

ABSTRACT, RATIONALE & HYPOTHESES

Abstract:

The purpose of this study is to explore motivational factors of aspiring bilinguals (L2's) and compare motivational themes found in previous studies to see what differences, similarities, or new themes may arise among college students in the Southern United States. Lastly cultural values as measure by the Simpatía Scale (Acevedo et al., 2020) will be identified and its subsequent relationship to L2 motivation. Ultimately the goal is to continue to explore and define pathways that increase motivation to become bilingual since many positive benefits have been identified in the literature for monoglot cultures (Perryman, 2016).

Rationale:

This research is important to inspire individuals that learning another language is possible and it comes with many great benefits.

Hypotheses:

1. Aspiring bilinguals (L2's) Simpatía Scale scores will be higher than monolinguals (L1's).
2. The higher the Simpatía Scale score, the higher the motivation to become bilingual. Those with a lower Simpatía Scale will therefore have lower motivation.



EXPECTED RESULTS & LIMITATIONS

Expected Results:

The predicted result will be to confirm my hypotheses. Second Language Learners will have various motivations to learn the target language (Spanish). The Second Language learners will have higher Simpatía levels compared to monolinguals. Additionally, there may be a positive correlation between motivation and Simpatía., and L2's may exhibit high levels of Simpatía which reinforces their learning of the Spanish language.

Limitations:

Limitations include participants may be dishonest in their responses to the surveys. Furthermore, there is no control if participants may speak more than two languages and how these abilities may affect their motivation.

LITERATURE REVIEW

- Oakes (2013) explored motivational factors at his university in UK. He used motivational themes from previous studies such as Ideal-self, ought-to self, instrumental orientation, insrtinc orientation found students at his university in the United Kingdom are chose to learn a second language due to the fact the UK is a monoglot region.
- Campbell & Storch (2011) explored motivational factors and how motivations change over time of college students learning Mandarin at an Australian university. The motivational factors included personal goals, job opportunities, identity factors, *Ideal self*, *Ought-to self* and more. Campbell and Storch (2011) connected themes such as personal goals, future job opportunities, and identity factors to the ideal and Ought-to L2 self as reasons why students chose to learn Chinese. Other motivational themes found, through personal interviews, in L2's of Mandarin Chinese included: positive feelings to China/Chinese people, personal goals, identity factors, external pressure, influences, and more. This study was a longitudinal study that found motivation tends to fluctuate overtime. The authors suggested future studies should focus on the motivations to learn Chinese as a second language. I will not be studying Chinese, instead will study Spanish as a second language.
- Avecedo et al. (2020) goal was to create a scale to measure the cultural value of Simpatía. Simpatía is commonly found in Latino/a cultures but cannot be generalize for all Lation/a.. Thus, is possible to find Simpatía among other cultures. The Simpatía Scale is considered to be valid to use for future studies. In previous studies (Benet-Martínez & John 1998; Ramírez-Esparza et al., 2006, 2008) the Big Five Indicator (BFI), a personality test, was used to determine if bilinguals' personalities are different from monolinguals and what role Simpatía might have. Ramírez-Esparza, et al. (2008) found even though bilinguals score low on simpatía-like trait scale such as the BFI, bilinguals showed simpatía in their behavior. Because the Simpatía Scale is recent not many studies have not been researched on if bilinguals or L2's have higher Simpatía Scale scores than bilinguals. Therefore, I suspect simaptía to be high in Second language Learners (L2').

OPERATIONAL DEFINITIONS, PARTICIPANTS, MEASURES & PROCEDURES

Operational Definitions:

- Ideal Self:**- is when an individual believes they should learn a second language or has personal desires to become bilingual
- Ought to Self:** an individual believes one should learn second language
- L2:** second language
- Simpatía** - the tendency to prefer and create social interactions characterized by "warmth and emotional positivity while also avoiding conflict and/or overt negativity" (Acevedo, et al, 2020, p. 419). Simpatía is commonly found in Latinx cultures but possibly to be found among other cultures.

Participants:

Participants will be college students who are L2's. The participants will be of different sexes, races/ethnicity, and age.

Measures:

This study will use both qualitative and quantitative methods. A semi structured interview will be done to determine motivational themes. A survey will be conducted with the Simpatía Scale as they relate to the motivational themes.

Procedures:

The participants will first take the Simpatía Scale questionnaire and then will be interviewed in person or virtually. Interviews will be recorded and later transcribed for data analysis.

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