

日本語プログラムの持続のために： リベラルアーツ大学の視点より

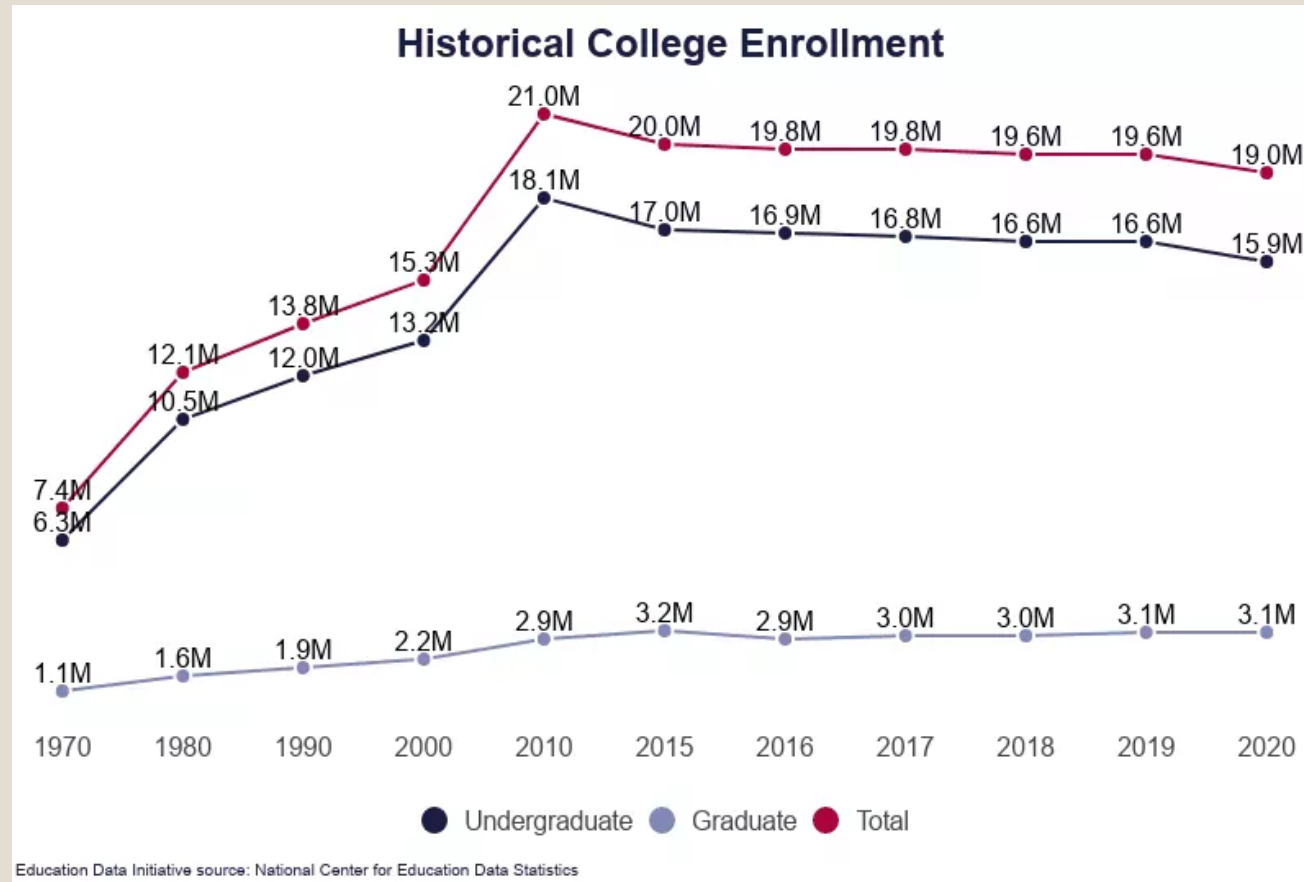
第36回JLTANE基調講演
2023年5月13日

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Overview

- Situations in universities, liberal-arts colleges, and foreign language programs in the U.S.
- Managing small language programs
- Student attrition
- Student motivation
- Student demotivation
- External factors in demotivators
- Moving forward to sustain our programs

Declining enrollments in colleges



Situations in liberal-arts colleges

- Declining total enrollments at many libera-arts institutions (Riess, 2019)

Private college enrollment shifts from 2019 to 2022 in the Capital Region

Siena saw an 11 percent increase in student enrollment, while the College of Saint Rose declined by 43 percent.

Siena College
Skidmore College
Union College
Maria College
Russell Sage College
Albany College of Pharmacy and
Health Sciences
College of Saint Rose



Chart: Alexandra Harris/Times Union

The Covid-19 pandemic

- Post-pandemic inflation
- Attitudes about traditional education
- Re-envisioned university instruction (Morgan & Thompson, 2023)
- Department of humanities and social sciences → disproportionate number of cuts nationwide (Morgan & Thompson, 2023)
- One of the pivotal moments in terms of the vitality of higher education (Kim, et al., 2020)

Numbers matter.

- Severe competition for recruiting students (Greenberg, 2018)
- Shrinking budgets
- A program's importance at tuition-driven institutions = course enrollments (Calkins & Wilkinson, 2020)
- Losing just a few students → non-profitable program
- Low-enrollment upper level classes → cutting the program (Calkins & Wilkinson, 2020)

Challenges in smaller language programs (Greenberg, 2018)

- Sizable administrative responsibilities
- Designing the curriculum
- Obtaining and training TA
- Responding to students' inquiries
- Liaison with other faculty members
- And (many) others
- No opportunities to rotate these

Language programs in challenging times

- Nation-wide decreasing language learner enrollments (Morgan&Thompson, 2023)

Language	Overall enrollment by semester		Percent change	
	Fall 2009	Fall 2013	Fall 2016	Fall 2009 to Fall 2016
Arabic	34,908	32,282	30,296	-14.15%
Chinese	59,876	61,084	53,069	-12.05%
French	215,244	197,679	175,667	-20.25%
German	95,613	86,782	80,594	-17.05%
Italian	80,322	70,982	56,743	-34.41%
Japanese	72,357	66,771	68,810	-5.03%
Russian	26,740	21,979	20,353	-27.13%
Spanish	861,015	789,888	712,608	-18.86%

Source: Data was retrieved from https://apps.mla.org/flsurvey_search

Influential factors in student attrition (Weseley, 2010)

- Instruction
- Academic success
- Anxiety
- Motivation

Student motivation (1)

- Integrative and instrumental orientations (Gardner & Lambert, 1972)
- Integrative orientation → target culture/group/the language itself
- Instrumental orientation → practical purpose/goal
- The Socio—Educational model (Gardner, 1985)
- Integrativeness + attitude towards learning situation → motivation
- Some criticisms

Student motivation (2)

- Self-determination theory (Niemi & Ryan, 2009; Deci et al., 1991)
- Extrinsic motivation (external motivator) v.s. intrinsic motivation (motivation from inner self)
- Self-Efficacy approach (Bandura, 1997; Schunk & Pajares, 2009) → a person's belief in one's capacity
- Self-efficacy as a foundation for motivation
- The importance of individuals' self-confidence

Student motivation (3)

- The L2 Motivational Self System (L2MSS) (Dörnyei, 2009)
- The ideal self + the ought-to self + learning experience
- A strong ideal self → essential for language learning motivation
- The interaction between learners and context in ought-to self
- The concept of the *anti*-ought-to self → psychological reactance, rebellious motivation (Thompson, 2017)
- External factors → parents, peers, the academic advisor, the first course placement, etc. (Gu & Cheung, 2016; Noel, et al., 2019, and Morgan & Thompson, 2023)

Motivation to study less commonly taught languages

- A desire to study an uncommon language (Ueno, 2005)
- A desire to study a challenging language (Ueno, 2005)
- The anti-ought-to self → a desire to succeed in the face of difficulty (Thompson, 2017)
- The relationship between language choice and the anti-ought-to self (Thompson, 2017)
- The role of an instructor

Demotivation (1)

“A negative process where learners’ motivation drops from a higher level to a lower level due to internal and external factors’ joint and mutual effects (Gao & Liu, 2022, p3)”

Demotivation (2)



Demotivation
→ student attrition

Pilot survey: Why do students leave our classes?

- Pilot survey findings of Department of Modern Languages and Literatures at Union College (2016-2017, 2017-2018, 2022-2023)
- Language study survey
- Distribution → the end of each term
- Reasons of discontinuation
- Languages → Arabic, Chinese, French, German, Japanese, Russian, and Spanish

Survey

Dear students, as a way for our programs to understand the reasons why students sometimes do not continue the sequence in a given language, we are asking you to answer a few questions. This will allow us to manage our scheduling and planning better for our language courses.

○

Currently taking - Course title _____

○ Are you continuing to take the following course next term? **YES** ____ **NO** ____

○ **If NO, mark with an X below ALL that apply:**

○ I had a class conflict with the scheduled time ____ (Conflict course title or dept.: _____)

○ My major/minor took precedence ____ (my major[s]/minor[s] are: _____)

_____))

○ My Gen-Ed Requirements took precedence: ____ (Gen-Ed dept.: _____)

○ I found the language too difficult ____

○ I definitely plan to continue the sequence in the future ____ (Term: _____ Year: _____)

○ I might/might not continue with language study ____

○ I was advised not to continue with language study ____

○ I completed my language requirement for major/minor or LCC ____

○ I changed majors/minors and no longer need language study ____

○ I want to try a different language _____ (please specify which language(s): _____)

Preliminary results: Attrition

Year	Attrition rate	Students who would like to continue later
2016-2017	43.3%	28.9%
2017-2018	37.3%	28.6%
2022-2023	46.3%	23.6%

Preliminary results: Japanese

Year	Attrition rate	Students who would like to continue later
2016-2017	58.9%	17.3%
2017-2018	N/A	N/A
2022-2023	24%	3%

Preliminary results: Reasons

2016-2017	2017-2018	2022-2023
My major/minor took precedence (43.4%)	My major/minor took precedence (43.9%)	My major/minor took precedence (54%)
I had a class conflict with the scheduled time (17.3%)	I completed my language requirement for major/minor or LCC (16.3%)	I had a class conflict with the scheduled time (20.1%)
I completed my language requirement for major/minor or LCC (13.9%)	I had a class conflict with the scheduled time (14.3%)	I completed my language requirement for major/minor or LCC (20.1%)
My Gen-Ed Requirements took precedence (8%)	My Gen-Ed Requirements took precedence (12.2%)	My Gen-Ed Requirements took precedence (9.8%)
I found the language too difficult (5.8%)	I found the language too difficult (6.1%)	I found the language too difficult (8.6%)

Preliminary results: Japanese

2016-2017 and 2022-2023

I had a class conflict with the scheduled time (18.3%)

My major/minor took precedence (11.4%)

I completed my language requirement for major/minor or LCC (4.75%)

I found the language too difficult (2.85%)

College students these days (Greenberg, 2018)

- The growing real-world need for language and intercultural competence → a global citizen
- Student ambivalence to foreign language study
- Student anxiety towards rising tuition, debt, and postgraduate employment
- Deeply ingrained mythologies → “too difficult to learn” “everyone speaks English”

The impact of Global English (Graddol, 2006)

- Global English → the end of English as a foreign language
- Introduction of English at grades 1-3
- The use of English as a medium of instruction
- English → near universal “basic” skill
- Becoming a multilingual with additional languages → gain a competitive edge

The impact of Global English (Ushioda, 2017)

- Significant repercussions for student motivation to study languages other than English (LOTEs)
- Influence of the “instrumentalist” view of L2 learning
- The marketization of higher education
- Emphasis on graduate employability and transferrable skills

Moving forward to sustain our programs

- Rethink a language program's placement (Calkins & Wilkinson, 2020)
- De-sequencing courses for student persistence (Calkins & Wilkinson, 2020)
- Redesign assessments
- Incorporate language elements in culture courses
- Work with other departments
- Be engaged with Admissions Office

ありがとう
ございました！

