



Report

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The University of Manchester

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Attitudes to modern foreign language learning in Manchester

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1 Introduction

Our coursework focused on attitudes to modern foreign language learning (MFL) in UK. It is acknowledged that a learner's attitude is one of the most essential factors affecting MFL (Fakeye, 2010). With the UK language policies proposed in the recent decades, which affects the learning of an individual, it is important and necessary to carry out this research on modern foreign language (MFL) education. Our main purpose was to investigate how students and parents respond to government policies in MFL and how they understand the importance of MFL. We developed the hypothesis that attitudes of respondents may be influenced by their parents and peers based on our questions and theory of language domain. Our research was designed in consideration of the UK language background, including the variations of language policies and public appeal to develop multilingualism.

2 Language Policies in UK

In 2002, foreign languages were made optional for students after the age of 14, leading to a sharp decline in the numbers of students studying a language to GCSE (Worton, 2009). Due to this continuous drop, the National Curriculum Framework states that a foreign language are required to be taught from ages 7-14 since 2010 (Long & Bolton, 2016). The Government's decision to make languages compulsory for all students from 7 years old was assumed to be helpful linguistically and culturally, to create an awareness to young people who want to study (Worton, 2009).

3 Methodology

There were not many adjustments made when compared to our initial methods. The main change was the distribution method of the questionnaire, from mainly online to offline. Offline questionnaires were distributed in six sites of University of Manchester (UoM) campus and three sites of Manchester Metropolitan University (MMU) (Appendix 3, p.25). The numbers of respondents in UoM and MMU were expected to be equal. However, due to limited access to library and buildings in MMU, only 80 responses were received from MMU through distribution in public spaces. Overall, our research surveyed 300 students in Manchester universities, in which 263 were valid responses and the remaining 37 were invalid as respondents claimed that they have not received UK education before university.

In addition, while the questionnaire questions remained the same as our original version, two questions were added in our interview relating to how different majors might influence people’s attitudes towards MFLL (Appendix 1, p.17-18). The change was based on what we found during the actual questionnaire distribution, since our student interviewees were chosen from questionnaire respondents and the interview was designed to alter to some extent accordingly. The results and analysis will be further elaborated in the discussion and reflection.

In terms of our analysis on questionnaires, tables and charts were used to present numerical data. The new idea of the use of software Statistical Package for the Social Sciences (SPSS) was also introduced in order to report statistical outputs in a concise and appropriate manner. Overall, we focused primarily on analysing factors which were related to our hypothesis, such as the influence of parents and peers towards MFLL.

4 Findings

4.1 Questionnaire Finding

When did you Start Receiving Modern Foreign Language Education	
	Percent
since preschool	6.8%
since primary school	39.2%
since secondary school	48.7%
since college	2.7%
university level or higher	0.8%
never learned foreign language	1.9%

Figure 1: Table of Percentage (Starting Period of MFL)

Among 263 valid questionnaires, 249 respondents (97.3%) reported that they have received foreign language education before college, mostly since primary or secondary school (Figure

1). 76 students expressed that they have learnt a foreign language through communication with their parents.

Are you confident that you will continue to learn a foreign language in the future?

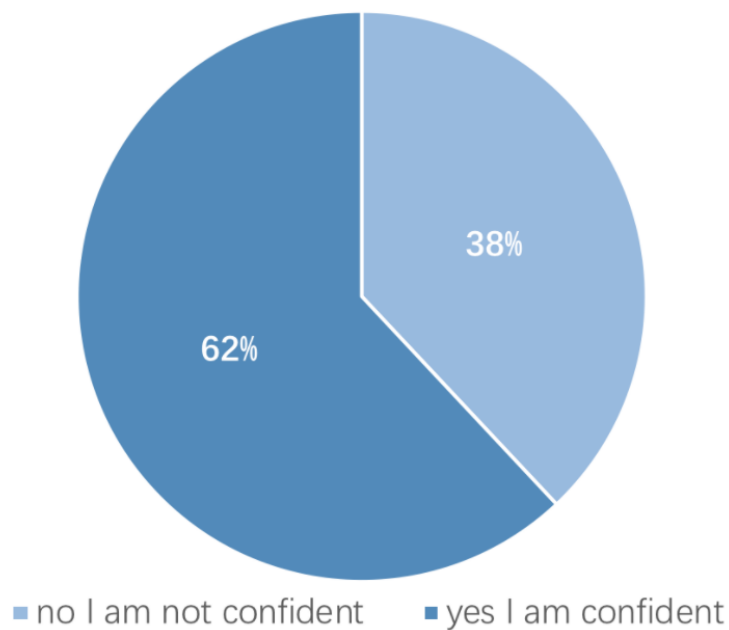


Figure 2: Pie Chart of Percentages (Confidence Level in MFL)

With such a high popularising rate of MFL and its multilingual influence in families (possibly due to the choice of research places), there were still 38% of students that claimed a lack of confidence to learn a foreign language. This included respondents who would communicate with their parents and friends in a foreign language (Figure 2).

Although in many studies of multilingual behaviour the family domain had proved to be a crucial one (Fishman, 1965:76), it is surprising that 35% of respondents who communicated with their parents in foreign languages responded that they have a lack of confidence in MFL. Comparing to relatively low confidence of students who use foreign language in family, respondents who communicate in foreign language mostly with their friends have the highest level of confidence in MFL (Figure 3).

Do you feel confident in learning foreign languages?

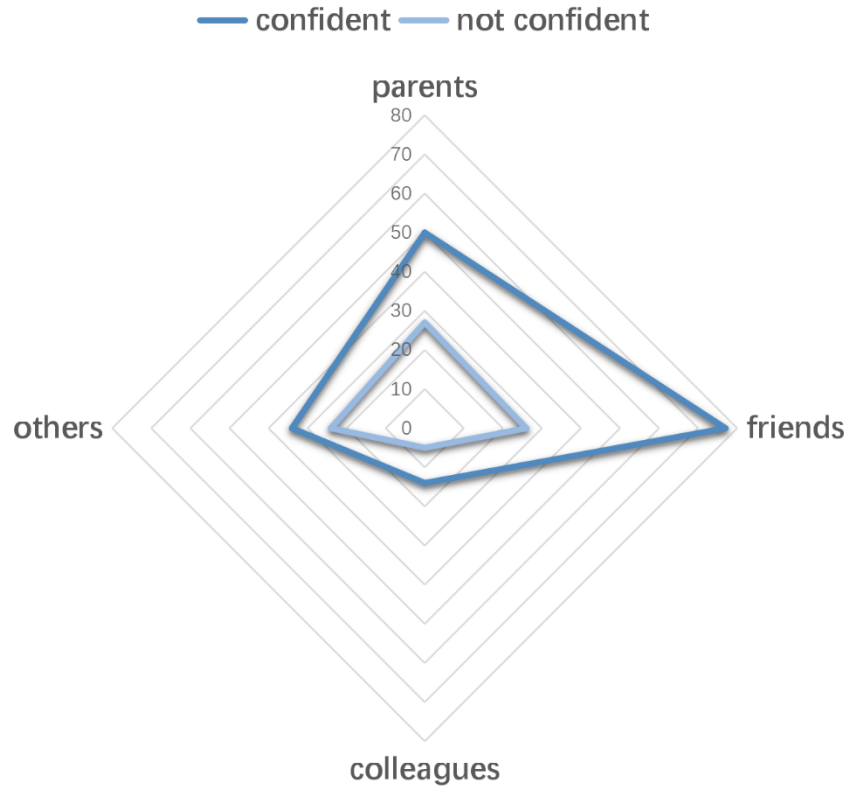


Figure 3: Radar Graph of Counts (Level of Confidence in MFL)

Another thing we discovered was a general preference of English in daily communication. The majority of respondents selected English as their preferred language, even though they are capable of using foreign language to interact with their parents or friends (Figure 4 and 5).

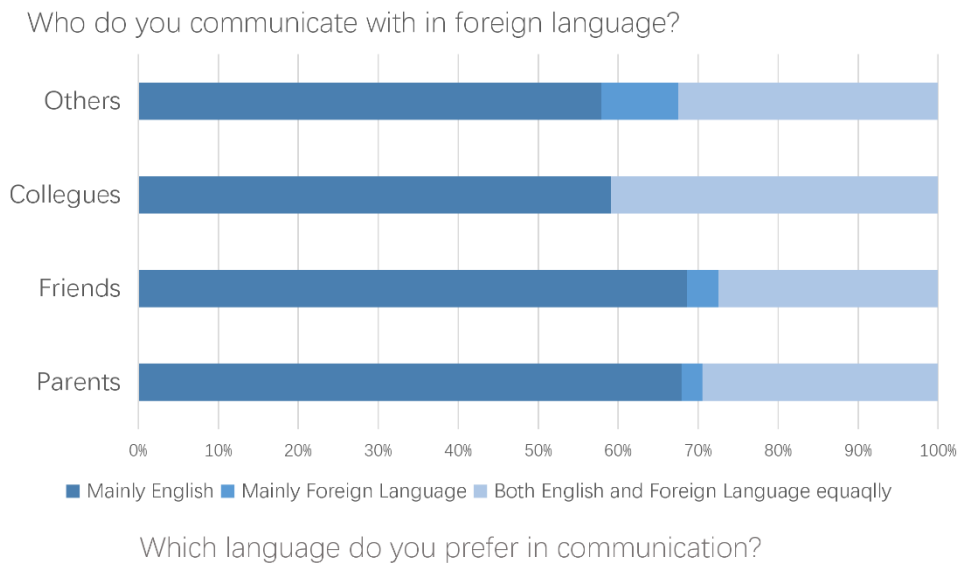
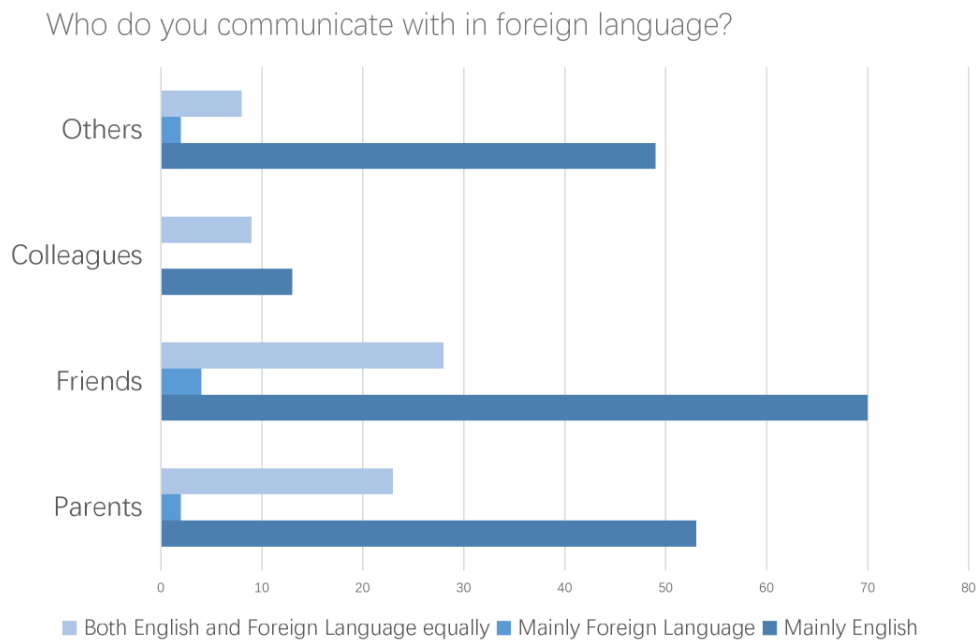


Figure 4: Stacked Bar Chart of Percentages (Language Preference and Communicator)



Which language do you prefer in communication?

Figure 5: Bar Chart of Counts (Language Preference and Communicator)

We further investigated the influence of parents and peers towards the respondents' actual use of foreign language during communication. Parents and friends presented a deeper influence in frequency and proficiency of MFL rather than confidence. (Figure 6 and 7).

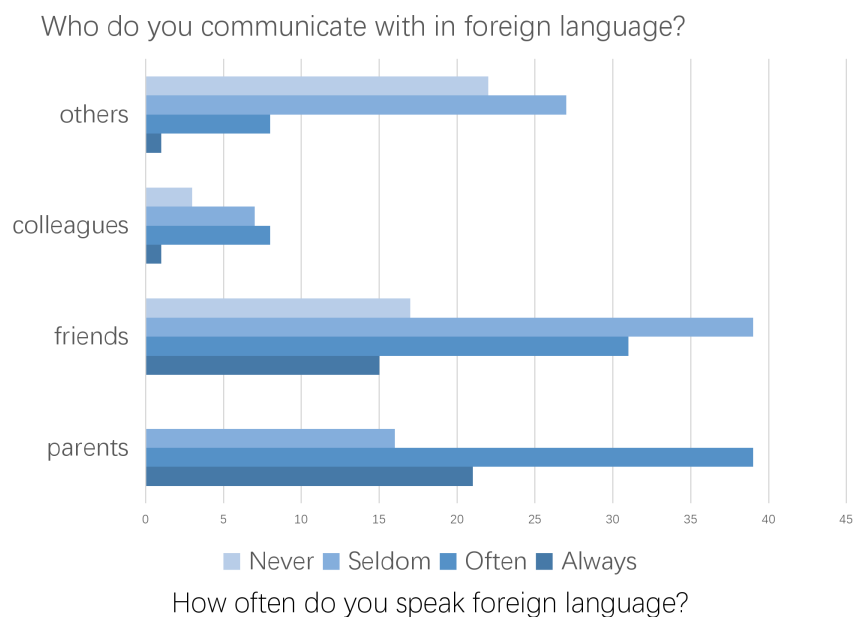


Figure 6: Bar Chart of Counts (MFL Communicator and Frequency)

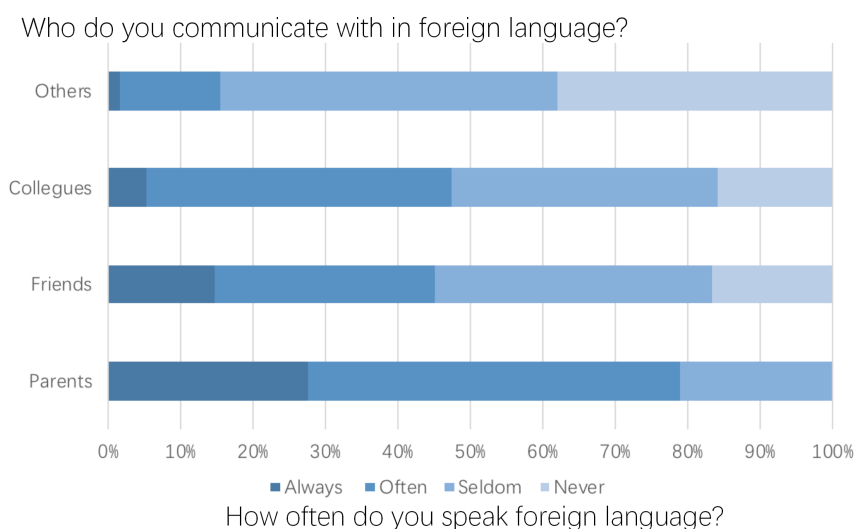


Figure 7: Stacked Bar Chart of Percentages (MFL Communicator and Frequency)

According to the above research result on attitudes, we observed that discrepancy existed among our respondents between literal and attitudes towards foreign language use. Despite having more chances to practice foreign languages with parents and friends, most of our respondents still prefer to use English instead.

4.2 Interview Findings

Parent interview

To explore the use of MFL in various perspectives, a parent whose child is currently studying in the UK was also invited to participate in the interview. The parent expressed that she had personally learned a MFL since pre-school, as it was a language policy to learn a MFL compulsorily in her origin: Hong Kong. As acquiring a MFL had become a social need in recent years, she found being able to speak MFL had increased her competitiveness in accessing higher education or job hunting and promotions, thus, she felt MFL was 'necessary' for her children. Therefore, she strongly encouraged her kids' devotion to MFL, for the benefits of greater job opportunities and easy communication. Otherwise, they may face 'isolation from others' due to communication barriers, with a very 'limited social circle' and severe 'social difficulties' once they left their comfort zone. In order to help her children to maintain a 'close relationship' both internationally and socially with the world, MFL is crucial. Especially in the business world, where diversity was common, MFL is undoubtedly helpful to them.

Acknowledging that Hong Kong was a former British colony was the reason she sent her children to UK for education. However, she was disappointed by the flawed MFL acquisition system in UK schools. There were insufficient resources and funding in MFL learning, plus a lack of opportunities to utilise MFL frequently. She felt that if more funds were invested into individual tutoring, modern technology, and opportunities to practice in foreign countries, the future generation could result to a more refined MFL ability. She regarded it 'valuable' to spend money on providing better MFL opportunities for her children.

Students interviews

After recognising a certain pattern and significant results in the responded questionnaires, we invited two students who have received foreign language education in primary and secondary school in UK to participate in the interview. The first interviewee was born in Africa and immigrated to the UK since year 10, when she learnt French and Spanish for personal interests. The second interviewee was born in the UK and started learning French in primary school, at about age 9. Then at age 11, year 7 in secondary school, he started learning Spanish and German for personal interests as well.

The two student interviewees displayed a similar using of languages while communicating with their parents and peers. Both interviewees speak their native language with parents and family members, but speak a foreign language with their friends and peers.

The student interviewees ensured the MFL education situation in UK. Since year 7 in secondary school, it was compulsory to learn at least one foreign language. However, after year 9, foreign language learning was considered as optional courses. In terms of the policy in the UK, both interviewees presented the same attitude that 'it was a shame indeed' that 'education system in UK doesn't put enough effort on languages as on math, English or science' as foreign languages are undoubtedly useful tools to know different cultures.

In terms of the attitudes towards modern foreign language learning, both student interviewees held a clear positive attitude. Both claimed spontaneity as their primary motivation (one interview also mentioned immigration as a secondary one, for it pushed her to learn). They regarded multilingual skills as 'valuable and beneficial', not only in applying for internship and university, but also in daily life, such as making more friends and knowing about different cultures. They described that their learning results were higher than their expectations, and were confident that they would continue to learn in the future. One felt

that learning foreign languages helped her 'to have better memory'; the other felt that it 'helps to strengthen the brain'.

However, the two interviewees' attitudes to those UK-educated people who are reluctant to learn a foreign language differed. One claimed that it would be 'hard for them to accept culture difference'; they are more likely to be 'close-minded and less competitive'. The other interviewee thought that it was understandable. He said that this could be accounted for the fact that English is their native language and a widely spread international language. Therefore, he could understand the feeling that 'they have no need to bother'. Yet he held a much more encouraging attitude to those who are multilingual.

One of the interviewees also shared with us one possible reason related to self-consciousness among peers who solely speak English from his perspective, which will be further elaborated in the following discussion part.

Overall, all three interviewees conveyed a positive attitude towards MFL. They all agreed that MFL could open doors for higher education opportunities, hence, would encourage students to acquire MFL if possible. However, they were unsatisfied with the status quo of education system, which failed to provide enough resources or motivation for students to indulge into MFL.

5 Discussions

As seen from above, the results gathered from our questionnaire and interviews are clear and distinct. Our discussion of multilingualism across Manchester will focus on the comparison between our results and other relevant reports, consisting of two parts. The first part will discuss three factors of influences on attitudes: parents, peers, and majors; the second part will focus on the similarity and difference between our results and other national-scale reports.

As hypothesized, our findings suggest that parental influences on children's attitudes and usage of foreign language are significant to some extent. According to a research about parental influences on attitudes to language learning carried out by Brendan Bartram (2006:211), 'the ways in which parents contribute to the construction of their children's understanding of language utility are particularly important.' Similarly, the findings from our questionnaires (Figure 7) reveal that people who speak foreign language with their parents

(nearly 80%) tend to communicate with others in foreign language more often than those who speak MFL with peers or colleagues.

However, the influences of parents' usage of foreign language do not appear to be the determining factor of children's preference of language usage. In other words, unlike Fishman's (1965) opinion in *Who Speaks What Languages to Whom and When that Multilingualism* depends upon the family, the results of our questionnaires (Figure 4) indicate that whether people can speak varieties of different languages does not depend on whether their families are multilingual speakers or not. Meanwhile, one of our interviewee masters 3 foreign languages and shows strong motivation to foreign language learning, even though none of his families can speak foreign languages.

In addition, while parents have more influence on one's frequency of foreign languages usage, peers display positive effect more on individual's motivation and confidence in MFL. From the report written by Young (1994:47), if MFL is perceived as highly important in social status, the individual's self-esteem may stimulate them to learn foreign language harder in order to gain the esteem from others and peers. In other words, while the society's present attitudes to MFL in UK are predominantly negative according to Board and Tinsley (2015:114), one's self-esteem may not have any positive stimulus to their motivation and attitudes of MFL.

Furthermore, a comparative study by Brendan Bartram compares two countries, UK and Germany, how self-consciousness among peers can affect students' attitudes to MFL. Students in Germany claim that learning foreign language is 'very popular', and it is 'totally normal among young people' (2005:9). Some regard MFL as 'an integral and unquestioned aspect of life in Germany'. However, students in UK showed a much less positive climate, which is consistent to our research result. The overall atmosphere of accepting 'monolingualism' among peers in UK further reduce one's chance to fostering a positive attitudes to MFL.

Apart from what we have initially hypothesised about the influence from parents and peers, another possible factor also caught our attention during the questionnaire distribution and the interview. We found that the factor of different majors may also influence one's attitude to MFL, for science and arts students appeared to have great difference in their attitudes. The UoM students in Northern Quarter, where most science major lectures are held, were generally much less affectionate to our research compared to

those arts students in Southern Quarter. Some science students commented that they were 'satisfied with one language' (which is their mother tongue English), and had a higher rate to refuse our questionnaire. From our findings, while arts students expected more foreign language policies by the UK government, science students showed a stronger tendency to believe that the ability of speaking foreign languages is 'more of a tool or an interest', rather than a core and reliable skill which they can rely on for future career.

According to the research by British Council on Language Trends 2014/15, with the great success of the campaign for subjects such as science, technology, engineering and mathematics (STEM), UK-educated students' interest in foreign languages, on the contrary, shows a decline (2015:12). Teachers reported that the multilingual skill is seen by many students as 'neither useful nor important' and 'too difficult and too unpredictable'. They also complained that the nation was 'reluctant to embrace' other languages (Saunders, 1998:63). Science subjects such as mathematics in A level can assure students a place at top university, and later, 'a lucrative and successful career.' However, in terms of the attitudes to MFL, its role in enhancing students' employability in the globalization market or in other aspects, is rarely understood and encouraged. Both our findings and the research by British Council demonstrate that the mind-set of foreign languages as less advantaged majors, along with the fact of career competence as driving force, contribute to the trends of the unpopularity of learning foreign languages in UK.

In general, our results are more positive than national-scale research especially in the confidence of MFL usage with more than half of the result (62%) appeared to be positive (Figure 3). However, the report by Board and Tinsley of British Council claimed that the general attitudes in UK towards MFL are 'adversely affecting and discouraging' (2015:137). Possible reasons will be discussed in the following limitation and reflection part.

6 Reflections and Conclusion

Overall, our research investigated the execution of language education policy in UK and general social attitudes towards MFL. However, because of the limited time and access, the methodology showed some disadvantages. The targeted population were those who have received secondary school or earlier education in UK among the 40,490 students in UoM and a community of 38,000 students in MMU according to the High Education Statistics Agency (HESA) figures. Nonetheless, we only obtained 263 valid questionnaires through

convenience sampling which may not represent the whole targeted population. In addition, most of our questionnaires were received from students who major in humanities courses in the Southern Quarter of UoM, which may lead our result to less objective as we expected.

Based on our limitations, our study has led to further reflections. Our project has been able to gather both quantitative and qualitative evidence of the attitudes of MFL. Throughout our research, we gained some reflective ideas about the dynamics approaches. From the early stage of data collection of quantitative approach, it demonstrated that different majors may influence people's attitudes to MFL which has not been hypothesised and covered in our questionnaire. Therefore, in the following process of research, we compensated this by our positive interaction between quantitative methods and qualitative methods. We have added relevant questions in qualitative approaches through interview. We also rethought our methodology during the process and learnt that different approaches could complement each other in order to gain more objective, comprehensive data for our future research.

In terms of language research, our report can enhance university students' understanding of the value of MFL and motivate their positive attitudes and reflection towards MFL in UK. Moreover, our report can contribute to other relevant research as a reliable reference. Having gained the attitudes to MFL from the aspects of learners, our report may also offer realistic information for the government and education institutions to promote the development of MFL education in UK.

In conclusion, we found that the influence of foreign-language-speaking parents is limited for students' motivation of MFL; and MFL before college could not improve that. In fact, friends who speak foreign language is a strong motivation for MFL. Furthermore, we found that the mindset of most students who respond negatively to MFL tends to be monolingual, their understanding of language learning is usually limited to an unpredictable and uncertain tool which may not help them in career. Therefore, more efforts need to be devoted in MFL in order to protect and nurture the valuable place of multilingualism which are important for development of the whole UK education.

7 References

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Appendix 1

Interview

Attitudes to Modern Foreign Language Learning in Manchester

Participant Information Sheet

You are being invited to take part in a research study for attitudes to modern foreign language learning in Manchester. Before you decide whether you are happy to participate it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who will conduct the research?

Yui Kiu Yuki Wat

Lok Yee Ng

Xinrong Wang

Anni Liu

Weijia Wang

Title of the Research

Attitudes to Modern Foreign Language Learning in Manchester

What is the aim of the research?

The main aim of this research is to investigate people's attitudes towards modern foreign language education in Manchester. Aiming on the students' attitudes, this search will be a source and basic research for further research, which can help further researches to deal with the policy reform of modern foreign language education in UK.

Why have I been chosen?

The target people are 1) Students who have or have not had the experience of learning a foreign language in their secondary school or earlier, and received education in the United Kingdom (It is both fine for their nationality to be English or not); 2) Parents of students mentioned above; 3) Teachers from University of Manchester or Manchester Metropolitan University

What would I be asked to do if I took part?

Our interview consists of a face-to-face interview. Interviewees will only have to answer our questions and offer their opinions or experiences related to the topic.

What happens to the data collected?

The data collected will be in the forms of note-taking and recording. The data will be used to analyse whether people's attitudes towards modern foreign language learning are more positive or negative. All personal, identifying information will be confidential and anonymous.

How is confidentiality maintained?

The results will be stored safely so that only the study group and lecturer will have access to the data. After the project has been completed, the data will be deleted.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself.

Will I be paid for participating in the research?

No payment will be given in this research. It is completely voluntary and only for academic research.

What is the duration of the research?

Our interview will last around ⅓ to ½ hour.

Where will the research be conducted?

The research will be conducted in the language centre located in Samuel Alexander Building in University of Manchester.

Will the outcomes of the research be published?

Our research will be published on the website Multilingual Manchester.

Full website address available at: <http://mlm.humanities.manchester.ac.uk/>

Attitudes to Modern Foreign Language Learning in Manchester

CONSENT FORM

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above project and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.
2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment.
3. I understand that the interviews will be audio-recorded or recorded in written notes.
4. I agree to the use of anonymous quotes in any written analysis of the interview.
5. I agree that any data collected may be passed to other researchers.

I agree to take part in the above project

Name of participant

Date Signature

Name of person taking consent

Date Signature

Interview Questions

(MFL= Modern Foreign Language)

1. Have you ever had the experience of learning a MFL in secondary school or earlier?

2. If yes, what is the most important motivation for you to learn MFL?

If not, have you ever thought about learning MFL?

3. Does learning MFL affect your daily life? In what ways?

4. Does learning MFL help you to be more competitive in terms of getting access to higher education, job hunting or internship? How?

5. How do you feel people's general attitudes towards you that you can speak other language(s)? (Parents, friends, etc.)

6. If you had the experience of learning MFL, what's your opinion about people who feel reluctant to learn? Or have no interest in MFL?

If not, how do you feel about people who are willing to master multilingual skills?

7. Is learning MFL more or less helpful than you thought it would be?

8. What have you found has benefited you most in learning a MFL?

9. Have you encountered any problems when learning MFL?

10. If you could change anything about how you have learnt MFL, what would it be?

11. Do you feel confident that you will continue to learn MFL in the future? Why or why not?

(Added) 12. Do you think that students major in different subjects may have different attitudes to MFLL?

(Added) 13. How do you think of some non-language major students who have less motivation in MFLL?

-END-

Appendix 2

Complete Questionnaire Analysis

which year of university are you in

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid first year	57	21.7	21.7	21.7
second year	60	22.8	22.8	44.5
third year	108	41.1	41.1	85.6
postgraduate	34	12.9	12.9	98.5
doctor or above	2	.8	.8	99.2
do not apply	2	.8	.8	100.0
Total	263	100.0	100.0	

what is your gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	169	64.3	64.5	64.5
male	92	35.0	35.1	99.6
other	1	.4	.4	100.0
Total	262	99.6	100.0	
Missing no answer	1	.4		
Total	263	100.0		

Whether you are native speaker of English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes I am English native speaker	251	95.4	96.2	96.2
no i am not	10	3.8	3.8	100.0
Total	261	99.2	100.0	
Missing no answer	2	.8		
Total	263	100.0		

When did you start your education in UK

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid pre school	211	80.2	80.2	80.2
since primary school	35	13.3	13.3	93.5
since secondary school	10	3.8	3.8	97.3
since college	7	2.7	2.7	100.0
Total	263	100.0	100.0	

When have you received modern foreign language education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid since preschool	18	6.8	6.8	6.8
since primary school	103	39.2	39.2	46.0
since secondary school	128	48.7	48.7	94.7
since college	7	2.7	2.7	97.3
university level or higher	2	.8	.8	98.1
never learned foreign language	5	1.9	1.9	100.0
Total	263	100.0	100.0	

How frequently do you communicate with others in a foreign language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	86	32.7	32.8	32.8
seldom	85	32.3	32.4	65.3
often	63	24.0	24.0	89.3
always	27	10.3	10.3	99.6
12.00	1	.4	.4	100.0
Total	262	99.6	100.0	
Missing no answer	1	.4		
Total	263	100.0		

	Who do you talk with most in a foreign language				Total
	parents	friends	colleagues	others	
How frequently do you communicate never with others in a foreign language	0	17	3	22	42
seldom	16	39	7	27	89
often	39	31	8	8	86
always	21	15	1	1	38
Total	76	102	19	58	255

How would you rate your own proficiency in the foreign Language you study or speak

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid non-user	40	15.2	15.3	15.3
limited	87	33.1	33.3	48.7
modest	45	17.1	17.2	65.9
good	61	23.2	23.4	89.3
expert	27	10.3	10.3	99.6
Not sure	1	.4	.4	100.0
Total	261	99.2	100.0	
Missing no answer	2	.8		
Total	263	100.0		

How would you rate the proficiency of persons whom you speak with

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid non-user	34	12.9	13.6	13.6
limited	27	10.3	10.8	24.4
modest	17	6.5	6.8	31.2
good	62	23.6	24.8	56.0
expert	110	41.8	44.0	100.0
Total	250	95.1	100.0	
Missing no answer	13	4.9		
Total	263	100.0		

		Who do you talk with most in a foreign language			
		parents	friends	colleagues	others
Which language would you prefer when you talk with others	mainly English	53	70	13	49
	mainly foreign language	2	4	0	2
	both English and Foreign language equally	23	28	9	8

What is your motivation towards Foreign Language Learning

(Multiple responses)

	Frequency
Valid multilingual atmosphere	71
communicate with parents or friends	82
required by institutions or policies	23
to be more competitive for job opportunities	45
personal interests	83
others	7
Total	311
Missing no answer	5
Total	316

Do you have certificate or qualification proof for your MFL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes i have certificate	111	42.2	42.4	42.4
no i do not have certificate	151	57.4	57.6	100.0
Total	262	99.6	100.0	
Missing no answer	1	.4		
Total	263	100.0		

Do you think it is beneficial to learn a foreign language compulsorily

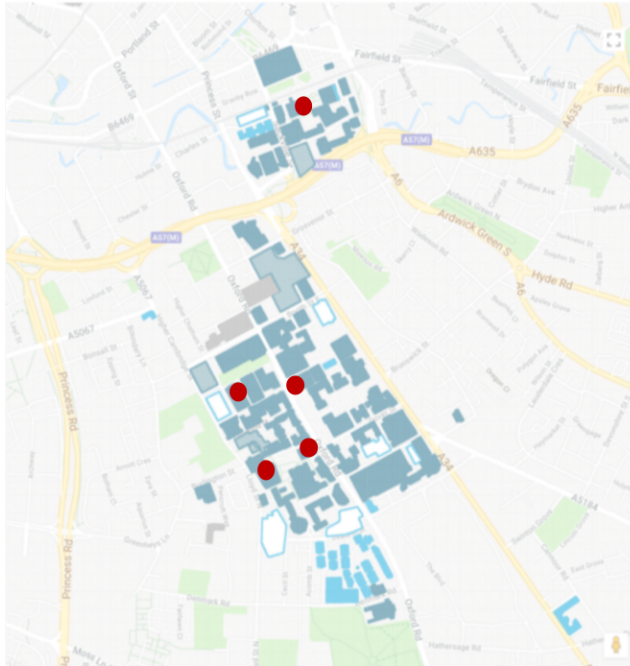
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes it is beneficial	240	91.3	92.0	92.0
no it is not beneficial	21	8.0	8.0	100.0
Total	261	99.2	100.0	
Missing no answer	2	.8		
Total	263	100.0		

Are you confident that you will continue to learn a foreign language in the future

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes I am confident	157	59.7	59.7	59.7
no I am not confident	106	40.3	40.3	100.0
Total	263	100.0	100.0	

Appendix 3

Questionnaire Distribution:



University of Manchester Distribution Sites

- North Campus:
Renold Building
- South Campus:
Main Library
Humanities Bridgeford Street
Alan Gilbert Learning Commons
University Place



Manchester Metropolitan University

- John Dolton West
- Business School & Student Hub
- All Saints Park

Appendix 4

Questionnaire Example

1. Which year of university are you in?
 A. 1st year
 B. 2nd year
 C. 3rd year
 D. Postgraduate ✓
 E. Doctor or above

2. What is your gender?
 A. Female
 B. Male ✓
 C. Other
 D. Prefer not to say

3. Are you a native speaker of English?
 A. Yes ✓
 B. No

4. When did you start your education in the UK?
 A. Pre School ✓
 B. Since primary school (Year 1-6)
 C. Since secondary school (Year 7-11) ✓
 D. Since college (Year 12-13)
 E. University level or higher
 F. I have never learnt a modern foreign language

5. When have you received modern foreign language education in the UK?
 A. Since preschool
 B. Since primary school (Year 1-6)
 C. Since secondary school (Year 7-11) ✓
 D. Since college (Year 12-13)
 E. University level or higher
 F. I have never learnt a modern foreign language

6. How frequently do you communicate with others in a foreign language?
 A. Never ✓
 B. Seldom
 C. Often
 D. Always

7. Who do you communicate with the most in a modern foreign language? (You can choose more than 1 answer)
 A. Parents
 B. Friends
 C. Colleagues
 D. Others _____

8. How would you rate your own proficiency in the foreign language(s) you study/speak?
 A. Expert
 B. Good
 C. Modest
 D. Limited
 E. Non-user ✓

9. How would you rate the proficiency of persons whom you speak with?
 A. Expert
 B. Good
 C. Modest
 D. Limited
 E. Non-user

10. When communicating with others, which language would you prefer?
 A. Mainly English
 B. Both English and foreign language equally
 C. Mainly foreign language

11. What is your motivation towards foreign language learning?
 A. The multilingual atmosphere
 B. Communication with parents and or friends who speak a foreign language
 C. Required by institutions or policies
 D. To be more competitive for school job opportunities
 E. Personal interests ✓
 F. Others _____

12. Do you have any certificate or qualification (such as Dele Test for Spanish) for your foreign language learning?
 A. Yes
 B. No ✓

13. Do you think it is beneficial to learn a foreign language compulsorily?
 A. Yes ✓
 B. No

14. Are you confident that you will continue to learn a foreign language in the future?
 A. Yes
 B. No ✓

-END-

I think the UK system is very bad, and I am sad that I can not speak any other language. I think we should be made to do this.

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-END-

education. Compared to other countries, the way we rely on people knowing english is really bad.

I think the poor foreign language education in the UK is a real shame - I think it really bad we don't have more sufficient foreign language education, that it should be compulsory throughout

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