Exploring motivation in English monolingual students for enrollment in an optional language module at one university in the United Kingdom

Thesis submitted in accordance with the requirements of Liverpool Hope University for the degree of Professional Doctorate in Education

Melissa Jane Anne Scalabrin

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Abstract

The decline in the number of students undertaking language degrees over the past decade has contributed to the lack of language capability in the United Kingdom (UK). In contrast, evidence indicates a steady interest from university students to learn a language, via integration of an optional credit-bearing language module known as the University Wide Language Programme (UWLP), in undergraduate university degree programmes.

Little is known about the initial motivational factors that contribute to a student's choice to enroll onto this language module. In addition, when considering the critical juncture language learning in higher education (HE) is currently facing and the UKs chronic monolingualism, this optional module may provide an important pathway where the value and necessity of learning a language is increasingly recognised.

Utilising Self-Determination Theory (SDT) and its focus on three basic human needs (1) Autonomy, (2) Competence and (3) Relatedness in learning as its core theoretical framework, this study utilised a semi-structured questionnaire and Constructivist Grounded Theory (CGT) approach to investigate initial motivations of English monolingual students for enrollment in a UWLP module at one university in Northern England. Participants included 12 students who opted to enroll onto a UWLP module as part of their undergraduate degree programme in the 2021/2022 academic year.

Analysis revealed a series of initial motivations for enrolling onto a UWLP module such as plans to work abroad after graduating and uncovered English monolingual students' reasons for wanting to learn a second language which included a dislike of English as a lingua franca and a desire to discard their monolingual identity; both of which have not been uncovered by literature until now. The analysis paved the way for the development of a tool- kit for professional practice.

In providing a further original contribution to this area of education, it is the intention that the developed tool-kit provides tutors involved in optional language modules (and other stakeholders including university management) an understanding of the initial motivations of English monolingual students who enroll onto these modules and propose guidance, through key recommendations, on how to support this motivation in the identified students. A second intention of the developed tool-kit is to promote the inclusion of research-based practices in HE and help tutors take ownership of their professional learning and enhance their practice for the benefit of students. The tool-kit, as a form of research-informed practice, draws on the key

findings of the current data as related to the core motivation elements of SDT to outline four recommendations for supporting the initial motivations of English monolingual students intending to enroll onto an optional language module.

The Author's Declaration

Title of the Thesis: Exploring motivation in English monolingual students for enrollment in an optional language module at one university in the United Kingdom

Declaration: This thesis is an original work composed solely by the undersigned candidate in fulfilment of the requirements for the degree of Professional Doctorate at Liverpool Hope University and has not been submitted previously in support of any degree qualification or course. All sources of information therein have been specifically acknowledged, and the content of the thesis is legally allowable under copyright legislation.

Signed: *M Scalabrin*

Total Number of Words: 54,480

Date: 7th October 2024

Dedication

A chi amo

E a chi amero…

(In the words of my Mother in Law, Rosanna)

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First and foremost, I am indebted to my supervisory team; Dr Frank Su, Professor Namrata Rao, and Dr Julie A. Hadwin who started me on this pathway four years ago and who gave me the confidence that I could achieve. Without their time, advice, reassurance and multiple pep talks (indeed, there have been plenty), I would not have been able to complete this thesis – a heartfelt thank you.

I started my Hope Journey in 2012, I was 21 years old and all I wanted to do was teach and make friends. Fast forward twelve years, I have taught students from all walks of life and I met my *'Hope Girls'*, Jess, Katie, Molly and Amy who remain just as close, if not closer. I also met Carmel, Geraldine, Sue and Allison on my EdD journey and through our 'motivation team' group, they became a beacon of positivity and encouragement – thank you all so much.

A very special thank you to all the students who took part in this study and took the time to meet with me during a period of uncertainty (Covid-19 lockdowns). It was a privilege to find out your initial motivations for enrolling onto a UWLP module.

An unreserved thank you goes to Vanessa John who not only provided invaluable guidance as I navigated my way through working life, but encouraged my interest to undertake this study and always saw my vision. Vanessa, this thesis not only represents our time working together, it represents your unwavering support and kindness - *People destined to meet will do so, apparently by chance, at precisely the right moment* (Ralph Waldo Emerson).

Mum and Dad I have done it! Thank you for always believing in me when it comes to my work, for understanding the moments when I had to 'knuckle down' and for every memory over the past 33 years, I carry them with me wherever I am. I love you both dearly.

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A special thank you to Otis. Your early arrival meant that you slept next to me as I completed minor amendments to my thesis. Thank you for keeping me company and for being my inspiration. We are going to have so much fun together!

Finally, I want to thank my Husband Mattia, who having completed his own thesis understood, more than others, the journey I have been on over the past four years. Amore mio, your love, patience, encouragement, and unconditional support has been invaluable. I could not have completed this without you.

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List of Abbreviations

UK United Kingdom

UWLP University Wide Language Programme

CGT Constructivist Grounded Theory

SDT Self-Determination Theory

HE Higher Education

L2 Second Language

MFL Modern Foreign Language

EBacc English Baccalaureate

AULC Association of University Language Communities

HEIs Higher Education Institutes

CEFR Common European Framework of Reference for Languages

IFY International Foundation Year

LOTE Languages other than English

STEM Science, Technology, Engineering and Mathematics

L1 First Language

GT Grounded Theory

SGT Straussian Grounded Theory

OME Online Module Enrolment

BERA British Educational Research Association

IE International Exchange

ELF English as a Lingua Franca

TEFL Teaching English as a Foreign Language

CELTA Certificate of Teaching English to Speakers of Other Languages

FLA Foreign Language Anxiety

ELP European Language Portfolio

Chapter One. Introduction

1.1 Introduction and Context

Despite the United Kingdom (UK) being a linguistically diverse nation where Welsh, Gaelic, Cornish, as well as English, have been joined as a consequence of centuries of immigration by a host of others (Copland and McPake, 2022), only one in three Britons are able to hold a conversation in another language and the extent of language capability throughout the country remains a concern (Campbell-Cree, 2017). The European Commission's Flash Barometer Report (2018), indicated that 32% of 15–30 year-olds in the UK felt confident reading and writing in two or more languages, compared with 79% in France, 91% in Germany, and 80% on average across EU member states (Long and Danechi, 2024). Researchers have suggested that the declining number of students undertaking language degrees over the last decade has contributed to the lack of language capability in the UK (e.g., Skrandies, 2016). Yet, there is a sustained interest from students across disciplines to learn a language through a self-contained optional module, the University Wide Language Programme (UWLP).

This thesis employed Constructivist Grounded Theory (CGT) to explore English monolingual students initial motivations for enrolling onto a UWLP module. Students from a range of programmes at a university in Northern England chose to enroll onto this module for one academic year (2021-2022). It utilised Self Determination Theory (SDT), a framework which proposes that three basic human needs are central to motivation in learning, including (1) autonomy, (2) competence and (3) relatedness. SDT proposes that the three conditions must be satisfied for an individual's actions and choices to be self-determined.

The focus of this study reflected the researcher's long-standing interest in factors that motivate students in higher education (HE) to learn a second language (L2). This interest stemmed from their own experience of learning Italian and Spanish as a student, and through their previous role as a Programme Support Assistant for a UWLP module. Embodying the lived experience of a student learning a language coupled with the aforementioned role enabled the researcher to position themselves as an Insider Researcher. This study, in consideration of the researcher's continued work in HE, is also an expression of their belief that motivational research is important as motivation is an essential ingredient in effective learning.

This opening chapter presents a summary of the current situation regarding L2 learning throughout England. It will then introduce a UWLP module, the university context in which

this study was conducted and it outlines the significance of this study; including its original contribution to this area of education. An overview of the thesis structure will close this chapter.

1.2 Overview of second language learning within England's Education System

The introduction of L2 learning in England's secondary education curriculum has been uneven. Under the selective system of grammar and secondary modern schools, which dominated secondary education until the mid-1970's, most pupils in the latter did not learn a L2. For those who did, a skills-based approach to language learning involving reading, writing, speaking and listening was implemented (McLelland, 2018). It was this approach that led to the development of a perception problem which still persists, where languages are viewed as vocational skills, rather than an academic exercise in themselves (Bowler, 2020).

While the National Curriculum Framework currently stipulates that languages are required to be taught across Key Stages 2 (Children aged between 7–11) and 3 (Children aged between 11–14), L2 learning beyond the age of 14 is optional (Bowler, 2020). Earlier thinking may have had some influence, with Coleman (2009) and Lanvers (2011) shedding light on the UK government's influence in shaping the social climate in relation to language learning. Specifically, they revealed a portrait of English as the ubiquitous, unquestionably available language which constructed the 'English is enough' fallacy (Coleman, 2009, p.5). Coleman (2009) further discussed how this fallacy was fuelled by Prime Minister Gordan Brown, who, in 2008 declared:

> *"As the global economy expands, Britain can attract companies because of the skills that we have to offer here. If you have the skills, are educated in Britain, you can work almost anywhere in any part of the world"* (Coleman, 2009, p.5).

Such a statement asserts that English monolingual speakers are in high demand and it is fair to suppose that the endorsement of English as a language of power and opportunity has sanctioned the downwards trend in the institutionalised enthusiasm and encouragement for language education. By way of illustration, in 2022 around 315,000 GCSEs were taken in a modern foreign language (MFL). This is in comparison to over 500,000 MFL GCSEs that were taken in 2002 (Department for Education and Skills, 2002) and indicates a decline over the past twenty years (Schmid, 2022).

Despite this trend, the study of a MFL is included in the English Baccalaureate (EBacc) that was introduced in 2010. The EBacc is a performance measure for the proportion of pupils who secure a grade 5 or above in English, Maths, Science, Humanity and MFL GCSE (Cairns, 2010). The

principal purpose of this initiative was to increase the take-up of 'core' academic qualifications that best equipped a pupil for progression to further study and work. Consistently, the Department for Education recognised the tangible benefits of learning a language, such as providing knowledge and cultural capital (Department for Education, 2019) which comprises of the social assets of a person such as education and style of speech that promote social mobility in a stratified society (Harper-Scott and Sampson, 2009). There was a short increase in the number of pupils undertaking an MFL GCSE immediately after the introduction of the EBacc, up 15.8%, from 313,432 in 2009 to 362,903 in 2010. By 2019, however, entries decreased to 268,955 and although they increased by 2% to 275,000 in 2020 (The Office of Qualifications and Examinations Regulation, 2020), overall, this broad curriculum approach to learning remains unpopular.

There are similar trends regarding the number of students undertaking language degrees (e.g., BA Modern Languages) in HE and figures detailing this decline have been well-documented (e.g., Broady, 2020; Godslands, 2010). Indeed, the total number of students enrolled on this type of degree fell from over 160,000 in 2003 to 84,520 in 2014 (HESA, 2021), falling again to 75,145 in 2019 (HESA, 2021). This ongoing decline is concerning and has led to devolved budgets, specialist language academics absorbed into teaching of other programmes and in some cases, the removal of language degrees and the closure of language departments (Polisca et al, 2019). Around the time of submitting this thesis, the University of Aberdeen, for example, outlined proposals to discontinue their single honours language degrees in the context of low and declining recruitment (University and College Union, 2024).

Acknowledging the critical juncture language provision in HE has been experiencing over the past two decades, studies (e.g., Murdás-Taylor and Taylor, 2023; Watts 2004) and reports conducted by government bodies and policymakers (e.g., The Worton Review, 2009) have sought to uncover reasons for the decline in the number of students undertaking language degrees though their number has been limited.

1.3 The University Wide Language Programme Module

Despite the reports of a continuous decline in students undertaking language degrees over the past decade, there is a sustained interest from students across disciplines to learn a language through a self-contained optional module the University Wide Language Programme (UWLP). Depending on the university, however, this module can be known as the Institution Wide Language Programme or Languages For All.

Table 1.1 shows that the number of enrollments reported in the 2021-2022 academic year was the lowest between 2012 to 2022. The number of students reported as being enrolled on language modules in a survey carried out by Chaurin et al. (2022) on behalf of the Association of University Language Communities (AULC) continues to fall as the response rate has fallen since 2018. Average enrollments per responding institution however remains relatively stable. It is important to note that year to year comparisons must be treated cautiously because the number of respondents varies from year to year, and the actual institutions which return data in the survey also vary (Chaurin et al, 2022).

Table 1.1 Number of enrolments reported in the AULC survey (Chaurin et al, 2022)

Year	Number	Number of AULC members (UK only)	Number of HEIs reporting (inc. non AULC members)	Average number of registrations per institution
2012 - 2013	49,637		61	814
2013 - 2014	53,971		64	843
2014 - 2015	54,975		61	901
2015 - 2016	55,354		61	907
2016 - 2017	62,455	54	62	1,007
2017 - 2018	53,200	61	56	950
2018 - 2019	53,772	64	55	978
2019 - 2020	45,164	63	46	982
2020 - 2021*	N/A	66	50	-
2021 - 2022	40,590	65	40	1,015

*Survey in 2020-2021 conducted jointly with a UCML survey of degree awarding Departments. No quantitative data collected (Chaurin et al, 2022)

The emergence of this optional language module started during the early 1980s in response to the growing demand for non-specialist language learning as a result of the heightened awareness of the value of MFL with increasing internationalisation and appreciation of the importance of growing European links within the HE sector (Bickerton, 2016). Dlaska (2000) further confirmed that this module was introduced to prepare students for the professional market, allowing universities to be at the forefront of advocating multilingualism in the

graduate marketplace, and providing students with an educational experience that is interdisciplinary and valued by employers (Mačianskienė, 2011).

A UWLP module is generally only available to students enrolled in certain programmes. The UWLP Eligible Programmes 2020/2021 document (Appendix 1) from the university where this study was conducted for example, outlines the programmes for which a UWLP module is available. Classes within this module are identified by stages with Stage 1 designed for students' who are identified as a 'beginner' in their L2, and with Stage 4 being suited to students who possess an 'upper intermediate' level knowledge of their L2. As confirmed by Cervi- Wilson and Brick (2016) and on the University of Bristol's University Wide Language Programme homepage (University of Bristol, 2024), the stages follow the structure of the Common European Framework of Reference for Languages (CEFR). This framework provides a transparent and comprehensive basis for the assessment of foreign language, and a UWLP module syllabus (Council of Europe, 2024).

Languages offered in a UWLP module are mainly determined by student demand and available institutional resources (Skrandies, 2016) and not every university provides the same number of languages. Data from a survey carried out by Chaurin et al. (2022) on behalf of the AULC indicates that, whilst some universities offer three or four languages, typically the average is around nine. Some of the larger universities (e.g., University of Manchester) are able to offer more than twenty languages (Chaurin et al, 2022).

A UWLP module encompasses a broadly generic curriculum which emphasises functionality, as this is directly applicable to the 'real-world' contexts in which language skills are employed (Skrandies, 2016). The module content is very practical with the lower stages (Stages 1-2) designed to help students cope with everyday situations abroad or when dealing with visitors. For example, content will include helping learners to speak the language, principally to obtain information, goods or services, to introduce themselves and to read the language i.e., notices and signs. The higher stages (Stages 3-4) are aimed at developing a students' ability to use their acquired language more widely in a professional and specialised context.

1.4 Research Setting

The UWLP module at the university where this study took place is well established and enjoys the support of senior management. This university is considered to be at the heart of 21st century learning and prides itself on serving the needs of industry, commerce and education through offering industry-relevant programmes which are designed to help students make their mark in

the competitive job market. The university community encompasses over 17,000 undergraduate students and 2,500 staff who come to study, teach and research here from all around the world.

The UWLP module is situated in the Languages Department which also offers English language programmes, the most prominent being the British Council accredited International Foundation Year (IFY). Eight languages are offered in the UWLP module (1) Arabic, (2) British Sign Language (3) French, (4) German, (5) Japanese, (6) Italian, (7) Mandarin Chinese and (8) Spanish. In light of the Covid-19 pandemic, this module was delivered entirely online for the latter half of the 2020/2021 academic year. For the 2021/2022 academic year (the participants in this study were from this cohort), this module shifted to a hybrid (online and in- person) delivery. It returned to in-person delivery in the 2022/2023 academic year.

1.5 Orientation to the Current Research

Existing motivational frameworks (e.g., González-Becerra, 2019; Busse and Walter, 2013) have started to capture students' motivations for learning a L2 in HE and research over the past three decades has generated important insights on the motivational factors that cause students to learn a L2. It remains unclear, however, how previous research findings can be applied to an optional language module and to the identified students (English monolingual). Extending existing research to include a focus on these placed importance on optional language modules in HE and provided an up to date and worthwhile contribution to this evidence base.

1.5.1 Aims and Objectives of this study

Focusing exclusively on English monolingual students who enrolled onto a UWLP module at a university in Northern England this study aimed to:

- To understand the initial motivations of English monolingual students to study a second language (L2) offered as an optional university module.
- To generate a tool-kit of recommendations for professional practice to support English monolingual students intending to enroll onto an optional language module.

In order to meet these two aims, this study included two objectives:

- To construct a semi-structured interview guide within a Constructivist Grounded Theory (CGT) paradigm to uncover English monolingual students' initial motivations for enrolling onto an optional language module.

- To produce recommendations through employing Self-Determination Theory (SDT) and its focus on three basic human needs (1) Autonomy, (2) Competence and (3) Relatedness in learning as a theoretical framework and associated student narratives.

In addition to providing an up to date and worthwhile contribution by extending existing research, understanding English monolingual students' initial motivations for enrolling onto an optional language module and generating a tool-kit of recommendations for professional practice enabled an original contribution to knowledge within this area of education. This was particularly important as the development of tutor knowledge is found to be a positive motivational factor that can enhance the student learning experience (Education Endowment Foundation, 2021).

1.6 Thesis Structure

Chapter One provided a summary of the current context regarding L2 learning in England's educational system and introduced this study. Chapter Two presents a narrative review of literature to introduce SDT and highlight the relevance of this framework and associated research to learning a L2. This chapter further outlines reasons for the continuous decline in students undertaking language degrees. Chapter Three opens with an explanation of the researcher's philosophical positioning which includes a relativist ontology and constructivist epistemology. It introduces the core CGT methodology and outlines the procedures for sampling, data collection and data analysis. This chapter ends by discussing the researcher's role as an Insider Researcher and examines the ethical considerations within this study. Chapter Four presents the constructed data analysis through four sub-categories that were built on a number of detailed codes, constructed following initial coding. Chapter Five starts with a discussion of the findings through three categories that were constructed organically as a result of mapping the four sub-categories from the previous chapter, across the three basic human needs, according to SDT. It then introduces the developed tool-kit for professional practice which consists of four key recommendations for supporting the initial motivations of English monolingual students intending to enroll onto an optional language module. Chapter Six concludes this study by examining its strengths and weaknesses and suggesting future directions for research.

Chapter Two. Literature Review

A narrative review of literature throughout the entire timeline of this study, identified what the literature-base had already established about the topic of motivation for learning a L2. In consideration of the CGT methodological approach employed, the intention in this chapter was to undertake a general appraisal of the literature and not present an exhaustive review.

2.1 Reflecting on the Researcher's role

Ramalho et al. (2015) proposed that to avoid the researcher's influential role in the research process is an unattainable task as they will often review literature before beginning data collection and analysis. The researcher acknowledged this and remained conscious of not influencing the emerging categories from the data, with imposing preconceived ideas. In addition, they viewed their engagement with the literature as a rehearsal for establishing a theoretical dialogue with the data (Kelle, 2007) and in doing so, developed theoretical sensitivity towards the topic area.

Theoretical sensitivity is the conceptual insight a researcher develops into the understanding and meaning of data (Hoare et al, 2012). The researcher was aware that researchers employing CGT may purposefully delay reviewing literature until after data collection and analysis to prevent pre-conceived ideas from influencing the theory development (Glaser, 2001). They concurred, however, with Thornberg's (2012) notion of informed grounded theory (GT) which acknowledges that a broader literature review can enhance the research process, as long as constant reflexivity prevents forcing of pre-conceived ideas.

2.2 Defining Motivation

The term motivation is frequently used within research contexts, however, there exists little consensus among researchers with regards to its exact properties, as definitions can differ according to the theoretical framework being employed. The word motivation, derives from the Latin word movere, and is concerned with what encourages an individual to undertake and persist with a particular action (Dörnyei, 2001). For example, Mullins (2002) affirms that motivation is a 'driving force' through which people are encouraged to achieve their goals and fulfil a need or uphold a value. The important words here are needs, values and goals as these are the building blocks that lead to actions. Noted by Mullins (2002), needs are basic requirements for survival and may be physical or psychological (e.g., example, hunger, thirst, love or friendship), values are what we consider to be most important (e.g., family, health or wealth), and goals are the outcomes that we are working towards.

In regard to learning a language, Gardner and Lambert (1972) discussed the difference between motivation for learning a language and motivation for general learning. This difference stems from an understanding that motivation is not just an aptitude, it plays an important role in language learning as it is qualitatively different due to it being embedded between a learners' identity and the culture of the target language (Gardner and Lambert, 1972). Gardner (1985) defined motivation to learn a L2 as "the extent in which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985, p.10) and posited that this type of motivation consists of three components that an individual must possess to consider themselves a motivated language learner. These three elements are (1) motivational intensity, (2) desire to learn the language and (3) attitudes towards learning the language. These components imply that a L2 learner will exert and invest a considerable amount of effort, have intrinsic interest in learning not only the system of rules or grammar or vocabulary of the target language, but also has an interest in the community where the language is spoken.

Almost twenty years later, Lightbrown and Spada (2001) defined L2 motivation as an individual's endeavoUr to learn a L2 because of their need or desire to learn it. In addition, they identified motivation in L2 acquisition as a complex phenomenon which can be defined in terms of the learners' communicative needs and their attitudes towards the second language community (Lightbrown and Spada, 2001).

2.3 Theories in motivational research

Early motivational research from Koch (1956) and Weiner (1969) concentrates on factors involved in triggering human action (see also Busse, 2010). In contrast, contemporary motivational research is more focused on factors involved in persisting with a chosen action. Busse (2010), for example, noted that earlier motivational theories held quite a mechanistic view of motivation, where a changing emphasis on either the instinctive or reflexive side of human behaviour is vividly depicted through the 'man as a machine' metaphor in Human Motivation by Weiner (1969). This metaphor emphasises the responsive role ascribed to humans when motivation is attributed to inner forces, or drives in Freudian terms. It was around 1960 that theories turned to a cognitive view of motivation with Graham and Weiner (1996), for example, recognising that human actions are not always under direct motivational control, as they could be unconscious. Alongside this recognition, they asserted that the cognitive view of motivation, influenced by a growing recognition to the process of setting goals and interpreting positive and negative outcomes of an action, led to a theoretical narrowing down process, where more

bounded mini theories were created instead of all-encompassing broad theories (Graham and Weiner, 1996).

One mini-theory that has influenced both mainstream and L2 motivational research is Goal-orientation theory. This social-cognitive framework focuses on the quality of an individual's goal orientation and was developed in a classroom context in order to explain students' learning and performance (Dörnyei, 2001). Researchers have argued that goals affect individuals' performance in the sense that they concentrate attention toward a particular activity and this focus motivates the individual to make an effort (Zareian and Jodaei, 2015). The close relationship between a student's performance and their stated goals is illustrated in findings from Koul et al. (2009). In this study, the authors examined Thai college students' motivational goals for learning the English language through combining measures of goal orientations based on two different goal constructs and motivation models. The key result showed that a majority of the participants directed most attention towards preparing for examinations out of fear of failing their English class and subsequently not gaining entry to university. To provide context, English has become an academic requirement for entry to Thai universities, especially for prestigious higher educational institutions (see Nunan, 2003). Beyond a fear of failure, the results further indicated that compared to university students, college students were significantly more performance orientated toward the purpose of achievement and more identification oriented toward emulating an English speaking foreigner.

Attribution theory is a second mini-theory that has been influential within the field of L2 motivational research. Fiske and Taylor (1991) outlined this theory to focus on how a social perceiver (an ordinary individual) makes use of information to arrive at causal explanations for events. Specifically, it examines what information is gathered and how it is combined to form a causal judgement. In other words, this theory concerns the reasons that individuals attribute to their perceived successes and failures in situations where achievement is considered (Genç, 2016). Although this theory derived from Heider (1958), Weiner (1986) contributed a great deal and proposed four main causes or attributes of success and failure, including (1) ability, (2) effort, (3) task difficulty and (4) luck. Further researchers who utilised this framework in their research found that students who were not successful in their studies, attributed their failure to a lack of talent and effort, whereas those students who were successful credited their success to their tutors, the learning environment and their personal interest (see Hassaskhah and Vahabi, 2010; Kálmán and Gutierrez, 2015).

These frameworks provided fresh insights in the field of L2 motivational research and

investigated pedagogical issues in the real world classroom (Gardner, 2001). Cognitive concepts were, however, criticised for failing to understand what arouses motivation to learn a language (Dörnyei and Skehan, 2003). It was through this criticism and drawing on four established theories Self-efficacy (Bandura, 1977), Self-determination theory (Deci and Ryan, 2020), Possible Selves (Markus and Nurius, 1986) and Self-discrepancy Theory (Higgins, 1987) that focus on the notion of the self, a shift occurred which subsequently led to the formation of Dörnyei's (2005) L2 Motivational Self System.

Arguably one of the most renowned properties of language learning (Csizér, 2019), and one that broadened the scope of L2 motivation research, the L2 Motivational Self System materialised from Dörnyei's (2005) understanding of the direct impact of a students' learning environment. In addition, it recognised that for some language learners, the initial motivation to learn a language does not come from internally or externally generated self-images but rather from successful engagement with the actual language learning process (Dörnyei and Ushioda, 2009). This framework for L2 motivation is built upon three components, (1) Ideal L2 Self, which is the L2-specific facet of one's 'ideal self' and (2), Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. The final component (3) refers to the L2 Learning Experience, which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success).

To date, and prompted by the linguistic consequences of globalisation (Oakes and Howard, 2019), a plethora of studies focusing on learners of the English language have tested the tenets of this theory. Yet its applicability to learners of a language other than English (LOTE) has been disputed. In particular, Oakes and Howard (2019) questioned whether the large-scale repudiation of integrative motivation can be justified in the case of languages other than English. Moreover, the application to university-level learners, who are more likely to have contact with target-language speakers and cultures compared with the younger learners has been questioned. In light of these criticisms, this study utilised SDT as a theoretical framework that has clearer relevance to language learning in HE.

2.4 Self-Determination Theory

SDT focuses on the importance of perceived competence for motivated engagement that is shaped by three basic human needs including (1) autonomy, (2) competence and (3) relatedness (Deci and Ryan, 2008). Autonomy concerns an individual's need to feel in control of their actions, thought processes and in essence, they perform out of a sense of volition and self-

endorsement (Vansteenkiste and Ryan, 2013). Wang et al. (2019), suggested that the second basic human need, competence, relates to the production of desired outcomes and the experience of mastery. When an individual feels competent, for example, they believe that they encompass the skills required for success, they are able to interact effectively within their environment and are more likely to take actions that will help them to achieve their goals (Lopez-Garrido, 2023). The final basic human need, relatedness, reflects an interpersonal dimension that involves the extent to which an individual feels connected to others, engages in meaningful relationships and belongs to a community.

Deci and Ryan (2009) highlight that an individual's social environment and those within it (e.g., family members, partners, friends and colleagues) can support or obstruct an individual's motivation by the extent to which they support their three basic human needs. In regard to autonomy, this is supported by attempting to grasp and acknowledge preferences and conveying understanding of their point of view. Supporting an individual's autonomy also means refraining from trying to control or pressure them to act in a certain way. Competence is supported by providing an individual with optimal challenges and opportunities, encouraging their sense of initiation, providing structure and relevant feedback. Finally, relatedness is supported when others are involved and show interest in the individual's activities, are empathic in responding to their feelings and convey that the person is significant and cared for.

The three basic human needs are essential to an individual's need to act autonomously and are integral to intrinsic motivation; which is a prototypical expression of the active integrative tendencies in human nature assumed by SDT (Deci and Ryan, 2020). This type of motivation is proposed to be internally regulated and arises from the inherent pleasure an activity produces (Busse and Walter, 2013). Activities such as learning to play a musical instrument, which an individual undertakes due to how it makes them feel, is one example. Choice is an important factor for intrinsically motivated behaviour, as individuals can derive more pleasure from activities they have chosen to do (Deci and Ryan, 2008). Thomas and Oldfather (1997) further proposed that intrinsic motivation is not only connected to an individual's need to be self-determined, it is linked to other elements for instance, competence; as when an individual is competent and self-determined, they are more likely to enjoy an activity and to continue to engage with it.

In contrast, extrinsic motivation is suggested within SDT to be externally regulated and, as such, derives from an outside influence in undertaking an activity or behaviour (Morris et al, 2022). Punishment and rewards are examples of extrinsic motivators for an individual undertaking an

activity. For example, studying for an exam may be motivated by the desire to achieve the required grade in order to progress. This type of motivation in the long term, however, could induce an individual's interest or participation in an activity in which there was no initial interest. Deci and Ryan (2008) further proposed that different elements of extrinsic motivation lie on a continuum of internalisation, where factors underpinning extrinsically motivated behaviour can become internalised over time for individuals who connect value to their activity. Accordingly, SDT has long specified four major subtypes of extrinsic motivation, illustrated in Figure 2.1. Deci and Ryan (2020) emphasise however that from an SDT view, the contrast between this type of motivation and intrinsic motivation is not straightforward because instrumental motivations can vary widely in content and character.

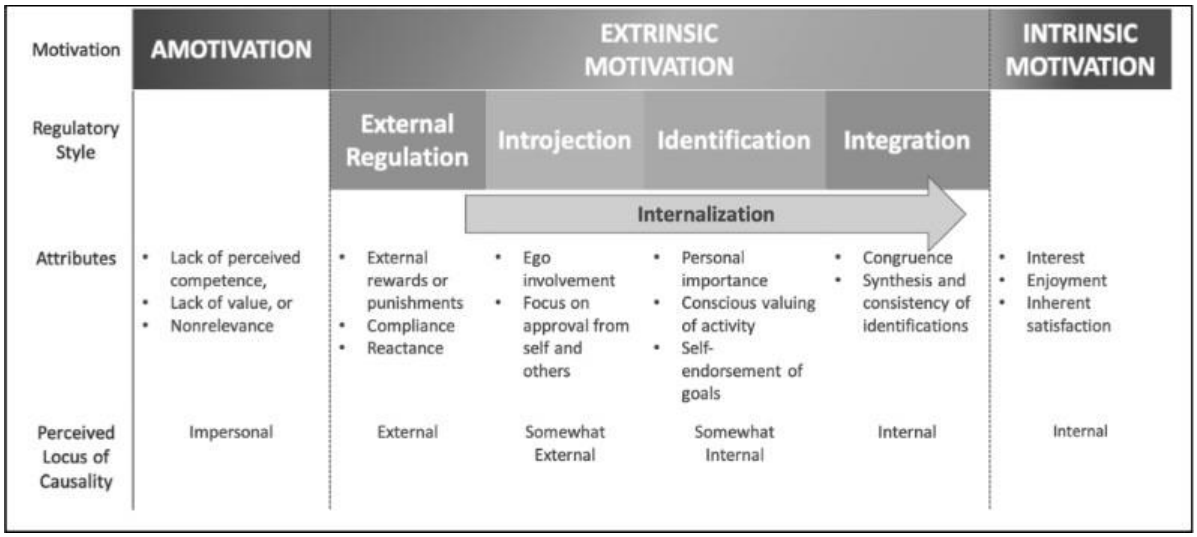

Figure 2.1 Deci and Ryan's (2020) Taxonomy of Motivation (Lunde Hatfield, 2023, p.3)

Subtype one, External Regulation, the lowest level of autonomy concerns behaviours driven by externally imposed rewards and punishments and is a form of motivation typically experienced as controlled and non-autonomous (Deci and Ryan, 2020). An example of this is students who are motivated to study a specific A level subject i.e., Mathematics in order to receive a car as promised by their parents at the end of their studies. Subtype two, Introjected Regulation concerns behaviours that have been partially internalised such as obligation or guilt. For Guay (2022), this type of regulation occurs when an individual identifies with the reasons for performing a behaviour, yet, in a controlled manner. Students who go to school to not feel guilty is an example of Introjected Regulation (Guay, 2022). In subtype three, Identified Regulation, an individual is suggested to consciously identify with, or personally endorse, the value of an activity and thus experiences a relatively high degree of volition or willingness to act (Deci and Ryan, 2020). Similar to subtypes one and two, this is an autonomous form of extrinsic

motivation, because the behaviour originates from the self in a non-contingent manner. For example, though not interested in Mathematics, some students might find this subject important because it will help them to pursue a career in a field that they like (Guay, 2022). The most autonomous form of extrinsic motivation is subtype four, Integrated Regulation, in which an individual recognises the value of an activity and discovers that it is congruent with other core interests and values. However, it is important to note that an individual must have formed a coherent identity (Deci et al, 1996) in order to achieve this level of motivation. Figure 2.1 also depicts Amotivation, which refers to lacking intentionality.

Focusing on learning, there continues to be a consensus among authors (e.g., Niemiec and Ryan, 2009; Grolnick and Ryan, 1987; Reeve et al, 2002) that the three basic human needs are important in the learning process as satisfaction of these is critical for a student's internalised academic motivation. For example, Jang et al. (2009) found that more enjoyable learning experiences and greater academic achievement in South Korean students emerged from satisfaction of all three basic human needs. Importantly, this finding complements and further supports Guay (2022) who also found that the three basic human needs do not operate in isolation as they are interdependent and should be considered in combination rather than separately (Guay, 2022).

2.5 Self-Determination Theory and its application to language learning

The value of SDT within L2 motivation has long been advocated (e.g., Brown, 1994; McEown et al, 2014; Oga-Baldwin et al, 2017). Noels et al. (2000), for example, conducted several studies which suggest that intrinsic motivation is an important variable when exploring the motivations of students to learn a L2. Noels et al. (1999) found that teacher self-reported intrinsic motivation (measured via a questionnaire and that included indices of Amotivation, intrinsic motivation, and the subtypes of extrinsic motivation) was positively related to greater motivational intensity. Wang et al. (2022) defined motivational intensity as reflecting increased effort students' make when learning a language, greater self-evaluations of competence, and reduced anxiety in learning.

Problems with Deci and Ryan's (2020) Taxonomy of Motivation (Figure 2.1), however, do exist within the area of language learning. Soh (1987) suggested that intrinsic motivation and Integrated Regulation are interchangeable as learning a L2 is not conducted to obtain an external incentive. Gardner and Lambert (1972) however pointed out that intrinsically motivated learners engage in a learning activity without any external incentive as they derive pleasure from the learning activity itself. In contrast, Integrated Regulation is motivated by an external purpose, a

goal, and would thus have to be identified as extrinsic according to Deci and Ryan's (2020) Taxonomy of Motivation (Figure 2.1). In addition, although extrinsic motivation is conceptualised as a continuum which may over time become internally regulated with the self (Deci and Ryan, 2000), it is usually viewed as less optimal to intrinsic orientations in terms of quality of learning engagement (Deci and Moller, 2005).

Overall, SDT has been an effective framework for understanding motivation to learn a L2 in formal settings including university (Joe et al, 2017). Researchers, aware of its theoretical and empirical consistency (Al-Hoorie et al, 2022), continue to use this theory as a means of exploring L2 motivation, recognising that it has brought new understandings of how and why individuals are motivated to learn a L2 (e.g., Parrish and Lanvers, 2019) The value in utilising this framework for researching English monolingual students initial motivations compared with other existing frameworks such as the L2 Motivational Self System is also noticeable when considering its unique emphasis on the quality of motivation (intrinsic and extrinsic motivation) and the three basic human needs. The L2 Motivational Self System focuses on the quantity of effort and achievement based on an individual's future self (Al-Hoorie, 2018). While this esteemed framework is useful for understanding how future-orientated self-concepts (such as feelings relating to the target language and the target language community) drive motivation, it was not entirely suitable for this study. Indeed, SDT's lack of focus on the target language community for example, which is not always within reach for English monolingual students (Parrish, 2022), allows for better access to understanding the initial motivations of the identified students for enrolling onto an optional language module.

2.6 Reasons for the continuous decline students undertaking language degrees

For the purpose of this review, the term 'language' represents 'modern languages' and 'foreign languages'. In spite of the media (e.g., Lopez-Menchero, 2021; Bawden, 2013) discussing the continuous decline in the number of students undertaking language degrees, there is a relatively small body of literature concerned with identifying students' reasons for not choosing to study a language. Watts (2004) recognised this gap and through drawing on a study by Marshall (2000) (which focused on the decline of students undertaking an MFL GCSE) found a general climate of negativity surrounding the perceptions of language degrees from students in further education.

Watts (2004) identified several negative perceptions of language learning, including that degrees in other subjects led to more promising career paths and that language degrees were viewed as an extra qualification and thus, not a 'true academic subject in itself' (Watts, 2004, p.61). Both could potentially be connected to the growing emphasis on science, technology, engineering and

mathematics (STEM) subjects, with enrollment onto these degrees experiencing unprecedented growth over the past decade (Gov.uk, 2021). According to a report conducted by Morgan and Kirby (2016) on behalf of the Royal Academy of Engineering, this growth has been largely due to the significant rise in the number of non-EU students coming to study in UK universities along with the increasing demand for STEM graduates (Oliss et al, 2023). The skills developed through STEM subjects are found to support research, innovation and high-tech manufacturing, and are seen as critical to the UK's international competitiveness in these areas (UK Commission for Employment and Skills, 2011). Universities recognise this demand and as such, are situating themselves at the forefront of providing STEM subjects. Indeed, at the time of completing this section of the review, Birmingham City University included the below text on their website:

> *"Considering a career in STEM? Increasing the number of young people trained in Science, Technology, Engineering and Mathematics has become an important topic in recent times. The UK is going through a technological, economic and societal change and, along with Brexit, the challenges ahead require a boost in STEM-related industries, creating more job roles than ever before"* (Birmingham City University, 2024).

The UKs withdrawal from the European Union (known as Brexit) in 2019, has further brought our relationship with other languages into sharper perspective (Lanvers et al, 2018). The media (e.g., Adams, 2019; Speck, 2019) in particular has discussed at length how Brexit has threatened the state of language learning across primary and secondary education and caused a negative shift in attitude (Jeffreys, 2019) from pupils and parents. Parents are known to influence their child's educational decisions (e.g., Ball et al, 2000; Brooks, 2004; Pugeley and Coffey, 2002; Arshad and Shahzadi, 2016) and now perceive languages as having little use. Indeed, in the Language Trends report published in 2020, 53% of responding state schools reported that 'pupils are less motivated to study European languages' since Brexit (Broady, 2020).

Some researchers (e.g., Polisca et al, 2019; Broady, 2020) have been concerned with the impact Brexit has had on language provision in HE and assessed how the withdrawal has influenced UK undergraduate students' attitudes to language learning. A report published by Dusting et al. (2018), however, revealed that Brexit hardly affected students' language learning choices in HE; with a majority undertaking a language degree primarily out of interest. This finding, nevertheless, must be approached with some caution because a considerable number of second and third-year students, who started their language degree less than three months before the referendum, were participants in the study and may not have been affected by Brexit. While it is still too early to draw definitive conclusions, it is clear that Brexit is a threat and has the

potential to discourage students from taking a language degree in the future.

Watts (2004) further outlined that a negative A-level experience, which involved teachers warning participants that the MFL A-level syllabus is much easier and less intensive than that expected at degree level, discouraged participants from choosing to take a language degree at university. Potentially exacerbating this warning are online discussion forums designed specifically for prospective HE students and student-focused tabloid-style websites. As a case in point, forums within The Student Room, which is the UKs largest online community for school, college and university students from the past two decades include Joint Honours Degree - English and Modern Languages (The Student Room, 2015), How hard is a language degree? (The Student Room, 2012) and Terrified of final year of languages degree (The Student Room, 2014); that detail the unmanageable workload and feelings of being overwhelmed by managing literature, grammar and translation simultaneously. Similarly, The Tab, a website launched at the University of Cambridge in 2009 and has since expanded to over 80 universities in the UK and United States (Ruddick, 2017), included an article humorously titled Modern Languages are the hardest degrees at university Medicine pales in comparison by one student enrolled on a language degree. The article outlines the future of uncertainty around employability upon graduating and the amount of homework they receive:

> *"Language students also have more homework than other students. Film modules are the worst in terms of preparatory material. How ridiculous is it to spend an entire term in first year watching Italian neorealist films?"* (Vekaria, 2016)

While one must consider the credibility and subjectivity of these forums and websites, for prospective HE students, their influence is clear. Johnston's (2010) study that examined emerging peer-to-peer communication via social media in the context of student choice of a university uncovered 'the role of influential peers', noting that technology has made peer-to-peer contact easier and hence, increased the influence of peers on decision making. Likewise, based in India, Srivastava and Dhamija's (2022) study that aimed to develop a thorough understanding of social factors that influence students' decision-making when choosing a university identified four factors, including social platform and cohort influence. Both findings provide a foundational platform for future research to explore the extent to which the identified forums and websites influence prospective HE students' understanding of language degrees.

2.7 Students' motivations for undertaking a language degree

Most literature that explores student motivations for undertaking a language degree is based on

learning English and, while this focus is not a surprise given the role of English as a global language (Duff, 2017), research around LOTE has been overlooked. Indeed, there are only a handful of authors (e.g., Busse and Williams, 2010; Mayumi and Zheng, 2021; Oakes, 2013; Gallagher-Brett 2005) who have focused on the motivations of UK students, whose first language (L1) is English, for choosing to undertake a language degree.

In a focus group with 11 students undertaking a language degree, employability was confirmed as the third most common reason to study a language, behind personal satisfaction and mobility/travel (Gallagher-Brett, 2005). This reason was highlighted more recently by Mayumi and Zheng (2021) whose study explored the motivations of five students to learn Chinese. Busse and William's (2010) mixed-methods study of university students studying German at two UK universities found three motivating factors: gaining language proficiency, enjoyment of learning German, and having a clear future vision of themselves as proficient German users.

Learning a language has long been associated with increased employability (Shepperd, 2021). It is advertised by Higher Education Institutes (HEIs) such as University of Exeter (2024) and University of Portsmouth (2023) as an essential tool to compete in a global job market (University of Exeter, 2024). The University of Southampton (2024) and University of Manchester (2024) have likewise emphasised this association in their external advertising along with language degrees providing the development of transferable skills:

> *"A degree in languages is increasingly valued by employers across all sectors, including industry and business. Employers recognise that a languages degree shows wide cultural experience as well as other personal transferable skills which they gain through their education."* (University of Southampton, 2024).

> *"Study Modern Languages with us and you'll graduate with not only advanced language skills, but also highly sought-after transferable skills including: self- motivation, leadership, adaptability, problem-solving and critical thinking"* (University of Manchester, 2024).

On a practical level, the association between languages and employability has led to the production of handbooks introducing tutors to examples of how employability can be embedded in language units or language degrees. One key example is Employability for languages: a handbook by Corradini et al. (2016) which comprises of a selection of essays and case studies such as The employability advantage: embedding skills through a university wide language programme (Cervi-Wilson and Brick, 2016) which outlines how this module links to the University of Coventry's employability agenda.

2.8 Students' motivations for undertaking an optional language module

There is a relatively small body of literature that is focused on optional language modules within UK universities. What is particularly striking, in respect of this study, is that none of this literature concentrates on students motivations for undertaking these modules. Instead, authors have paid attention to the curriculum and syllabus (e.g., Little and Ushioda, 2000). Carson (2010), for example, undertakes a review of how Trinity College's optional language modules took steps to relate its curriculum and assessment procedures to the CEFR while Dlaska (2000) advocates for culture-integrated language learning, a process that involves understanding the cultural nuances that shape a language (Sottile, 2024), to be an integral component of optional language modules. Toffoli (2020) departs from the curriculum and syllabus by drawing on dynamic systems theory as a means to understand the holistic nature of contemporary language learning within HE (e.g., language degrees and optional language modules). Suggestions concerning the shape of language centres in HE and the role of teachers in readying the contemporary language learner for autonomous lifelong and lifewide language development are then presented (Toffoli, 2020). Somewhat loosely related to this study in respect of recognising how optional language modules provide an important pathway for learning a language, a recent longitudinal study by Bruen and López (2024) considers the role of optional language modules in increasing the number of students studying a L2 in HE found that students are attracted to a student-centred and pedagogically innovative (Bruen and López, 2024) syllabus incentivizes students to enroll onto an optional language module.

While it is promising that attention has been given to optional language modules over the past two decades, literature remains scarce and unconcerned with understanding the initial motivations, or motivational factors more generally, that contribute to a student's choice to enroll onto these modules. It is here where this study provides a further original contribution as it addresses a significant gap in the literature.

2.9 Concluding Remarks

This narrative review of the literature provided an overview of the motivational theories within L2 learning including SDT and identified reasons for the continuous decline in students undertaking language degrees. It also provided an outline of students' motivations for undertaking this type of degree with future employability being a key motivator. One key finding from this review was that studies have outlined several theoretical frameworks to explore

motivation in language learning including cognitive frameworks, which are used to understand how students learn and engage with a subject. Although useful and popular, unlike frameworks that focus on the self e.g., SDT, cognitive frameworks fail to understand what causes students' motivation to learn a language. A second key finding which the researcher found surprising was the influential role of peers in the context of student choice and the rise in online discussion forums and student-focused tabloid-style websites that prospective HE students engage with. The limited amount of literature around L2 motivational research for LOTE in HE and specifically optional language modules was a further key finding and highlights the original contribution of this study to this area of education.

Chapter Three. Methodology

3.1 Introduction

This study explored English monolingual students' motivations for enrolling onto a UWLP module. This chapter outlines the researcher's philosophical positioning. In addition, it provides a rationale for utilising a CGT approach. The chapter goes on to describe the strategy for sampling, data generation and data analysis. Finally, the chapter discusses the researcher's position as an Insider Researcher and the ethical considerations that informed this research.

3.2 Philosophical Positioning

3.2.1 Relativist Ontology

The type of knowledge sought by this study was subjective in nature which reflected the relativist ontological positioning of the researcher. Relativism rejects the notion of absolute truth and views reality as conditional, personal and able to take on different forms depending on the perspective of each individual person (Lincoln et al, 2018). Thus, the 'truth'/ 'reality' is subjective and in this study how initial motivation is defined by one student may be different compared to the definition of initial motivation for another. In addition, motivational issues for one student may be influenced by the current context with different issues arising in other moments of time for that student or other students. A relativist ontological position was therefore assumed by the researcher to embrace the possibility of multiple constructions of initial motivations for enrolling onto a UWLP module. Reality for these students was also recognised as value-laden, involving a subjective interpretation of the influence of culture, context and past experience, which fits with the ontological assumptions of relativism (Lincoln, et al, 2018).

3.2.2 Constructivist epistemology

Epistemology concerns focus on what counts as knowledge and how one comes to know reality (Cohen et al, 2017). In the context of this study, epistemology questioned whether participants understood their initial motivations for enrolling onto a UWLP module and how they came to know this reality.

Recognised by Lincoln et al, (2018) the findings from constructivist research results from the interaction between the researcher and participants, with researchers unable to separate their knowledge and experiences with the phenomenon being studied (Lincoln et al, 2018). By using

a constructivist lens, the researcher acknowledged their positionality, their role as a Programme Support Assistant for a UWLP module, and completion of the narrative literature review. The researcher developed methodological sensitivity towards the subject area by (1) carefully considering the aims of this study and (2) Memoing about their positionality (which is discussed in detail in section 3.10.2). By acquiring methodological sensitivity in this way, a CGT approach was utilised in this study.

3.3 Grounded Theory

Grounded theory (GT) emerged when sociologists Glaser and Strauss (1967) published their seminal text The Discovery of Grounded Theory. This book explains this methodological approach which seeks to uncover a theory within the data without prior hypotheses or assumptions. GT aims to generate a theory based upon a systematic approach to simultaneously gathering, analysing and coding data about the social processes related to the studied phenomenon (Glaser 1998). GT is an effective methodological approach when little is known about a topic, due to its exploratory style of enquiry (Birks and Mills, 2015). The researcher was therefore initially drawn to it as they wanted to build a substantive theory about the initial motivations for enrolling onto a UWLP module. Indeed, as confirmed in Section 2.7 the initial literature search did not find research concerned with a language module, which demonstrated limited knowledge about this area of L2 learning in HE and the need to develop a tool-kit for professional practice.

3.4 Interpretations of Grounded Theory

Engaging in any form of GT study requires the researcher to address a set of common characteristics: theoretical sensitivity, theoretical sampling, constant comparative methods, coding, and Memoing. Different interpretations such as CGT and situational analysis stemmed from the absence of a philosophical framework in Glaser and Strauss's (1967) book. According to Charmaz (2000), Glaser and Strauss (1967) merged their contrasting sociological approaches to develop GT, although they were not explicit about an underpinning philosophy. Subsequent works by Strauss (1987) have shifted over the years, while Glaser maintains a strong connection to the classic version of GT. As Charmaz (2000) states:

> *"Glaser's position comes close to traditional positivism, with its assumptions of an objective, external reality and neutral observer who discovers data"* (Charmaz, 2000, p.510).

Here, this theory rests on the belief that the meaning will emerge inductively from the data itself. In other words, meaning exists in the data and the researcher can extract and develop it into a

more abstract theory. By reviewing the data, concepts will occur that can be refined and verified by continually comparing them and checking them with the original data and newly collected data. In contrast, Strauss (1987) followed a revised version of GT, named Straussian Grounded Theory (SGT) which maintains similar core GT methods, techniques and tools, but adopts a more post-positivist stance (Corbin and Strauss, 2015). SGT views the researcher as an unavoidable imposter within their data and accepts that they cannot be entirely neutral. In addition, it proposes that the data is structured to reveal the emergent theory, as opposed to the classic version where the data is not structured. Different again from the classic GT, SGT permits a preliminary overview of literature to identify research problems and the areas in which to look for data. According to Straussian guidelines:

"*…the researcher does not begin a project with a preconceived theory in mind*"

but rather

"*he/she begins with an area of study and allows the theory to emerge from the data*" (Strauss and Corbin, 1998, p.12).

Ontologically relativist and epistemologically subjectivist, CGT is a genre of GT developed by Charmaz (2000), a former student of Glaser and Strauss. At the root of CGT is the belief that concepts are constructed and not discovered as put forward by Glaser (2007). This approach is grounded in the participants' own words and experiences, while the constructivist element of CGT refers to the fact that the evolving theory is constructed by the researcher and participants.

Different from GT and SGT, CGT is based on the assumption that knowledge rests on social constructions (Charmaz, 2014) and, thus, the studied reality is not an objective, but a social construct, and the very notion of a neutral observer is inherently invalid. As Charmaz (2014) argued:

"*Unlike [Glaser and Strauss'] position, I assume that neither data nor theories are discovered either as given in the data or the analysis. Rather, we are part of the world we study, the data we collect and the analyses we produce*" (Charmaz, 2014, p.17).

One might contend that with this, CGT is much less prescribed in its design and places importance on the participants' views, beliefs and the subjectivity of the researchers' interpretations.

The researcher's rationale for choosing this design was due to this approach resonating with their philosophical position. Initially, the researcher felt aligned with the SGT philosophical perspective, however, they gradually moved towards CGT as it includes more emphasis on

constructivism and role the researcher plays in constructing meaning with the participants. A further rationale is the aim of CGT, which is to build a theory to explain the phenomenon being studied from the viewpoint and in consideration of the context of the people who experience the phenomenon. Although classic GT focuses on emergent theory construction, basic social processes, theoretical coding and core categories, the researcher rejected this approach due to it not aligning with their philosophical position.

3.5 Critiques of Constructivist Grounded Theory

A CGT approach was rationalised, and the researcher borrowed techniques from other approaches that were compatible with their philosophical positioning and role as an insider researcher. Glaser (2007) disagreed with mixing different approaches within a GT study. Similarly, Evans (2013) and Breckenridge et al. (2012) advised against the use of different approaches in a singular research and advocated for researchers to choose one path for greater clarity. However, Birks and Mills (2015) recognised that:

> *"Few things are ever black and white, especially when it comes to research with an overtly interpretive component, and there is much to be learned from all antecedent grounded theorists."* (Birks and Mills, 2015, p.4).

Hernandez and Andrews (2012) criticised CGT for not being an authentic GT process and proposed that this approach produces descriptive theory from qualitative data analysis, and discovering an explanatory theory was only possible through classic GT (Hernandez and Andrews, 2012). By taking a constructivist epistemological position, the researcher co-constructed meaning. They also systematically analysed the data for patterns as theoretical integration progressed. In doing so, an explanatory theory was generated from this study because it 'explained', and not just 'described' English monolingual students' initial motivations for enrolling onto a UWLP module. Furthermore, as this study employed techniques from different GT approaches including Memoing, constant comparison method, coding and categorising and theory generation from the data and not pre-conceived ideas; the researcher is confident this study presents a GT.

3.6 Insider Researcher Role

Very important to this study was the researcher's role as an Insider Researcher, which is defined as someone who conducts research with populations of which they are also members (Corbin-Dwyer and Buckle, 2009). Even though insider research is rooted in ethnographic field research in the disciplines of anthropology and sociology (Sikes and Potts, 2008), Greene (2014) stated that the amount of insider research being conducted in recent years is situated within the field of

education. One key advantage of this role is the pre-understandings the researcher brings to the design of the study (Brannick and Coghlan, 2007). Furthering this, Smyth and Holian (2008) recognised that insider researchers, with their knowledge, possess a perspective that allows for research questions to be developed that directly relate to improving practice within a specific context. Three further advantages from Ulnuer (2012) are the insider researcher (1) having a greater understanding of the culture being studied, (2) not altering the flow of social interaction unnaturally and (3) having an established intimacy which promotes both the telling and the judging of truth (Ulnuer, 2012). From a more practical perspective and unlike outsider researchers, insider researchers do not have the concern of how to orientate themselves with the research setting or with the participants (Greene, 2014).

Despite the advantages afforded, the researcher remained aware of the problems associated with their role, the two most prominent being (1)gaining access unintentionally to sensitive information, , (2) Entanglement, which can be defined as being over-involved (van Heutgen, 2004) or engaging in over-familiarity (DeLyser, 2001) with the participants. To counteract these disadvantages and to ensure credible insider research, the researcher respected the ethical issues related to the confidentiality of each participant and addressed issues about their influencing role on compliance and access to privileged information, at each and every stage of the study (Smyth and Holian, 2008).

Williams (2009) speaks about how, when conducting insider research, researchers may be confronted with guilty knowledge, as they become aware of something which creates a moral and possibly a methodological dilemma. This aporia requires reflexivity on the part of the researcher to deal with whatever the issue is, in Williams' words "neither denying it, nor resolving it, but proceeding because we must" (2009, p.119). Through the Memoing technique (which is discussed in detail in section 3.10.2), being reflexive became an integral aspect of the research process, challenging the researcher to assume a deeper level of self-awareness, and bringing their emotions and cognitions to the surface of this study.

3.7 Sampling and Recruitment Strategy

CGT prompts the researcher to look for data where they are likely to find it (Charmaz, 2014) and in light of being an insider researcher, the researcher was well-placed to identify and approach potential participants. Participant recruitment began with a purposive sample of 124 students who had enrolled onto a UWLP module via Online Module Enrolment (OME) for the upcoming academic year. As the researcher had privileged access to these students' email addresses, they sought permission to use these through completing an ethical clearance form at the university

where this study took place. The rationale for recruiting these students was that they made up the specific, information-rich knowledge required for this study. Recruitment commenced by emailing each potential participant, informing them about this study, the required characteristics (English monolingual) and the maximum number of participants required (twenty). Those who were interested in participating and identified with the characteristics were instructed to reply to the email within 7 working days confirming they were happy to be invited to participate. Although twenty two potential participants responded, which was two more than the required amount, the researcher worked within the submitted ethical framework (Appendix 2). Therefore, the first 20 potential participants who responded were sent a follow up email that formally invited them to participate in this study and included the Research Information Sheet (Appendix 3) and the Research Consent Form (Appendix 4). 1 potential participant withdrew their interest upon receiving the follow up email. 7 did not respond and 12 returned their completed Research Consent Form (Appendix 4) within 7 working days. Sappleton and Lourenço (2015) and Bosnjak et al. (2008) all endorse emailing as a form of recruitment due to the speed at which researchers obtain confirmation of participation.

The goal of purposive sampling is to focus on particular characteristics of a population that are of interest, and this approach is argued to best enable the researcher to answer the research question (Descombe, 2011). Patton (2002) advocates this type of sampling as it identifies individuals who are especially knowledgeable or experienced with the phenomenon of interest. In addition to knowledge and experience, Palinkas et al. (2015) noted the importance of availability and willingness to participate, together with the ability to communicate experiences and opinions in an expressive and reflective manner. Whilst it could be argued that weaknesses exist with a low level of reliability and high levels of bias, in this study, these were not considered to be weaknesses. Indeed, these were positive attributes, as the researcher was able to gain trust, be empathetic and truly understand why participants viewed 'their' truth in the way they did. In other words, although the balance of reliability (replicability) was low, this was far outweighed by the high validity in this study.

3.8 Overview of Participants

To ensure anonymity, each of the 12 participants were assigned a number ranging from 1 to 12 through internet based random number generator, Calculator.Net. Table 3.1 details each participants' chosen UWLP language and stage they enrolled onto, their degree programme, and their year of study. Each participant confirmed they resided in the UK and held prior experience of learning a L2, predominately Spanish, through primary and secondary education. In terms of their

highest qualifications to date, all participants apart from one who completed the Access to Higher Education Diploma, held A-Levels in a range of subjects except for a MFL. Essential for the study, each participant self-identified as being English monolingual. Dictionary definitions of monolingualism generally define being monolingual as the state of understanding or having the knowledge to speak or write in only one language (Collinsdictionary, 2025). Richards and Schmit (2002), however, further this definition by asserting that individuals who are monolingual may possess passive knowledge of other languages. Information such as age, gender or how each participant would describe their gender identity e.g., non-binary was not sought as these were not required for the study. In addition, although it is expected that all participants will have graduated from their degree programme at the time of submitting this thesis, disclosing their ages, genders and/or gender identities was not considered ethically appropriate due to the small sample size. Indeed, including this type of information could potentially make them identifiable and thus, risk their anonymity.

Table 3.1 Overview of Participants

Generated Participant number	UWLP Language and Stage enrolled onto	Degree programme enrolled onto	Year of study
5	Japanese Stage 1	BSc (Hons) Marine Biology	2
4	Japanese Stage 1	BA (Hons) Animation	2
11	French Stage 1	BA (Hons) English and Creative Writing	2
3	Japanese Stage 1	BA (Hons) Contemporary Military and International History	3
9	Arabic Stage 1	BA (Hons) Journalism: Multimedia	2
2	Spanish Stage 1	BA (Hons) Journalism: Broadcast	2
7	Spanish Stage 1	BSc (Hons) Environmental Management	3
12	Spanish Stage 1	BSc (Hons) Criminology & Sociology	3
10	Spanish Stage 2	BSc (Hons) Physiotherapy	3
8	Mandarin Chinese Stage 1	BSc (Hons) Business and Tourism Management	2
6	Spanish Stage 2	BA (Hons) Geography	3
1	Mandarin Chinese Stage 1	BSc (Hons) International Events Management	2

3.9 Data Collection Method

In-depth, semi-structured interviewing to collect qualitative data was congruent with a CGT approach (Charmaz 2014). The interviews investigated the participants' initial motivations for

enrolling onto a UWLP module by asking twenty-one open-ended, non-judgemental questions. Outlined in the Interview Agenda Questions and Exploratory Probes document (Appendix 5), questions five to nineteen were informed by the three basic needs according to SDT and a series of probes, that were guided by Charmaz (2014) were employed to draw out participants' perspective of definitions, assumptions and implicit meanings. A pilot interview was intentionally not completed as it was not compatible with the research methodology (Charmaz, 2018).

Due to the Covid-19 pandemic, all interviews were conducted online through communications platform Zoom. In contrast to the multitude of literature that focuses on the effectiveness of face-to-face interviews and despite the acceleration of technological developments that has changed the way individuals interact with each other in their personal and professional lives (Weller, 2022), academic assessment of the advantages and limitations of synchronous online interviews has received a lesser degree of attention. The most obvious advantage for this study and in respect to the Covid-19 pandemic was that geographical dispersion was not an issue, as it can be for face-to-face interviews (Cater, 2011). A second advantage that only became apparent when the researcher was arranging interviews was the flexibility it offered participants. Given the interviews were conducted during the summer break, some participants were travelling and had full-time jobs which meant they were only available on certain days and times. Understanding this as well as appreciating that other participants may have had caring responsibilities, the researcher asked the participants to select a date and time to be interviewed. Table 3.2 informs that all interviews took place between the months of July and September in 2021.

Table 3.2 Interview Schedule

Participant	Date & Time of interview
5	Wednesday 7th July 2021 - 13.00
4	Monday 12th July 2021 - 12 noon
11	Friday 9th July 2021 - 10.00
3	Wednesday 14th July 2021 - 11.00
9	Tuesday 13th July 2021 - 16.30
2	Monday 12th July 2021 - 13.00
7	Thursday 5th August 2021 - 10.00
12	Tuesday 27th July 2021 - 15.00
10	Tuesday 7th September 2021 - 11.00
8	Tuesday 10th August 2021 - 13.30
6	Monday 9th August 2021 - 11.30
1	Saturday 14th August 2021 - 14.00

Conducting the interviews online however, was not without limitations. The researcher, drawing on Evans et al. (2012) and Fontana and Frey (2000) was conscious of technical issues such as

time-lags on and losing internet access. Being unable to establish a rapport was a further limitation identified by Hughes (2012) and Hine (2005). To counteract these, both the researcher and the participants examined the strength of their internet connection before each interview commenced. Hine (2005) suggested that sharing personal information is one technique that can establish a virtual report and builds the kind of rapport that would have occurred naturally in a face-to-face interview (Hine, 2005). Following this, at the start of each interview, the researcher confirmed their personal enjoyment of learning both Italian and Spanish.

Conscious that the structure of an online interview is an important factor in how the interview is conducted, adapted from Salmons (2014) and Charmaz (2014), Table 3.3 outlines the interview procedure the researcher abided by.

Table 3.3 Interview Procedure

Preparing	Establishing rapport: • Introductions, pleasantries i.e. *the weather isn't too great where I am today* and thank you. • Check internet access. • Review study details and regain consent.
Opening	Questions 1-4: • Initial, open-ended questions to introduce the UWLP module and to confirm the language and stage the participant enrolled onto.
Questioning	Questions 5-19: • Main questions informed by the three basic human needs according to SDT. • Probes – to use throughout to draw out depth and information.
Closing	• Thank participant (again) for participating in this study. • Ask the participant if there is anything else they would like to discuss. • Inform the participant about the Debrief Form that will be sent to them via email.
Post interview	The researcher will: • Reflect on interview process – Memoing. • Start transcription immediately while reviewing the collected data.

All interviews were between fifty to sixty minutes long and were audio recorded in order to be transcribed with the assistance of the transcription software Otter.ai. Resonating with Lester et al. (2020) who commented that a researcher transcribing their own data set supports them in understanding their data, the researcher realised their transcription assisted with their familiarity

of the data and this was particularly important as they undertook this study on a part time basis. The transcription was verbatim to capture every utterance from the participants and served as an accurate record of the interview (Lester et al, 2020). One example of this transcription can be viewed through Transcribed Interview: Participant 11 (Appendix 6).

As mentioned in Table 3.2, a Debrief Form (Appendix 7) was sent to every participant at the end of their interview and reiterated the aims of this study and the process for withdrawing should they want to. This form also included several sources related to this study, should any participant have a general interest in this area of research.

3.10 Data Analysis

The researcher simultaneously analysed the data throughout the data collection period in accordance with CGT principles. Iterative cycles of data collection and analysis enabled theoretical ideas to be refined, which then guided further theoretical sampling. The analysis of the data was informed by the Six Steps Guide Analysis discussed by Randor (2001) which consists of (1) topic ordering, (2) category constructing, (3) reading for content, (4) completing coded sheets, (5) generating coded transcripts, and (6) interpreting the data. Alongside these steps, the constant comparison method of data analysis identified ideas by continually comparing data. This method, originating from Glaser and Strauss (1967), is a fundamental aspect of all GT approaches because it ensures systematic development through comparing new data with existing data, codes with data, codes with codes, codes with categories, categories with categories, categories with concepts and concepts with extant theories in the literature (Mills et al, 2006, p.8).

3.10.1 Constructivist Grounded Theory Coding

Data was analysed using CGT coding which is the process of defining, describing and extracting meaning from the participant's views and actions (Charmaz 2014). Coding enabled the researcher to systemically organise the interview into more manageable analysed information and although they were theoretically sensitive to concepts related to L2 motivation from the narrative literature review and through their experience as a Programme Support Assistant for a UWLP module, they remained open-minded about the concepts that emerged from the data.

Line-by-line Coding involves labelling each line of the interview transcript (Saldaña, 2013). By doing this type of coding, the researcher was able to notice small distinctions and sense the participants' initial motivations for enrolling onto a UWLP module. Where possible, codes were expressed using gerunds to emphasise action within the social processes as recommended in GT research (Charmaz 2014). Some codes were NVivo codes which employed the participant's own

words as a deliberate attempt to preserve the original intention and meaning of the participant's point of view (Charmaz 2014). See Figure 3.1 for an example of early data analysis using Line-by-line Coding.

Transcribed interview data	Line-by-line coding
You never know I think like, I have like a lot of when I went to uni, my first undergraduate I played Volleyball, which isn't really played in England, but we played against other teams, international teams, with Asian and Spanish people. And then, I just felt, I just felt really ignorant for not knowing another language or just sound really dumb [chuckles]. I thought it was a bit archaic, not like just havin a little bit of just conversational skill, or anything, I just feel like it […] I don't know just goin through life only knowing one language is a bit, a bit ignorant, a bit rude (Participant, 10).	Reflecting on past experiences Opportunity Collaboration Becoming aware of skills-set Disadvantage of being monolingual Feeling left behind Perceived as ill-mannered

Figure 3.1 Example of early data analysis using Line-by-line Coding

All interview transcripts were initially analysed and coded in NVivo, which is a computer-assisted qualitative data analysis software. CGT lends itself to analysis through computer software with reputedly greater accuracy from tools that collate terms and themes, improving rigour (Welsh, 2002). In the case of this study, NVivo supported the systematic approach to conducting CGT as it facilitates constant comparisons of data, the application of code names and their subsequent renaming.

Different to Line-by-line Coding, Detailed Coding involves grouping together significant and

occurring initial codes to determine the emerging sub-categories. According to Flick (2014), typically, during this stage some or many initial codes will be rejected or subsumed into other codes. Unlike Line-by-line Coding where codes are closely linked to the empirical data, the levels of abstraction increase during the detailed coding phase (Flick, 2014). See Figure 3.2 for an example of one detailed code that was constructed from initial codes.

Initial codes	Constructed detailed code
• Internal marketing and advertising • Feedback from friends • Awareness of available optional modules • Seeking language learning at university • Previous experience of the UWLP module • Conversations with staff	Prior knowledge of the UWLP module

Figure 3.2 Example of one detailed code that was constructed from initial codes

Given the emergent nature of CGT, the researcher considered importing and applying existing theoretical concepts at the post-detailed coding stage to be too early and therefore, elected not to use theoretical coding. This is supported by Charmaz (2014) who suggests that whilst initial and detailed coding always takes place, theoretical coding may not, because initial and detailed coding will suffice for many projects (Charmaz, 2014). Returning to initial and detailed coding, moving within these coding phases enabled raw data to be sorted and synthesised which led to the development of sub-categories, i.e. an overarching, hierarchical taxonomic group where codes cohere and cluster in accordance to their similarities and the patterns they create (Saldaña, 2013). At its most rudimentary, much of the process of coding involves breaking up and naming segments of data. However, it is much more than this. According to Charmaz (2014), coding should be seen as being a heuristic device to help researchers to learn about the data, not simply a methodological procedure to apply. Charmaz (2014) claims coding is the pivotal link between collecting data and developing an emergent theory to explain the data.

3.10.2 Memoing

The very nature of qualitative research requires the researcher to assume a reflexive stance in relation to the research setting, participants as well as the data gathered and how it is interpreted. The researcher employed the Memoing technique from the moment the research was conceptualised as it is known for supporting researchers in maintaining reflexivity (Mcgrath, 2021; Charmaz, 2006; Strauss and Corbin, 1990) and for supporting researchers in acknowledging their positionality. Birks and Mills (2015) mnemonic MEMO summarises the reasons for Memoing in GT research, (M) mapping research activities, (E) extracting meaning

from data, (M) maintaining momentum, (O) opening communication (Birks and Mills, 2015). Guided by Charmaz (2014) and using three types of reflection suggested by Schön (1983) (1) reflection-in-action (writing about the participants' interviews), (2) reflection-on-action (writing after an interview or correspondence with participants) and (3) reflections-through-action (intentional reflection); memos were spontaneous and included the researcher's personal perspectives and to what extent these aligned with participants' perspectives, prior thoughts, knowledge, reflections on participants, and defined interactions between categories (Charmaz, 2014). A sample of the researcher's memos from various points throughout the entire timeline of this study is presented in (Appendix 8).

Three strengths of Memoing became apparent to the researcher over time. Firstly, this technique facilitated their understanding of their personal perspectives in relation to the research. For example, they believed that the developed tool-kit for professional practice would be implemented within a UWLP module immediately, given their role as Programme Support Assistant, and this would verify the effectiveness of this study. It too highlighted how, at times, the researcher's personal perspectives aligned with participants' perspectives. As an example, the researcher held strong views about the lack of language skills and the longstanding unimportance placed on language learning across the UK. They remained concerned about how this continued to have a negative impact economically, socially, and culturally. These views were shaped by the researcher's upbringing (in which they were not exposed to any languages apart from English) and through being married to a native-Italian speaker (who is fluent in both English and Spanish), and witnessing multiple employability opportunities available to them as a result of their multilingualism. Three participants made reference to the unimportance placed on language learning, particularly in the UKs education system, when being interviewed and were of the view that this is detrimental to social mobility and the UK as a whole. The researcher felt a sense of comfort when their own perspectives aligned with the participants, as it reassured them of the value of conducting this research and that their view in regard to language learning across the UK were not isolated.

Memoing also transformed some of the researcher's personal perspectives throughout the research process, which they did not anticipate. The recruiting of participants was one key example, with the researcher initially holding the view that insider-researchers who work with students and require student participants, would be inundated with interest from them about participating, due to their desire to be seen as making an effort. This view, however, proved inaccurate, as despite their insider-researcher role, the researcher was not inundated with interest. In fact, only around 20% of potential participants responded to the invite to participate in this

study. While the rationale for this low response rate could have been due to several factors, including students not accessing their emails, this instance altered the researcher's perspective, and they are now of the view that students are not concerned about making an effort to support practitioners who conduct insider research. A further strength of Memoing involved it supporting the researcher in addressing how their positionality inevitably influenced the research process, especially the interpretation of data. Rowe (2014) defines positionality as the stance or positioning of the researcher in relation to the social and political context of their study and contended that

"the position adopted by a researcher affects every phase of the research process, from the way the question or problem is initially constructed, designed, and conducted to how others are invited to participate, the ways in which knowledge is constructed and acted on and, finally, the ways in which outcomes are disseminated and published" (Rowe, 2014, p.2)

Creswell (2013) advises qualitative researchers to disclose the 'cultural, social, and personal politics' they bring to a study, to discuss their 'experiences with the phenomenon being explored' (Creswell, 2013), and to reflect on how these experiences may have influenced their interpretation of the data. To this end, the following describes the researcher's social position and personal experiences and how these influenced the data interpretation.

The researcher was born in the UK (English monolingual) and was an educational practitioner, teaching English as a foreign language and working in Professional Services, within higher education for five years before starting this study. The researcher studied Spanish as a L2 through secondary education, although they chose against completing a MFL GCSE due to wanting to complete GCSE's in other subjects. During their undergraduate degree, the researcher formally studied Italian as a L2 for one year and was initially motivated to learn this language in order to converse with their partner's family members. In exercising self-disclosure, the researcher, following both Charmaz (2014) and Holmes (2020), acknowledged their role and influence in this study. Charmaz, (2014) explains that *'if we start with the assumption that social reality is multiple, processual, and constructed, then we must take the researcher's position, privileges, perspective, and interactions into account as an inherent part of the research reality. It, too, is a construction'.* (Charmaz, 2014, p.13).

There were multiple instances, such as participants expressing a desire to learn a L2 in order to converse with family members, when the researcher's positionality influenced the data interpretation. Indeed, the researcher interpreted this piece of data as participants feeling somewhat isolated within their family, as they had felt this way themselves. They also found

themselves more attuned to certain aspects of the data that reflected their own experiences.

3.11 Theoretical Sufficiency

In broad terms, saturation is employed in qualitative research as a criterion for discontinuing data collection and analysis. From a GT standpoint, Urquhart (2013) defined saturation as:

> *"...the point in coding when you find that no new codes occur in the data. There are mounting instances of the same codes, but no new ones"* (Urquart, 2013, p.194)

Although this definition suggests that saturation can only be reached when there is convincing and robust data with adequate depth and scope to substantiate the theoretical categories, Charmaz (2014) recognises that a theory might not ever fully form as the subjective interpretation of new ideas could lead to further development and it may not be feasible for the researcher to know absolutely everything about the researched phenomenon. Consequently, it was recommended that researchers consider saturation as theoretical sufficiency when:

> *"you have defined, checked and explained relationships between categories and the range of variation within and between your categories"* (Charmaz, 2014, p.213)

Rather than a static moment in time, the researcher became aware that theoretical sufficiency continued as a developing process as new and emergent perspectives offered further insight into the sub-categories and categories. In reassuring the researcher, this awareness was found by Saunders et al. (2018) who stated that theoretical sufficiency is an ongoing, cumulative judgment that one makes and, perhaps never completes rather than something that can be pinpointed at a specific juncture (Saunders et al, 2018). This study, therefore, offered an initial presentation of the theoretical essence (Breckenridge et al, 2012) of English monolingual students' initial motivations for enrolling onto a UWLP module, based upon data collected from twelve participants.

3.12 Ethical Considerations

The researcher followed the revised British Educational Research Association (BERA) Ethical Guidelines for Educational Research (BERA, 2018) and adhered to Liverpool Hope University's research ethics and governance procedures including completion of a successful Ethics Form (Appendix 2). The researcher also sought and gained ethical clearance from the university where this study took place, owing to their role as an Insider Researcher.

A researcher is not only responsible for informing participants about their research and the consequences which surround it, they are responsible for ensuring that all participants provide their voluntary informed consent. Diener and Crandall (1978) defined this as the procedure in

which individuals choose to participate in an investigation after being informed of facts that would be likely to influence their decisions (Diener and Crandall, 1978). These facts for BERA (2018) include the process in which they are engaged in, including why their participation is necessary, how it will be used and to whom it will be reported (BERA, 2018). Considering the nature of this study, three elements of informed consent identified by Cohen at al. (2020), these being (1) Competence, (2) Voluntarism and (3) Full Information, were included to ensure all participants were given appropriate consideration. To guarantee competence, the researcher engaged only with participants who were responsible and mature enough to make correct decisions when provided with relevant information. To achieve voluntarism, the researcher applied the principle of informed consent guaranteeing that participants freely chose to participate in this study, warranting that exposure to risks was undertaken knowingly and voluntarily. Full information, which implies that informed consent is granted upon being fully informed, was secured when potential participants were sent the Research Information Sheet (Appendix 3) after confirming they were interested in participating in this study. The Research Information Sheet (Appendix 3) included this study's aims, rationale and the researcher's intention for the results to form the basis of their doctoral thesis and potentially for publication in academic journals. A fair explanation of the procedures and a description of the benefits which can be reasonably expected from participating in this study were also included along with the following confirmations:

- Confirmation that participating or not participating in this study will not conflict nor jeopardise their place in a UWLP module, status as a registered student at the university or their subsequent outcomes on the module.
- Confirmation that a participant is free to withdraw consent and discontinue participation in this study at any time, without prejudice.
- Confirmation that each participants' confidentiality and anonymity will be protected, and all their data will remain confidential and anonymous unless there are concerns regarding the security of the individual participant.

Protecting participants from physical and psychological harm is paramount for all researchers, regardless of the field they situate in. For Ferguson et al. (2004), owing to the inherent and inevitable power differential between educational practitioners and their students, trust is an essential element of this relationship (Ferguson et al, 2004). The researcher remained conscious that with the on-set of their role as an insider researcher, which involves been seen as someone else (Sikes, 2006), the notion of trust was bound to be questioned alongside the potential

emergence of power relations; which can cause psychological harm to participants.

Power relations exist when there is an ability of an individual to direct or influence the lives of others. Power is often viewed as a word that evokes discomfort as there will always be, according to Weber et al. (1991), a strong element of authoritarianism attached to it. It is naturally perceived that researchers maintain power over their participants when conducting research (Karnieli-Miller et al, 2009). Nevertheless, it could be said that due to the exploratory nature of this study, with each stage of the research process serving a different purpose, balances within power relations were fuelled by knowledge ownership. Foucault's view that power can produce knowledge (Ball, 2013) influenced the researcher in placing emphasis on the co-construction of knowledge between themselves and the participants. With this, the researcher was firmly positioned as a constructivist on the epistemological continuum and acknowledged that participants constructed their own truths in their reflections, thus, mitigating them from harm.

Regarding the element of trust, all potential participants were informed through the Research Information Sheet (Appendix 3) that, similar to the relationship they entered into as practitioner and student which encompasses ethical principles of respect, nonmaleficence and justice; these will prevail in the new relationship as researcher and participant (Morse and Richards, 2002). To avoid feelings of obligation, the Research Information Sheet (Appendix 3) confirmed that participation in this study was not compulsory, that participating or not participating in this study will not conflict, nor will it jeopardise their place in a UWLP module, status as a registered student at the university or their subsequent outcomes on the module.

To ensure confidentially, all interviews were audio-recorded on a password protected voice recording device. These recordings were then transferred onto the researcher's personal computer which was secured by a password and was only accessible to them. After completing the transcription of each interview, all recordings were then deleted from the voice recording device. To ensure participants' anonymity, as was confirmed in section 3.8, they were each assigned a number ranging from 1 to 12 via internet based random number generator, Calculator.Net. The participants' contact details which included their name and student email address along with a list matching each participant with their assigned number and completed Research Consent Forms were kept separately from the research materials e.g., literature, in a password protected folder on the researcher's personal computer. The Research Information Sheet (Appendix 3) confirmed that all interview data would be anonymous and the participants' names and contact details would not be included when reporting the findings of this study.

Qualitative educational researchers working with human participants have a responsibility to

think through their duty of care (BERA, 2018), which essentially means they are required to consider and rehearse responses to any potential ethical dilemma that may arise during their research. For the researcher, this ethical issue was embodied in their willingness to terminate any research activity if they considered it to cause any harm to participants or if participants indicate that it did so. Likewise, ensuring the means for participants to exercise their right to withdraw without any consequences safeguarded participants comfort in participating in the study.

3.13 Concluding Remarks

This chapter began with the researcher's philosophical positioning of a relativist ontology and constructivist epistemology. It then justified CGT as the most appropriate methodological approach to answer the research question and detailed the methods employed to conduct this research; demonstrating that data generation and analysis remained congruent with the underpinning methodological approach. The researcher's role as an insider researcher and ethical considerations which included an explanation of how the researcher provided information to potential participants to ensure informed consent concluded this chapter.

Chapter Four. Analysis of Data

4.1 Introduction

This chapter presents the constructed analysis of data. Twelve participants were interviewed for this study in which they answered twenty-one, open-ended questions that focused on exploring their initial motivations for enrolling onto a UWLP module. Each of the four sub- categories of data were built on a variety of detailed codes which were constructed following initial coding and will be presented in the following sections. In order to support the claims being made and for the purpose of clarity, excerpts from the participants' interviews will be included within each sub-category.

4.2 Sub-Category One: Selecting a UWLP Module

The detailed codes that led to this sub-category were:

- *The characteristics of a UWLP module*
- *Interrelation between a UWLP module and core modules*
- *Prior awareness of a UWLP module*
- *The inclusion of authentic activities in a UWLP module syllabus*
- *Preconceived notions of Language Degrees*

4.2.1 The characteristics of a UWLP module

All participants confirmed that their choice to enroll onto a UWLP module was autonomous. In addition, two participants noted that this optional module provides the opportunity to learn a L2 which is less intensive and can offer a respite from core modules. Illustrating this, Participant 10 disclosed:

> *"Physio modules, like the people you interact with are all consuming so I kind of need something to like, other focuses as it never stops."* (Participant, 10)

Optional modules available in degree programmes are determined by their structure and to what extent they complement it. Despite this, Participant 5 chose to enroll onto a UWLP module partly due to perceiving it as providing a learning experience that is different to other optional modules. This difference was in context of timetabling as they commented that the early evening start time (18.00) of class would foster a more relaxed atmosphere.

4.2.2 Interrelation between a UWLP module and core modules

"I went for a painstaking process of probably about two weeks I couldn't decide. I'd sit there like procrastination an people sayin like, why am I given this much attention to what I'm gonna do. Because quite a few things, you've got to make sure they all link up with your main modules." (Participant, 11).

As exemplified by Participant 11, the perceived interrelation between optional modules and core modules was an important factor for five participants. Participant 8 who was undertaking a Business and Tourism Management degree revealed that enrolling onto a UWLP module to learn Mandarin Chinese would complement their core modules which included International Trade and Finance, in terms of developing interdisciplinary knowledge. In a similar manner, Participant 7 who undertook a Wildlife Conservation degree and was planning to work *"somewhere in South America where you need Spanish"* (Participant, 7) chose a UWLP module to learn Spanish alongside core modules Ecology and Action and Ocean Challenges in consideration of their plan. Participants 2 and 9 who were both undertaking a Journalism degree likewise discussed how learning a L2, Spanish and Arabic respectively, would help them to *"better understand what's going on"* (Participant, 9) in modules including War Correspondence. The remaining participants confirmed that there was no connection between a UWLP module and their core modules.

4.2.3 Prior awareness of a UWLP module

Overall, the participants reported varying levels of awareness of a UWLP module before enrolling onto it. Participant 10 was informed about this module from their partner who had previously completed it, while Participant 4 became aware through an informal discussion with their lecturer about wanting to learn a L2. Having been unable to enroll onto a UWLP module (Spanish Stage 1 class) the previous academic year due to it being oversubscribed, Participant 12 was aware of the various aspects of this module such as the summative assessment format. For clarity, at the university where this study took place, each language stage class has a stated maximum number of students, and when a class receives more enrollments than the maximum, places are offered on a first come, first serve basis. Unsuccessful applicants have the option of enrolling onto another language stage class or a different optional module. Participant 1 maintained a similar awareness of a UWLP module through having completed it twice previously (studying Spanish and French).

Internal messaging and advertising through student comms and physical banners placed throughout the university campus introduced the remaining participants to a UWLP module:

"I saw it on the erm, Student Hub, and then when you, erm, also when you see the course layout, you can do a language and modules so it says that you do it through the

programme. So I think that's how I originally found out about it." (Participant, 7)

While Participant 11 confirmed they became aware of a UWLP module as a prospective student through external advertising via the university's website and decided immediately that they wanted to enroll onto it:

"When I was looking at coming to the university, it was quite well advertised [...] as a part of the second year. I was up for that. I knew I was gonna do it beforehand because it's, to me, it's why wouldn't ya? [chuckles]." (Participant, 11)

4.2.4 The inclusion of authentic activities in a UWLP module syllabus

Language acquisition, by nature, requires applied-learning in the form of role-plays and dialogues in order for the students to practise their learned language (Lee, 2015). Participant 3 acknowledged this and although they had not read the UWLP Module Content Document 2020/2021 which outlines the inclusion of authentic activities such as reading traffic signs, they assumed this pedagogical approach would be included in a UWLP module. With this assumption, they rendered learning via authentic activities as enjoyable, which subsequently influenced their choice to enroll onto this module. Participant 1 similarly expressed happiness at the prospect of undertaking authentic activities and reflected on a role-play activity in a previous French Stage 1 class (in which they portrayed a tourist purchasing train tickets from Paris to Lyon). They recognised how this activity led to their evolving identity as a "*French Speaker*" (Participant, 1) and gave them confidence in their ability to speak this language:

"it made me realise that I could do it and I kept doing role play because I knew it would help me get better with French." (Participant, 1).

4.2.5 Preconceived notions of Language Degrees

As a self-contained component of a degree with defined learning outcomes, teaching and learning methods, and assessment requirements (Kent, 2022), modules are inherently different to degree programmes. Participants 4 and 12 were surprisingly unaware of the existence of language degrees:

> *"I came back to uni as a mature student and I was, from a very early, point I went and did an access course last year, in preparation for this and it was always about going on to the degree (BSc Criminology) I'm doin now."* (Participant, 12)

The remaining participants, however, were aware and confirmed that they had no interest in undertaking one; primarily because they were focused on pursuing a more concentrated, subject-specific topic. Participant 3, in addition, understood that they could not undertake a language degree as they were monolingual:

"I didn't think I'd be able to do it, because I've got you know, I'm starting, I've got absolutely zero understanding of anything." (Participant, 3)

In response to Q10 in the Interview Agenda Questions and Exploratory Probes document (Appendix 5), participants 2 and 4 expressed a similar concern about the restrictive nature of language degrees. As illustrated below, this was in connection with employment opportunities:

"I didn't just want to do a Spanish degree, urm, because of the fact that I feel like when you do stuff like that there's only so much you can do. So I feel like if I did a Spanish degree it's really stiffy, you know, a Spanish teacher, a translator, stuff like that and I could be wrong, you know, these are all preconceptions that I just had when I was selecting." (Participant, 2)

thus, indicating a preconceived notion that students who complete a language degree are restricted in the employment they can secure. A further preconceived notion came from Participant 6 who recently returned to HE after a long period away from education and who was of the opinion that a language degree is *"too heavy"* (Participant, 6) in comparison to a UWLP module as:

"it's a once a week thing it can be in the evening, it seems fairly light in terms of, getting back into it and doing that in my degree. so, umh, that's that's the main the reason." (Participant, 6).

4.3 Sub-Category Two: Discarding the Monolingual identity

The detailed codes that led to this sub-category were:

- *Comparisons with international students and individuals*
- *Residing in a multilingual community*
- *Developing cultural competency*
- *Bilingual family matters*
- *English as a Lingua Franca (ELF)*

4.3.1 Comparisons with international students and individuals

Three participants outlined that one of their initial motivations to enroll onto a UWLP module stemmed from instances of engaging with international exchange (IE) students and feeling embarrassed about not being able to communicate in any other language, except English. Participant 6 further stated that IE students are typically bilingual or multilingual and through this, reflected on the unimportance bestowed on languages within the UK's education system:

"...whereas here, it's only an option it's never forced upon us to, to learn another language." (Participant, 6)

Likewise, when answering Q18 in the Interview Agenda Questions and Exploratory Probes document (Appendix 5) which asked the participants if they think it is important for future graduates to be able to speak another language as well as English; Participants 7 and 10 alluded to the lack of seriousness given to languages in schools which had caused them to become aware of their monolingualism when around IE students:

"I think, after, after seeing, and speaking to people my age erm, around the world, it seemed like England, English students are the only ones that umh aren't bilingual because of school, and it's because the second language that all these other people learn English, umh, and we already know English." (Participant, 7)

"I have a lot of international friends at uni and a few of them know like four languages, like they'd grown up learning them in school and I'm just like, I barely even know English [chuckles]. *Languages just wern't a thing when I was at school."* (Participant, 10)

A few participants reflected on interactions with individuals when travelling abroad which had led them to become conscious of their monolingualism and caused them to compare their language capability. For example, Participant 12 said:

"I've gone through South America a bit and I've been in places where I couldn't, I could only, my Spanish was really really limited even more limited than it is now, and the locals made an effort and so I had to use Google Translate. I felt really stupid and ignorant to be honest. The translation wasn't even correct." (Participant, 12)

Some participants' comparisons of their language capability organically made way for meaningful discussions about their reasons for not undertaking an MFL GCSE. Two participants held that there was no importance placed on learning a L2 and undertaking this qualification. Participant 9 similarly attributed a lack of passion for languages as their reason and disclosed regret at not undertaking a MFL GCSE:

"So, I was in that one year that didn't have to take the language GCSE and I didn't [chuckles]. *Like I say it's a bit of a regret to be honest, now that I'm goin to learn a language. But uh, you know."* (Participant, 9)

4.3.2 Residing in a multilingual community

For the purpose of this analysis, a community is defined as a group who follow a social structure within a society (culture, norms, values, status). It was through completing an internship abroad that participant 7 described becoming part of a Spanish-speaking community:

"Learnt a little bit of Spanish [chuckles] *and sort of gelled with the community. You feel more integrated with the people there when you're doing what they do."* (Participant, 7)

They also revealed that this experience motivated them to learn basic Spanish phrases and served as one of their initial motivations to enroll onto a UWLP module. The theme of a multilingual community emerged as Participant 10 spoke positively about residing in a neighborhood in Greater Manchester and enjoying being exposed to other languages. This daily experience led them to believe it was important to learn a L2 and thus, served as one of their initial motivations for enrolling onto a UWLP module.

Quite the opposite, Participant 9 who enrolled onto a UWLP module to learn Arabic shared their comparison of living in a multicultural area in London and now living in Teesside:

> *"…I grew up in an area of London that was really multicultural and like I did spend a lot of my a lot of my friends were either Arabic, black, you know, it was a really mixed area so it's, and it's something that I've got a lot of experience of some wonderful cultures and foods as a kid that I haven't really had living in Teesside."* (Participant, 9).

The researcher, upon asking this participant how they thought their friends from Teesside would react to knowing they will start learning Arabic was met with the below response:

> *"I reckon some of my friends from Teesside wouldn't find it so interesting. Teesside where there is a lot of racism and it's very white and it's definitely keep quiet about learning something not British, yeah, pretty much."* (Participant, 9)

This response was rather unexpected as although they were eager to start a UWLP module, they did not want to share that they were going to learn a L2 with those in their community so as not to unsettle the status quo.

4.3.3 Developing cultural competency

DeAngelis (2015) understands cultural competency as the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own. Such ability was a common desire for a majority of participants and they viewed learning a L2 via a UWLP module as one way to achieve this:

> *"…that's partly why I chose the UWLP to learn a language, like a said before, because we live in like a multicultural society it might help me sort of understand, like the other cultures and like, where they've come from."* (Participant, 8)

Participants 2 and 6 who enrolled onto a UWLP module to learn Spanish interestingly spoke about their appreciation for Spanish language and culture when they were asked if Spanish was their first choice of language to study:

> *"It was, erm, absolutely I love the language and I don't know what my obsession with it is, but I just, I really think it's an absolutely beautiful language and when I've been to countries where they speak Spanish, the people are just so amazing and the culture, they're just so rich."* (Participant, 2)

"...on a personal and professional, you know I er, got a lot of love for the for the Spanish language for the Spanish culture." (Participant, 6)

For Participants 1 and 5, being able to understand different cultures was considered a life skill to form better connections that is necessary for working abroad. This was of particular importance to Participant 5 who in addition to being "obsessed with the [Japanese] culture" (Participant, 5) planned to teach English as a foreign language (TEFL) in Japan upon graduating and understood that being knowledgeable about Japanese customs will enable them to interact with people.

The responses from these participants suggest that a UWLP module serves not only as a gateway for learning a L2, it provides access to the culture of the language that is being learned.

4.3.4 Bilingual family matters

For a small number of participants, three to be exact, being part of a bilingual family was one reason for enrolling onto a UWLP module. These participants recognised that their monolingualism prevented them from joining conversations on a daily basis and concurred that being fluent in the dominant language spoken by their family members was now essential and would, quoting Participant 6, "make life a lot more interesting and easier" (Participant, 6).

Participants 1 and 2 were furthermore determined to gain fluency in Spanish and Mandarin Chinese, respectively, in order to create a stronger emotional bond with young family members:

"I would absolutely love to be fluent that, that would be like, that would be the dream. Urm, my boyfriend's Spanish and my child, she's like pretty much fluent and they talk to each other sometimes erm, in the language which I get upset because I'm like you guys know that I don't really know what you're talking about and I'm missing out an I want to talk with her about her culture cos she's not only English, it's not fair." (Participant, 2)

All three participants also agreed that their role as a Mother (to a Daughter for whom Spanish is a L1), Auntie (to a Niece for whom Mandarin Chinese is a L1) and Son-in-Law (to a Mother- in-Law for whom Spanish is a L1) over the past several years has made them realise the importance of learning a L2.

4.3.5 English as a Lingua Franca

English as a Lingua Franca (ELF) emerged as a significant theme amongst a majority of the participants when they were comparing themselves with IE students and during conversations about their monolingualism. As anticipated, all of these participants recognised English as one of the most spoken languages worldwide and a dominant lingua franca. Participant 6 stated:

"...speakin English natively which is one of the most spoken languages in the world, we don't necessarily need another language to get by. You know, most countries you go, they speak English and you can, you can get away with that." (Participant, 6)

while Participant 2 revealed their parents advised them against studying Spanish as one of their A levels due to such understandings:

"So I had the choice to do Spanish at A-Level, and I didn't, and that was because my erm, my parents kind of were, they were kind of against it cos they feel English is mostly spoken." (Participant, 2)

However, in regard to their monolingual identity, the overall attitude of these participants towards ELF was negative. Primarily, they viewed ELF as causing them to be viewed as close-minded:

"... like, just cos I speak English doesn't mean that I'm not open to things, I am, I only know English, I can't do much with it." (Participant, 3)

and contributing to the stereotype that British people are reluctant to learn languages:

"Other people just think we're lazy because we're not interested in learnin, other languages." (Participant, 1)

"I think were known as a very ignorant group of people, in terms of er, speaking the languages yeah. We, we benefit from the fact that a lot of world speaks English." (Participant, 12)

Through prompting these participants as to why they felt ELF can cause such a stereotype, they alluded to a linguistic complacency throughout their childhood, describing no enthusiasm or a specific need to learn a L2.

Despite the fact that ELF ensures direct communication and widespread employment opportunities for English-native monolingual individuals, the negative attitude towards ELF was evident. These participants not only demonstrated a shift in the linguistic landscape, they also expressed a growing awareness, through their own experiences, of the need to depart from being monolingual.

4.4 Sub-Category Three: Employability Matters

The detailed codes that led to this sub-category were:

- *Recognition of dominant languages in desired fields of employment*
- *Teaching English as a foreign language in Japan*

4.4.1 Recognition of dominant languages in desired fields of employment

Most participants recognised the competitiveness of the graduate job market and subsequently, the importance of being bilingual; which initially motivated them to enroll onto a UWLP module. For those who had identified the field they want to work in, they realised that being able to speak a dominant language with ease, appropriate to their field, would provide them with an advantage:

> *"And having the ability to speak in another language always opens up more doors to, especially Spanish in Conservation cos its everywhere, it's amazing it's always going to put you ahead of people who don't."* (Participant, 6)

Participant 8 viewed Mandarin Chinese as an important language due to it gaining in popularity within the field of business and technology, and discussed their hope of applying for roles in a multinational corporation after they graduate. Spanish was considered a dominant language in the field of broadcast journalism by Participant 2 who spoke in detail about how Journalists must disseminate accurate news and as Spanish is the native language of many countries;

Spanish-speaking journalists have the advantage of reaching a global audience. Arabic, however, was considered a dominant language in the same field by Participant 9 due to ongoing relations between the Middle East and the West:

> *"I was thinking because I see it being very unlikely that the UK are not involved in the Middle East so I think that's definitely, if I can stand up in a meeting and go, yeah, I can go there because I can speak to at least some of the people over there, that's definitely going to put me ahead."* (Participant, 9)

Participant 4 who enrolled onto a UWLP module to learn Japanese spoke comprehensively about aspiring to work as an animator, designing *Anime* characters (*Anime* refers specifically to animation produced in Japan). It was through this participant's understanding that, as the largest industry for animation resides in Japan, Japanese is a dominant language in this field. Furthermore, this participant believed it necessary to learn Japanese as it could cause misunderstandings in the workplace, with them being perceived as impolite:

> *"in an ideal world in three years I actually did go, I wouldn't, they wouldn't expect my Japanese to be perfect but I'd need to be able to communicate and get along with everyone and not obviously, say anything rude, as this could create misunderstandings that would be somewhat difficult to get out of and I'm not that sort of person."* (Participant, 4)

4.4.2 Teaching English as a Foreign Language in Japan

Teaching English as a foreign language (TEFL) in Japan was contemplated as a 'stopgap' (no

longer than twelve months) role, by two participants who enrolled onto a UWLP module to learn Japanese. Their shared reason was a belief that English-native teachers are respected and sought-after in the K-12 education system in both public and private schools. In addition, participant 5 believed English-native teachers are preferred because they are linguistically competent:

> *"I'd be able to teach English there cos they prefer you to be a real, a native English-speaker cos you know everything then."* (Participant, 5)

While these participants were self-assured in their ability to teach English as a foreign language, both of them had no experience of teaching. It was through the researcher reflecting on completing the Certificate of Teaching English to Speakers of Other Languages (CELTA) qualification, which involved re-familiarising themselves with grammatical rules (e.g., adjectives can go directly before the noun they describe, or after it, if separated by a verb), that Participant 4 admitted they must improve their knowledge of English grammar.

Despite their self-assurance, both participants were conscious about the requirement to possess a certain level of proficiency in Japanese, which had initially motivated them to enroll onto a UWLP module. What became apparent however was their lack of knowledge in relation to formally meeting this requirement. For example, Participant 5 was unsure of the examination they will need to take:

> *"I think it's called G… sorry j p l t urh an I think that is the er, regional or global exam board urm, for you to be able to take a language test or language exam and see how proficient you are at the language and I think it's from level one to five. Urm, so, yeah, obviously you take the exam, you get a certain score and that determines how proficient you are at the language erm, and I, I would assume, for me to be able to teach while speaking the native language in the country, I need to be at quite a high level* [chuckles]. *And I'd want to be anyway because I'd be more comfortable and confident as well."* (Participant, 5)

4.5 Sub-Category Four: Linguistic Challenges

The detailed codes that led to this sub-category were:

- Grasping vocabulary and pronunciation
- Developing fluency
- Preparing to study a L2
- Studying a L2 online Vs in-person

4.5.1 Grasping Vocabulary and Pronunciation

Within language learning, vocabulary refers to the body of words employed in a particular language and pronunciation refers to aspects of phonology related to individual sounds (phonemes), sounds at word level (e.g. word stress), or in connected speech (e.g. intonation and sentence stress). While the acquisition of new words was welcomed by all participants, in particular by Participant 1 who was confident about memorising new information:

> *"...I have no doubt that I'll be able to take everything in, I've done it before I just know that I'll have to put in the extra work, which I know I can* [chuckles]*."* (Participant, 1)

and participant 6 who reflected on practising Spanish over the past two years, several doubted their ability to remember words *"that aren't English"* (Participant, 8) and were anxious. Participant 7 revealed their nervousness was due to not studying a language previously and there being only one opportunity per week to practise new words with the UWLP tutor.

In addition, this had caused them to not want to engage with online Spanish language resources.

In the case of pronunciation, just under half of the participants mentioned feeling somewhat nervous about pronouncing L2 words in a UWLP classroom as they did not feel clever enough to pronounce them correctly. Two of these participants were also conscious about being unacquainted with using the tongue and mouth to produce different sounds and dealt with this through humour. By way of example, when talking about their Grandparents' home in Spain, Participant 2 remarked:

> *"...their place use to be in Malaga, and I'm completely butchering the pronunciation of that* [chuckles]*."* (Participant, 2)

In the Spanish language, á is an accented letter (e.g., Málaga) which indicates it is a stressed syllable (Put, 2021). Thus, the speaker will place emphasis (a longer and higher sound) when pronouncing this syllable.

Sensing their unease, the researcher made an effort to reassure them that pronouncing words in an unfamiliar language requires practise and is an ongoing process. In response, this participant then went on to discuss how their partner (for whom Spanish is their L1), at times, does not understand their Spanish pronunciation when they practise this language.

Drawing on humour again, when asking Participant 11 which language they will learn in a UWLP module, their response was:

> *"I put myself down for French but the more I think about it, the more I don't wanna do it* [chuckles]. *I know a little bit of French, but Del Trotter French like Only Fools and*

Horses French [chuckles], *that's all I know. But umh, when it comes down to it, I'm just a bit uncertain."* (Participant, 11).

Only Fools and Horses is a critically acclaimed British television sitcom produced in the 1980s that follows the life of Del Trotter, a Market trader from South London who is renowned for his cockney slang and infamous French phrases that make no sense, phonetically (Quinn, 2020). The researcher understood the participant's humour as they were aware of this sitcom, however, it is fair to assume that this part of the interview could have gone amiss if the researcher was unaware.

4.5.2 Developing fluency

Developing fluency, which is defined as being able to speak and write quickly or easily in a given language and derives from the Latin word fluentem meaning 'to flow' (Dictionary.com, 2011), in a L2 was a goal and thus, a significant initial motivator for four participants to enroll onto a UWLP module. It was through Q15 in the Interview Agenda Questions and Exploratory Probes document (Appendix 5), which required each participant to form a mental picture of themselves being fluent in their L2, that this initial motivator became known. An understanding that developing fluency would require a certain amount of time was interestingly shared by three other participants. Talking about this issue, participant 6 said:

"That's er, that's a big one, isn't it. Erm maybe eventually, one day I'd like to be, but it takes a lot of time. Yeah." (Participant, 6)

and participant 9 commented:

"A think that's probably a long way off, you never know, erm, I would like to think I have the ability to learn it, but we'll see [chuckles]." (Participant, 9)

Further analysis of the data revealed a collective view that developing fluency requires dedication. Such dedication consisted of attending weekly classes and spending between thirty to sixty minutes per day practising the L2. Participant 9, in addition, believed that dedication included *"not giving up when you can't say something right"* (Participant, 9). Participants 1 and 10 likewise regarded relocating to a country where the L2 is the native language as dedication to becoming fluent:

"...to become completely fluent, you'd have to like, spend a bit of time in that country, maybe. Urm I imagine it's not as easy as just like reading a book than becoming fluent you need to like, from what I've like, heard and spoke to people like you need to put yourself in situation where you can only speak Spanish, because that then really forces ya to become fluent." (Participant, 10)

It also became evident to the researcher that some participants' understanding (and therefore,

definition) of fluency varied. Participant 4 broadly considered the ability to communicate effectively without creating misunderstandings as being fluent. Alternatively, Participants 10 and 12 believed that being able to hold a basic conversation constitutes fluency. For instance:

"coffee shop level of being able to order a drink, say this off the menu, ask people how the day is." (Participant, 10)

4.5.3 Preparing to study a L2

Regardless of their initial motivations for enrolling onto a UWLP module, just under half of the participants had started preparing for studying a L2. Together with familiarising themselves with online materials, Participants 12 and 1 made use of the language learning app Rosetta Stone:

"I've got the Rosetta Stone package that I use, urm, but I don't know how well it'll fit in with what you're going to do. So yeah, I suppose I'm doin some level of prep." (Participant, 12)

The above excerpt from Participant 12 is particularly interesting as they referred to the content that will be covered in a UWLP module which indicated their consideration of how, or to what extent this app was useful in preparing for the module. Participant 2, who prepared by re-familiarising themselves with a Spanish GCSE textbook had a similar thought process as they made a point of asking the researcher whether preparing in this way would be helpful or not. Drawing on their insider researcher role, the researcher acknowledged they would be asked such questions. Returning to the language learning app *Rosetta Stone*, despite utilising it, participant 12 discussed their difficulty engaging with it as they prefer studying a L2 in person:

"Er I've always struggled with it to be honest, I just, I think language is one thing that you need to have somebody speaking to you, you know, being in an environment where it's been spoken and you're actually hearing it rather than just doing exercises. It tends not to stick that well." (Participant, 1)

Engaging with a book that provides guidance on reading and writing in two systems of Japanese (Hiragana and Katakana) aided participant 5 in preparing for a UWLP module.

A reluctance to engage with textbooks and online learning materials in light of the *"heavy workload"* (Participant, 11) to come and wanting to relax over the summer months was described by a few of the remaining participants. For Participant 11 in particular, relaxing ahead of the new academic year was important as they believed that if they start preparing for a UWLP module, they will become overwhelmed. Furthermore, this Participant was hesitant to prepare as they were deliberating whether to switch from French to German. Participant 9, when asked Q13 in the Interview Agenda Questions and Exploratory Probes document (Appendix 5) said *"No,*

I've got no, no idea really where to start" (Participant, 9) while Participant 4 spoke about being unable to prepare due to being employed:

> *"I actually did buy my own umh, like Japanese language book just to sort of try and familiarise myself with it. I've not had a chance to look at it yet because I've been, like, at work, I've been working just to earn a bit of money, like over the summer, so I've not really had the chance to sit down and look at it yet, but I will be doing so before the New Year."* (Participant, 4)

4.5.4 Studying a L2 online Vs in-person

Q11 in the Interview Agenda Questions and Exploratory Probes document (Appendix 5) explicitly referred to the Covid-19 pandemic which led to the UWLP module being delivered online for the latter half of the 2020/2021 academic year. All participants confirmed that the possibility of this module being taught online again did not affect their choice to enroll onto it. In respect of studying a L2 however, a majority of the participants were unanimous in their preference for being taught in-person due to it being an authentic environment and allowing them the opportunity to converse in person. For example, Participant 3 said:

> *"I prefer in person. Just because I think it's so much easier, especially like if you're doing a language like to actually have someone with you and they can you know, talk you through it."* (Participant, 3)

and participant 9 commented:

> *"I find conversation much easier when you're just in a room with someone. Like Zoom's fine, it's, it's an acceptable replacement, given the year that we've all had but I would much rather sit in a room and just actually have a conversation with someone face to face, if I'm learning things, personally."* (Participant, 9)

Having completed the first year of their degree partially online, Participant 4 informed the researcher of their preference for a UWLP module to be taught in-person as they were a commuting student and had not yet met other students in real life. Through being a commuter student themselves, the researcher shared this characteristic with the participant and reflected on their difficulty in forming friendships when they started their degree.

Participants 8 and 10 felt differently about being taught online and preferred it due to it eliminating distractions from peers:

> *"...there's lots of people who talk in class and you get lots of distractions, whereas your online it's kind of your own room and you're not interacting with anyone* [chuckles]*, it sounds quite bad but urm, I also thought I took better notes when it was online as well cos you can like re watch a lot of stuff."* (Participant, 10)

4.6 Concluding Remarks

This chapter presented the constructed analysis of data through four sub-categories that were built on a number of detailed codes which were constructed following initial coding. Each sub-category presented varying degrees of the participants' initial motivations for enrolling onto a UWLP module. A multitude of excerpts from the participants were included to ensure confirmability, credibility and essentially, bring the constructed analysis to life (White et al, 2014).

Chapter Five. Discussion of findings and the development of a Tool-kit

5.1 Introduction

Chapter five starts with a discussion of the findings of the three categories (i.e., Transformation of the Self, Perceived Capability and Value Development) that were constructed organically from mapping the four sub-categories (i.e., Selecting the UWLP module, Discarding the monolingual identity, Employability Matters and Linguistic Challenges) across the three basic human needs outlined in SDT. This discussion provides an overview of the initial motivations of English monolingual students for enrolling onto a UWLP module. It also acknowledges prior theoretical works in order to locate this study within broader relevant discourses and to position the new substantive theory proposed in the thesis to existing narratives (see Charmaz 2006). It then presents an analysis of the significance of participant 'chuckles' in interviews transcripts by examining what these revealed about student attitudes in respect of the topics being discussed. Chapter five goes on to introduce the developed tool-kit for professional practice that draws on the key findings of the current data, as related to the core motivation elements of SDT, to outline four key recommendations for supporting the initial motivations of English monolingual students intending to enroll onto an optional language module.

5.2 Construction of the Three Categories

Figure 5.1 summarises the three categories from data generated in this study, linking these to the three basic needs of the learner as outlined in SDT. Category one emerged as a result of grouping sub-categories Selecting the UWLP module (4.2) and Discarding the monolingual identity (4.3) and were found to be representative of the basic human need for autonomy. It was within these two sub-categories that the participants demonstrated self-determination to enroll onto a UWLP module in their pursuit to self-transform into bilingual and inclusive individuals. Category two emerged as a result of grouping sub-categories Employability Matters (4.4) and Linguistic Challenges (4.5) and were found to be representative of the basic human need for competence. It was within these two sub-categories that the participants expressed perceptions of their academic ability to learn a L2 through a UWLP module. The third category reflected two sub-categories Discarding the monolingual identity (4.3) and Employability matters (4.4) that were representative of the basic human need for relatedness. It was within these two sub-categories that the participants' values developed through awareness of their monolingualism in respect of their connectedness to others and served as initial motivations to enroll onto a UWLP module.

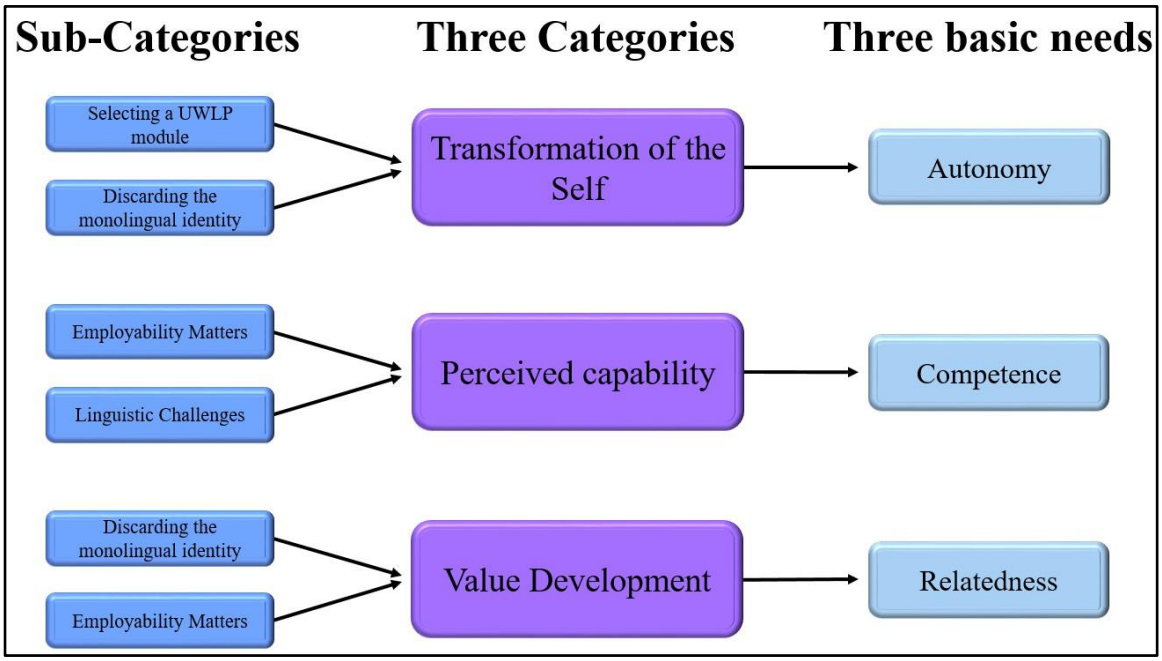

Figure 5.1 Construction of the three categories

Each category concentrates on initial motivational factors for enrolling onto a UWLP module. Discussing participants' initial motivations as a whole invited a broader understanding of different aspects that constitute initial motivation and enabled the researcher to evaluate how they might relate to existing literature and formulate the developed tool-kit for professional practice.

5.3 Category One: Transformation of the Self

The meaning of self-transformation is the act, process or result of transforming oneself (Merriam-Webster, 2023). Within the realm of learning, the transformative learning theory (see Mezirow, 2002), is a process by which an individual transforms their taken-for-granted frames of reference to make themselves more inclusive, discriminating and emotionally capable of change. In this theory, individuals generate beliefs and opinions that will prove more true or justified to guide action. Language is essential to the experience of being a human –we use it to relate to those around us, to fulfil everyday needs, to express our essential uniqueness to others and to affiliate with particular communities (Shaules and McConachy, 2023). Therefore, it has transformative potential, as it requires not only mental effort, but also psychological resilience. Indeed, the language learning experience is not only a process of increased knowledge or skills set, it is a complex whole person experience that is psychologically powerful and thus:

> *"causes the learner to change in some way –thinking, behaving, acceptance of other, values, mindsets and/or emotion."* (Leaver et al, 2021, p.16)

Firmly situated within the construct of intrinsic motivation, the students' pursuit for self-transformation is first presented in their autonomous choice to select a UWLP module as one of their optional modules. Indeed, the data indicated that this choice was influenced by the characteristics of this module and how it interrelates with their core modules, and there was no evidence of them being influenced by another individual. This contrasts with the early experience of one student who revealed that their parents advised them against studying a Spanish A level. Noted in section 2.6, literature on the topic of parents as key influencers in their child's educational decisions found this usually occurred with the transition from secondary to further education. In respect of HE, Vernon and Drane (2020), for example, found that parents, in particular those with a high level of educational attainment, are influential in degrees their adult children enroll onto, but not in optional module choices (see also Peck, 2020). This finding aligns with the identified literature, as it demonstrated that the shift in HE, where students independently choose optional modules, has allowed for the development of autonomous decision making. Regarding choice, based on SDT (Deci and Ryan, 2020), one can propose that choice can be motivating when the options meet the students' need for autonomy. For example, choice is motivating when the options are relevant to the students' interests and goals.

The varying levels of awareness and knowledge the students expressed about a UWLP module prior to enrolling onto it, stemming from internal and external advertising for example, were found to have provided a pathway for them to acknowledge their pursuit for self- transformation. Such pursuit however was not robust enough for those who were aware of language degrees to want to undertake one. Returning to the continuous decline in students undertaking these degrees, three preconceived notions together with some students wanting to study a different topic were found to underpin this decline. These included language degrees only being available to bilingual and/or multilingual prospective students, their restrictiveness in relation to employment opportunities and their labour intensive nature in comparison with a UWLP module. The latter assumption from one student related to them returning to HE quite recently and as such, they did not want to be overburdened with learning materials. Although demographic information was not sought by the researcher, this finding could be attributed to the possibility that this student was a 'mature student'. Defined by UCAS (2023) as any student aged 21 or over at the start of their studies (UCAS, 2023), mature students return to education and may have few, or no previous qualifications. In view of this, it is understandable that this student's perceived academic ability and overall competence was not compatible and to a certain extent, was undermined by the assumptions of excessive challenge of undertaking a language degree. A recent study by Jones and McConnell (2023) found that mature students lack

confidence about their ability to succeed supports this view.

The inclusion of authentic activities in the syllabus was further found to have initially motivated one student to enroll onto a UWLP module and is explicitly recognised in the data. It is through these tasks, which are a constructivist approach of instruction that promotes active learning, that students on this module utilise the language they are learning in a scenario that resembles real-life (Gillard-Cook and West, 2014). With this experience, students may view their refined self to be more accurate, conversing in a language other than English which in turn fuels self-determination. This process reflects the idea of Identified Regulation (that is part of extrinsic motivation) progressing towards intrinsic motivation (see Figure 2.1) highlighting that students consciously valued and were satisfied by this activity.

In the context of language pedagogy, the need for authenticity is well recognised (Nikitina, 2011) and the incorporation of authentic activities in the language classroom has long been advocated. There are those however who criticise their inclusion. Brown and Menasche (2005) provided a rather controversial view by noting that "there is probably no such thing as 'real task authenticity' since classrooms are, by nature, artificial" (Brown and Menasche, 2005, p.5). Supporting this view, researchers maintain that ensuring conditions for authentic activities in the classroom is problematic as tutors nominate the topic, control the turn-taking to speak and/or to answer the questions and evaluate the responses of the learners (e.g. Van den Branden, 2006). In contrast, data from this study suggests that students who previously completed a UWLP module were able to effectively make use of what they were taught to undergo self-transformation and develop a clear perception of themselves as competent speakers of a L2.

The data further suggests that the pursuit of self-transformation emerged as a result of students comparing themselves with IE students and with individuals when holidaying abroad. This negative comparison demonstrated considerable awareness of students' own monolingualism and level of competence. Student descriptions of their experiences contained frequent reference to their own lack of ability to speak a L2 and how this consequently made them feel embarrassed.

Within Albert Bandura's Social Cognitive Theory (Bandura, 1986), social comparisons are related to a psychological mechanism that influences an individual's judgement and behaviour (Corcoran et al, 2011). For example, studies have shown that in the social context of the classroom, students who make negative comparisons between themselves and their peers are likely to become less motivated (Urdan and Schoenfelder, 2006). These narratives reflect the idea of Introjected Regulation (that is part of extrinsic motivation; see Figure 2.1), as they allude to Ego involvement, defined as students' preoccupation with themselves in the learning situation

(Nicholls, 1983), and indicates that they are more concerned with looking smart than with learning or solving problems (Duda and Nicholls, 1992). The findings of this study, however, suggest that although the student comparisons can be negative and associated with mild levels of discomfort, engaging with IE students did not make them less motivated. Moreover, the results indicated that comparisons encouraged students to want to learn a L2 and in part, served as one of their initial motivations to enroll onto a UWLP module. It was here where students displayed upward comparison (Festinger, 1954) as they compared themselves to those who they believed were superior because they spoke more than one language, which, in this context motivated them to want to self-transform.

With respect to the current literature base, this finding is rather significant as it sheds light on English monolingual students' feelings when engaging with IE students. While interactions between international and (UK) domestic students have been analysed and examined extensively, research has been undertaken almost exclusively from the perspective of the international student (Ward, 2001). This study is distinct as it offers an insight on how domestic students in HE compare themselves to IE students in regard to their ability to speak a L2.

Comparing themselves and reflecting on their monolingual identity, unexpectedly, led to a majority of students revealing a dislike towards ELF. This disapproval was primarily fuelled by an understanding that ELF contributes to the stereotype that British people are close- minded, lazy and reluctant to learn languages. This stereotype of British people has been explored by several organisations in the UK including the British Council who commented on the lack of enthusiasm 'from the British' to learn a L2 given the widespread use of English (British Council, 2017). This view has featured in the media on a regular basis over the past few decades. One article from The Telegraph titled 'Language learning in the UK: Can't, won't, don't' is a good example and describes British people as:

> *"...a nation of committed non-swimmers faced with a swimming pool – anxious about diving in and not convinced of the joys of taking the plunge"* (Worne, 2015)

With such rhetoric, one can sympathise with the students' narratives and understand why they acknowledge ELF as contributing to such a stereotype. Studies that have explored L1 English students' attitudes towards English as a global language showed similar findings. Lanvers (2012) explored perceptions of Global English, learner identity and language learning motivation in beginner language students at the Open University and reported perceptions of British people as being 'lazy' in relation to learning a language.

Most students in this study also expressed a sense of complacency, that being able to

communicate with a majority of individuals due to English being one of the most spoken languages worldwide is one benefit of ELF. Although data presented here indicated that students were aware of their privilege (being an English-native speaker) and recognised how this acts in their favour (e.g., employment), ELF was found to be a hindrance overall. Students were keen to discard their monolingual identity and project themselves as more considerate, open-minded and open to learning a L2. With the small, purposive sample size and the low level of reliability (replicability) that was mentioned in section 3.7 however, caution must be applied to this finding as this study may not represent the sentiment of all English monolingual students in regard to ELF.

A further finding from the data indicated that part of some students' pursuit of self-transformation was to learn a L2 through a UWLP module in order to immerse themselves in their neighbourhood community. For the purpose of this study, Habitus, a concept developed by theorist Bourdieu who defined it as "*a subjective but not individual system of internalised structures, schemes of perception, conception, and action common to all members of the same group or class*" (Bourdieu, 1977, p.86) represents a set of dispositions and embodied behaviours acquired during socialisation that incline individuals to act and react in a certain manner (Zorčič, 2019). Through the unintentional creation of a habitus that, for this study, is a result of globalisation being transferred in communities (Jackson, 2012), the social nature of student motivations emerged through the data. Posited by Μικρός et al. (2001), a language is a system through which people communicate, exchange ideas and express feelings, i.e., language is more than grammar and vocabulary as it conveys with it the history and the way of being of the individuals who reside in communities.

In this study, socialising with members of a neighbourhood for whom English is a L2 or immersing themselves in a predominantly Spanish-speaking community during an internship motivated their enrollment onto a UWLP module. The researcher observed that this initial motivation did not materialise from these students feeling isolated in their neighbourhood or wanting to gain approval from their community. In fact, recognising the positive tone of their voices, these students were enthusiastic at the prospect of being able to converse across and within their community. This motivation reflects a desire to increase a sense of belonging, defined as:

> *''the subjective feeling of deep connection with social groups, physical places, and individual and collective experiences [and it] is a fundamental human need that predicts numerous mental, physical, social, economic, and behavioral outcomes''* (Allen et al, 2021, p.8).

Returning to the students' concern to project themselves as more considerate, open-minded and

open to language learning, this supplementary finding could, in addition, be hypothesised as them wanting to be noticed as making an effort. This reflects the idea of Integrated Regulation (that is part of extrinsic motivation; see Figure 2.1), as there is a clear desire to ensure that their behaviour e.g., enrolling onto a UWLP module is consistent with their value of learning a L2.

Although the results of this study suggest that the monolingual identity of students no longer serves them in respect of their habitus, one student revealed that they did not plan to inform friends from their neighbourhood about learning Arabic to avoid being met with insular views. This finding provides tentative initial evidence that individuals within this student's habitus may treat them differently or potentially exclude them as a result of learning a L2. This perception aligns with the rise of insularity in the UK, especially in light of the Brexit referendum where parts of the UK voted overwhelmingly to leave the EU (Telford and Wistow, 2020). The data suggests some sense of obligation to conform to friends in their neighbourhood in order to maintain a sense of belonging and not disrupt the status quo. Stangneth, cited by van der Land (2020), upholds this finding by affirming that individuals have a predilection for orientating themselves to the majority because it makes them feel more stronger. Conformity leads to certainty, while following one's own path increases uncertainty (van der Land, 2020).

5.4 Category Two: Perceived Academic Ability

The need for competence represents an individual's inherent desire to engage in challenges and to experience mastery or proficiency in their endeavours (Lopez-Garrido, 2023). Within the context of this study, a UWLP module is considered a challenge, while learning a L2 is observed as what the students want to gain a basic level of proficiency in. They expressed modest and limited L2 learning goals in their interviews, not mastery. Academic ability is an individual's beliefs and self-evaluation regarding the nature of their academic-related skills and abilities. This includes their personal view on how their skills and abilities operate or work (Dweck, 2002). Students in this study held perceptions, both positive and negative, of their academic ability to learn a L2 in a UWLP module. These perceptions were found to have been influenced by a range of factors including prior educational experiences, conversing with a (Spanish) native-speaking family member and the learning environment (online and in-person). What became apparent was although the students' perceptions translated into tangible actions and decisions, they did not negatively affect their initial motivations to enroll onto a UWLP module.

When discussing their aptitude to 'speak' a L2, several students believed they would struggle memorising words that are not English. For some students this perception reflected a lack in confidence in their academic ability that stemmed from them not studying a language previously

and the prospect of only practising speaking a L2 once weekly with the UWLP tutor. Both had led to one student's lowered engagement with Spanish language learning resources and can be connected to their level of Self-efficacy which encompasses an individual's confidence in themselves (Tunçel, 2015). In reviewing the literature, there is a strong relationship between Bandura's (2001) theory of self-efficacy that influences academic achievement, because it is associated with learners' persistence effort. According to Bandura:

> *"unless people believe [that] they…by their actions…can produce desired results…they have little incentive to act or preserve in the face of difficulties"* (Bandura, 2001, p.10)

Despite initial motivations to learn a L2, some students demonstrated low self-efficacy that affected their ability to be proactive (see Gutiérrez and Narváez, 2017), with the data indicating that it was related to their lack of past performance. In contrast, a high level of self-efficacy was demonstrated by students who had previously completed a UWLP module twice, and who were very confident in their ability to memorise further languages. A comparison of this finding with those of other studies (e.g., Elhassan Hamid Hassan et al, 2015; van Dinther et al, 2011) confirms that success in a prior experience raises self-efficacy while failure or lack of an experience decreases it. Understanding that students arrive at a UWLP module with varying levels of self-efficacy is a useful finding as it can justify the inclusion of approaches that intend to focus on the development of this belief in all members of the classroom.

On the question of why some students had not studied languages previously, some students indicated apathy and a lack of emphasis on the value of learning a L2. This finding reflects the idea of amotivation, which is the lack or absence of volitional drive to engage in any activity (Deci and Ryan, 2020) resulting from non-self-determined motivation (Markland and Tobin, 2004). Numerous studies undertaken throughout the past three decades have investigated the factors that cause students to be disinterested in learning a L2. A notable example comes from Aplin (1991) who found that insufficient contact with the country of the target language along with the quality and accuracy of careers guidance were two key factors. Although peripheral, this finding is valuable as it not only positions this study in the current literature base, it further illustrates the regret that students experienced in not undertaking language qualifications and their recognition of the negative impact this had on their perceived capability to learn a L2. Consistently, Pearson UK (2023) found that two-thirds of Britons (66%) would have chosen to learn a language at school, if they could return (Pearson UK, 2023).

Returning to their aptitude to 'speak' a L2, data in this study suggested that some students did not feel able to pronounce words correctly and thus, were nervous at the prospect of practising pronunciation in a UWLP classroom. This phenomenon relates to the notion of Speech

intelligibility - defined as *"the extent to which a speaker's message is actually understood by a listener"* (Derwing et al, 1995, p76) and is significantly influenced by one's pronunciation. One explanation for this finding that relates directly to the UWLP classroom is Foreign Language Anxiety (FLA). Also termed as Xenoglossophobia, FLA is the feeling of uneasiness, nervousness and apprehension experienced in learning or using a second or foreign language (Koshy, 2020). Along with this finding, students raised the notion of unfamiliarity of using the tongue and mouth to pronounce different sounds. L2 pronunciation is a cognitive skill for which some people may have more natural aptitude than others (Gilakjani, 2011). Along with this fact, during the language learning process, students are routinely advised not be discouraged when pronouncing e.g., vowels and consonants incorrectly and to embrace their imperfections. According to Pishghadam and Akhondpoor (2011), few studies have addressed the association between perfectionism and language learning. Typically, researchers have discussed perfectionism as one of several personality factors that contribute to FLA and associated challenges with language learning (Flett et al, 2016). Several factors could explain worries about pronunciation. Firstly, one student noted that this worry becomes prominent when conversing with a (Spanish) native speaker. Interestingly, Edwards et al. (2019) noted that listeners who share the same L1 as the speakers find them more intelligible compared to speakers who speak a different L1. The researcher, reflecting on their experience of learning the Italian spoke briefly about the need for resilience and while they viewed perfectionism as a commendable trait of this student, which reflects the idea of Introjected Regulation (see Figure 2.1); it had the potential to be a significant stumbling block when a UWLP module commences.

A second factor, which became notable in Sub-Category Three, revolved around employment opportunities. Most students acknowledged the importance of being bilingual and in regard to dominant languages in certain fields of work, realised the advantage of speaking this language with ease. Research has shown that graduates who are bilingual and multilingual have increased employment opportunities in most fields of work. By way of illustration, a study conducted by Rodriguez De Cespedes (2022) based on the analysis of job adverts targeted at graduates revealed an increase in positions requiring a L2, with candidates needing to possess fluency or near native ability (Rodriguez De Cespedes, 2022); thus underlining the importance of clear pronunciation.

Connected with L2 vocabulary and pronunciation, students in this study were asked to reflect on their ability to become fluent in their L2. Associated with speech intelligibility, fluency, (also known as volubility and eloquency) which refers to continuity, smoothness, rate, and effort in speech production (American Speech-Language-Hearing Association, 2023), was found to be a

key initial motivator for less than half of the students for enrolling onto a UWLP module. For other students however, it was found that developing fluency was not an initial motivation as it was recognised as an aspect of language learning that would take them a certain amount of time to achieve. Such recognition was based on an assessment of their own academic ability in relation to the UWLP classroom, which they were somewhat intimidated by. This finding reflects those of Azpiazu Izaguirre et al. (2021) who also found that school climate, which includes and interpersonal relationships between teachers and students, (Bradshaw et al, 2014) directly influences perceived academic ability. Indeed, Azpiazu Izaguirre et al. (2021) noted that friendly and welcoming school climates foster favourable educational and psychological outcomes while those which are excluding and unpleasant can impede academic ability. Despite this literature focusing on students in secondary education, it confirms school climate as a strong component in a student's perceived academic ability.

Two unexpected findings with respect to fluency were the varied understandings of what constitutes dedication to become fluent and what it means to be fluent. Dedication for the students involved daily practise, maintaining resilience when faced with challenges and relocating to a country where the L2 is natively spoken. Dedication by definition is the activity of giving a significant amount of your energy and time to something you think is important (Cambridge Dictionary, 2024). Although this appears rather simple, it is fair to suppose that the application of dedication is subjective as students maintain different beliefs, experiences and have different opportunities available to them. For instance, the understanding that dedication is made up of relocating to a country where the L2 is naively spoken was noted by two students who have family members that reside abroad. It could therefore be argued that for these students, relocating to a country would be somewhat easier. In terms of what it means to be fluent, students expressed different perceptions including communicating in the learned language effectively or holding a basic conversation. It is here where there are parallels with existing literature as the definition of fluency continues to be debated and viewed as a ubiquitous yet complicated term hence, there is no consensus about the exact meaning (Huhta et al, 2019).

The learning environment, which comprised of previous experiences of being taught in-person and online due to the Covid-19 pandemic, contributed greatly to the students' perceived academic ability to learn a L2. Upon introducing this topic, a majority of the students were keen to understand whether a UWLP module would continue to be delivered online or return to in-person delivery; thus confirming the importance they placed on this aspect of their learning journey.

A significant finding in the current data was that most students would prefer a UWLP module to be delivered in-person rather than online. This preference reflected a need to be in the classroom as they were convinced that conversing (with the tutor and peers) in person would be uncomplicated in terms of communicating. Similarly, Paechter and Maier (2010) found that students preferred being taught in-person due to a higher social presence and live interaction. The interaction between teachers and students is known to provide more opportunities for speaking, listening, and immediate feedback, which are most beneficial for improving one's pronunciation, grammar, and vocabulary (Helal, 2024).

Departing from perceived academic ability and correlating more with wellbeing, one student who commuted to university expressed a preference for a UWLP module to be delivered in-person to increase opportunities to engage with peers (see also Maguire and Morris, 2018).

This specific finding draws parallels with literature from Miah (2018) who examined similar challenges for commuter students linked to engagement and socialisation. It also correlates with the Home and Away report published by The Sutton Trust (2018) that questioned whether UK universities are 'doing enough' to help commuter students integrate into HE and student life (Caulton, 2018).The idea of Identified Regulation (that is part of extrinsic motivation) within Figure 2.1 is greatly reflected here.

Some students did, however, express a preference for a UWLP module to be taught online. Their reasoning was based on previous experiences of finding themselves more able to concentrate, as there are fewer distractions. These views contradict previous research which found that many students felt isolated and detached from peers who they worked and socialised with daily pre-pandemic (Lockee, 2021).

5.5 Category Three: Value Development

The need for relatedness refers to the necessity for close and secure emotional bonds with colleagues, children and members of a community that one belongs to (Ryan and Deci, 2017). According to Guay (2022), without this need, it would be difficult to explain why individuals would so readily internalise ways of interacting effectively and harmoniously with significant others.

Sagiv et al. (2017) noted that values are broad desirable goals that motivate people's actions and serve as guiding principles in their lives (Sagiv et al, 2017). Understanding the concept of values is indeed a complex process (Gamage et al, 2021). Historically, it has been viewed diversely from the individual level and up to organisational, institutional, social and cultural levels,

resulting in several definitions addressing different scopes (see Oppenheim-Weller et al, 2018 and Hanel et al, 2018). Schwartz's (1987) theory of basic human values is relevant here. According to Gamage et al (2021), it has been referred to as the theoretical motivation underpinning several recent research studies on values across a variety of contexts. This theory distinguishes ten basic values that encompass a range of motivationally distinct values recognised across cultures (see Table 5.1). Gamage et al (2021) further proposed that these values are likely to be universal because they are grounded in universal requirements of human existence. However, they differ in their motivational content (see Table 5.1).

Table 5.1 Values and the Motivational Goals – The Schwartz (1978) Theory of Personal Values

Value	Motivational Goals
Conformity	Restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms. (obedient, self-discipline, politeness, honouring parents and elders, loyal, responsible)
Tradition	Respect, commitment and acceptance of the customs and ideas that one's culture or religion provides. (moderate, spiritual life, respect for tradition, humble, devout)
Benevolence	Preserving and enhancing the welfare of those with whom one is in frequent personal contact (helpful, honest, forgiving, responsible, loyal, true friendship, mature love)
Self-direction	Independent thought and action—choosing, creating, exploring. (creativity, freedom, choosing own goals, curious, independent, self-respect, intelligent, privacy)
Stimulation	Excitement, novelty and challenge in life. (A varied life, an exciting life, daring)
Hedonism	Pleasure or sensuous gratification for oneself. (pleasure, enjoying life, self-indulgent)
Achievement	Personal success through demonstrating competence according to social standards. (ambitious, successful, apable, influential, intelligent, self-respect, social recognition)
Power	Social status and prestige, control or dominance over people and resources (authority, wealth, social power)
Security	Safety, harmony and stability of society, of relationships and of self. (clean, Family and national security, social order, reciprocation of favours)
Universalism	Understanding, appreciation, tolerance and protection for the welfare of all people and for nature. (broadminded, social justice, equality, peace, unity with nature, wisdom, protecting the environment)

Some of the findings in this study are consistent with value development which is the act of acquiring values through gradual changes over time. Research has suggested that this process is evident during late adolescence and in young adults (Meeus, 2018) when one has a firmer sense of identity and values. In light of Schwartz's theory, the first finding was students exhibiting

development of the value Conformity which influenced their initial motivation for enrolling onto a UWLP module. This was initially recognised in students who expressed a desire to increase a sense of belonging in the multilingual neighbourhood and community they were members of, and wanted to demonstrate their politeness and respect for different languages. These narratives correspond with the notion of Conformity as students wanted to avoid the possibility of disregarding a social expectation or norm. As a finding it is particularly noteworthy given it reveals the burden of a monolingual identity and reflects the ideas of both Introjected and Identified Regulation (that is part of extrinsic motivation (see Figure 2.1).

One student who was planning to TEFL in Japan after graduating outlined the values Security and Achievement. They acknowledged that being able to communicate effectively in Japanese together with being knowledgeable about Japanese customs would better enable them to become friends with colleagues and be viewed as smart. This description not only corresponds with the notion of Security given they wanted to be in harmony with those around them and establish relationships, it corresponds with the concept of Achievement as, despite being English monolingual, they were keen to be regarded as intelligent for having Japanese as a L2. One likely reason for developing the value Security comes from the multiple challenges, including loneliness, that arise when working abroad (Borba, 2020). While moving to a different country can be an exciting prospect, it can also be overwhelming and disorienting (Godwin, 2023) and the necessity of having a strong support network becomes more important. In respect of being knowledgeable about Japanese customs, which the researcher found particularly interesting, the Japan National Tourism Organization (2024) outlined the many culturally unique social customs, bowing as a form of greeting is one example, and the importance they hold. While instinctive to most Japanese people, such customs can be unusual for those who are unaccustomed which this student understood.

Perhaps one of the most noteworthy findings of this study, students exhibited explicit development of the values Security and Benevolence as they shared their desire to converse with immediate family members, in a language other than English, was one of their initial motivations for enrolling onto a UWLP module. This finding was also reported by Lee et al (2015) whose study examined parental preferences in raising Spanish/English bilingual children. These findings link to worldwide immigration patterns and the large and increasing number of children growing up exposed to two languages, i.e., the majority language of the country in which they live and their family's heritage language (Hoff, 2017). A great deal of previous research has focused on the cognitive and language development of bilingual children and there are multiple resources including books, 7 Steps to Raising a Bilingual Child by Steiner (2018) is one prime

example, available to help parents and guardians support bilingual children. While there are also resources designed specifically to aid monolingual parents *The bilingual edge: Why, when, and how to teach your child a second language* by King and Mackey (2007) is a notable example, research focusing on monolingual parents experiences and concerns of raising bilingual children (e.g., Sohrabi, 2022, and García López, 2023) is rather limited.

5.6 'Chuckles' Matter

A 'Chuckle' is defined as laughing softly or amusedly, usually with satisfaction (Collinsdictionary, 2025). The use of laughter is often overlooked when analysing qualitative research interviews (Soilevuo Grønnerød, 2004) with researchers focusing on identifying recurring patterns, themes, and meanings within the text to understand participants' experiences and perspectives. There are some, however, (e.g., Marander-Eklund, 2000; Moran et al, 2002) who have analysed the use of laughter from participants in their research, recognising it as valuable in signalling honesty and transparency from participants. Brosy et al. (2020) further recognise laughter as a form of impression management, either to appear friendly or to mask discomfort or nervousness (Brosy et al, 2020). There were multiple occasions when students chuckled during their interviews (which were included in interview transcripts), and the researcher decided not to overlook these instances of laughter. Instead, they too recognised its value and by concurring with Soilevuo Grønnerød (2004) and Myers and Lampropoulou (2016), they understood chuckles to be significant in revealing the students attitudes about the topics being discussed and potentially informing recommendations within the developed tool-kit for professional practice. Students chuckled when they were dealing with typically non-humorous topics including not undertaking a MFL GCSE, realising that memorising words in a L2 will require effort, mocking their monolingualism in comparison to their multilingual international friends, and belittling their L2 pronunciation. The researcher found this rather unusual as they associated laughter with happiness and humour, not with the previously mentioned topics. To understand this, one can turn to Chafe's (2007) account of laughter as following from a feeling of nonseriousness (Chafe, 2007). This is useful in that it traces the laughable to a feeling in the person laughing, in response to a situation. Chafe (2007) proposed two general categories of nonseriousness: (1) 'undesirable situations' (including 'criticism', 'self-deprecation', and 'things that are depressing' and (2) 'abnormal situations' (including the 'anomalous' and the 'unexpected') through an analysis of laughter based on the Santa Barbara Corpus of Spoken American English (2025). For Myers and Lampropoulou (2016), these two categories are fairly robust; they deal with qualitatively different problems, facing situations that do not accord with

what one wants, and facing situations that do not accord with what makes sense (Myers and Lampropoulou, 2016).

In the instance of students chuckling when mocking their monolingualism in comparison to their multilingual international friends, one could argue that the occasions which led to these comparisons were unexpected and resulted in them feeling self-conscious. Chuckling when discussing their regret of not undertaking a MFL GCSE and understanding that memorising words in a L2 requires effort might have stemmed from students feeling somewhat depressed and discouraged, despite enrolling onto a UWLP module. When students were chuckling when mocking their L2 pronunciation, it could too be argued that this was an act of self-deprecation as they fundamentally wanted to be able to pronounce L2 words correctly and were unable to. It is also possible that these students were chuckling to separate themselves from feeling upset. This idea, however, departs from Chafe's (2007) feeling of nonseriousness and aligns with Keltner and Bonanno (1997), who described laughter from participants during research interviews as a dissociation to stress (Keltner and Bonanno, 1997).

The identified attitudes revealed students encompassing beliefs on topics related to learning a L2. Understanding these attitudes had the potential to inform recommendations within the developed tool-kit for professional practice, creating a meaningful impact. By way of example, given that students felt unhappy and were critical of themselves in regard to their monolingual identity, content within Recommendation 3 (which comprises of an optional language module incorporating The European Language Portfolio (ELP) into its curriculum) should include an element of reflection as this pedagogical approach is known to help students focus on academic growth and improvement rather than dwelling on negativity López-Cuello et al. (2024). Understanding students' attitudes also ensures that students' motivation, academic performance, and well-being were positively influenced, as their attitudes significantly impact these areas (Yusup, 2023).

5.7 The development of a Tool-kit for professional practice

A CGT approach provided the conceptual framework for this study which resulted in an increased understanding of English monolingual students' initial motivations for enrolling onto a UWLP module. The developed tool-kit for professional practice represents the application of the findings, see Figure 5.2. Its aim is to provide tutors involved in optional language modules an understanding of the initial motivations of English monolingual students who enroll onto these modules and propose guidance, through key recommendations, on how to support this

motivation in the identified students. A further aim of the developed tool-kit is to promote the inclusion of research-based practices in HE and help tutors take ownership of their professional learning and enhance their practice for the benefit of students.

The tool-kit draws on the key findings of the current data as related to the core motivation elements of SDT to outline four recommendations for supporting the initial motivations of English monolingual students intending to enroll onto an optional language module. Each recommendation can be applied in the immediate, intermediate and in the long-term; and are directly associated with one or two of the three basic motivational human needs. As mentioned in section 2.4, these needs do not operate in isolation and should thus be considered in combination rather than separately (Guay, 2022).

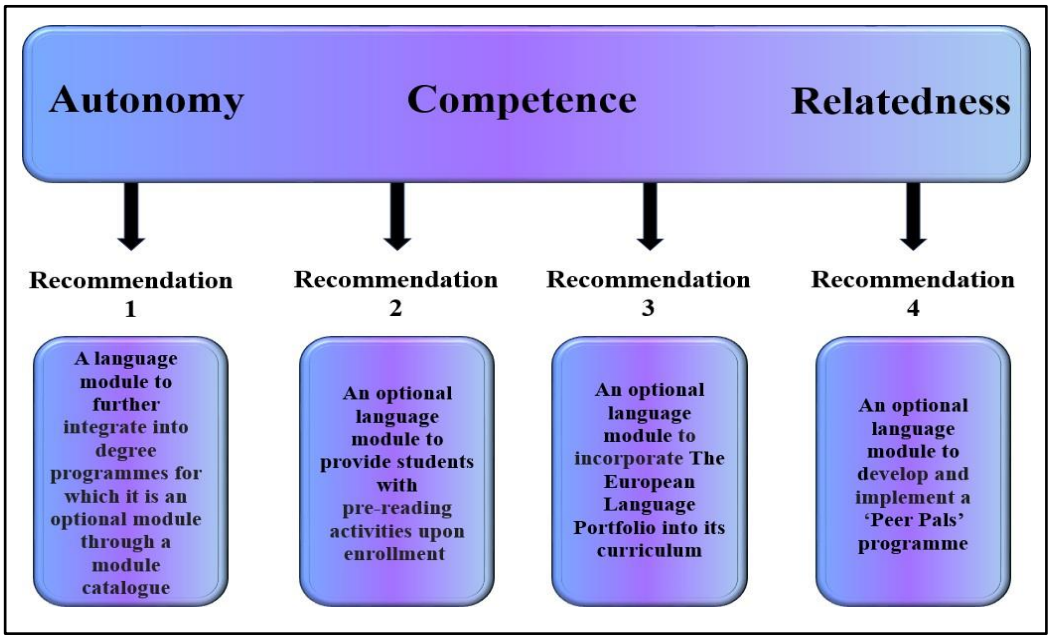

Figure 5.2 Developed Tool-kit associated with optional language modules

English monolingual students must feel that the three basic human needs are optimally satisfied in order to enroll onto an optional language module. The findings of this study emphasise that such satisfaction involves four key recommendations: (1) fostering the integration of a language module into degree programmes for which it is an optional module, through a module catalogue, (2) providing the identified students with pre-reading activities upon enrollment, (3) incorporating The European Language Portfolio into its curriculum, and (4) the development and implementation of a 'Peer Pals' programme.

A detailed overview of each recommendation including examples and guidance on how they can be implemented is presented in the sections below. English monolingual students will now be referred to as 'students' within each recommendation.

5.8 Recommendation 1: A language module to further integrate into degree programmes for which it is an optional module through a module catalogue

This study established that students were in control and have choice over the optional modules they enroll onto, thus confirming they maintain a high level of autonomy. It further established that when students are in the process of choosing their optional modules, they are initially motivated by the characteristics of the module i.e., when it is timetabled and more importantly, to what extent it interrelates with their core modules. Enrolling onto an optional module because it complements core modules in terms of developing interdisciplinary knowledge and can enhance future employment prospects are two examples. To support this initial motivation and ensure satisfaction of the basic human need autonomy, it is recommended that a language module further integrates into the degree programmes for which it is an optional module; to ensure that it is thematically related to core modules.

For Smith (2017), core modules are the building blocks of the curriculum of degree programmes and can therefore be considered as wholly integrated. Optional modules however are somewhat separate from degree programmes. A university school or department decides which optional modules are available to students undertaking a particular degree programme, however, it is the students who choose which optional modules to enroll onto. A Module Catalogue, written in accordance with university-wide guidelines and standards, is a useful resource that can provide detailed information on the content of both core and optional modules, their learning outcomes, and their qualitative and quantitative requirements (Technical University of Munich, 2020). This resource is available to both inform students about their core modules and assist them in choosing their optional modules and is usually accessible to prospective students, as well as teaching staff and other members of the university. It is through this resource that a language module can become further integrated into the degree programmes for which it is an optional module.

Consistent with the findings of this study, further integration within a Module Catalogue entails outlining how a language module complements core modules in terms of developing interdisciplinary knowledge and enhancing future employment prospects. The process of integration primarily involves tutors from a language module working collaboratively with tutors from core modules and/or degree programme leaders to identify instances such as planned teaching activities within core modules, where learning a L2 can be advantageous. Engaging with journal and/or media articles in the L2 is one example. In addition to forming a more coherent learning experience for students and diversifying their studies, working collaboratively

also has the potential to facilitate additional communication between teaching staff within schools and departments and promote the systematic reflection of teaching and learning processes (Technical University of Munich, 2020).

Further integration into degree programmes is very likely to raise additional student awareness of language modules along with the learning of a L2 within the university. This awareness is both important and useful as when taking into consideration the lack of language capability in the UK and the continuous decline in the number of students undertaking language degrees, all students and staff will be presented with information which can potentially dispel misconceptions around learning a L2 and reinforce its value.

This recommendation is by no means innovative as modules are not developed in isolation, but within a programme structure, and the process is informed by the external national qualifications framework and where relevant, professional body requirements (Donnelly and Fitzmaurice, 2005). However, as students are contemplating to what extent optional modules harmonise with their core modules, this recommendation ensures that students are provided with information that can assist them in decision making.

5.9 Recommendation 2: An optional language module to provide students with pre-reading activities upon enrollment

This study ascertained that regardless of their initial motivations, students were generally apprehensive about their academic ability to learn a L2 in an optional language module and reported varying levels of self-efficacy. Apprehension stemmed from perceptions of being unable to memorise L2 vocabulary, pronounce L2 words correctly and concerns around developing fluency. These perceptions typically originated from no prior experience of learning a L2 and worry associated with conversing with native-speakers and the learning environment. To some degree, this study also found that apprehension about their academic ability had impacted on students engaging with language learning resources. Student competence can be supported by providing individuals with optimal challenges and opportunities that encourage them to engage with materials and provide structure and feedback (Ryan and Deci, 2000).Therefore, to secure satisfaction of the basic human need competence, it is recommended that pre-reading activities are made available to students upon enrollment.

In following Bilokcuoglu (2011), pre-reading activities can be defined as the activities that are used by students prior to the actual material they will engage with once a module begins. These activities aim to provide students with required background knowledge that will be needed to have a better comprehension when they interact with the module's materials (Bilokcuoglu, 2011)

and activate their schemata. This process works to build a student's knowledge (e.g., sociocultural, topic, and genre knowledge) about their L2 that can help understand the pre-reading activities. Schema theory emphasises pre-existing knowledge and describes the process by which students combine their own associated knowledge about the topic with the information in a text to comprehend that text (Nuttall, 2005). Grellet (1981) considered this strategy as increasing student awareness of what they know, do not know and wish to know about the topic and viewed it as:

> *"a psychological sensitizing aimed at making the students think about the subject of the text and ask themselves some questions"* (Grellet 1981, p.18)

Subsequently, this process is argued to *"challenge students to interpret, analyse, or manipulate information"* (Newman, 1990, p.44) and employ higher order thinking skills.

One of the most consistent findings across disciplines is that learners who begin a module with at least some accurate information related to that subject are in an advantageous position when it comes to learning new information (Lasry et al, 2014; Thompson and Zamboanga, 2004). The use of pre-reading activities, particularly in learning English as a L2 has been advocated to improve readiness and increase vocabulary (e.g., BalıkcıoĿlu and Efe, 2016). Ultimately, by engaging with pre-reading activities, students will embark on learning a L2 with a sense of purpose and preparedness for the learning process.

In response to the findings of this study, the following three pre-reading activities are encouraged:

- *Vocabulary Matching Task* - Vocabulary knowledge is often viewed as a critical tool for L2 learners because a limited vocabulary in a L2 impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that *"lexical knowledge is central to communicative competence and to the acquisition of a second language"* (Schmitt, 2000, p.55). This structured task involves students matching words to the correct description/meaning, which is very common in language teaching (Thúy Lan, 2020). To ensure this valuable exposure to relevant topic-based vocabulary stimulates learner interaction, two sets of flashcards, one of word cards and the other of description/meaning can be utilised. Each student can then work independently to match the words and their description/meaning. Previewing words further provides students with some familiarity and knowledge to understand the central meaning of what they will go on to read once a language module begins (Sedita, 2024). In addition, this task automatically introduces students to their L2 which allows them to start to depart from

their English monolingual identity, a key initial motivation for enrolling onto an optional language module, as well as the opportunity to practise developing their L2 vocabulary on a regular basis. Furthermore, this task has the potential to lessen fears of being unable to memorise L2 vocabulary, which was found in this study

- *Modelling Pronunciation Task* - One of the general objectives for language teaching and learning is to teach the learner to master oral or written communication in the target language. Known primarily as 'drilling' which is standardising pronunciation of a language item and developing fluidity (Taylor, 2024), this second structured task requires students to listen to a model of a key language structure then repeat it multiple times. An example might be students learning French hearing the word *'météo'* (which means *'weather'* in English) then practising pronouncing this word to increase accuracy (Senel, 2006). Through this task the students will come to internalise their L2 e.g., recognising where the stresses are placed in a word or sentence and understanding the movements their mouths must make to achieve particular sounds. The important element however is the repetition of the target language, therefore, it is advised not to introduce too many unfamiliar vocabulary at the same time. Presenting students with the opportunity to regularly practise pronunciation before a language module commences again allows them to depart from their English monolingual identity. It can too help mitigate Foreign Language Anxiety (FLA) ahead of entering the classroom and outside of the classroom, as it is common for students to practise their L2 with family members and other individuals.

- *'Discover facts about your L2 and its cultural context' Resource* - According to the National Standards for Foreign Language Education project (1996), students cannot truly master a new language until they have mastered the cultural context in which the new language occurs. This means that understanding a new culture is an important element in achieving the success in L2 acquisition (Kuo and Lai, 2006; Ciccarelli, 1996). This tutor-developed resource tailored to an optional language modules syllabus can feature a series of facts about the L2 e.g., there are more than 300 million Arabic speakers across the world, though they predominantly live in the region stretching across the Middle East and North Africa (Sayed, 2015), along with values and attitudes/norms that are shared among groups of people in which the L2 predominately occurs (e.g., punctuality is not highly important in Spain. People can arrive half an hour late to a social function with no questions raised. If someone turns up late and apologises, people are likely to respond with *"no pasa nada"* – meaning *"It's not that important"*) (Evason, 2018). Adding a

sense of responsibility and embedding an enquiry-based learning approach, this resource can include a short task which involves students independently searching for additional facts and attitudes/norms involving their L2 which they must then share with their tutor and peers in the first class of the module.

All three proposed pre-reading activities are designed to challenge students as those who perceive greater challenge in their learning activities, tend to report greater levels of concentration and interest (Shernoff and Schmidt, 2008). Moreover, these activities encourage a willingness to tolerate ambiguity, as ambiguous situations are prevalent in language learning (Başöz, 2015). In addition, they can enhance scholastic engagement, known as a learners' capability of overcoming issues and challenges of day-to-day scholastic activities such as loss of inspiration (Yu et al, 2019).

This study found that, upon enrollment onto an optional language module, students were developing cultural competency, maintained sufficient knowledge about countries where their L2 is predominantly used and recognised dominant languages in certain fields of work; thus confirming an interest in their L2 and recognising its importance in regard to future employment opportunities. Related to these findings, this study established that students were conscious of the usefulness of being informed about cultural attitudes/norms shared between those in which the L2 is prominent. This resource in particular has the potential to strengthen students' interest in their L2 and contribute to their developing knowledge of cultural attitudes/norms.

Returning to the broader findings of this study, the inclusion of pre-reading activities will automatically introduce students, upon enrollment, to an optional language module and conventionally establish a shared experience among students before they enter the classroom. This is especially important as students in this study were intimidated by the idea of entering a language classroom. Engaging with pre-reading materials can also serve as a guide for students to identify further relevant learning materials (e.g., textbooks and online software) to utilise before the module starts.

5.10 Recommendation 3: An optional language module to incorporate The European Language Portfolio into its curriculum

This study found that students reported enrolling onto an optional language module for several reasons, including to better position themselves in terms of future employability opportunities, to develop fluency in their L2, to depart from their English monolingual identity and to establish more meaningful relationships with family members and individuals in their neighbourhood. These initial motivations demonstrated some degree of student competence and relatedness. To

support these initial motivations and to secure satisifaction of basic human needs autonomy and competence, it is recommended that an optional language module incorporates ELP into its curriculum. This instrument was designed to improve learner responsibility and autonomy throughout learner reflection and self-assessment (Hismanoglu and Hismanoglu, 2010) and students are able to utilise it from enrollment until completion of the module.

The ELP was developed by the Language Policy Programme of the Council of Europe and is designed to assist those who are learning a language by providing a space where they can record and reflect on their language learning journey and intercultural experiences. The ELP has three components, (1) a language passport, (2) a language biography, and (3) a dossier (Council of Europe, 2024).

The first component requires a student to reflect their linguistic identity as they record the L2 they are learning, any formal language qualifications achieved, significant experiences of L2 use, and assess their current proficiency in the L2 through the (CEFR) Self-Assessment Grid (Appendix 9); all of which entails a certain level of disclosure. This study found that students were already engaging in such reflection which consisted of regret of not undertaking an MFL GCSE and experiences of conversing with family members, neighbours, international exchange students and individuals through an internship and holidaying abroad. Furthermore, it established that students independently assessed their current proficiency in their L2 ahead of a language module starting. Having students complete component 1 upon enrollment onto an optional language module immediately provides them with an authorised space to disseminate their reflections and thus, explicitly acknowledge some of their initial motivations for enrolling. It also supplies them with guidance for assessing their proficiency in their L2, should they wish.

The second component facilitates the student's involvement in planning, reflecting upon and assessing their learning process and progress. It also contains goal-setting and self-assessment checklists that expand on the summary descriptors contained in the (CEFR) Self-Assessment Grid (Appendix 9). This study discovered that students were somewhat apprehensive about memorising vocabulary and practising pronunciation in the classroom ahead of starting their optional language module. Bearing this in mind and given that students begin to engage with this component once the module begins, it is important that students intending to enroll onto this module are made aware of the ELP, in its entirety, when choosing their optional modules. This ensures they are informed about their involvement in planning, monitoring and evaluating their own learning which can help them overcome any apprehensions and, in turn, provide a greater sense of confidence to develop mastery and thus; raise competence.

The third component offers the student the opportunity to select work they believe best represents their L2 proficiency (Little, 2002). This can be said to provide a picture of their progress and can be used for a variety of purposes including formative assessment and reflection on the learning process (Council of Europe, 2024). This study realised that employability opportunities including teaching English as a foreign language abroad and developing fluency were two key initial motivators for enrolling onto an optional language module. Having students generate a dossier that provides first-hand evidence of growth in their L2 can support these initial motivations as they have the freedom to tailor their dossier for a particular purpose i.e., to present at job interviews and act as a companion to their degree transcript. In the same manner as the second component, as students begin to engage with this component once a language module begins, it is important that students intending to enroll onto this module are made aware of the ELP, in its entirety, when choosing their optional modules.

The ELP is considered the student's property and this, in turn, underpins the principle of learner autonomy, as it is the learner who uses the ELP to plan, monitor and evaluate their progress (Grehan and Leeson, 2020). According to Little (2009), The ELP was conceived as a companion piece to the CEFR. It reflects the Council of Europe's concern with the development of the language learner and their capacity for what the CEFR calls independent language learning (Little, 2009). The launch of the ELP took place across Europe during 2001 and by early 2004, 31 of the 45 member states of the Council of Europe were implementing an ELP for learners of all ages, and including primary schools, vocational education contexts and universities (The National Centre for Languages, 2006). Multiple versions of the ELP for learners of different ages, who are learning a L2 in many different contexts and for a variety of different purposes have become available over the past twenty years. Any version, however, must be approved by the Council of Europe's Validation Committee to use the Council of Europe logo; and the Council of Europe recommends that all versions of the ELP designed for use with adults should use the standard adult version of the passport.

When compiling the ELP for an optional language module, the Council of Europe provides templates that can be used. There is also scope to develop this instrument to consider specific university contexts. There is a responsibility however in terms of the quality of the new ELP and an assurance of consistency between the different parts of the portfolio. For example, the entire ELP must be translated into the main language of users, in addition to at least one of the two official languages of the Council of Europe (Goullier, 2010).

On a broader level and taking into account its affiliation with the Council of Europe, the

incorporation of the ELP in an optional language module, along with the use of the CEFR, can raise the value and prestige of these modules in universities; cementing their importance in providing a pathway to learning a L2. This is especially important in light of the continuous decline in students undertaking language degrees and the lack of language capability in the UK (British Council, 2017).

5.11 Recommendation 4: An optional language module to develop and implement a 'Peer Pals' programme

This study established that developing more meaningful connections and feelings of a sense of belonging with family members, individuals in a neighbourhood community and colleagues initially motivated students to enroll onto an optional language module. To support these initial motivations and secure satisfaction of basic human needs competence and relatedness, it is recommended that an optional language module develops and implements a 'Peer Pals' programme.

There has been a proliferation of mentoring frameworks within HE because of the perceived benefit to student retention (Law et al, 2020). Distinctly different from traditional peer-mentoring, where mentors tend to be higher up the hierarchical ladder than the mentee (Gulam and Zulfiqar, 1998), Topping's (2005) conceptualisation of peer-mentoring follows that "peer mentoring is typically conducted between people of equal status" (Topping, 2005, p.321). This definition moves away from the traditional view of mentoring in that it suggests peer mentoring involves a relationship between equals, rather than between a senior, more experienced person and a less experienced individual (Andrews and Clark, 2011). This approach is consistent with a typology of peer mentoring proposed by Shapiro et al. (1978) who identifies a continuum of activity where learners at the same level share information and mutual support.

Peer mentoring is common in language learning and is recognised as a valuable resource in L2 acquisition (Everhard et al, 2015). Socio-constructivist approaches to language learning emphasise the fact that peers can provide useful and honest feedback and suggestions for improvement (Chen, 2006). Peers can also provide help in locating and understanding materials which in turn can foster a community of practice and establish mutual respect. In promoting competence and relatedness, students are given additional opportunities to actively communite in their L2 which can increase their vocabulary range (Milton and Alexiou, 2009) and allow for explicit discussions around the challenges and disadvantages that English monolingual students face when learning a L2 (Lanvers and Graham, 2022).

Development of a well-defined framework provides a solid foundation for its implementation.

The development of a 'Peer Pals' programme should therefore include best practices employed within specific university contexts to ensure consistency along with defined aims which unpack the vision and intentions of the programme and objectives. Based on the findings of this study, these should involve improving overall L2 acquisition by providing additional opportunities to practise this language, cultivating a sense of belonging, and promoting a bilingual identity. An outline of the structure of the programme including the role and responsibilities of a 'Peer Pal', to ensure that each student is accountable and prioritises their participation, in company with principles and guidelines (e.g., dealing with harassment) should also be included. The process for matching pairs and the frequency and duration of meetings should too be incorporated for clarity.

The implementation of a 'Peer Pals' programme is a process of ongoing learning and improvement and is likely to be influenced by a university's professional and regulatory body requirements and education strategy commitments. Implementation, however, should involve (1) planning, (2) preparation, (3) delivery and (4) sustainability. Planning can include a timeline outlining when students are expected to meet that factors in semesters, assessment periods and study leave (if necessary). Preparation centres on the readiness to implement the programme, informing staff about their role within it and preparing resources. This aspect should ideally be included in planning while delivery should entail supporting both staff and students and monitoring the progress of the programme (it should remain flexible as certain features may need adapting throughout the academic year). Sustainability involves planning future incorporation of the programme within an optional language module. This can be achieved through continually acknowledging and nurturing its use and assessing its effectiveness.

As with recommendation one, this recommendation is by no means innovative. However, as students are wanting to practise their L2 on a regular basis and develop a sense of belonging, this recommendation ensures that students are provided with an opportunity to accomplish these.

5.12 Concluding Remarks

Chapter five presented the three categories that were mapped across the three basic needs outlined in SDT and a meaningful discussion of data which set forth a rich tapestry of the participants' initial motivations for enrolling onto a UWLP module. The themes shared between the substantive theories and pre-existing research were highlighted to demonstrate how this study situates itself in the current literature field. This chapter also introduced the developed tool-kit for professional practice which outlines four key recommendations for supporting the initial motivations of English monolingual students intending to enroll on an optional language

module.

Chapter Six. Conclusion

6.1 Introduction

This chapter concludes this study starting with an examination of its strengths and limitations. It includes consideration of the methodological approach employed, the researcher's insider researcher role, the original contribution to knowledge this study provides to this area of education and how the developed tool-kit for professional practice extends current research associated with understanding motivations of English monolingual students who learn a L2 in HE. Future developments of this study are then suggested before arriving at the conclusion.

6.2 Strengths and limitations of the current study

Starting with strengths, this study provides an original contribution to knowledge within this area of education as it explores the initial motivations of English monolingual students who enrolled onto an optional language module at university. The specific focus on optional language modules and the identified students (English monolingual) is both timely and essential given the steady increase in students enrolling. In addition and as confirmed in section 2.8, research focusing on this population of students and optional language modules remains scarce. More broadly, such exploration in language learning in the UK, at a critical time in our nations history (Copland and McPake, 2022) is necessary given concerns around the extent of language capability and the impact of the endorsement of English as a dominant global language. The continuous decline in the number of students undertaking language degrees over the past decade underlined this study. Although this area of learning was not the main focus, a handful of preconceived notions associated with these degrees were uncovered. Bringing new evidence and insights to an ongoing issue is an additional original contribution to knowledge this study provides and one that future research can build on.

This study utilised a novel CGT methodological approach that allowed the researcher to build a theoretical framework that explained the phenomenon being studied from the viewpoint and in consideration of English monolingual students who experienced the phenomenon. Specifically, the study was able to identify these students' initial motivations for enrolling onto a UWLP module which were similar overall. Moreover, it utilised this framework to outline key evidence-based recommendations that tutors (and other stakeholders including university management) can use to support the initial motivations of English monolingual students intending to enroll onto an optional language module. Within the broader context and to the researcher's knowledge, this type of empirical research has not been undertaken before now. This study therefore provides a further original contribution to knowledge within this area of education and

to the field of motivational research.

Mentioned in section 1.3, the goals of optional language modules including a UWLP module is to develop students' linguistic competence and provide them with enhanced employability prospects. The developed tool-kit for professional practice includes recommendations that involve students engaging in self-reflection, developing cultural knowledge, and practising their L2 on a regular basis with a peer. Through these, it can be stated that the tool-kit expands the goals of optional language modules more broadly to ethically fostering cultural understanding and identity transformation; while avoiding stereotypes and oversimplified approaches to linguistic and cultural competence. This is a second strength of this study as implementation of the developed tool-kit for professional practice establishes optional language modules as enhancing students' intercultural competence, which is supported by several authors (e.g., Popescu and Iordachescu, 2015; Amara, 2020; Lo Bianco et al. 1999) and developing a stronger sense of self.

Despite being aware of the critiques in borrowing techniques such as Memoing and coding and theory generation from the data and not pre-conceived ideas, from other approaches; the researcher felt it necessary to employ these in consideration of their role as an insider researcher. Adopting this role is a third strength of this study as the researcher was successful in utilising their in-depth knowledge about a UWLP module to swiftly develop a rapport with participants. Nevertheless, despite them counteracting disadvantages that can arise from this role, the problem of Entanglement became an issue when interviewing some participants and led to unexpected complications. One such complication involved engaging in unnecessary duties including sourcing information about a CELTA qualification and emailing it to a participant to support their future plans. Following this experience, the researcher recognised the difficulty in separating the insider researcher role from the research setting, thereby identifying one limitation of insider research.

The Memoing technique was employed throughout the duration of the research process given the importance of maintaining reflexivity. Overall, this technique is another strength of this study as it helped the researcher reflexively managed their assumptions, biases and increased the trustworthiness of the research process. Engaging in three types of reflection suggested by Schön (1983) also helped the researcher understand their 'own self' before understanding 'others' e.g., participants (Richardson, 1997) and thus, their positionality. It was during the midpoint of the research process however, when interviewing participants, that this technique became time-consuming. Although the researcher scheduled time for Memoing, when it came to writing

Memos, they became more concerned about meeting deadlines and completing other tasks that Memoing felt unproductive. The fact that this technique is flexible and can take any form e.g., unedited and informal without being critiqued or evaluated (Birks et al, 2008; Glaser, 2013; Strauss, 1987) contributed to this concern and raised the feeling of imposter syndrome for the researcher. One way researchers can avoid these concerns and feelings in the future is by seeking feedback on their Memos from their supervisory team.

The research design of this study was influenced by the CGT methodological approach that was utilised. The process of recruiting participants through purposive sampling was straightforward, due in part to the researcher's role as an insider researcher, and a willingness from 20 potential participants who recently enrolled onto a UWLP module to participate. Nevertheless, two limitations including self-selection bias from potential participants and participants potentially manipulating their responses to the questions during their interview could have emerged from employing this sampling technique. The researcher initially considered employing convenience sampling to avoid these limitations but soon realised this was not possible as English monolingual students were needed. To ensure such limitations are not an questionable future research employing purposive sampling should emphasise to participants that during the interview, the researcher will not acknowledge their already established role in the research setting.

Returning to the strengths of this study, the design and use of a semi-structured interview guide is an additional strength as this allowed the researcher to gather rich, valid data in order to begin to understand and critically reflect on the initial motivations of English monolingual students for enrolling onto a UWLP module. A series of probes included in the interview guide that was guided by Charmaz (2014) was likewise a strength as it encouraged the participants to continue talking and ensured both accuracy and clarity while helping the participants to organise their thoughts. The researcher also learnt additional details such as countries that participants have travelled to which helped them better understand students' initial motivations for enrolling onto a UWLP module.

The developed tool-kit for professional practice is a key strength of this study. In addition to helping English monolingual students who enroll on to an optional language module fulfil their L2 learning potential, it offers tutors an understanding of the initial motivations for enrolling onto this module, ways to help drive improvement, and can encourage them to reflect on their student education practice. More broadly, the developed tool-kit and overall findings of this study are an extension of current research associated with understanding motivations of English

monolingual students who learn a L2 in HE. The researcher's insider researcher role allowed for a nuanced understanding of how and to what extent each recommendation can be acted upon, which is an additional key strength. Nevertheless, they remain aware that tutors will use their professional judgment, knowledge and individual university context when deciding how to best utilise the developed tool-kit. Each recommendation has strengths and limitations. Recommendation one involves a language module integrating into a degree programme for which it is an optional module through a Module Catalogue. While this has the potential to increase awareness of the module and thus, the number of students enrolling onto it, potentially exaggerating this module i.e., enlarging it beyond its bounds by outlining how it will complement core modules in terms of developing interdisciplinary knowledge and enhance future employability prospects, could result in high expectations from students which can be problematic if they go unmet. If, for example, there was an instance where a language module could not complement one or more core modules in terms of developing interdisciplinary knowledge for pedagogical reasons, this would likely lead to disappointment and the reputation of both the language module and degree programme could be negatively affected. One positive consequence of high expectations, however, is that it has been found to increase engagement and foster intrinsic motivation, as students pursue activities that align with their interests and strengths (Novak, 2024).

Recommendation two suggests providing students with pre-reading activities upon enrollment. There are multiple strengths of introducing pre-reading activities such as building background knowledge and generating enthusiasm from students. The availability of resources including tutors' time to develop such activities and provide feedback however, could be a potential limitation. Recommendation three advises incorporation of the well-established ELP into an optional language module curriculum. Two clear strengths of the ELP are its association with the CEFR and its reputable standing throughout Europe. Limitations are possible as to motivate students to engage with this portfolio, tutors must acquire a good theory-based understanding of the rationale that underlies it and the benefits that it can bring to language teaching. They need to explain why they ask their students to assess themselves and reflect on their L2 learning. Students also need to confront their beliefs and assumptions about language learning and their roles as learners (Little et al, 2007). In addition, the three components of the ELP could be viewed as too time-consuming to complete and therefore a considerable additional workload to both staff and students, especially if it does not count for assessment purposes. Recommendation four proposes development and implementation of a 'Peer Pals' programme which is a common practice in language learning. While there are multiple strengths including the development of

skills, communication and confidence, similar to recommendation two, the availability of resources including tutors' time to develop and implement this programme could be a potential limitation. There is also the risk that some students may not engage entirely and thus, participation is uneven.

It is important to mention that while this study focused on English monolingual students, all four key recommendations within the took-kit for professional practice can be applied to all students intending to enroll onto an optional language module and can be implemented in language degrees. Caution, however, should be applied as there is diversity in students in relation to learning a L2 (e.g., students who are second/third heritage speakers of a language, students who have formal L2 learning experiences, and students who have acquired some knowledge of a L2 through their travels and internships) and they bring with them distinct initial motivations and a range of capital to their learning. These should be understood carefully in the implementation of the tool-kit if it is to be meaningful to all the stakeholders involved.

6.3 Future developments of the current study

While this study uncovered the initial motivations of English monolingual students who enrolled onto a language module at a university in Northern England, the findings raised several other questions of interest that would be worth investigating. Presented below are four possibilities for further research:

- A longitudinal study throughout the duration of an optional language module (one academic year) to explore the process of students' initial motivations transitioning to sustained motivation.
- A study exploring how UK domestic students in HE compare themselves to IE students in regard to their ability to speak two or more languages.
- A large-scale study across England exploring the initial motivations of English monolingual students who enroll onto an optional language to understand if initial motivations are similar.
- A follow up study (to this study) exploring the implementation and effectiveness of the developed tool-kit for professional practice.

6.4 Conclusion

The four key recommendations in the developed tool-kit provide tutors with ways to support the initial motivations of English monolingual students intending to enroll onto an optional language

module. In addition, it propels optional language modules to the forefront of language learning in HE and cements them as a key factor in raising global ambitions. Despite the limited research to date, this is an important, relevant and growing area of HE. Overall, this study can be interpreted as the first step in exploring English monolingual students' initial motivations for enrolling onto an optional language module and provides forward- thinking insights that future motivational research in this field may build on. In keeping with methodological approach to place students at the forefront of this study, it feels appropriate that they are part of this section and there is no better way to conclude than to hand over to participant 9:

> *"I think the main thing for doin a language in general was a regret of not doing it when I was young* [chuckles] *to be honest. But I'm glad I'm getting the opportunity to do it now, which is nice."* (Participant, 9)

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Appendix 1. UWLP Eligible Programmes 2020/2021

Programmes offering UWLP as an optional module in 2020/2021

Undergraduate students on the following programmes can choose UWLP as a 20-credit module option.

[redacted] Business School

Programme	Level 4	Level 5	Level 6
BSc (Hons) Business Management with Sport	-	**Yes**	**Yes**
BSc (Hons) Human Resource Management	-	**Yes**	**Yes**
BSc (Hons) International Business	**Yes**	**Yes**	**Yes**
BSc (Hons) International Events Management	**Yes**	**Yes**	**Yes**
BSc (Hons) Marketing	**Yes**	**Yes**	**Yes**
BSc (Hons) Business and Financial Management	**Yes**	**Yes**	-
BSc (Hons) Business and Tourism Management	-	**Yes**	**Yes**

School of Arts & Media

Programme	Level 4	Level 5	Level 6
BA (Hons) Contemporary History and Politics	-	**Yes**	**Yes**
BA (Hons) Contemporary Military and International History	-	**Yes**	**Yes**
BA (Hons) International Relations and Politics	-	**Yes**	**Yes**
BA (Hons) International Politics and Security	-	**Yes**	**Yes**
BA (Hons) Politics	-	**Yes**	**Yes**
BA (Hons) Drama and Creative Writing	-	**Yes**	**Yes**
BA (Hons) English and Creative Writing	-	**Yes**	**Yes**
BA (Hons) English and Drama	-	**Yes**	**Yes**
BA (Hons) English Literature	-	**Yes**	**Yes**
BA (Hons) English Literature with English Language	-	**Yes**	**Yes**
BA (Hons) English and Film	-	**Yes**	**Yes**
BA (Hons) English Language	-	**Yes**	**Yes**
BA (Hons) English Language & Creative Writing	-	**Yes**	**Yes**
BA (Hons) Journalism: Multimedia	-	**Yes**	**Yes**

BA (Hons) Journalism: Broadcast	-	Yes	Yes
BA (Hons) Journalism: Public Relations	-	Yes	Yes
BA (Hons) Film Production	-	Yes	Yes

School of Health and Society

Programme	Level 4	Level 5	Level 6
BSc (Hons) Criminology	-	Yes	Yes
BSc (Hons) Criminology & Sociology	-	Yes	Yes
BSc (Hons) Sociology with Foundation Year	Yes	-	-
BSc (Hons) Sociology	-	Yes	Yes
BSc (Hons) Criminology with Counselling	-	Yes	Yes
BSc (Hons) Criminology with Security	-	Yes	Yes

School of Science, Engineering and Environment

Programme	Level 4	Level 5	Level 6
BSc (Hons) Physics	-	Yes	Yes
MPhys Physics	-	Yes	Yes
MPhys Physics with studies in North America	-	Yes	-
BSc (Hons) Pure and Applied Physics	-	Yes	Yes
BSc (Hons) Financial Mathematics	-	Yes	-
BSc (Hons) Financial Mathematics with Foundation Year (from 2020-21)	-	-	Yes
BA (Hons) Geography	-	Yes	Yes
BSc (Hons) Geography	-	Yes	Yes
BSc (Hons) Environmental Management	-	Yes	Yes
BSc (Hons) Marine Biology	-	Yes	Yes
BSc (Hons) Biology	-	Yes	Yes
BSc (Hons) Wildlife Conservation with Zoo Biology	-	Yes	Yes
BSc (Hons) Wildlife and Practical Conservation	-	Yes	Yes
BSc (Hons) Zoology	-	Yes	Yes
BSc (Hons) Zoology with Marine Biology	-	Yes	Yes

Appendix 2. Liverpool Hope University Ethics Form

Liverpool Hope University

Ethical Approval Request only for research involving human participants who are NOT children (below 18) or vulnerable adults

1. For text-based projects not involving human participants, use the designated shorter request form rather than this one.

2. For projects involving children or vulnerable adult, use the designated longer request form rather than this one.

SECTION 1 [TO BE COMPLETED BY THE RESEARCHER]

1.1 Researcher **For staff: Name:** **(For joint research conducted by staff, the names of all the researchers should be given with the Principal Researcher's name given in bold.)** **For students: Name, student ID, name of supervisor:**	Melissa Ryan 12003843 Supervisory Team: Dr Julie Hadwin Dr Frank Su Dr Namrata Rao
1.2 Title of Proposed Project:	*Studying undergraduate students' motivations to enrol on to the University Wide Language Programme (UWLP).*
1.3 For students only: Programme Title and Level of Study (e.g. MA Education; Philosophy and Ethics Level H).	EdD (Doctor of Education)
1.4 For staff only: Position held at Hope (e.g. Lecturer).	
1.5 Faculty and Department or equivalent: (*for research involving two Faculties or Departments, please state both. The name first given should be that of the Faculty and Department whose DEL is being asked to approve*.)	School of Education
1.6 Start date of proposed research (note: this must be later than the date at which approval may be given) **End date of proposed research**	As soon as ethical approval is given 1st July 2023
1.7 Professional guidelines referenced	Revised BERA Ethical Guidelines for Educational Research (2018)

SECTION 2

NOTES ON ALL RESEARCH INVOLVING HUMAN PARTICIPANTS

Approval will be given by

a. The University Research Ethics Sub-committee for
- research that may involve deceptive or covert activity
- empirical research into illegal activities
- research that may be connected to any aspect of national security
- and/or research deemed to pose a significant risk to the University's reputation.

The researcher should identify all such cases and refer them to their supervisor, who in turn will contact their Departmental Research Ethics Lead (DEL) for suggestions. The DEL will forward the application to the Faculty Research Ethics Sub-committee for consideration and, if necessary, for referral to the University Research Ethics Sub-committee

OR

b. The Faculty Research Ethics Sub-committee for research involving children (under 18) or vulnerable adults and recommended by a Departmental Research Ethics Lead (DEL)

OR

c. The DEL for research involving human participants but NOT children (under 18) or vulnerable adults.

OR

d. An authorized staff who for good reason cannot refer the request to a supervisor

NOTE: For projects not involving human participants, use the designated shorter request form rather than this one.

In all cases, initial scrutiny will be carried out by the supervisor or DEL, as appropriate.

Initial scrutiny consists of a careful reading of the request coupled with ensuring completion of the checklist given at the end of this form. This process may need to be iterative with the researcher*. When ALL responses are satisfactory, the initial scrutineer should complete the last section of the checklist and should send this form (and any associated documentation) on to the next stage of the process as explained at the end of the checklist.

*If ANY prompt cannot be given an acceptable response, the initial scrutineer should return the form to the researcher, clearly explaining the remedial action needed, and advising of a deadline for the form to be returned to the initial scrutineer.

Section 3. INFORMATION ABOUT PROPOSED RESEARCH STUDY.

Note: the checklist given at the end of this document should be completed by the researcher. The initial scrutineer may either add to it, or simply endorse it as agreed. A supervisor or DEL receiving a form without the checklist having been completed will return it to the supervisor (for student research) or the researcher (for staff research) for completion.

3.1 GENERAL

a) Full title of the research project:

Using Grounded Theory to Explore Student Motivation for Enrolment on the University Wide Language Programme

b) Aims and objectives:

Despite multilingualism being an important graduate skill, research has highlighted the decline of English native students' enrolling on to undergraduate MFL degree programmes over the past decade. In contrast, demand for University Wide Language Programme (UWLP) from English native students to study a foreign language as part of their degree programme is increasing.

The emergence of the UWLP throughout UK universities started during the early 1980s in response to the growing demand for non-specialist language learning from students studying on non MFL degree programmes. The demand for these programmes developed as a result of increasing awareness of internationalization and importance of growing European links within the HE sector (Bickerton, 2016). The inclusion of the UWLP allows universities to situate and market themselves as being at the forefront of advocating multilingualism in the graduate marketplace. Nationwide there are currently fifty-five institutions, twenty-one of which are Russell Group universities offering the UWLP.

Sometimes referred to as 'Languages for All', the UWLP typically comprises of elective language modules taken for academic credit as minor components of a degree. Students taking this module have been referred to as 'non-specialist language learners' since they often have little background in foreign language learning, and the language modules they study are not a compulsory component of the degree programme for which they are registered (Association of University Language Communities, 2019).

The aim of the current project is to investigate how best to raise the institutional value of the UWLP via an investigation of student motivations in its study. Focusing exclusively on English native undergraduate students' who enrol on to the UWLP at one industry-focused, mid-tier university in the North of England, the study will utilise to:

1. To understand and develop a theoretical framework that captures the motivational profile of students engaged in the study of foreign language learning in higher education.
2. To inform institutional policy and practice, with respect to the institutions' role in promoting language learning, linguistic diversity and recognising its importance to students' overall preparation for meeting the challenges of life in a global society.
3. To aid university management to better understand how foreign language provision can be promoted as part of their individual educational missions and international and/or regional strategies.

The objectives of this study are:

1. To utilise a qualitative approach comprising of a semi-structured interview and a constructivist grounded theory (CGT) paradigm to investigate students' motivations for learning a foreign language.
2. To construct an interview guide which draws out the participants' perspectives of motivation for learning a foreign language.
3. To determine if the UWLP is helping address the critical juncture foreign language learning in HE is

currently facing.

4. To formulate recommendations for university management on how to reconceptualise, redefine and promote foreign languages as a major discipline at the university in which this study takes place. Indeed, by emphasising the importance of this discipline which enhances intercultural competence and multi-lingual skills as well as career opportunities, universities can incentivise more students to study languages alongside completing their degree.

c) Brief outline of the research study. Please ensure that you include details of the **design** (qualitative/quantitative, etc) as well as the **methods and procedures** (questionnaire, interviews, experimental trial, observation, etc).

Previous research on second language (L2) learning has generated insights into the motivational factors that cause students to turn away from learning a second language (e.g., Soler, 2008; Busse, 2017; Dermont-Heinrich, 2009). Little is known, however, about the motivational factors that contribute to a students' initial and sustained motivation in learning a second language. Using a qualitative approach comprising of a semi-structured interview and a constructive grounded theory (CGT) paradigm, this study will investigate students' motivations for enrolling on a foreign language through the UWLP. It is important to note this project will capture motivation before the student embarks on the study of a foreign language.

CGT is a contemporary revision of Glaser and Strauss's (1968) original Grounded Theory (GT) that presents a more diffuse theoretical product with it generating an explanation of what is actually happening, rather than a description of what should be going on (Mills et al., 2006). Charmaz promotes abduction to look at 'all possible theoretical explanations for the data' (Charmaz, 2006, p. 188) and in moving away from the empiricist roots of GT, contemporary methods make use of 'absences, silences, hidden positions and structural discourses' that might emerge (Oliver, 2012).

Through CGT, this study will encompass an iterative process with the researcher engaging in constant back and forth of writing, reflecting, reading, thinking and listening in a circular rather than a linear way. Indeed, the analysis of the interview transcripts will be informed by the six steps guide analysis discussed by Randor (2001) consisting of topic ordering, category constructing, reading for content, completing coded sheets, generating coded transcripts, and interpreting the data. This process of iteration recognises that rich information, purposefully focused on the collection of specific, rather than general, data related to the research topic, is necessary for reliable and valid qualitative research (Mills et al., 2012).

Three intrinsic features of a CGT will be adhered to throughout to promote reflexivity and fair representation. Firstly, reciprocity between participants and the researcher will be facilitated by sharing data interpretations to ensure the co-construction of meaning; secondly, power relations implicit in research will be acknowledged from an ethical perspective; and, thirdly, criticism of rigour in CGT is often based on its inability to portray transparently how the theory emerged (Charmaz, 2006). With this, researcher reflexivity will be addressed by way of memo writing and a journal to maintain transparency (Mills et al., 2006).

The semi-structured interviews will be conducted individually with about 15-20 participants who will be chosen via purposive sampling. This type of interview has been chosen due to allowing participants to express their views freely, yet the semi-structured format will allow the researcher to elicit responses that are pertinent to the study aims. In addition, this format will allow for a comparison of participants' answers. Not all the questions which will form part of this interview have been established, as it is expected they will emerge as the researcher progresses with the literature review and some may emerge within the interview process as follow up questions (as expected in a semi-structured interview).Here is one example of how the researcher will engage with the iterative process. However, two indicative questions have been established;

1. *What foreign language will you start studying in September?*
2. *Have you studied this language or another foreign language previously?*

In line with the aim of qualitative research (Hammersley, 1992), the broad focus of the questions is to utilise existing theoretical frameworks (i.e.,) to capture motivation from the point of view of the participants. Therefore, all open-ended questions constructed will be loosely based on CGT and the narrow topics will be chosen based on the literature. The narrowing of topics is to aid the researcher in gathering specific data for developing their theoretical framework. Following the guidance of Charmez (2006), the interview questions and investigatory probes will draw out the participants' perspectives of motivation for learning a foreign language, although care will be taken not to prime participants with motivational concepts.

d) As mentioned under Section 2 (a), some types of research must be referred (by the Faculty Ethics Research Sub-Committee) to the University Research Ethics Sub-Committee. Therefore, please state here if your research involves or may involve deception, the use of covert methods, is into matters involving national security, is into illegal activity or might endanger the University's reputation. Please also highlight the key aspects which cause it to fall into one or more of these categories.

This research will not involve any of the following:

- Deception or the use of covert methods.
- Matters involving national security.
- Illegal activity that might endanger the University's reputation.

e) Where will the study take place and in what setting? If in a workplace, or if the participants are from a workplace, identify what your connections are with that workplace.

This study will take place in one setting. This setting, an industry-focused, mid-tier university in the North of England, is the workplace of the researcher. The researcher has worked at this university since January 2018.

f) Give a brief description of your target sample (e.g. age, occupation, gender).

The target sample is restricted to English native, undergraduate male and female students of any age who have enrolled on the UWLP module, with a view to starting this module in the new academic year. Targeting this sample is due to this study focusing on capturing motivation before the learning process begins.

As expected, purposive sampling will be employed due to the specific information-rich knowledge participants required for this study. These participants will be identified through Online Module Enrolment (OME). OME is a university system in which undergraduate students select their optional modules for the following academic year and answer questions relevant to the modules they select. One question for the UWLP module is, *Are you a native English speaker?*

g) Is the participation individual or as part of a group?

All participation will be individual.

h) How will participants be selected, approached and recruited?
Clearly identify and fully analyse any issues of power relations that might arise, and say what steps will be taken to alleviate them. This applies particularly if the location of the research is a place of the researcher's employment, or if they have other strong links with the participants.

Through purposive sampling, potential participants who confirm they are native English speakers will be approached by an email (1) asking if they are happy to be contacted to take part in this study. The first 20

of these potential participants who reply confirming they are happy to be approached will then be sent another email (2) with a *Research Information Sheet* and *Research Consent Form* attached. The *Research Information Sheet* will provide the following:

- An overview of the study including its rationale, aims and objectives.
- The researcher's intention for the results to form the basis of their doctoral thesis and potentially for publication in academic journals.
- A fair explanation of the procedures and their purposes.
- Description of the benefits which can be reasonably expected from participating in this study.
- Confirmation that participating or not participating in this study will not conflict, nor will it jeopardise their place on UWLP or status as a registered student or their subsequent outcomes on the module.
- Confirmation that a participant is free to withdraw consent and discontinue participation in this study at any time without prejudice.
- Confirmation that each participants' anonymity will be protected, and all their data will remain confidential unless there are concerns regarding the security of the individual participants.

Upon reading the *Research Information Sheet*, those who would like to be recruited as a participant will be advised to reply to the researcher by a specified date confirming this and attaching a completed *Research Consent Form*. Here, the researcher is applying the principle of informed consent, guaranteeing that individuals freely choose to participate in this study warranting that exposure to risks is undertaken knowingly and voluntarily.

As all potential participants will be familiar with the researcher's role within the setting (Coordinator on the UWLP programme), there is the risk of power relations emerging and these individuals feeling obligated to participate. To avoid feelings of obligation the researcher will ensure email (2) confirms the following:

- Confirmation that participation in this study is not compulsory.
- Confirmation that participating or not participating in this study will not conflict, nor will it jeopardise their place on the UWLP or status as a registered student at the university or their subsequent outcomes on the module.
- Confirmation that a participant is free to withdraw consent and discontinue participation in this study at any time without prejudice.
- Confirmation that each participants' anonymity will be protected, and all their data will remain confidential.

i) Free and informed consent and the right to withdraw at any time are indispensable.

Is written consent to be obtained? Please delete as appropriate **YES**

If **YES**, please complete the appropriate sections of the standard Consent Form(s) and the accompanying Research Information Sheet(s) that can be found at the end of this documentation.

If **NO**, please state *why*. As free and informed consent is essential, you need to give strong and convincing reasons for not obtaining informed consent.

How will the participants' right to withdraw be ensured?

Each participant's right to withdraw will be ensured throughout the duration of this study. It will first be ensured in the initial email sent to all potential participants and reiterated on the *Research Information*

Sheet. The right to withdraw will again be reiterated on the *Research Consent Form.*
When the researcher meets with each participant to conduct the semi-structured interview, they will be reminded again that should they wish to withdraw their participation from this study, this will be granted with immediate effect at any given time.

To withdraw, participants will be advised to email the researcher confirming their withdrawal and their request for removal of any data collected from them.

3.2 Risk & Ethical Procedures

Please note: all studies with human participants have the potential to create a level of risk. "No risk" is thus not an acceptable answer, although "Minimal risk" is. You are fully responsible for the protection of both yourself and your research participants. Please try to anticipate the context and perspective of your participants when completing this section.

a) What potential risks are there of physical harm to participants? Please specify, and explain any steps you will take to address them.

There is minimal risk of participants being physically harmed in this study. Each semi-structured interview will take online via Microsoft Teams. However, if there are aspects which the researcher may have not considered due to which any physical harm may be caused, the participant would be advised to alert the researcher and appropriate follow up action will be taken. It is to be acknowledged participation in the interview can itself be sometimes tiring, therefore the researcher will ensure the interview is conducted in a way where it causes minimum physical discomfort and where needed this can be conducted over 2 or more sittings if requested by the participant.

b) What potential risks are there of psychological harm to participants? In particular, how might participation in this research cause discomfort or distress to participants? Please specify, and explain any steps you will take to address these issues.

It is anticipated that no psychological harm will be caused to the participants in this study. However, in addition to the detail outlined in Section H above (i.e., informed consent, ensuring anonymity, right to withdraw etc.), the researcher will terminate any activity if they consider it be causing harm to the participants, or if participants indicate that it is doing so. If there are particular questions within the interview the participants may not be comfortable to respond to, they can choose to skip such questions though, every care will be taken to ensure such questions are not included in the Interview Agenda Questions and Exploratory Probes.

c) Are there any risks to you as the researcher (and / or your co-researchers, if you have any) in this project? If so, outline the steps you will take to minimise them.

None that the researcher is aware of. As the interviews will take place online, the aspects around the safety of the researcher herself will not be a concern.

d) How might participants benefit from taking part in this research?

Participants may benefit from the opportunity to think through and share their own motivations in opting to learn a foreign language through the UWLP module. All participants will be sent a summary of the results following data analysis. In addition, they will be directed to further related reading in the debrief form. It will be made clear to participants that their engagement will be key in helping institutions understand how foreign language provision can be promoted as part of their individual educational missions and international and/or regional strategies.

e) Does any aspect of your research require that participants be naïve *(i.e. they are not given full or exact information about the aims of the research)*? Please explain why and give details of the debriefing procedures you would use when the need for the naiveté is over.

There is no deceptive element to participation.

3. Data Security, Confidentiality, Anonymity and Destruction

a) Where and how do you intend to store any data collected from this research? Give details of steps you will take to ensure the **security** of any data you collect.

Note that data protection regulations stipulate that data must be stored securely and not be accessible or interpretable by individuals outside of the project. Hence, data should be stored in a password-protected file on a password-protected device such as a desktop or laptop, and not on easily movable devices such as USB keys or CD ROMs.

Data collected from the semi-structured interviews will be recorded via a password protected voice recording device. These recordings will then be transferred onto the researcher's personal computer at home which is secured by a password and can only be accessed by them. All recordings will then be deleted from the voice recording device once they have been transferred.

b) What steps will you take to safeguard the **confidentiality and anonymity** of personal records?

During the semi-structured interviews, the researcher will only record the timing the interview took place for example, *10.00am-10.40am,* to refer to the information gathered when transcribing and analysing the data. When discussing the findings, the researcher will not refer to the participants by their name. Each participant will be assigned a pseudonym in the transcripts.

c) Will this research require the use of any of the following (please delete as appropriate):

Video recordings	NO
Audio recordings	**YES**
Photos	NO
Observation of participants	NO

If you answered YES to any of the above, please provide a more detailed explanation of how you will ensure confidentiality and anonymity.

Recording audio data presents a loss of anonymity as the participants' exact words and voice are recorded, which involves the risk of their identity being disclosed. Please see section 3.3.b regarding safeguarding participants identity and data management processes.

d) Please confirm that you will destroy all personal data and indicate at which point you will do so.

For students: A date should be provided. This should normally be no later than the end of their degree programme. Students should NOT make this point dependent on a successful outcome of their studies.

All personal data will be deleted after the researcher no later than 1st July 2023.

For staff: A date should be provided. For certain types of research, it is acceptable for destruction of anonymised data to be indefinitely deferred. This must be clearly declared in the Research Information Sheet.

4 For students only: Supervisor's comments

(Please note that applications submitted without supervisor's comments will not be considered.)

Supervisor's name:

Date:

Blank Research Consent Form and Research Information Sheets are appended. Please ensure you complete the relevant forms, and delete any that are not required.

Note 1

The question of when childhood is deemed to end, such that mentally capable young people can themselves give free and informed consent without needing parental consent, is much discussed, and to some extent depends on the reason why the consent is being sought. As a precaution the University takes the age of personal consent for research participation as being 18, and this should be applied throughout. Only if ALL participants in this research are over 18 should this form be used.

CHECKLIST FOR RESEARCH ETHICS APPROVAL REQUESTS (STAFF OR STUDENT)

Name of researcher:

Name of Supervisor (if student):

Date completed:

For use by staff or students to help improve the Ethics Approval request before submission

For use by supervisors before completing the Supervisor comments section of the form. If you cannot answer 'Yes' to every prompt, please discuss with, or return the form to, the student.

Checklist completed by:

Date:

PROMPT	**See form:**	**Yes/ No**
• 1 Start-date is after date of scrutiny	1.6	
• 2 Appropriate professional guidelines are identified • •	1.7	
• 3 Informed consent is being sought from ALL relevant parties and Consent Form(s) and Research Information Sheet(s) are included.	3.1.i, end of document – Research Information Sheet(s) and Consent Forms. Check that they match.	
• 4 Power relations are clearly defined and discussed and appropriate	3.1 e and 3.1. h	

steps to address any issues are set out •		
• 5 Risk to research subjects is adequately discussed and addressed. 'No risk' is not an acceptable response, although 'minimal' is. *Note that if questionnaires or interviews are involved, part of the assessment of risk is linked to the questions to be asked. It is therefore helpful if these can be attached, or at least if there can be as full information about them as possible.* •	3.2 a–c	
• 6 Risk to the researcher is adequately discussed and addressed •	3.2 d	
• 7 The right to withdraw is explicit and fully thought through in this Request Form. The Inform Consent Forms the Research Information Sheet(s) contain further information. It might be necessary for the researcher to give quite detailed information about HOW participants can withdraw and how possible psychological harm could be avoided. •	Often discussed under 3.1 i	
• 8 Anonymity is adequately dealt with in the Request Form and is confirmed in the Research Information Sheet(s) •	3.3	
• 9 Confidentiality is adequately dealt with in the Request Form and is confirmed in the Research Information Sheet(s) •	3.2 b	
• 10 Security of information is adequately dealt with in the Consent Form and is confirmed in the Research Information Sheet(s) •	3.3 a	
• 11 Destruction of information is adequately dealt with in the Request Form and Research Information Sheet(s) • • For students: destruction of the data should not be be made dependent on **successful** completion of the research project. An expression such as 'when my studies are complete' covers all eventualities. • For staff: it is acceptable for staff research to have a 'never destroyed' statement, but this must be transparent in the Research Information Sheet(s) and Consent Form(s).	3.3 d	
• 12 The research is NOT into illegal activities	2.a & 3.1. d Likely to be buried in the narrative	
• 13 The research does NOT employ deceptive or covert methods, such as to negate or impede the ability of the participants to give informed consent.	2.a & 3.1. d Likely to be buried in the narrative	

• 14 The research HAS NO interaction with issues of national security •	2.a & 3.1. d	

Note that if any of the last three prompts indicates that the problem scenario is present, the request will not necessarily be refused, but it will need to be sent (by the Faculty Sub-committee) to the University Sub-committee. Please flag this up when sending the form to the Faculty Sub-committee, but it would be helpful if you also completed the rest of the checklist.

APPROVAL

Please select A or B, as appropriate. Delete the other.

A: For STUDENT RESEARCH – to be completed by the DEL:

I APPROVE the research and it may begin immediately. Any improvements listed below (or as communicated – please make clear) should be made and incorporated in your completed work.

Name:

Role (i.e. supervisor or a different DEL acting in lieu of supervisor):

Date (must be earlier than proposed start date):

B For STAFF RESEARCH – to be completed by the DEL:

I APPROVE the research and it may begin immediately. Any improvements listed below (or as communicated – please make clear) should be made and incorporated in your completed work.

Name:

Role – Departmental Ethics Lead

Date (must be earlier than proposed start date):

References

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Appendix 3. Research Information Sheet

LIVERPOOL HOPE UNIVERSITY

RESEARCH INFORMATION SHEET

Outline of the research

Dear potential participant,

As well as working at [redacted] I am undertaking doctoral study at Liverpool Hope University. My research focus is foreign language learning motivation, specifically in higher education. As you have enrolled on the UWLP, I would like to know more about your motivation for taking this module and learning your chosen foreign language which is why I would like to invite you to take part in this research. By participating in this research, you will benefit from the opportunity to share your motivations for learning a foreign language through the UWLP module and help universities understand how foreign language provision can be promoted as part of their individual educational missions and international and/or regional strategies. Before you decide to participate, please take time to read the following information carefully. Please ask if there are any aspects of this research that are unclear or you would like more information.

Who is the researcher?

Name: Melissa Ryan

Institution: Liverpool Hope University
Researcher's University email address:12003843@hope.ac.uk

What will my participation in the research involve?

Participation in this research involves undertaking an interview (no longer than 60 minutes) with myself. This interview will be conducted online via Zoom. Please note this interview will be audio-recorded so I can analyse it afterwards to confirm accuracy.

Will there be any benefits to me to taking part?

As mentioned earlier, by participating in this research you will benefit from the opportunity to think through and share your motivations for learning a foreign language through the UWLP module. In doing this, you are helping institutions

understand how foreign language provision can be promoted as part of their individual educational missions and international and/or regional strategies.

What will happen to the results of this information?

The results of this research will form the basis of my doctoral thesis. Some results may be published in academic journals concerned with exploring foreign language learning motivation.

Will there be any risks to me in taking part?

There is minimal risk to participating in this research. To avoid feelings of obligation I ensure the following confirmations:

- Confirmation that participation in this study is not compulsory.
- Confirmation that participating or not participating in this study will not conflict, nor will it jeopardise your place on the UWLP module or status as a registered student.
- Confirmation that you are free to withdraw consent and discontinue participation in this study at any time without prejudice.

This research will be conducted in accordance with the ethical requirements of Liverpool Hope University and the [redacted] and as per the revised BERA (2018) guidelines for Educational research. Your participation is voluntary, and you have the right to withdraw at any time and refuse to participate. You do not need to answer questions that you do not wish to.

Please also note that similar to my role in [redacted] where I embrace ethical principles of respect, nonmaleficence and justice when working with students, these will be carried into my role as a researcher when working with participants.

What happens if I decide that I don't want to take part during the actual research study, or decide that the information given should not be used?

If you decide at any point that you do not want to take part in this research, I will withdraw you as a participant immediately. I will be working on this research until 24th October 2024. If you decide that you no longer want me to use your data, please email me confirming this and all your data will be destroyed. You do not have to provide any reason for withdrawing your participation or data.

How will you ensure that my contribution is anonymous?

During your interview, only your voice will be recorded. Your name will not be mentioned at any point and you will be assigned a pseudonym in the transcripts. Please note that I will not be sharing any of your data or revealing you as a participant

in this research to anyone affiliated with [redacted]. However, please know that your confidentiality and anonymity cannot be assured if, during the research, it comes to light that you are involved in illegal or harmful behaviours that I may need to disclose to the appropriate authorities.

Contact for further information or follow up.

Should you have any further questions or would like to share your thoughts about this research, please feel free to contact me at: 12003843@hope.ac.uk

Appendix 4. Research Consent Form

LIVERPOOL HOPE UNIVERSITY RESEARCH CONSENT FORM

Title of research project: *Studying undergraduate students' motivations to enrol onto the University Wide Language Programme (UWLP).*

Name of researcher: Melissa Ryan

I confirm that I have read and understand the information sheet for the above research project and have had the opportunity to ask questions.	Yes	No
I understand that my participation is voluntary and that I am free to withdraw at any without giving any reason.	Yes	No
I agree to take part in this research project and for the anonymised data to be used as the researcher sees fit, including publication.	Yes	No

Name of participant:
Signature:
Date:

Appendix 5. Interview Agenda Questions and Exploratory Probes

Preamble: Thank you for agreeing to participate in this study. I am interviewing you to better understand your initial motivations for studying of foreign language via the UWLP. There are no right or wrong answers to the questions, I am interested in your motivations for wanting to study a foreign language and your thoughts about studying this language in higher education. You have signed the consent form and are aware of your rights as a participant. The interview should take approximately 50-60 minutes depending on how much information you would like to share. With your permission, I would like to audio record the interview because I don't want to miss any of your comments. All responses will be kept confidential. You may decline to answer any question or stop participating in the interview at any time and for any reason.

Can I turn on the audio recording?

CATEGORY	QUESTIONS
Opening questions	**1.** How did you learn about the UWLP offering here? **2.** Which language will you start studying in September? **3.** Was [chosen language] your first choice of language to study? **4.** Does your [chosen language] have any connection to your degree programme?
Autonomy	**5.** How did you select the UWLP? **6.** Do you know anyone who has completed the UWLP? **7.** What other optional modules did you chose alongside the UWLP? **8.** What informed your module choices? **9.** Why did you choose to study [chosen language]? **10.** Why did you choose to study [chosen language] through the UWLP rather than an MFL degree? **11.** The UWLP has been taught online due to the Covid-19 Pandemic and might continue to be taught online. Did this inform your choice for selecting the UWLP as an optional module?
Competence	**12.** Did you read the *UWLP Module Content Document* before selecting the UWLP as an optional module? **13.** Have you already started preparing to study [chosen language]? **14.** Do you see yourself using [chosen language] in the future? **15.** Can you imagine being fluent in [chosen language]? **16.** How do you define success in studying [chosen language]?

Relatedness	**17.** Do you feel any personal connection to [chosen language]? **18.** Do you think it is important for future graduates like yourself to be able to speak another language as well as English? **19.** Do you believe that speaking and understanding [chosen language] will improve your personal development?
Final comments	**20.** Is there anything else you would like to discuss or share? **21.** Is there anything you would like to ask me?

PROMPTS
Please say more about _____? Could you give me an example of _____? Could you elaborate on _____? Could you clarify what you meant about _____? How does _____relate to? How often does _____happen? Where does _____happen? When does _____happen? That's something I haven't heard before, could you explain more about _____. Please go on. I'd like to know more about that. Pease explain.

Appendix 6. Transcribed Interview: Participant 11

Researcher: *Thank you again for checking your internet access.* So, *how did you learn about the UWLP offering here?*

Participant 11: *It was er, part of the module choices, for when we were given those, those options towards the end of last year, but also when I was looking at coming to the university, it was quite well advertised* [.] *as a part of the second year. I was up for that. I knew I was gonna do it beforehand because it's, to me, it's why wouldn't ya?* [chuckles].

Researcher: *That's something I haven't heard before. When you were looking into the University, where did you see UWLP advertised?*

Participant 11: *I wanted to make the right decision so erm* […] *a couple, for the couple of universities that I visited, the websites that I used I pretty much scrolled through any bit of information I could find on it. So umh, I'm going back on myself, I'm not sure how well advertised it was cos I was on the website a lot and looking for it, but, as far as I remember, it wasn't hard to find. It was like when yer choosin yer, when yer lookin at the the modules modules for all three years, when it came to second year it said there will be a choice to, to study a foreign language.*

Researcher: *Okay, thank you. Which language will you start studying in September?*

Participant 11: *This is a good question. I put myself down for French but the more I think about it, the more I don't wanna do it* [chuckles]. *I fancy erm, it was between French, German and Spanish. I wasn't sure, I know a little bit of French, but Del Trotter French like Only Fools and Horses French* [chuckles], *that's all I know. So erm I wanted to brush up on that, so I was quite umh, keen on going to West Africa a place like Ghana, where French is spoken. But umh, when it comes down to it, I'm not sure. I'm just a bit uncertain. It's, a think it's the language I struggle with French, it's puttin the accent on seemed like a joke, to me.*

Researcher: *That's very interesting. Thank you. Um, does French have any connection to your degree programme?*

Participant 11: *No, well it could do so far as in I'm doin English an creative writin, so if I wanted to read or write in French, it'd be very useful. Well, if it came to translatin works or anything along those lines, topics, it's invaluable when it comes to that.*

Researcher: *So do you have anyone who has completed the UWLP?*

Participant 11: *No, I do not.*

Researcher: *And what other optional modules did you choose alongside UWLP?*

Participant 11: *Want me to pull that up quickly? Yeah, because I'm not good, I can dilly dally an tell you what I thought I chose, but it's not until I actually have a look.*

Researcher: *Okay…*

Participant 11: *Erm, I have er, utopias and dystopias. Er, do yer wan me to explain each of the modules or do yer wan me to just list em?*

Researcher: *Erm, you can explain them if you want.*

Participant 11: *Only, only if is useful. I've got utopias and dystopias that's stuff like 1984, Brave New World, discussing those for English literature. I've got literary adaptation in the screen, which is about turning novels into, into films and how ya go about doing that. Got researchin an plannin the novel, I don't think I need to explain that one. I've got, writin poetry in the 21st century I don't know why I chose it because I don't really like poetry that much. But umh, I'm in the process of tryna change* [chuckles]. *Playwritin, which I'm very much looking forward to and the university wide language programme.*

Researcher: *That's quite interesting an I can see how French could tie into your modules. Can you say more about how you decided which modules to take?*

Participant 11: *Actually, between you and me I went for a painstaking process of probably about two weeks I couldn't decide. I'd sit there like procrastinatin an people sayin like, why am I givin this much attention to what I'm gonna do. Because quite a few things, you've got to make sure they all link up with your main modules. So I'm in the process now with them, trying to talk to someone so I could not necessarily change things, because I'm happy with how it is. But I think I'm just like frightened I'm gonna miss out on something else I wanted to do. Just in case, I'm not sure if that answers your question or not.*

Researcher: *That's really good. Thank you. So why did you choose to study French?*

Participant 11: *Because a plan to go to West Africa at some point, were it's spoken. I think it looks er really useful on a CV as well, then you can have your degree, you can have everything but if you've chosen to do something that steps away from yeh degree, I think yeh, it's quite valuable. You can also further yeh readin an writin in French, and opportunities to maybe translate. If I pick it up, cos I realise it'll be all learning at a certain stage, but then it's good opportunity because if I take this module an I realise it's not for me, then I can still get a good mark innit an get a good grade by then I don't have to pick it up again. But more than likely, I'll get involved with it and want to carry it on. And then it'll act as a, as a good springboard because once your given the tools, to learn it, then you can go on an there's so many tools out there for yourself, you're going to do it on your own.*

Researcher: *Did you read the UWLP Module Content Document before you selected the module?*

Participant 11: *A may have done. I'll remember it if I did, can you erm, remind me what was on it?*

Researcher: *Yeah, the Module Content Document outlines the learning outcomes and objectives, the aims, how the module is structured, and the specific components of the module.*

Participant 11: *I must av done, but I won't be able to recall any of it to you, I'm sorry.*

Researcher: *It'll be sent out again before September, so don't worry about it. Moving on, have you already started preparing to study French?*

Participant 11: *Umh, no to be honest cos its goin to be a heavy workload when I get started isn't it. I just wanna relax over the summer, if I start trying to prepare now I'll stress myself out. But as I said, I'm not 100% on French and I might be changin it, so until I know, then I'm going to start preparing for it.*

Researcher: *Okay, so the languages you're thinking about doing, either Spanish or German? Is that correct?*

Participant 11: *Yeah.*

Researcher: *Could you see yourself using one of these in the future?*

Participant 11: *What? Even in a professional or personal setting or both?*

Researcher: *Both.*

Participant 11: *Good question, I think in a in a professional setting* […] *because I'm only really aiming to go into the sort of community work or within the care sector, so a don't think any of them will be that applicable. So it'd be on personal level as I said French I mentioned I wanted to go to Africa, writing. They'd all play the purpose of er reading and writing in that language. So there's a there's quite a few authors in French and German that I do like that I'd be keen to, to read in the original language. So they're probably French and German and probably bump Spanish because I don't know too many Spanish authors.*

Researcher: *And how would you define success in studying a language?*

Participant 11: *A thought you were gonna ask me how do you define success* [chuckles] *and I almost split my coffee up. How do I define success in any language? is studying the language being err, fluid, if not being able to communicate properly and having it as a proper second language, if that makes any sense.*

Researcher: *Yeah it makes sense. Do you think it's important for future graduates like yourself to be able to speak another language as well as their native English?*

Participant 11: *Yeah, absolutely. For us English as well, because we're monolingual, aren't we? We're known as being people that barely know our language, let alone another one* [chuckles]. *Whereas when a lot of international students come over here, they've got usually at least two.*

Researcher: *How does that make you feel, knowing that some international students speak more than one language, and a lot of English-native students can only speak one?*

Participant 11: *I'm very proud to be English, I think I see it with a bit of humour. But also, a little bit of that goes into deeper than that, isn't it? There's a very good reason why we only speak one language and a lot of us find it hard to even have the motivation to pick another one up or pick another one up at all. But erm, we can talk about quite a few things, I'm not sure if we want to get into them though.*

Researcher: *No, that's very good. I like the way you picked up on motivation, because motivation is very important when learning a language.*

Participant 11: *I mean, I do know this is useful, I do know a bit of Russian.*

Researcher: *Ooohh, you haven't mentioned this. Tell me more...*

Participant 11: *Well, my Mum's quite interested in languages, an she's got this quite recent interest and a couple of mother's days ago, I asked er, but I didn't want her to get flowers, or chocolates or usual, because she started she started becoming interested in languages I was like, if I buy us a subscription to one, of the online learning sites, like which language you want to learn and my luck, she say's Russian* [chuckles]. *A said I'd learn it wit her, cos I was still at home at the time. And uh, yeah, so it went on from there I've stopped now, because I said to her I like the language, but I don't like it enough. I don't have that motivation to carry on because erm, I don't have that connection with Russia that my Mum has. My Mum, she's picked it up and she loves it, she wants to go to she's setting up to go Russia next year; I think to go to Moscow do it all. But um, I can read most of the Cyrillic alphabet and I can say hello, how are you and ask for a beer, but only one beer* [chuckles].

Researcher: *Thank you for sharing this with me. Its clear you Mum is very enthusiastic about learning Russian. And do you think maybe practising this language might help you in September?*

Participant 11: *Yeah, so I believe out of the languages that you can learn, as an English person it's probably, it's one of the most difficult because you have to learn a totally different alphabet for it. And because I've got a background in French anyway, from school a thought I should be able to pick it up, at least I'm hoping so anyway.*

Researcher: *So, we've almost come to the end of the interview. Urm, is there anything else you would like to discuss or share?*

Participant 11: *No, nothing that comes to mind.*

Researcher: *Is there anything that you'd like to ask me?*

Participant 11: *Oh, yeah, actually, first* […] *about the stages for stage one to four, think there was one thing that I was looking at, I was wondering how and when do you, is there a process beforehand? So, do you go into a starting session and then do they separate you into skill level?*

Researcher: *So how it works is, during your first lesson, you will complete a short placement test that will identify your level of the language that you've chosen. So it might be that you either remain in stage one, move to stage two, move to stage three, or if you start in stage two, you could move to stage one, or remain in that stage. You normally find out one week later.*

Participant 11: *Lovely. Sounds good. So, but then that'll show up as well won't it, on your grades and marks it'll say French Stage 1 or French Stage 3?*

Researcher: *The stages are all mapped across the Common European Framework for reference. So, you know, for example, Stage 2 is equivalent to A2.*

Participant 11: *Lovely.*

Researcher: *I'll stop recording now thank you again for your time.*

Appendix 7. Debrief Form

LIVERPOOL HOPE UNIVERSITY DEBRIEF FORM

Studying undergraduate students' motivations to enroll onto the University Wide Language Programme (UWLP).

Previous research has highlighted a decline of English native students' enrolling onto undergraduate MFL degree programmes over the past decade. This is despite multilingualism being an important graduate skill. In contrast, the University Wide Language Programme (UWLP) has seen an increase in demand from English native students to study a foreign language, as part of their undergraduate degree programme.

The aim of this study was to understand the motivational of students in the study of foreign language learning in higher education. We hope that the results will help universities better understand how foreign language provision can be promoted as part of their individual educational missions and international and/or regional strategies.

You consented to being a participant in this study and undertook a semi-structured interview in which you answered a series of questions relating to your motivation for learning a foreign language through the UWLP. As stated earlier, your responses to all the questions will be confidential.

To reiterate, if you decide at any point that you do not want to take part in this study, I will withdraw you as a participant immediately. I will be working on this study until 1st July 2023. If you decide that you no longer want me to use your data, please email me confirming this and all your data will be destroyed. You do not have to provide any reason for withdrawing your participation or data.

Your participation in this study is greatly appreciated. If you are interested in obtaining a copy of the results once the study is complete, you may contact me on my email: 12003843@hope.ac.uk

If you have a more general interest in this area of research, you may also wish to consult the following references:

- Oakes, L, (2013) Foreign language learning in a ‘monoglot culture’: Motivational variables amongst students of French and Spanish at an English university. *System*, 41(1), pp.178–191.
- Pauwels, A, (2011) Future directions for the learning of languages in universities: challenges and opportunities. *The Language Learning Journal*, 39(2), pp.247-257.

This study has been conducted in accordance with the ethical requirements of Liverpool Hope University and [redacted]

If you have any complaints, concerns, or questions about this study, please feel free to contact me on my email (above), or Dr Julie Hadwin: hadwinj@hope.ac.uk

Thank you very much for your participation.

Appendix 8. Sample of the Researcher's Memos

Reflection-in-action:

Memo (07.07.2021) - Interviewing Participant 5, they're camera isn't working which is fine with me. They seem very focused and say they want to keep in touch with me cos I will be leaving the university soon. Maybe I shouldn't have mentioned this but they're going to find out sooner or later.

Memo (14.08.2021) - This is the 3rd time Participant 1 is doing UWLP! Not bad, we must be doing something right. But they keep changing languages and not moving up a stage with the same language. It would be interesting to understand how many other students have done this module more than once. / I feel really good listening to the participant talk about wanting to have more meaningful conversations with their Niece in Mandarin Chinese. We're really making a difference to students' lives through the UWLP module and yet, I don't think the department knows as much. I feel like I'm a staff member privy to such honest information.

Memo (07.09.2021) - This Participant is a mature student which is lovely to see. They seem to have quite a lot going on at the moment but they're really keen on learning Spanish.

They're girlfriend studied French which appears to have inspired them.

Reflection-on-action:

Memo (08.07.2021) - Participant 5 was quite an enthusiastic character, they're really big on Japan. I'm gutted I didn't get to ask them every question - but they seemed to answer them in a weird way.

Memo (09.07.2021) - Just finished the interview with Participant 11. It was all just a bit informal for my liking. They were so relaxed, swinging on their chair in the kitchen and they even asked if their friend whose starting UWLP can join. Feeling a bit like they see me as a student when I'm actually a member of staff - is there something I am doing?

Memo (12.07.2021) – Participant 2 is just like me! Ooh, I feel so much for them right now in that they want to be able to speak Spanish for their Daughter. I really feel for her, it must be so hard at times – especially acting like everything is ok so her daughter doesn't notice how she feels. I also liked how she spoke about the education system here, it's just so limiting and speaking about our shared perspective made me feel good – and like we were on the same wave length – I don't get this much with students.

Memo (05.08.2021) – Participant 7 believed that Spanish is an easy language to learn in comparison to other European language. Their perspective comes from speaking with people – which I felt was a bit vague. I've always been of the perspective that Spanish is rather difficult to learn given the significant amount of vocabulary and grammatical structures. I didn't mention this to the participant as, to be honest, I wasn't in the mood to enter in to a new conversation about the difficulty of the Spanish language. I am kind of regretting this now as our perspectives were different and it would have been interesting to explore this.

Memo (11.08.2021) - I think I need to work on/practice my interview techniques. The

prompts are helpful, I need to remember to keep using these.

Memo (12.08.2021) - I am really starting to get to grips with the data even though it feels never ending. Its easy to spot that most of the participants hold similar views to my own. I wonder if I would find it challenging if they held views significantly different from my own? REMEMBER your relativist position, Melissa!

Reflection-through-action:

Memo (27.10.2020) - I met with the supervisors today, we spoke about a lot of things including grounded theory research and Memoing, basically note-taking. Well, I thought I'd make a start - it might not lead to anything but you never know. I need to learn more about grounded theory cos this seems like it aligns with what I want to do. I also need to reconsider want to do focus groups, just thinking about all the restrictions in place with Covid - it could be too much hassle.

Memo (03.02.2021) - A lot of the literature around student motivation for learning a second language talks about employability which is rather obvious - of course employability is a key reason for wanting to learn a language, although it wasn't for me. I can't assume that students enroll onto the UWLP because of employability though, a module is a bit different from a degree or language lessons.

Memo (25.05.2021) – The amount of students who responded to my initial email about participating in this study was disheartening. When I was a student, I always took part in other people's research and I really thought that because the students know who I am and how passionate I am about UWLP, they'd want to be involved – I feel stupid for being so wrong. I guess students are either not that interested in this study or they're not bothered about making an effort to participant in research that staff are doing.

Memo (10.06.2021) - The interviews will be starting soon and I keep going back to my Italian textbook to remind myself of how it feels to start a language - exciting! But overwhelming, its the long and short vowels and the accents on words that get me, I'm terrible when it comes to these - Don't get me started on the gender of nouns. It's like entering a new world.

Memo (07.07.2021) - The interviews start today, I feel both excited and nervous. I have been going over the interview guide so many times, trying to memorise the questions - though I don't need to as I'll be able to look at them. I just want to come across confident. The

Supervisors have looked over the questions and they think they're really good.

Memo (20.07.2021) - A potential participant who didn't reply to my initial email about the study got in touch – they were worried that they wouldn't be able to start the UWLP module if they didn't participate in the study. Omg, how could they think this? The email clearly stated that participating or not participating won't conflict or jeopardise their place on the module or them being a student. Did they not read the email thoroughly? Or perhaps they

panicked, now I'm panicking.

Memo (28.07.2021) - I need to starting emailing participants the Debrief Form straight after the interview. I started doing this but work and other tasks got in the way. It's not good and I think it shows a lack of enthusiasm on my part. Set myself a reminder to do this!

Memo (09.09.2021) - All the interviews have finished!!! I've done it!!! Whoop. But there's just so much data, I can't imagine if I would have done 20 interviews.

Memo (10.12.2021) – The recommendations that will form the framework/guidance/tool-kit (still haven't decided on a name), these will be practical and I have a clear idea of how they can be implemented within the UWLP module straight away – though we will have to get some stakeholders on board! I'll be on hand to field any questions, I know this will take up my spare time but I've worked on the module and I know the staff involved in it. Having an optional language module use the recommendations straight away will really make my research stand out and show how worthwhile the study is.

Memo (17.05.2022) - Today I updated the supervisors on my data analysis and structuring chapter four. We spoke about emergent themes, employability and a real dislike for English as a global language are two key ones. And a lot on employability in the literature. I've been struggling with the difference between interpreting the data and analysing it but they've helped me make sense of this and told me to keep going. I am feeling pretty confident.

Memo (01.04.2023) - Today I have been reading through the AULC surveys about the language provision offered in universities. I find teachers views around it very interesting - though there are concerns about the sustainability of these modules in some universities - some are definitely luckier than others.

Appendix 9. Common European Framework of Reference for Language (CEFR) Self-Assessment Grid

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	**Listening**	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.