

the chapter that talks about family, having students compare Spanish speaking family

structure to American families. Professor Carter likes to point out the similarities between

the American culture and the Spanish speaking cultures she states, "is important for them

to realize that we're not so different. We're not so foreign, referred to as Hispanics. And

I'm constantly making them realize look at the similarities that we have yet we're . . .

different, but yet we are similar." Professor Smith also shows his students the similarities

in the languages and cultures as he also feels it is important.

All but one of the students interviewed stated that they prefer face-to-face classes

because they like interacting with their peers, Michele states, "I like to I like to learn with

other people." She especially liked the supplemental assignment where she was paired up

with another classmate for interviews because she was able to communicate and interact

stating, "I like the practice of being able to communicate real life everyday things."

Alexis felt the supplemented activities where she got to interact with her peers were more

active where she could actively use the language. William, a multilingual student likes

face-to-face classes because he feels he learns better through "more communication and

immersion and listening." He also feels that learning with his peers is more beneficial

because there is less lecture he states, "we're all conversing with each other and was interacting, and I think that's the best . . . because we were all immersing ourselves in the language together and learning together . . . " Mary prefers a face-to-face setting because there is more interaction than online:

> I have to, like, do like an activity involving, like, what I'm learning otherwise, like, I'm just not gonna pick it up. Like if I'm just doing constant, like readings . . . paragraphs and paragraphs . . . it's not gonna like register with me. So, I like to do like interactive stuff.

Mary also feels she learns better through interaction. Grace prefers face-to-face classes because she feels there is more interaction with the professor, and she really gets to know them.

The students who found the switch to the online format more difficult and distracting were the 3 mothers, as they had more going on at home and felt they could not devote the time needed to their classes. Anne does not have children but agrees that learning in the online environment due to the pandemic is more distracting stating, "it is very hard for me to keep my focus in front of a computer screen, especially when I play a lot of games on my computer." Michele felt that the switch to online because of the pandemic negatively affected her desire to continue because she did not want to learn the language online. Jessica feels that by not being in a physical classroom she does not hold herself accountable to do required work. Grace sees the online environment as detrimental because she does not get to see or interact with her peers and professor on the level she would like. The one student who prefers learning in an online format stated it was because of his personality and the buffer the computer offered. The students also

stated there was more writing and lecture, and less interaction in their classes once everything was switched to online. The one benefit the students agreed on was going at their own pace in the online environment.

The students described studying abroad as a benefit because they would immerse themselves in language and culture. For example, Mike feels studying abroad is one of the best ways to learn a language describing it as, "you're essentially throwing yourself to the wolves. You're, you're right in the thick of it. You're there . . . you'll be lucky to find somebody who does speak English fluently because that's not their tongue. That's not what they're there for." Michele had similar views about study abroad, she had previously done a service trip to a Spanish speaking country and found the benefit of being immersed in the language and culture, she stated, "I think that learning by immersion is the best way to learn. . . . Like, if I was immersed in the culture, I would just try and fail, and people would be very understanding." Studying abroad forces students to be immersed in the language and culture, allowing them to hone their language learning skills. Jessica spoke of wanting to study abroad to see what daily life was like in another country and experience it for herself; she would like to see how it is both similar and different to the life she lives in the United States. Many of the students interviewed stated they wanted to study abroad so they could experience the language and culture first-hand.

Activities that highly motivated the students to continue often deviated from the textbook because they were more aligned with what and how they wanted to learn. Alexis describes this when sharing an example of a presentation her professor gave her where she had to research traditions; she states, "specifically because I was able to actually

speak. Like, speak on command, you know, I feel like it was more engaging," She would prefer more supplemental material and less textbook, where the activities are more relatable. Mary enjoys the supplemental activities that make her research cultures because they make her think. Similarly, Michele liked the supplemental writing activities where she researched another culture and write about real life experiences. Mary also enjoys her assignments that include music because they are fun and cultural, exposing her to new genres and artists that she would not normally listen to. Jessica, Anne, and William liked the movie assignments because they were they could experience culture without leaving their homes and went on to watch more movies in the Spanish language. William really appreciated the movies because he was able to choose one that was interest to him, he states:

> this is my favorite because it helps you with immersion, because you're listening to it. Not only that, but in the movie, it's, you've seen parts of Mexico. And so you see the culture. You're also hearing the language and seeing the people and I think that's probably the most important part of learning language.

William stated he was not learning the language when his professor presented the material in drills, and said that if he was not self-motivated, he would not have continued with the language. Conversely, Mike liked the drills because they helped him brush up on the basics.

The students interviewed felt when their confidence in the language increased through communication and interaction their desire to continue the language increased as well. After taking one of her more advanced courses where she gave a presentation in Spanish, Alexis stated, "feel more comfortable with language, I can speak it more, you

know, not fluent . . . come up with things in the moment. And I feel like that's what a language that's like, what you want to aim for, right?" Michele stated she enjoyed being challenged in her Spanish class as it made her rise to the occasion.

Policy

Under the subtheme policy fell Placement, Curriculum, Course Offerings, and Societal Support. Societal Support also encompasses the importance the K–12 educational system puts on language learning, as well as European Style; both of which refer to how languages are taught and viewed in the United States and in Europe.

Course offerings and course descriptions from college artifacts were used, as they state how the students should be correctly placed and what the students should be learning in their language class. The college offers guidance on how to place students at the appropriate level, however, most of the students place themselves without assistance; when they are placed by an advisor, the professors feel they are incorrectly placed. The Spanish curricula across the levels indicates how culture, and sociolinguistics should be embedded in the classroom instruction, along with what they should be learning through writing, reading, speaking, and listening at their level through use of the standard textbook. The curricula also specifies the use of a common textbook even though the professors can use it however they please. Course offerings also relate to current and future student careers, as well as special topics courses that would motivate students.

Even though the students interviewed feel as though they were correctly placed in the correct class at the correct level, the faculty interviewed stated the opposite. Most of the professors interviewed expressed frustration when they were asked if they felt their students were correctly place, Professor Carter states:

Whatever placement exam that they're doing must be a joke. Or if they don't do a placement and the advisors, the advisors just pushing them and telling them here, just take this one like an easy and easy A well, it's not at least not in my course. And it doesn't give them that concept of you're now in college, you know, learn something new. Try something new. It's like the same thing. It's like Grade 13 . . . the advisors are not helping, they just placed them there no matter what even if the kid says, Yes, I'm Spanish, you know, I grew up in the Spanish home, and they still put them in a 101. Makes no sense.

Professor Balbuena also expressed frustration with student placement and feels the Spanish program specifically can be drastically improved by placing students at the right level, instead of placing everyone in Spanish 101. Professor Balbuena also encourages students to take a CLEP exam where they get credit for levels they place out of. Similarly, when Professor Donovan has a heritage speaker in her Spanish 101 or 102, she helps them find the correct class they should be in. Professors would also like to see the Spanish for Heritage Speakers course run, so their heritage speakers would be in an appropriate class.

Professor Donovan also believes that students who are correctly placed will be more successful, as in her experience, many who have taken an elementary class for an easy A end up failing the class because they are not challenged and bored. She also feels students would continue to the higher levels if they were correctly placed in the course. Professor Smith stated he often has to move students to a lower or higher level because they are in the wrong class. Contrarily, Professor Oliva was the only professor who feels for the most part students are correctly placed.

Apart from placement, professors also see a lack of consistency among their colleagues in the way material is delivered due to academic freedom. They see this as both a blessing and a curse, as they feel not all professors are teaching the students the material. When asked how well they feel they are teaching the material, they all stated as best as they can, despite the circumstances and college policies, and all but one feel like they make themselves available to their students and provide support.

Professor Donovan would like to see guidelines in place that professors would have to follow to ensure all students are learning the material. She would still like professors to have academic freedom, she would just like to see more consistency as some other colleges have. While all of the Spanish professors at Island Life Community College use the same textbook, they do not all use it the same way. Professors Carter, Perez, and Smith would like to see less of the textbook as she sees is as mostly drills and supplement much material. They state that supplementing the material is to make it more realistic and cultural for the students.

The professors also noted a common final to ensure consistency of teaching; but they did not like the final as it was a multiple-choice test where the students do not fully demonstrate understanding of the language. Instead, most would prefer to make their own finals or final projects where the students have to speak and write, showing what they actually learned in the class.

The professors also see large class size as discouraging and not being able to teach effectively; they prefer smaller classes of 18 or 19 students to work together and interact. Another problem they acknowledge is the temporary and transient nature of some community college students. The faculty feel that the limited time they have with

students is a detriment to retention. Finally, it is important to note that Professor Balbuena and a few other professors noted that one of the main problems they face in retaining students is the lack of societal support and a perceived lack of importance the K–12 education system puts on learning languages.

All of the students who were planning on continuing their study of the Spanish language wanted more course offerings at the 200 level and felt that the lack of courses was a deterrent as stated by Alexis, "that's what I kind of ran into at community college. My higher-level language classes aren't available half the time, so I have to wait. Which is why I only took French 102 I would have gone more. But that was the highest that was offered here." She also stated she had to get waivers from the head of the department because classes she needed were not offered when she needed to take them. William and Mike share the same feelings as Alexis, as they wanted to sign up for additional classes for the language(s) they are studying, but they were not available.

Like the professors, students noted the lack of support from society and the K–12 education system as one of the reasons why students do not continue with a language. William feels the way languages are taught in the United States should be more like how they are taught in Europe, where students are exposed and immersed in a language at a young age. William is a multilingual student who grew up speaking two languages at home at a young age and studied for a year in Italy before enrolling at Island Life Community College.

Rapport

The professors all stated they love to teach and share their love of the Spanish language and cultures with their students. Professor Hertz relates teaching passionately with student persistence stating:

I think the love that I've had for the language alone, you have to love something that you're doing, if you don't love something you're doing, you're not going to present it well. So I think, by the love that you have for the given language that given culture, and the experience that you have . . . I have to say, love. If you don't love it, you're not going to present it. If you love what you're doing, no matter you can make . . . this stuff interesting.

Professor Smith makes sure always to smile when teaching, and despite the difficulties that come with teaching a language, Professor Balbuena loves what she does.

Similar to love of teaching, all but one of the professors state the support their students and make themselves available to them as much as possible. Professor Smith would like to be seen as a professor, and as a resource to the students, someone they can rely on for support. Professor Hertz believes that the relationships formed in the classroom among students and professors makes students want to continue in a language class. All but one of the professors hold office hours, provide extra help or are available via email when students need them, Professor Donovan states, "I held office hours, I hold office hours weekly, I encourage students to come and see me I people that I see that I haven't they have a special difficulty." Professor Balbuena, like many of her colleagues interviewed, stays after class or arrives early to provide extra help, and encourages them

to utilize the tutoring center. Most of the professors go above and beyond because they want to give their students confidence and see them succeed.

When the professors conveyed their passion for their jobs and the language the students stated it made them want to continue with the language. Jessica especially liked when her professors would share their own experiences with the language and language learning, " . . . love what you do. So that makes a big difference when someone's teaching you is when they actually put like feeling behind it and they give you personal experiences." She also stated that the professors who were more into their jobs and subject matter made her want to continue. Like Jessica, Anne feels the professors who make her want to learn and continue are the ones who are more energetic. Grace preferred one of her professors to the others because he was more personable and interactive than the other. She also stated that the way a professor teaches can make or break a class, "And it just made the class a lot more fun, when you have an exciting teacher that that likes to joke around against the teacher that's very serious . . . " Mike stated that he would be more motivated in his class if his professor showed more passion for teaching the subject matter.

Professors who built relationships with students effected students' desire to continue. Both William and Michele stated they had great professors for their classes who made themselves available and supported them, they looked forward to classes. Michele really appreciated and felt honored that her one professor nominated her for the Spanish Honors Society at the college. Alexis described her professors as supports that were available to her. She felt they were there for her every step of the way during her language learning. She described asking for recommendations when she was applying to

other colleges, and her professors were happy to give them. Jessica described her first professor as helpful and explained the material in a way the students could understand, she felt her first professor was extremely helpful and supportive, unlike her second. Even though she was not planning on continuing her language studies at all, Ashley stated how much she liked her professors and how they made the classes more enjoyable. Almost all of the students said their professors were extremely supportive and helpful. Conversely, Mike is planning to sign up with a different professor for his next class because he feels he does not have a rapport with his current professor.

Alignment of Themes to Research Questions

Research Question One:
How do students describe their decision to end or continue world language study?

a. What does the student feel has impacted their persistence in that language?

Research Question One is answered by the Theme of Desire, why students want to continue or in one case not continue their study of the Spanish language. Both the students and the professors interviewed stated that the students who continue have an internal motivation for learning the Spanish language and culture. Students see learning the Spanish language as a benefit not only to their personal lives, and their current and future careers, often stating they feel that learning the Spanish language will give them an advantage, especially in the job market. Initially some students my enroll in the course as a requirement, but then see the benefit learning the language will have on their future in the job market.

Research Question Two:
How, if at all do students describe their exposure to Sociolinguistics (accents, dialects,

different vocabulary)?

    a. How, if at all has this exposure affected their decision to persist or not persist?

    Research Question Two is answered by the Theme of Sociolinguistics, the effect

different accents and dialects has had on their decision to continue or in one case not

continue their study of the Spanish language. Both students and professors value

Sociolinguistics, and exposing students to different accents and vocabulary, except the

one student who did not see the value in learning another language. Both students and

professors never outright spoke about Sociolinguistics or Interaction in the classroom, but

their answers aligned with the theory. Students liked learning about different accents,

dialects, and vocabulary; and linked it more to learn more about the culture of the

language. All professors encourage their heritage Spanish speaking students to share their

knowledge of the language and vocabulary in their classes, making sure to give value to

what was spoken by the students. Sociolinguistics did not seem to be a driving factor in

student persistence despite its value, as students felt they were not learning enough of it,

as mentioned by William, seeking out additional material outside of class. Conversely,

professors believe this is happening in their classes; they expose their students to as much

of the language as possible even if they do not realize it.

Research Question Three:
How, if at all does the classroom environment or pedagogy impact student persistence in

a world language?

    a. How do faculty describe these impacts?

    b. How do students describe these impacts?

Research Question Three is answered by both Theme Two, Sociolinguistics, and Theme Three, Learning Environment, as both include what goes on in the Spanish classroom. The students interviewed stated that when their classes were more enjoyable and they had a rapport with their professor and classmates, they wanted to continue their studies. The professors interviewed also stated that they wanted to make their classes more enjoyable for students. They said they try to share as much of their own experiences with the language and culture as possible, as they knew that would make the students want to continue.

Although the classroom environment specifically did not seem to change students' minds as to whether or not they would persist in the Spanish language, it did affect how much they enjoyed the class. The students appreciate when professors make the class fun and enjoyable by bringing in their own experiences and deviating from the textbook. The professors interviewed all stated that they teach in a manner that is in agreement with how the students want to learn when they described their classes.

The students interviewed enjoyed their classes, professors, and the relationships formed. A few students stated that the online format due to the pandemic discouraged them to continue, but their desire to learn the language made them want to continue. Only three students, Jessica, Mary, and William, stated that one of their professors really made them want to continue with the language, coincidentally they had the same professor at different times and in different modalities.

Conclusion

The results of the data analysis showed that most of the students persist in their language of study because they are self-motivated. This self-motivation to learn the

language and culture was not from enrolling in a course, but from their own desire to learn. The students see the importance of learning the Spanish Language and the benefit to their current career, future career, and their life in general. The professors also stated that the students who persist are self-motivated and want to learn the language, they are students who would persist no matter what. The professors also stated they like to further motivate students by showing them the benefits of learning the Spanish Language will have on them in their professional and personal lives.

Students want to be exposed to different cultures and accents as they realize not everyone who speaks Spanish has the same traditions or accent. They stated they enjoy the supplemental material where they are exposed to more of the language than the textbook. The professors also stated that they like to include as much culture and personal experiences in their classes as well as different vocabulary, accents, and grammar points apart from what is in the textbook, as language is not one size fits all.

Even though classroom environment did not seem to affect a students' desire to persist, three of the students did say that their classroom environment was one of the factors. They stated that classroom environment in addition to being self-motivated made them continue with their study of the Spanish Language. Some of the students interviewed stated their classroom environment was a deterrent but their desire to learn the language kept them enrolled. Professors also stated they like to make their classroom as engaging as possible making it more enjoyable for their students. Both students and professors agreed students want to stay in the program when the class is more engaging and enjoyable.

The professors interviewed also stated a lack of continuity among them and their colleagues due to academic freedom in the classroom. Professors have to teach the same material from a standard textbook, but they can do so however they please because of academic freedom. The students inferred that their language learning needs are not always being met because of this. The faculty also stated that sometimes keeping students enrolled in the program is challenging due to a lack of community and academic support; languages are not a priority compared to math and science.

CHAPTER 5

This instrumental case study of a multicampus community college in the northeastern part of the United States investigated factors affecting student persistence in the world languages program. The study looked to answer three research questions. The first question about what motivated students, and what professors though motivated students, to want to continue their study of the Spanish language. The second question investigated the connection between students' exposure Sociolinguistics in the Spanish program at Island Live Community College and persisting in the program. Finally, the last question sought to answer if the classroom environment affected students persisting in studying the Spanish language. Both professors and students were asked to participate in this study to see if there was any disconnect between their answers.

As stated in Chapter 3, the data collected in this study were enrollment numbers from the Fall 2020 and Spring 2021 semesters, common syllabi language, course catalogue descriptions and placement guidelines, mission and vision statements from the college, and faculty and student interviews. Three themes emerged from data analysis: (a) desire, (b) sociolinguistics, and (c) learning environment. The theme of desire reflects both the student and faculty views as to why students want to take and persist in the Spanish language program. The second theme, sociolinguistics, indicates the use and exposure to real-world situations and uses of the language, and different accents vocabulary grammar and dialects in the Spanish classroom. The final theme of learning environment refers to where and how the language is taught to students in different modalities and deliveries. All three themes that emerged are aligned with the theory and literature discussed in Chapter 2. This final chapter will discuss the findings from the data

collected and analyzed. The researcher will connect the research questions and findings to the literature and theoretical frameworks discussed in Chapter 2.

Implications

This study found most students who persist in their chosen world language program do so because they are self-motivated. Both students and professors agree students are self-motivated by their own desire to learn a language and its culture, however, they continue to persist when they are exposed to more than just the basics of the language. They want to learn about different cultures, accents, and dialects with as much interaction with their peers, native speakers, and their professors as possible.

Most of the students and professors interviewed stated the main reasoning behind student persistence in their world language program did so because they were self-motivated, they were planning on persisting no matter what. However, the secondary findings about what they liked best in their programs align with the Second Language Learning theories and Intercultural Knowledge Theories discussed in Chapter 2. Students enjoy learning about culture and sociolinguistics through interaction.

The students interviewed all stated they loved learning about the different cultures in the Spanish-speaking world. According to the students interviewed, their favorite assignments included the ones that exposed them to music, movies, television, and other cultural aspects of the Spanish-speaking world. Similarly, the professors stated that those assignments were their favorite to teach because they were able to get away from the grammar and more into what the Spanish-speaking world is really like. Although it may not have been the main reason students wanted to persist in the language, it kept them

interested and engaged, aligning with the Intercultural Knowledge Theory (Campbell & Comenale, 2013; Liu, 2013).

The findings also specifically align with Long's Interaction Hypothesis and Sociolinguistics, the importance of learning another language through interaction with their peers and native speakers (Ellis, 1991). SLA has better results when grammar and understanding are presented through contact and socialization with peers (Ellis, 1991; Mitchell et al., 2013; Romaine, 2000; Tran, 2009). The findings and experiences also support the Interaction Hypothesis and Sociolinguistics in that students want material that has value to them, that they will be able to use with professors providing valuable and comprehensible feedback (Mitchell et al., 2013; Romaine, 2000). According to the professors interviewed, they enjoyed introducing real-world scenarios and sharing their own experiences with their students in the classroom, as they felt it gave the students a better idea of the language and how it is spoken. Even though the students did not mention this as their main reason for continuing their language study, they did state that when they were able to communicate and interact with their professors and peers in real-world scenarios, the class was more enjoyable.

Research Question One

Research Question One asked: How do students describe their decision to end or continue world language study? With the sub question: What does the student feel has impacted their persistence in that language?

When the data was analyzed, it was discovered professors found their students who had continued are self-motivated. Similarly, when the student data was analyzed, it was also discovered that they were self-motivated and had an intrinsic desire to continue

in their study of the language. Both professors and students said the students had come into the program already wanting to learn the language, the classroom environment, and material taught, did not affect their decision to continue. The students were motivated because they wanted to learn a new language and the cultures that went along with it because of where they live, and their current and/or future professions. These findings answer Research Question One, what made students want to persist in the Spanish program at Island Life Community College.

Students were self-motivated to learn the Spanish language was because they had an internal desire to learn about other cultures. The students went into their Spanish classes wanting to learn more of the language and culture because they realized they live near and will be working with people from different cultures and linguistic backgrounds in the future if they do not already. Both professors and students acknowledged the presence of the culture embedded in the Spanish classes at Island Life Community College and stated they would like to see even more. As stated by Guilherme (2017), learning a culture through learning the language makes students more culturally accepting, however, it is a multi-step process that takes more than one or two semesters to master (Campbell & Comenale, 2013). Even though the students came in with a desire to learn more about cultures, they were ultimately self-motivated to persist.

Both professors and students acknowledged that what the students enjoyed most was using the Spanish language in their communities, and for their current or future careers. These results can be transferred over to the classroom to other students who may not initially be motivated to continue in their language learning program. If professors

show the value learning a second language has in daily life and future careers, more students will want to persist.

The students interviewed understand that by learning a second language and about their cultures, specifically Spanish, they will have an advantage in the workforce. There is a need in the United States, especially in the where Island Life Community College is located for Spanish-speaking professionals. This need goes beyond commerce, and includes, the medical, education, and civil service professions. The professors at Island Life Community College also recognize the need for Spanish speakers and relay the importance of a second language and culture to their students, making the language useful to them. The professors stated they encourage their students to continue with the Spanish because it will open many doors for them personally and/or professionally. By putting a value on the second language, students who were not planning on continuing their study of the language may change their minds and continue.

Many of the students did state they would like to participate in a study abroad program to gain further insight into the Spanish language and cultures as they saw the benefit the program would have, agreeing with Lansing and Farnum's (2017) findings. The professors interviewed also stated how study abroad programs benefit students culturally and it is the best way for the students to experience be immersed in the Spanish language and cultures. One professor stated she would like to see more affordable study abroad programs so that more students would be able to reap the benefits from the experience. More affordable and/or nontraditional study programs would open doors for many of the students at Island Life Community College as many of the students work full-time and/or have families. By offering a variety of programs, even through an outside

company more students would be able to attend study abroad and hopefully persist in their language of choice. Both professor and students saw the benefit study abroad programs would have on students, especially in the future when they are entering the workforce.

Research Question Two

Research Question Two asked: How, if at all do students describe their exposure to Sociolinguistics (accents, dialects, different vocabulary)? With the sub question: How, if at all has this exposure affected their decision to persist or not persist?

When the data was analyzed, it was found that students did want to learn more real-world Spanish that was spoken outside the classroom and textbook. Even though the students interviewed were already self-motivated to continue their study of the language, these findings can be transferred over to students who may be on the fence about continuing their studies. The students interviewed stated wanted to learn more than what was in the textbook, and be exposed to more dialects, accents, and vocabulary, as that is what they would most likely use outside the world language classroom. They wanted more real-life scenarios with native or heritage speakers instead of rote learning. Professors stated they supplemented as much as time would allow so that students would get more of the Spanish spoken in different countries and regions. Both students and faculty were in agreement with the importance of Sociolinguistics in the classroom as stated by Sanchez-Sanchez and Krawiec (2018).

Sociolinguistics in the classroom can also be linked to the first research question because students had the desire to learn more about how the Spanish language is spoken outside the classroom due to their current and/or future careers as stated by Özşen and

Özbek (2016). Students understand that the Spanish they will need for their current and/or future careers is not always what they learn from the textbook. The professors interviewed also stated they want to expose their students to as much of the nuances among the different Spanish-speaking countries and regions as possible. The professors also stated that this is sometimes hard due to the textbook and the material they need to cover. Professors stated they would love to supplement the textbook with more interaction between students and native speakers but due to college policy they were not always able.

Giving value to the way Spanish is spoken outside the classroom by native speakers would make heritage speakers more comfortable speaking in the classroom. One of the students interviewed felt he and his family sounded uneducated when they spoke Spanish because it was not what was taught by the textbook. When value is given to the way a language is spoken by native speakers, students will have more confidence in themselves and their backgrounds and share more of their experiences with their peers as also stated by Romaine (2000). Students who feel their experiences are valuable will share with their peers and hopefully inspire them to learn more about the language and culture, thus persisting in their language program of choice. Giving value to the different dialects and accents may also inspire heritage speakers to persist even further as they will want to learn more about different ways the language is spoken outside of their own homes.

When heritage speaking students share their knowledge of the language, they also expose their peers to more of the language and how they may hear it when not in the classroom. As stated by Romaine (2000), professors need to give value to these accents

and dialects so that the students want to continue and persist as well as share with their peers. Most of the professors interviewed stated they encourage their students to share their experiences with the language with the class as they feel they also learn new things which they in turn can pass on to other classes, increasing student engagement and hopefully motivating more students to persist in the language.

The professors also stated they add vocabulary used outside of the textbook so that students see what they have learned previously or at home is not wrong, just another way to say things. They make sure the students understand that the homework program will not recognize these differences but assure the students that what they have learned is not wrong, just a different way to say something. The professors stated they relate these linguistic differences and accents to those students hear in English among the different countries and regions making it relatable and understandable.

The professors interviewed all stated they utilize Sociolinguistics in their classrooms through music, television, film, and experiences. The students interviewed stated that the assignments where they were exposed to sociolinguistics through all of the above were their favorite. They felt that they learned more, and it made them want to continue to learn more about the language and how it is used throughout the Spanish-speaking world. The students really liked the television and film assignments as they got to also see the body language that went with the spoken language in a real-world context.

Even though students stated they wanted to learn as much of the Spanish language as possible and how to use it in a real-life situation, it is not what motivated them to persist in the language. The students stated they were exposed to more as they continued in the program, but that was not what made them persist. However, by exposing students

115

to more of the language and how it is spoken will make the class more enjoyable, hopefully encouraging students who were not planning on persisting to persist.

Research Question Three

Research Question Three asked: How, if at all does the classroom environment or pedagogy impact student persistence in a world language? With the sub questions: How do faculty describe these impacts? And: How do students describe these impacts?

All but one faculty member made themselves readily available to students, and students stated that the more supported they felt by the faculty, the more they wanted to continue with the language. Both faculty and students stated they felt the face-to-face classes were more beneficial than online as there was more contact with a professor, which is in line with Long's Interaction Hypothesis (Ellis, 1991). The results are unclear if classroom experience and pedagogy impacted student persistence in the Spanish program.

Both students and faculty stated that the supports provided, and the rapport with the professors may have made students want to persist or in some cases leave the Spanish program. The students who said the lack of support and rapport with certain professors made them want to leave the program, but their desire to learn the language and culture is what kept them in the program. Putting students and their needs first echoes the findings from Elisha-Primo et al. (2015), and building a rapport with them reflects the research done by Morrison and Navarro (2012) where the professor is also an active participant in the class. All of the professors stated they encourage their students to utilize the language lab and tutoring offered there aligning with the research done by Bernhardt et al. (2004), and Schneider (2013); tutoring centers are beneficial and an asset.

116

Students stated they preferred to learn through communication and interaction with their professors and peers. Aligning more with the theory of Sociolinguistics and Long's Interaction Hypothesis (Mitchell et al., 2013; Romaine, 2000). Likewise, the professor interviewed all stated they want to have their students communicate and interact with each other and often have them work in groups, making learning the target language social and further implementing the Interaction Hypothesis (Ellis, 1991). Learning another language is a social experience, and therefore the classroom environment must foster socialization in the target language (Romaine, 2000). Professors are putting the needs of their students first without even realizing it, because they want to build a community within their classroom through communication and interaction. The professors also stated they like to be active participants in the communication and interaction so that they may provide support throughout the class. The students interviewed stated when they had classes like the ones the professors interviewed described they wanted to continue in their study of the Spanish Language.

Most of the professors like to make their classes fun, so their students learn boring grammar in a way that may interest them. They supplement assignments and make them relevant to the students, so they want to continue and to learn. The students agreed, as they also stated that when their classes were fun, they wanted to learn more and continue in the program. The students really liked the supplemental assignments where they got to see the language in use through music, television, film, and in some cases literature and writing. Teaching creatively how a language is actually used is more effective than just drilling students. When students are taught the grammar by rote, and the professor does not make it enjoyable the students get turned off from the language. The one student who

117

was only taking the course as a requirement stated that her professors actually made her want to continue even though she did not see the value in learning another language.

The professors also stated they make their classes fun when they embed the culture into the class. They stated they just stop and add a cultural concept to the grammar, or they incorporate music, television, and film to introduce it. They also expand on the culture in the textbook and bring their own experiences to the class and ask their students to share as well. By bringing their own experiences of language learning and culture to the classroom environment, the professors are breaking down an invisible wall and helping their students to see them as more than a professor. When experiences are shared, the language comes alive and becomes more than words on a page, it becomes an experience. Sharing experiences builds relationships, rapport and community in a classroom environment, ultimately making students want to continue their studies.

Similarly, when professors convey their love of the language and their profession, they inspire their students to learn and persist. Their passion can be seen in everything they do in the classroom, and they open themselves up to building a rapport with their students. Students agreed when they see the love their professors have for the language and their job they want to persist and take more classes with that professor or find another one similar.

When professors support their students, they strengthen their relationship and rapport with them. Likewise, when students feel supported by their professor, they feel like they can talk to them about their struggles with the language or ask them for additional supports. When there is a relationship and rapport between professors and

students, students persist in their studies and often ask their Spanish professors for letters of recommendation.

The findings from this study revealed a majority of the students who persist in their language learning program do so because they are already self-motivated. However, their interview responses can be applied to the classroom to possibly get more students on the cusp of persisting to commit to furthering their language learning by enrolling in another class beyond the requirement. The faculty interviewed were all very passionate about the subject matter and sharing their knowledge and experiences with the students, providing inspiration. However, this passion and love of subject matter and teaching does not take the place of aa students' internal drive to persist in a language. The results of the study are unclear as to the external factors that motivate students to continue in their language learning, and do not correlate with any one theory. Students continue because they are self-motivated and have an intrinsic drive to do so, but the results of this study apply to prior research and indicate there are ways to make the class more enjoyable. There is more to be explored as to how to motivate students who were not originally planning to continue, to persist.

Relationship to Prior Research

This study found students who persist in their world language program of choice do so because they are self-motivated. The students interviewed had an intrinsic desire to study their language of choice and persist in their chosen program. This is in line with Ordem (2017), the student in that study persisted because of her own desire to learn the language and her value of learning a second language, students stated they want to go as far as they can their program, hopefully one day being fluent. Some students stated they

119

take control of their language learning, really immersing themselves in the culture, language, and text. Most students stated their desire to persist in their language learning program of choice was all self-motivated. Faculty also stated that the persisting students were self-motivated and understood the reasons why students enrolled in the Spanish program; unlike the disconnect Nagano et al. (2017) found in their study.

This motivation is in line with Windham (2017), language learning will give students a professional advantage; and Ordem (2017), students have their own goals and motivations when learning a second language. Like Ordem and Windham, both professors and students interviewed stated students wanted to learn the Spanish language for personal reasons due to globalization, and the community in which they live and work.

Similar to the student in Ordem's (2017) study, students interviewed in this study saw the importance of second language learning in their communities and their current and future careers before they stepped foot into their language classroom. Many of the students stated they want to continue their language study because they want to use it at work, or they know the importance of learning a second language will have on her future career. Some students talked about how they enjoyed languages in high school and that contributed to their self-motivation to persist in more than one language. There was a self-motivated reason to learn another language and persist in the program.

As previously discussed in the research question sections, much of what the professors interviewed are doing in their classrooms at Island Life Community College coincide with the research on student persistence in a world language (Bernhardt et al., 2004; Elisha-Primo et al., 2015; Lansing & Farnum, 2017; Morrison & Navarro, 2012;

Ordem, 2017; Özşen & Özbek, 2016; Sanchez-Sanchez & Krawiec, 2018; Schneider, 2013; Windham, 2017). However, the students interviewed all stated they were planning on persisting in the Spanish language when they enrolled in their first class. The students stated that their classes when their classes were enjoyable and they were learning more than what was in the textbook they were eager to learn, and that conversely when their professors stuck to the book they did not want to continue. The professors' hard work in trying to keep students in the language program has not gone on noticed as many students stated they saw their professor's passion for the language and culture. When classroom experience is more enjoyable, it solidifies students' desire to continue.

Overwhelmingly most of the professors at Island Life Community College are more than just professors, they are language facilitators (Sanchez-Sanchez & Krawiec, 2018). They are encouraging their students to communicate with them and each other, breaking down cultural stereotypes, and building respect for the Spanish language and culture (Sanchez-Sanchez & Krawiec, 2018). The professors at Island Life Community College are incorporating verbal and non-verbal cues, as well as giving their students real-world situations to practice in the classroom.

Many of the professors at Island Life Community College are encouraging students to think critically and reflect on their language learning process; they want their students to be active learners (Morrison & Navarro, 2012). Most of the professors interviewed stated they do not see themselves as the professor but also a student, because they are constantly learning from their students (Morrison & Navarro, 2012). This learning may not have to do with the language and culture itself, however many stated they have learned new cultural aspects and words in the Spanish language from students

121

in their classes; in turn they incorporate the new material into their other classes (Morrison & Navarro, 2012). These professors are more than just professors, they are collaborators (Morrison & Navarro, 2012).

All of the students interviewed stated that they wanted to persist in the language because they wanted to learn more about the cultures and how it is used in the real-world, and they knew they would need it for their current and/or future careers. The way in which they wanted to learn, and the material they wanted to learn about was embedded in the classroom delivery of most of the professors interviewed. Students enjoyed the music, movies, and television programs presented in the class and how it was embedded into the class itself. One heritage speaker wants to learn more than what is spoken at home, more real-world than what was already presented. Whether or not the students realized, they were persisting and learning in a way supported by the existing literature despite their self-motivation to learn the language and continue in the program.

Limitations of the Study

This instrumental case study as a methodology is itself a limitation as the problem may not be as prevalent outside the community college studied or in four-year institutions. Although persistence in a world language does exist outside the community college studied, other institutions may have different policies in place, offer more courses, and/or require more credits. Due to the limited nature of the study, and the in-depth answers from the participants, the results are not always generalizable. However, the results may inform how we think about engaging students to persist.

Additionally, only students who had enrolled in the Spanish program were interviewed, other language programs may not have a problem with student retention.

Many of the students interviewed were language majors and were eager to participate, those that were not language majors wanted to persist for personal reasons; they were already planning on continuing the language when they had enrolled. There was only one student who was not planning on persisting, and there were no students who had decided to persist based on their classroom experiences. Another limitation is the professors who chose to be interviewed, all self-selected because of their interest in the topic, leading to selection bias. The professors interviewed are all teaching in a way aligned with the research, but as stated by the students, there are professors at the institution who do not, discouraging students from persisting.

Finally, the data collection for this case took place during the COVID-19 pandemic where enrollment numbers at the institution had already declined. That decline was also reflected in the enrollment numbers for the Spanish classes, there were less students enrolled and less courses offered. The COVID-19 pandemic also made it harder to find participants as everything was conducted through email, and the researcher was not able to go into classrooms to recruit. Due to limited recruitment because of the pandemic, it was harder to find students who were bot already planning on continuing their study of the Spanish language.

Recommendations for Future Practice

This study contributes to the existing research as to why students persist, and the findings leave an opportunity to further research on student persistence in a world language program. How to make students want to persist if they do not already, requires professors to learn from the self-motivated students interviewed. The students' responses as to what made class enjoyable and solidified their desire to continue can be

implemented in world language classrooms encouraging more students to persist in the language (tools).

The findings from this study give light to what motivates students to persist in a world language, the first theme desire. Some key motivators for students learning a second language were culture and real-world usage. Students want to be able to practice and use what they learn inside the classroom when they leave. They want to learn more about the culture of the language they are learning and how to use it in their daily life. They all acknowledge language is not a textbook and more supplemental culture and language materials are needed. Administration and faculty need to consider the experiences of students interviewed to learn how to keep them motivated, and how to motivate other students who may not be self-motivated. These findings can be used as an opportunity to further the integration of culture into the curriculum.

These findings will assist professors teaching more effectively, allowing them to highlight the benefits of learning a second language in their classrooms. The findings will also help administrators understand what and how students what to learn a language to keep them in the engaged in their language program. Administration can learn how to properly place students based on their prior language learning experience so that students are in the appropriate class learning what they want and need to know. These findings are student-centered showing what does and does not work for students when keeping them engaged in their language learning. The findings also expose students who persist are already motivated to learn a language, they come in already planning on continuing. Their answers can help professors motivate students who may not be already motivated to persist in their world language program of choice.

Students interviewed stated their favorite assignments were culturally based and were supplemental to the textbook. These assignments included but were not limited to cultural presentations, movies, television shows, music, and literature. Cultural assignments like those mentioned above need to be made part of the curriculum and not be just broad facts about a country and its people. When students are engaged and learning what and how they want to learn they will want to continue their study of their target language.

The second theme of sociolinguistics highlights students wanting to learn more than what is in the textbook; they want to learn how to speak the language in a real-world setting. Students want to learn how to not just speak the language but communicate with native speakers so that they are understood. They want to be able to understand bother verbal and nonverbal cues used in the language as well as different vocabulary. These findings show that students are motivated by more than just the language printed in front of them. Future teaching materials should be more than just the assigned textbook but should incorporate supplemental materials from the professors and students themselves. These materials help the students to learn and see how the language is used in daily life, giving value to all accents and dialects. Supplemental materials should include but not be limited to classes outside the classroom in the target language speaking environment, video chats with native speakers, written communication with native speakers, and artifacts from the target language. Administration must allow students to interact with peers in their target language if they want to keep students enrolled in programs. Faculty can ensure students' privacy in intact, by having students write reflection papers on their experiences with the native speakers instead of listening to recordings. Professors can

also assign topics they would like their students to cover when speaking with their peers in the target language. Faculty should also share their own experiences with the language and culture as much as they are comfortable with, making the language more relatable to their students. Social media and newsletters can also be utilized to share, feature, and celebrate faculty and student experiences.

The final theme of classroom environment sheds light on how students want the material delivered in the classroom and how to align the delivery of the material with their wants and needs. Students want to learn through communication and interaction while feeling supported by a professor who loves their subject matter and what they do. Professors need to let their students see their love for the language and culture showing the students language learning is fun and enjoyable. When students see their professor loving what they do, it motivates them to learn and continue in the language, as stated by some of the students interviewed. Students want to build relationships with their peers and professors and learn through interaction and not drills while learning the culture of the language and not just facts. Professors must foster some sort of relationship with their students and not be a figure of authority at the head of the class. They need to be able to relate the material to students in a way that students feel valued and not beneath them. When professors deliver the material in a way that makes the students want to learn, the students will persist.

When developing, revamping, and/or promoting a language program students' wants and needs need to be taken into consideration. A committee should be formed not only with just professors, but with current and former students enrolled in the program as well. These students need to be able to speak freely on what they like or liked about the

program and what they do not or did not like, what motivated them and what deterred or hindered their persistence. When students are able to speak honestly and openly faculty and administration can learn their wants and needs, and the best way to deliver the material for optimum student retention.

Apart from the classroom, student orientations need to be specific and include language learning as it is a requirement of most majors. When conducting orientations, the benefits of language learning must be shared as well as optimal student placement in the program. Orientations must include all languages, the various language learning levels, correct placement, and any other options students have. Just as Math, Sciences, and other Academic programs are highlighted, world languages need to be highlighted just as much, if not more due to their cultural importance in students' current and post academic lives.

Professional development must be offered that describes how the students relate to the material. Input from former students would also be helpful when developing these professional developments, as they offer the student perspective, not just the administration. Professors need to know that students want culture, and sociolinguistics embedded in their programs, and how to foster relationships with students as stated by the students interviewed. Professors may be fear repercussions when fostering relationships with their students, and administration must encourage them to be a resource and share their experiences without said repercussions. With support of administration, professions can engage with students by sharing their experiences through a positionality statement in their syllabus stating why they chose the language and why it is important to them. Professors should also encourage their students to do the same with

the support of administration. Professors may not be aware that the above mentioned are important to students learning and persisting unless they are made aware.

Professional developments should include how to embed culture into an already packed curriculum, and how to share but not overshare their experiences with their students. Adding music, clips of television shows, or literature will only enhance a lesson and show students how a grammar or vocabulary concept is used in the real world. Similarly, adding movie or television assignments outside of class are enjoyable to students as they get to see a different side of the target language and culture. The music, shows, literature, and movies should not be from the American perspective, but from that of the target language done by native speakers from those countries.

Recommendations for Future Research

This study was conducted with students and professors of the Spanish language at a multicampus community college in the Northeastern area of the United States. Most of the students were self-motivated and already planning on continuing their studies, therefore, future studies should include students who were not planning on persisting in the Spanish language, as well.

A longitudinal study should also be conducted where students can be followed and tracked throughout their study of the language. By conducting this type of study students could be tracked until they leave the program or complete the program, finding out at which point in the program students decide to no longer engage and why. This type of study could also tell the researcher in further detail as to why the students tracked and persisted decided to do so.

This study was only conducted using students who were enrolled or had been enrolled in the Spanish Program at Island Life Community College. As just students who had taken Spanish were studied, further research should include students who are studying a different language. Students taking other languages may have a different persistence or attrition than students taking Spanish, the results could be further compared to this study to see if there were similarities and/or differences.

This was an instrumental case study, however, a quantitative analysis of student persistence in their world language of choice should also be included in future research. A quantitative study could ask similar questions to those in this study using a Likert scale to rate student agreement. This could further refine the results of this study as well.

Future research could also be conducted on community colleges regionally or nationally to see if the results are similar or different. If other community colleges have different results than the results in this study where more students persist, those programs can be further researched to increase persistence in other colleges.

Finally, further studies could also include four-year colleges and/or universities, as this study was conducted at a community college. Students enrolled at a four-year institution have different experiences than those enrolled in a community college. A four-year institution may have different placement practices, course offerings, and language requirements. Students enrolled in four-year institutions also have different lifestyles than those in community colleges and they may not have families and fulltime jobs while they are going to school.

Conclusion

Second Language Acquisition (SLA) should not be the only goal in a world language program. Increased globalization in today's world has shown a need for more than just language skills, students need cultural awareness in order to succeed. Most students take the bare minimum of credits in their language of choice; however, they do not fully get the cultural experience they need and desire.

This study was conducted to find out why students do or do not persist past the requirement in a world language program. Upper-level classes past the two-course requirement often have lower course offerings, as there are not enough students to fill all the seats for multiple sections. Students who decide to leave their world language program after the requirement lose out on the deeper cultural classes, which is what they stated they wanted to learn more about. Those upper-level classes are usually smaller in size which allows for a deeper student-professor relationship, another reason students stated they wanted to persist in the language. If students do not get what they need out of the lower-level courses they will not be self-motivated to persist into the upper-level ones.

The results of this study are in line with the prevalent theories and sub theories of Second Language Learning and Intercultural Knowledge, as well as the literature on the topic of World Languages Persistence; students persist when they are exposed to culture, sociolinguistics, interaction and feel supported by and have a relationship with their professor. Primarily, culture is what motivates them to learn a language, however, once they are enrolled in a program, learning through sociolinguistics and interaction add on to

their self-motivation. When a language is presented culturally, and students are given different options for learning culture, they want to continue.

Culture can be easily integrated into all language classrooms by utilizing the Interaction Hypothesis and Sociolinguistics from Second Language Learning Theory in the language classroom. These expose students to more than just the language, but how they want to learn, and culture as well, a driving force in why students decide to persist in their language of study. Along with Second Language Learning Theory, Intercultural Knowledge, and Intercultural Development play a big part in student persistence in their world language of choice. By intertwining the theories, students gain more than just language, they also gain culture.

If institutions want to be competitive in the global market, they must encourage their students to continue past the required number of credits in their language of choice. The research shows, increased exposure to culture and language increases students' Intercultural Knowledge, and Intercultural Development. They work better not only with their peers from their home country, but with their international peers as well as they are exposed to more culture and sociolinguistics. Culture may be the main factor in students' self-motivation to persist but is only the first step. This study found that more than just culture and interaction with their peers, students need to have a relationship with their professors who expose them to more than just the language.

APPENDIX A

Informed Consent

My name is Kristin Peters, and I am a Doctoral Candidate in the Doctor of Education program at St. John's University in Queens, New York. I am doing research work at St. John's to determine student's decisions to continue past the required study of foreign language at community colleges. I am requesting that on your own time, you virtually meet with me for an interview that will be used in my dissertation. The interview will be recorded and will not be anonymous, although if you would like to give me a pseudonym you may, and your name will not be released, and your answers will be coded. Despite these measures, I cannot guarantee complete anonymity, someone may still be able to tell that the notes came from a conversation with you, but I will try my best to ensure it. Your responses are important to improve foreign language programs, so they reflect the needs of the diverse student body at our community colleges. This interview is voluntary, and you do not have to participate if you do not wish to. You must be at least 18 years old to participate, and by completing the interview, you are giving consent to be a part of the research. Please feel free to contact me at kristin.peters17@my.stjohns.edu if you have any questions about this study.

I _____ agree to participate in the study conducted by Kristin Peters. I understand the risks associated with the current study.

Signature and Date

APPENDIX B

Semi-Structured Interview Student Protocol

Thank you for taking the time to participate in this interview about student persistence in a foreign language program at the community college level. Participating in this study Your participation in this interview helps understand why students do or do not persist past the required courses in a foreign language. The goal of this interview is to discuss your experience in the Spanish Program at Island Life Community College, there are no right or wrong answers so you may speak openly. If at any point you decide not to continue with the interview, please let me know.

The interview will consist of a few questions related to your language learning experience. The interview will be recorded for accuracy purposes; for confidentiality purposes, the only people who will know what was said will be included in the interview. The interview and transcripts are completely confidential, and your name will not be included in the results. Do you have any questions before we begin?

1. Tell me a little bit about yourself.

2. Share with me your previous knowledge of the foreign language you are taking.
       a. Did you take that language in high school?
           i. If so, How long?
       b. Do you speak the language at home?
       c. Do you feel like you are taking the right class/level?
       d. How were you placed in the class/level?

3. Why are you taking a foreign language?
       a. Why did you chose Spanish?
       b. Why do you think it is important to learn another language?

4. What has been your favorite and/or most memorable assignment?
       a. Why?
       b. What impact did it have on you?

5. What has been your favorite and/or most memorable class?
       a. Why?
       b. What impact did it have on you?

6. Can you describe a typical Spanish class?
       a. In what format was the class?
       b. How was the culture presented in the class?

7. Do you think you will continue with this language?
      a. Why or Why not?
            i. Did your classroom experience effect your decision? How so?
      b. If you continue, how far do you think you will go?
      c. Do you plan to study abroad?
            i. Why or Why not?

8. How do you feel you learn best?
      a. Now courses have shifted online due to the pandemic, do feel you learn better face-to-face or online?
            i. Why do you think this is so?
      b. How do you feel about hybrid courses?

9. How well do you feel you are learning Spanish?
      a. Are your professors helpful?
      b. How is the delivery of the material?
            i. Does it help or hinder your learning?

10. Do you feel your cultural knowledge has increased and you have a better understanding of other cultures?
      a. Why or Why not?

11. Is there anything else you would like to add?

APPENDIX C

Semi-Structured Interview Faculty Protocol

Thank you for taking the time to participate in this interview about student persistence in a foreign language program at the community college level.

Your participation in this interview helps understand why students do or do not persist past the required courses in a foreign language. The goal of this interview is to discuss your experience in the Spanish Program at Island Life Community College, there are no right or wrong answers so you may speak openly. If at any point you decide not to continue with the interview, please let me know.

The interview will consist of a few questions related to your language teaching experience. The interview will be recorded for accuracy purposes; for confidentiality purposes, the only people who will know what was said will be included in the interview. The interview and transcripts are completely confidential, and your name will not be included in the results. Do you have any questions before we begin?

1. Tell me a little bit about yourself.

2. Share with me your experience with teaching Spanish in a community college.
   a. Do your students speak the language at home?
   b. Do you feel like your students are taking the right class/level?
   c. How do you feel about student placement?
   d. What academic support, if any, do you provide.

3. Why do you think students take foreign language?
   a. Why do you think they choose Spanish?
   b. Why do you think it is important to learn another language?

4. What has been your favorite and/or most memorable assignment?
   a. Why?
   b. What impact do you think it had on students?

5. What has been your favorite and/or most memorable class?
   a. Why?
   b. What impact do you think it had on students?

6. Can you describe a typical Spanish class?
   a. In what format was the class?
   b. How was the culture presented in the class?
        i. What are some examples?
   c. How has your experience shaped how you teach?

i. How has your language exposure shaped how you teach (Living/studying/teaching abroad, family heritage, etc.)

7. Do you think your students will continue with this language?
    a. Why or Why not?
    b. If they continue, how far do you think they will go?
    c. For the students who continue on, what are their characteristics?
    d. How do you feel about study abroad?

8. How do you feel students learn best?
    a. Now that we are online, due to the pandemic, do you think your students learn better face-to-face or online?
        i. Why do you think this is so?
    b. How do you feel about hybrid courses?

9. How well do you feel you are teaching Spanish?
    a. Do you feel like you make yourself available to your students?
    b. How do you deliver the material?

10. Do you feel your students' cultural knowledge has increased and they have a better understanding of other cultures?
    a. Why or Why not?

11. Is there anything else you would like to add?

APPENDIX D

Approval From Study Site

Island Life Community College

Department of Foreign Languages/ ESL

November 20, 2020

Dear Dr. Parnther,

The present letter is to inform you that Professor Kristin Peters has been approved to conduct the research needed for her dissertation at our department. Professor Peters is an esteemed colleague, and we would like to support her efforts to complete her project any way we can.

Please do not hesitate to contact me if you have any further questions. Respectfully submitted,

Nieves Alonso-Almagro PhD
Professor of Spanish.
Academic Chair/ College Coordinator of Foreign Languages.
Islip Arts 1N. Ammerman Campus.
alonson@███████.edu
(631) 451-4727

APPENDIX E

Recruitment Email

To Whom it May Concern,

My name is Kristin Peters, and I am a doctoral candidate in the Doctor of Education program at St. John's University in Queens, New York. I am conducting research for my dissertation at St. John's to determine students' decisions to continue or not continue past the required study of foreign language at community colleges. I am looking for volunteers to participate in the Study who would be willing to be interviewed by me over zoom at your convenience. Interviews should last no more than 1 hour and will be recorded. Your identity will be kept confidential, and you will be given a pseudonym. Your participation is important to improve foreign language programs, so they reflect the needs of community college students. Participation is voluntary, and you must be at least 18 years old to participate. Please feel free to contact me at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ if you have any questions about this study or would like to participate.

Thank you for your time. I look forward to hearing from you.

Sincerely,

Kristin Peters

REFERENCES

Acheson, K., & Schneider-Bean, S. (2019). Representing the intercultural development continuum as a pendulum: Addressing the lived experiences of intercultural competence development and maintenance. *European J. Cross-Cultural Competence and Management*, *5*(1), 42–61. From http://creativecommons.org/licenses/by-nc-nd/4.0/

Adams, C. (2012). Community colleges rethink placement tests. *Education Week*, *32*(8), 9–12. https://www.edweek.org/ew/articles/2012/10/17/08placement.h32.html

Amadasi, S., & Holliday, A. (2018). "I already have a culture." Negotiating competing grand and personal narratives in interview conversations with new study abroad arrivals. *Language and Intercultural Communication*, *18*(2), 241–256. https://doi.org/10.1080/14708477.2017.1357727

Bachman, L. F. (2005). Building and supporting a case for test use. *Language Assessment Quarterly*, *2*(1), 1–34. https://doi.org/10.1207/s15434311laq0201_1

Barnett, E. A., & Reddy, V. (2017). *College placement strategies: Evolving considerations and practices*. Center for the Analysis of Postsecondary Readiness working paper. https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED583509

Baxter, P. E., & Jack, S. M. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*(4), 544–559. http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf

Belfield, C. R., & Crosta, P. M. (2012). *Predicting success in college: The importance of placement tests and high school transcripts*. CCRC working paper no. 42.

Community College Research Center, Columbia University.

https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED529827

Bernhardt, E. B., Rivera, R. J., & Kamil, M. L. (2004). The practicality and efficiency of web-based testing for college-level language programs. *Foreign Language Annals*, *37*(3), 356–366. http://jerome.stjohns.edu:81/login?url=https://search-proquestcom.jerome.stjohns.edu/docview/216005485?accountid=14068

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, *9*(2) 27–40. https://doi.org/10.3316/QRJ0902027

Campbell, L. B., & Comenale, R. (2013). Intercultural competence from theory to practice. *Learning Languages*, *18*(2), 34–37. https://files.eric.ed.gov/fulltext/EJ1091261.pdf

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.) [Kindle]. Sage.

Czerwionka, L., Artamonova, T., & Barbosa, M., (2015). Intercultural knowledge development: Evidence from student interviews during short-term study abroad. *International Journal of Intercultural Relations*, *49*, 80–99. https://doi.org/10.1016/j.ijintrel.2015.06.012

Dulabaum, N. L. (2011). A pedagogy for global understanding – intercultural dialogue: From theory to practice. *Policy Futures in Education, 9*(1), 104–108. https://doi.org/10.2304/pfie.2011.9.1.104

Elisha-Primo, I., Sandler, S., & Goldfrad, K. (2015). Listening to more voices: Why

    being heard matters. *The Electronic Journal for English as a Second Language,*

    19(3). http://www.tesl-ej.org/pdf/ej75/a4.pdf

Ellis, R. (1991, April 22–28). *The interaction hypothesis: A critical evaluation* [Paper

    presentation]. The Regional Language Center Seminar, Singapore.

Fox, R., Corretjer, O., & Webb, K. (2019). Benefits of foreign language learning and

    bilingualism: An analysis of published empirical research 2012–2019. *Foreign*

    Language Annals, 52(4), 699–726. https://doi.org/10.1111/flan.12424

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate*

    research in education (10th ed.). McGraw Hill.

Friðriksdóttir, K., & Arnbjörnsdóttir, B. (2015). Tracking student retention in open online

    language courses. In *Critical CALL – Proceedings of the 2015 EUROCALL*

    Conference. Padova, Italy. https://doi.org/10.14705/rpnet.2015.000332

Guilherme, M. (2017). Freire's philosophical contribution for a theory of intercultural

    ethics: A deductive analysis of his work. *Journal of Moral Education*, *46*(4), 422–

    434. https://doi.org/10.1080/03057240.2017.1363600

Hernández, T. (2016). Short-term study abroad: Perspectives on speaking gains and

    Language contact. *Applied Language Learning*, *26*(1) 39–64.

    https://core.ac.uk/download/pdf/213074271.pdf

Island Life Community College. (2019). *Factbook.*

    https://www3.███████.edu/gallery/Annual-College-Factbook/

Island Life Community College. (n.d.). *Class Schedule.*

    https://lighthouse.███████.edu/pls/prod/bwckschd.p_disp_dyn_sched

Kato, F., Spring, R., & Mori, C. (2016). Mutually beneficial foreign language learning:

    Creating meaningful interactions through video-synchronous computer-mediated

    communication. *Foreign Language Annals*, *49*(2), 355–366.

    https://doi.org/10.1111/flan.12195

Kim, Y. Y. (2008). Intercultural personhood: Globalization and a way of being.

    International Journal of Intercultural Relations, *32*(2008), 359–368.

    https://doi.org/10.1016/j.ijintrel.2008.04.005

Kim, Y. Y. (2015). Finding a "home" beyond culture: The emergence of intercultural

    personhood in the globalizing world. *International Journal of Intercultural*

    Relations, *46*(2015), 3–12. https://doi.org/10.1016/j.ijintrel.2015.03.018

Lansing, J., & Farnum, R. L. (2017). Statecraft and study abroad: Imagining, narrating

    and reproducing the state. *International Journal of Development Education and*

    Global Learning, *9*(1), 3–17. https://doi.org/10.18546/IJDEGL9.1.02.

Latterall, C. M., & Regal, R. R. (2003). Are placement tests for incoming undergraduate

    mathematics students worth the expense of administration? *Primus*, *13*(2), 152–

    164. https://doi.org/10.1080/10511970308984054

Lee, Y. J., & Greene, J. (2007). The predictive validity of an ESL placement test: A

    mixed methods approach. *Journal of Mixed Methods Research*, *1*(4), 366–389.

    https://doi.org/81/10.1177/1558689807306148

Liu, J. H. (2013). Intercultural theory. In G. Mazzolini, K. Barnhurst, K. Ikeda, R. Maia,

    & H. Wessler (Eds.), *The International Encyclopedia of Political Communication*.

    https://doi.org/10.1002/9781118541555.wbiepc179

Long, A. Y., Shin, S.-Y., Geeslin, K., & Willis, E. W. (2018). Does the test work? Evaluating a web-based language placement test. *Language Learning & Technology*, *22*(1), 137–156. https://doi.org/10125/44585

Maguire, J. & Butler, L. (2008). *EM=C²: A new formula for enrollment management*. Trafford Publishing.

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd ed.). Routledge.

Modern Language Association. (n.d.) *Surveys, reports, and other documents.* https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents

Moreno-López, I., Ramos-Sellman, A., Miranda-Aldaco, C., & Gomis Quinto, M. (2017). Transforming ways of enhancing acquisition in the Spanish classroom: Experiential learning approaches. *Foreign Language Annals*, *50*(2) 398–409. https://doi.org/10.1111/flan.12267

Morrison, B. R., & Navarro, D. (2012). Shifting roles: From language teachers to learning advisors. *System*, *40*(3), 349–359. https://doi.org/10.1016/j.system.2012.07.004

Nagano, T., Funk, A., & Ketcham, E. (2017) Modern language instruction at community college: A survey-based study of modern language instructors. *Foreign Language Annals*, *50*(3) 621–631. https://doi.org/10.1111/flan.12284

Ordem, E. (2017). A longitudinal study of motivation in foreign and second language learning context. *Journal of Education and Learning*, *6*(2) 334–341. https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1145524

Özşen, T., & Özbek, A., (2016). A sociolinguistic and sociocultural approach to

    attitudinal dispositions of graduated students toward the business Japanese

    language. *Journal of Language and Linguistic Studies*, *12*(1), 32–41.

    https://files.eric.ed.gov/fulltext/EJ1105181.pdf

Pipitone, J. M. (2018). Place as pedagogy: Toward study abroad for social change.

    Journal of Experiential Education, *4*(1) 54–74.

    https://doi.org/10.1177/1053825917751509

Porto, M. (2018). Affordances, complexities, and challenges of intercultural citizenship

    for foreign language teachers. *Foreign Language Annals*, *52*(1) 141–164.

    https://doi.org/10.1111/flan.12375

Romaine, S. (2000). *Language in society an introduction to sociolinguistics* (2nd ed.).

    Oxford.

Saldaña, J. (2015). *The coding manual for qualitative researchers* (3rd ed.) [Kindle].

    Sage.

Salyers, V., Carston, C. S., Dean, Y., & London, C. (2015) Exploring the motivations,

    expectations, and experiences of students who study in global settings. *Journal of*

    International Students, *5*(4) 368–382. https://doi.org/10.32674/jis.v5i4.401

Sanchez-Sanchez, G., & Krawiec, M. (2018). Mediating in intercultural communicative

    challenges issued in the language classroom: A new objective in training

    programs for new teachers. *Lingua Posnaniensis*, *60*(1), 95–105.

    https://doi.org/10.2478/linpo-2018-0007

Schneider, C. (2013). Promoting independent language learning cross-campus at the University of Leeds through a self-access area. *Studies in Self-Access Learning*, *4*(4), 367–371. http://sisaljournal.org/archives/dec13/schneider

Smith, A. A. (2018, September 20). New report encourages use of multiple measurements for student placement. *Inside Higher Ed*. https://www.insidehighered.com/print/news/2018/09/20/new-report-encourages-use-multiple-measurements-student-placement

Tarrant, M. A., Rubin, D. L. & Stoner, L. (2015). The effects of studying abroad and studying sustainability on students' global perspectives. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *26*, 68–82. Retrieved from https://doi.org/10.36366/frontiers.v26i1.358

Thompson, R. J., Jr., Walther, I., Tufts, C., Lee, K.C., Paredes, L., Fellin, L., Andrews, A., Serra, M., Hill, J. L., Tate, E. B., & Schlosberg, L. (2014). Development and assessment of the effectiveness of an undergraduate general education foreign language requirement. *Foreign Language Annals*, *47*(4), 653–668. https://doi.org/10.1111/flan.12112

Tran, T. H. (2009). *Education resources information center*. From http://files.eric.ed.gov/fulltext/ED507194.pdf

USA Study Abroad. (n.d.). https://studyabroad.state.gov/

van Compernolle, R. A. (2019). Constructing a second language sociolinguistic repertoire: A sociocultural usage-based perspective. *Applied Linguistics*, *40*(6), 871–893. https://doi.org/10.1093/applin/amy033

Walters, C., Charles, J., & Bingham, S. (2017). Impact of short-term study abroad experiences on transformative learning: A comparison of programs at 6 weeks. *Journal of Transformative Education*, *15*(2) 103–121. https://doi.org/10.1177/1541344616670034

Whitt, E. J. (2001). Document analysis. In C. Conrad, J. G. Haworth, & L. R. Lattuca (Eds.), *Qualitative Research in Higher Ed: Expanding perspectives* (pp. 447–454).

Windham, S. (2017). Culture first: Boosting program strength through cultural interaction. *Die Unterrichtspraxis/Teaching German*, *50*(1). 79–90. https://doi.org/10.1111/tger.12023

Yin, R. K., (2008). *Case study research design and methods* (4th ed.). Sage.

Vita

Name	*Kristin EA Peters*
Baccalaureate Degree	*Bachelor of Arts, UNC –* *Wilmington, Wilmington, NC* *Major: Spanish Language and Literature*
Date Graduated	*December, 2003*
Other Degrees and Certificates	*Master of Arts, Long Island University –* *CW Post, Old Brookville, NY* *Major: Spanish Language and Literature*
Date Graduated	*December, 2007*