

Research Report

By:

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- **Issue/ Organizational background:**

Foreign language classes can be a foreign concept in many college students' lives throughout the United States. Many do not see or know the benefits of learning another language or it is not advertised to specific majors. This research project will be looking into the Foreign Language Department at Belmont University. The specific data of how many people are studying a foreign language at Belmont, or have one as a major or minor is extremely difficult to obtain. There are no numbers or even hints to any numbers on their website. When asking one of the foreign language professors at Belmont for some of the information, she alluded that she does not see any of the data and that no other professor would know the information we needed. It was then suggested we contact the Institutional Research Department. When doing this, the information sought had not been given. This within itself is a long and hard process, just to figure out simple data on the Foreign Language Department. It can be considered problematic to have to go through many hoops to receive information on this department. If a potential student was looking into the Foreign Language Department they would have no core data available to them and even if they asked faculty the data is again, limited. This causes an issue for recruitment and students to become interested in a foreign language. There are also no clubs or possible events that the department hosts on their website. The public sees no type of extra information given from the Foreign Language Department.

However, some information is given on the website. It is relatively easy for a student transferring into Belmont to be able to transfer their language credits over as well! All that is needed from the student is to consult with the professor of that language to figure out their specific placement within the program. Currently, Belmont allows students some freedom to take a foreign language course as a part of their degree plan; however, many degrees offered by the

institution do not. For example, many majors at Belmont are required to select a Bachelor of Science degree which makes it extremely challenging for students to take a foreign language, even as an elective. There are 16 majors that Belmont offers that only allow for the BS degree pathway and if there is an option to take a BS or BA Belmont will automatically selected a BS for the student. The Bachelor of Arts is the only degree option Belmont has that requires students to take a foreign language. The other degrees, such as the Bachelor of Science, Bachelor of Science and Nursing, and the Bachelor of Business Administration do not require a foreign language, nor do they provide time for one in their degree plans. The College of Liberal Arts & Social Science has 15 undergraduate majors and 3 graduate programs where students can earn their BA's and educate themselves on the world around them. However, none of the graduate programs that are offered under this college have any foreign language requirement. The Foreign Language Department has about 10 faculty, which is surprisingly around double the amount the other majors in the college have, the only exception being English having 27 faculty members.

Within the United States, more and more people are content with only knowing one language. The want to pursue learning a new language is dwindling. The American Academy of Arts & Sciences wrote an article about the decline of foreign languages in American colleges. Within the article, they state that “researchers at the Modern Language Association recently found that colleges lost 651 foreign language programs from 2013 to 2016,” (amacad.org). This can be seen in most colleges in the United States, if they do have a Foreign Language Department it is extremely small compared to other departments on campus. This within itself is an issue throughout the country; however, if a student at Belmont University decides mid-fall semester that they would like to start learning Italian in the spring, a road bump occurs. If a student wants to start learning a language with the introductory elementary 1 class, they must

register for it for the fall semester. Only elementary 2 classes are offered in the spring semester. If a student really wanted to start in the spring they could, but they would be playing catch up for the first few weeks, or the entire time, to a class that has had the first semester of elementary 1. There are only two languages that you can start at any time in the year, those are French and Spanish. This constriction on when students are allowed to learn a language could inevitably deter them away from learning the language at all. Another aspect of the Foreign Language Department that might deter students from learning a language is the lack of diversity in classes and majors provided. You can only major in French, German and Spanish at Belmont. There is a little more variety with the minors available, such as Chinese, French, German, Italian, Japanese, Latin, and Spanish.

As stated previously, finding stats on the Foreign Language Department at Belmont is difficult and means going on a lengthy journey. There is nothing published to the public that states when the Foreign Language Department was created. However, there are some things such as the department's vision that are visible to the public. The vision of the Department of Foreign Languages at Belmont University is to 'encourage students to broaden their worldview by embracing and respecting other cultures through language study.' (Belmont's Department of Foreign Language). One of the best things about the Foreign Language Department at Belmont is they are very adamant to let students study abroad. The department and Belmont itself, pride themselves in having their students travel around the world, learning about other cultures, and being able to put what they've learned to the test. One of the main issues Departments of Foreign Language face all over the United States is that people are unaware of the lasting benefits of knowing another language. When it comes to Belmont University's Foreign Language

Department one of the core issues is the lack of promotion and lack of information given about the department.

- **Situational analysis:**

- Communication

When it comes to the communication aspect of Belmont's Foreign Language department, the information supplied by the entity itself is overwhelmingly lacking. Beyond the vision statement provided by the department, they also state their goals and purpose on their website. The department's goals are to foster "students' ability to use written and spoken language effectively; students' understanding and appreciation of other cultures; students' ability to analyze literature of another culture within its socio-historical context; a deeper comprehension of one's own language and culture through comparative studies" (Department of Foreign Languages). The department does not, however, give any detail as to how they foster these things in their students.

Additionally, the department also gives the following purpose statement that "Language study enriches the students' appreciation of the complexities of our global community: languages, cultural and artistic achievements, and social interactions. Language study is an excellent complement to studies in other fields such as business, music, political science and law, health professions, missions, journalism, and education" (Department of Foreign Languages). This purpose statement, although persuasive, does not seem to emphasize the true mission of the foreign language department, but instead states the benefits of taking a foreign language course in general.

Beyond that, one can find the faculty, courses, and programs offered at Belmont University through the school's archived catalog. This tool gives all of the basic information

someone may need when deciding whether or not to enroll in the foreign language department; however, it is very hard to find and navigate. It seems rather unlikely that someone who was unfamiliar with Belmont's websites would be able to find all of the information they wanted without the help of one of Belmont's academic advisors. Additionally, there are no stats anywhere on Belmont's Websites about how big the foreign language department is, or what the demographics of it are. Prospective students would not be able to see how the department is, how many different ethnicities and cultures are represented, or what the ratio of boys to girls is. These types of statistics are important for defining the department, which is an important thing for prospective students.

A survey administered to over 100,000 American High school students attempted to determine what some of the major deciding factors were that ultimately made them select the school they did (How Students Decide Which College to Attend). The survey found that "80% of students pointed to one of seven reasons behind their final decision: affordability, desired program, career outcomes, reputation/academic quality, value, proximity to home, and of course, that elusive "fit" (How Students Decide Which College to Attend). This is where Belmont's lack of demographical data around their Foreign Language Department may be hurting their enrollment, as students can not be sure about fitting in. Additionally, with no information freely given about graduation rates among the Foreign Language Department students or Alumni success, how can prospective students be sure about the department's reputation or academic quality? Both of those concerns are extremely influential in a prospective student's decision on where and what they decide to study in college.

Another area of concern for Belmont University's Foreign Language Department, in relation to their communication, is their social media presence. With seven-in-ten Americans

using social media, it has never been more important for an organization to have a strong and active presence on various social media platforms (Social Media Fact Sheet). This is especially true when discussing a university program, considering that younger people are often reached through social media platforms. In relation to the Foreign Language department, for example, a social media presence could inform existing and prospective students about different clubs, organizations, and special events such WellCore, the universities curriculum geared towards enriching students in all areas of their lives rather than just their chosen career path (Well Core Overview). As of now, the department does not have a social media presence.

Along with highlighting the department-specific events, a social media presence could also showcase the different foreign language resources available to students that go to Belmont, such as the university's language learning center. Some of the benefits offered through Belmont's language learning center include help studying for a test in a foreign language class, help beginners to learn a new language, and the ability to immerse oneself in a language before studying abroad (Language Learning Center). However, even though all of these benefits, and more, are listed on the learning centers webpage, the benefits offered are not widely talked about across enough different social platforms to truly spread the word to the entire student body and even to prospective students. For example, starting with a university web page is great, but a social media presence that then was able to reinforce and highlight the benefits and explain what the learning center specifically entails would assist in showing students the resources that are available to them in the Foreign Language Department in a way that they are already familiar with getting their information.

- Competitor analysis

With so many different universities around the country, the competitors to Belmont's foreign language department are extensive, although arguably the biggest rival to the private university is the other private university that is walking distance from the campus. Vanderbilt University currently has 12,309 full-time students enrolled (Vanderbilt University: Quick Facts) at their university where Belmont University has 6,792 full-time students enrolled (Belmont University: Undergraduate Students). It is also important to note that Vanderbilt offers a much more diverse and robust set of degrees and opportunities within their foreign language department. For undergraduates alone, Vanderbilt offers many different degrees to prospective students. These majors include Spanish and Portuguese, Spanish and European Studies, Spanish, Russian Studies, Latino and Latina Studies, Latin American Studies, Italian and European Studies, German Studies, German and European Studies, French and European Studies, French. Along with these majors, the school also offers minors in these departments, in addition to an honors curriculum for students that meet the qualifications (Vanderbilt University: Program Finder).

Along with Vanderbilt's wide degree variety, their webpage, as they relate to the different foreign language departments, also serve as a threat to Belmont's program. For example, the departments and different majors offered within them are easy to find and prove to be very user-friendly, even to someone who does not attend the school. These degree pages also showcase different courses offered in the department, along with alumni examples of how the degree can be used in a career after graduation. These websites seem to give a complete picture of what that degree would look like and how it would serve the student in the future. Belmont's web pages are not as user-friendly, forcing people to jump from page to page to gather all of the relevant information needed to make the choice if the information is available at all.

Another, more unexpected competitor to Belmont's Foreign Language Department, are the other majors within the University itself. Belmont draws in many students hoping to make it in the music industry, thus making their interest in pursuing a second major and minors in a foreign language less likely. The other majors and minors offered at Belmont University serve as threats to the foreign language department, as they are often more publicized and are more likely to be required in undergraduate degrees than a foreign language class. Belmont displays and praises their music students, even building a grand new performing arts center on campus, encouraging students to get involved with those departments. The University however does not seem to be as interested in other departments like foreign languages, often only talking about the department in relation to their expansive study abroad program. Furthermore, students are not required to enroll in a foreign language course at Belmont, even though the school identifies as a liberal arts institution. With foreign language not being a part of every student's core requirements, the department must fight to get students to either take on a second major, a minor, or take a course as an elective. The exception to this is Belmont's Bachelors of Arts Degree program which does require students to take four semesters of a foreign language.

- Environment

As Belmont's foreign language department is set up now, there are three different majors a student may pursue, Spanish, French, and German (Belmont University: Foreign Language Minors). Along with these majors, seven minors are offered in Chinese, French, German, Italian, Japanese, Latin, and Spanish (Belmont University: Foreign Language Minors).

It is hard to discuss the department's current trends, however, as the data regarding enrollment and number of graduates is not public information.

Belmont University champions their 2030 Vision, found in the Appendix, which among other things, states the goal of “[Cultivating] a more welcoming, equitable and inclusive environment where diverse viewpoints shape the University’s future,” which ultimately shows their desire to have a more diverse campus experience moving forward (Belmont University A God-sized Trajectory - Our Strategic Path to 2030). With Belmont’s desire for an environment that is more diverse and more rooted in inclusion, the need for a stronger Foreign Language Department is essential. The surrounding social context as the University plans for the future, as seen through their 2030 vision, is that they want to strive for diversity. Foreign Language teaches students language and culture different from their own which naturally facilitates a more diverse and inclusive environment. The University’s vision for 2030 shows that cultural competency is important in the Belmont community and thus the potential impact that Belmont’s Foreign Language Department can make is made even clearer. It then follows that now is the time for Belmont to promote the Foreign Language Department and perhaps even re-imagine it in a way that fosters greater interaction and enrollment among the student body. This action will ultimately help the, not only the Foreign Language Department, but also the university as a whole achieve a more diverse campus culture.

- **SWOT**

- Strengths

- Easy to transfer into from another university
- Many study abroad opportunities for students to be able to put their learning to the test and immerse themselves in the culture

- Weaknesses

- Must start a language, unless it is Spanish or French, in the fall semester
- Not required if not pursuing a BA. BS students who want to pursue a language might not because the credits won't help with their degree.
- Opportunities
 - Well Core events
 - Language learning center
 - Clubs and organizations
 - More information about the number of students in the department as a whole
 - More information about how a degree in foreign languages can be used for students' careers after graduation
- Threats
 - The small number of foreign language majors and minors
 - Bigger programs at other universities
 - Lack of requirement for those not taking getting their BA
 - Lack of diversity in the foreign language department
- SWOT Analysis

From looking at the SWOT chart listed above, one can tell a variety of information from it. Although the Foreign Language Department is on the smaller end, their strengths and opportunities bode well to attract students if advertised correctly. Being able to study abroad in a country where you're learning the language in class is intriguing to a majority of students. This

department realizes some of its threats and uses that with its opportunities. The Foreign Language Department knows that there are bigger programs at other universities and there is a small number of majors within their department; this leads them to do WellCore events which help to include the student body in learning more about foreign languages. Also when pairing the weaknesses and opportunities together, we've analyzed each, and knowing that a foreign language is not required for anyone who is not taking a BA is a huge weakness. That being said there is an opportunity for growth with that information, the department could advertise more to BS majors informing them on the benefits of having knowledge of another language going into their career.

The pairing of weaknesses and opportunities would create the most beneficial opportunity for the Department of Foreign Languages at Belmont University. In locating their weaknesses, one can brainstorm and come up with many opportunities for growth and a way to lessen their weaknesses.

- **Working problem/opportunity statement**

- Thesis:

- Through our research, we will discover if the community at Belmont University is actively interested in pursuing a foreign language.

- **Population:**

For our research, we intend to interview and survey current Belmont students, as well as certain professors at the university. To specify, we intend to include foreign language professors, foreign language students, students who have never taken a language course before, and students simply enrolled in other majors in our research. To summarize, we intend to include any current Belmont student in our population regardless of their major, as every student's perspective is

valuable to our study. Although we are interested in what degree path the students are on, we intend to include any degree path in our population. As far as the professors we intend to include in our population, we are interested in the professors within the Foreign Language Department. We are including this population in order to expand our understanding of where those professors feel the problems lie and perhaps even what solutions they may offer as a result of their inclusion in the research.

We are interested in how the information gathered from these populations affects Belmont's Foreign Language Department, and what research may show us about how Belmont University can better promote the foreign department to its student body.

- **Research questions and method:**

- Research tradition/method (Survey and interview overview)
 - For our research project, we will conduct a series of research methods and traditions, including in-depth individual interviews with a variety of people with different experiences within the Foreign Language Department at Belmont University. Another method used will be a survey given to a broader variety of undergraduate students at Belmont that will give us a basis of understanding as to how students view the department as is. This will help us have a better understanding of issues before going into the individual interview.
- Question of definition
 - What is the Belmont community's perspective on the Foreign Language Department?
- Question of Fact

- How many Belmont students are deterred from pursuing a foreign language because of their chosen degree plan?
- Question of Value
 - Does the Belmont community recognize the importance of a strong Foreign Language Department?
- Question of Policy
 - Belmont University must reimagine its foreign language department so that the information and opportunities provided are more freely available to the interested public's.
- **Appendix and references**

Belmont 2030 Vision:



https://catalog.belmont.edu/preview_entity.php?catoid=3&ent_oid=90&returnto=93

<https://www.belmont.edu/liberal-arts/about/index.html>

<https://www.amacad.org/news/foreign-language-classes-becoming-more-scarce>

<https://admissions.vanderbilt.edu/academics/fact-sheet/?program=1106>

<https://www.collegefactual.com/colleges/belmont-university/academic-life/academic-majors/foreign-languages-linguistics/>

https://www.belmont.edu/oair/factbook/enrollment/UG_students.html

<https://www.vanderbilt.edu/about/quick-facts/>

<https://www.collegematchpoint.com/college-matchpoint-blog/2018/4/making-the-right-choice-how-students-decide-which-college-to-attend#:~:text=80%25%20of%20students%20pointed%20to%2C%20that%20elusive%20%E2%80%9Cfit.%E2%80%9D>

<https://www.belmont.edu/liberal-arts/undergrad/foreign-language-minors/index.html#:~:text=In%20addition%20to%20offering%20three,Japanese%2C%20Latin%2C%20and%20Spanish.>

<https://as.vanderbilt.edu/advising/caspar/faculty/foreign-language.php>

<https://www.pewresearch.org/internet/fact-sheet/social-media/>

<https://www.belmont.edu/learning-centers/languages/index.html>

<https://www.belmont.edu/bellcore/wellcore/index.html>

1. Secondary Research & Problem Statement

Through secondary research on Belmont University's Foreign Language Department, the question of how the department is viewed by the Belmont community is called to question. With an observable lack of online presence and a relatively small department compared to other universities in the area, the question of why becomes evident when foreign language is often a key component of one's education. Qualitative research, through in-depth individual interviews, will help inform our understanding of the Belmont communities perspective on the Foreign Language Department. In addition to this, qualitative research will allow us to understand individuals' unique perspectives, drawbacks and knowledge surrounding the department.

2. Qualitative Research Method

a. Qualitative Method:

We used in-depth individual interviews as our qualitative research method. We chose this in hopes to reach a diverse group of individuals, all of which offered a different perspective on the Foreign Language Department. We worried that a focus group could interfere with individual perspective, so we chose to do interviews which would ensure that participants' opinions were not influenced by others. For example, we wanted to interview professors within the department, but understood that in a focus group setting, individuals may not feel comfortable being transparent. This was especially important to our qualitative research as we set out to answer our question of definition and our question of value. Our question of definition that we wanted to answer in qualitative research was "What is the Belmont community's perspective on the Foreign Language Department?" This question of definition, while important, may feel awkward to answer while in a large group of people, some of which being faculty members. Our question of value is similar in the sense that our qualitative research method needed to allow our participants discretion so that they could fully answer the question "Does the Belmont community recognize the importance of a strong Foreign Language Department?" For all of these reasons, we opted instead for individual interviews.

b. Describe your sample:

We ended up interviewing a total of six individuals for our qualitative research. We asked a total of seven people to participate, but one could not find a time that worked for them. When selecting our participants we chose to interview two foreign language professors, one foreign language minor, two students who were unable to take a foreign language due to degree restrictions and scheduling conflicts, and one student who was required to take many different foreign languages for their major. For our sampling method we decided to utilize a non-probability sample, specifically the purposive strategy because we wanted to select participants for specific reasons. For our research we cared tremendously about participants' connection, or lack thereof, to the Foreign Language Department. This made the purposive

method the obvious choice for our sampling method. The one exception to this was the one instance of snowball we used to get an interview with the second foreign language professor, although this still makes our sampling non-probability because this professor still fits the qualifications of being a foreign language professor. We ended up asking the first professor we interviewed if they had any suggestions on who else may be interested and willing to talk with us, and we reached out from there. This, of course, is still slightly purposive because we asked for specific qualifications, but it does also fall into the snowball category because we took a recommendation from one of our participants.

When it came time to contact our participants about being interviewed, we ended up texting the students individually. This was the quickest method of reaching them and made scheduling the interviews fast and simple. For the professors, we set up the interviews via their university email.

We conducted our interviews in three different locations, depending on where would work best for the participant, along with where we were sure to have a quiet space to talk. All of our interviews took place face-to-face on campus at Belmont University. Three of the interviews took place in the Beamen building, in a quiet corner on the second floor with comfortable couches to sit in. Two of the interviews took place in the Janet Ayers Academic Center (JAAC), in one of the classrooms on the third floor, and one of the interviews with one of the professors took place in their office, also located in the JAAC. All of these locations were selected first to allow for a level of privacy and quiet, and second to ensure that the individuals would feel comfortable. We felt that the university setting was the best place to interview our participants because each of them were familiar with the campus and were, for the most part, already on campus before the interview time, making it convenient for them as well. An additional step we took to ensure that our participants were comfortable and well informed was going over the consent form at the beginning of the interviews. We went over the forms with participants and asked them to sign if they felt comfortable to proceed with the interview. Copies of the participants signed consent forms can be reviewed in appendix A.

c. Describe your research instrument (interview guide):

For our interview guide, we stuck to a set of questions initially, but allowed ourselves to ask new questions that arose from the conversations. Some of these questions ended up being about the Foreign Language Departments social media presence, or, in the case of the faculty interviews, what made them choose to teach at Belmont.

We interviewed a wide variety of individuals and came to the conclusion before we began our interviews that different questions were needed for each participant. The exception to this was the instances of the two faculty members answering the same questions and the two students not involved in a foreign language answering the same questions. In our interview guide, which can be found in appendix A, we had about 6-12 pre-determined questions for participants aside from any of the other things that naturally arose in the conversation. These predetermined questions were as follows:

- What is your year, major and that degree that you're getting from Belmont
- What is your opinion of Belmont's Foreign Language Department
- How important do you think foreign language is to an education
- Do you feel that Belmont adequately recognizes the importance of foreign language and culture
- Thoughts on Belmont pushing study abroad in relation to foreign language.
 - Pushing for study abroad and not adding/encouraging a cultural prerequisite
- Before we finish is there anything you want to tell me that you didn't get a chance to during the interview

Along with these questions, we also came up with specific questions that we felt would highlight key elements of certain participants' experiences. For example, because we were interested in if the Belmont community was actively interested in pursuing a foreign language, we really wanted to understand why the participants who were not taking a foreign language felt about this. For instance, we wanted to understand if this was a conscious choice, something they didn't pay any attention to or if they were stopped from taking foreign language courses. Some of the specific questions we asked these participants included:

- If given the option would you take a foreign language, would you?
- Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?
- If you could choose an elective would you choose a foreign language and why

For more examples of participant specific questions, please refer to the interview guide in appendix A.

As seen in our participants' transcripts, which can be reviewed in appendix A, there were times when we used probes to gather more information during the interviews. We utilized the probes or "can you elaborate on that" and "you mentioned earlier-" both of which promoted further conversations around specific topics we were interested in gathering more information on.

3. Qualitative Research Analysis/Results

a. Data Collection:

There were a total of six participants ranging all over the scale of familiarity with Belmont's Foreign Language Department. All of the interviews were recorded by both researchers on an app called Otter which is a voice-to-text transcribing and recording app. After the interviews, both researchers exported the text and vocal recordings to their computers to make sure the data was not lost.

The first person interviewed was a junior at Belmont. She is double majoring in Psychology and Sociology pursuing a BS (Bachelor of Science). She had a brief encounter with the department her freshman year but has not taken a foreign language class since. Her interview

lasted around 15 minutes and 35 seconds. With the first interview, 2,537 words resulted from the transcript. The second person interviewed is also a junior at Belmont. She is a nursing major pursuing a BSN (Bachelor of Science and Nursing). She has had no experience with the foreign language department. Her interview lasted around 10 minutes and 23 seconds. In this second interview, 1,697 words resulted from the transcript. The third person we interviewed is a current faculty member within the Foreign Language Department. She is very involved within the department and helped to create a major pathway within the department. Her interview lasted around 29 minutes and 38 seconds. In this interview, 4,364 words resulted from the transcript.

The fourth person we interviewed is a sophomore at Belmont. She is majoring in vocal performance with a classical emphasis and pursuing a BM (Bachelor of Music). Her major requires her to take a variety of different foreign language courses, so she is familiar with the department and some of the courses offered. Her interview lasted around 16 minutes and 16 seconds. In this interview, 3,129 words resulted from the transcript. The fifth person that was interviewed is a freshman at Belmont. She is an international business major and minoring in German pursuing a BBA (Bachelor of Business Administration). Her major requires her to have an emphasis in a language and she chose to minor in German has dipped her toes in the Foreign Language Department. Her interview lasted around 9 minutes and 10 seconds. In this interview, 1,621 words resulted from the transcript. The last person interviewed was another professor in the Foreign Language Department. Their interview lasted 15 minutes and 50 seconds. In this interview, 2,983 words resulted from the transcript. All 6 interviews lasted on average 16 minutes. The total length of time for the study was 96 minutes and 12 seconds. The total transcript word count for this study was 16,331.

b. Analysis:

We used the constant comparative method in analyzing our data. Since there are only two people in our research group, we each took a blank transcript and coded by ourselves. We got together after each transcript was coded and went through the categories we both had created while coding. We made a master category list and had very similar coding structures.

When it came to the memos we used when describing the categories we really wanted to be as specific as possible, we did not want there to be room for second guessing. The emic language we chose to go under the category was there for that sole reason, it best fit under that specific memo, nothing else. A few specific memos that were a heading point were:

- What has the participant done with the department and what sort of interactions have they had with the department
- The explanation for why the participant isn't/can't take a foreign language
- Why did the participant take a foreign language/ why should someone take a foreign language
- The participants' thoughts on Belmont not requiring/encouraging a cultural prereq/language course before going abroad
- Whether Belmont is holding the participant back from taking a foreign language

These memos took a broader statement of a category and really pinpointed what we as researchers wanted to talk about and where we wanted to take the emic language.

When checking through our coding we realized that everything that we coded separately was extremely similar to one another. We have 95% intercoder reliability and validity. We did not reach a point of redundancy in our data. There were a lot of similar points made and similar thoughts shared; however, we were not able to interview more people and pinpoint specific answers to get to the point of redundancy.

c. Results:

There were many things discovered in the data we collected. The main themes identified in the data were the importance of foreign language, perception of foreign language around campus, social media, study abroad and Belmont holding the participants back from learning a foreign language. There were two main research questions this data is being used to answer; the first was what is the Belmont community's perspective on the Foreign Language Department. The second question this research will answer is does the Belmont community recognize the importance of a strong Foreign Language Department. The opportunity statement created for this research project states that through our research we will discover if the community at Belmont University is actively interested in pursuing a foreign language. These main themes equally, and on their own accord address the opportunity statement of the report and answer the research questions provided above.

In every single interview, the participants mentioned how important they thought foreign language was not only to an education but in life. The students whose degree does not require them to take a foreign language still advocated towards the importance of learning not only a language but cultures of those around us. This first theme about the importance of foreign language already hits every mark needed. The interest and communal understanding of the importance foreign language has in the community addresses the opportunity statement.

The emic language used when talking about foreign language importance:

- I think it's actually really important. Especially in nursing. It's good to have another language background.
- We have this false assumption that everybody speaks English and it's not true.

Overall there are mixed perceptions on foreign language on campus. The participants talked about various perceptions they believe people view the department as. This second theme of the perception on foreign languages on campus is perhaps one of the more important themes. This being said because a lot of growth can come from here, there are positive perceptions from those who have had an experience with the department; however, many people are unaware of the department and what it actually does. This theme addresses the opportunity statement in the way of saying how can a community actively be interested in pursuing something in a department they know nothing about.

The emic language used when talking about the perceptions of foreign language on campus:

- I think many faculty just like the students, they don't know what we actually teach.
- I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly.

When asked in each interview about the importance of social media to promote the Foreign Language Department, all the participants thought it would be an important aspect to add. Half of the participants mentioned that they would follow the department's social media accounts and one of the professors was adamant about helping reframe their social media and website. This theme addresses the opportunity statement because of the interest the participants had for the department to have a social media presence so they may learn more about what the department has to offer.

The emic language used when talking about social media:

- I would change Belmont's entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system.

Study abroad is a main theme throughout this research as well as in Belmont's day-to-day. Throughout the interviews the participants shared their thoughts on Belmont pushing their study abroad programs, but don't require a cultural prerequisite. Five out of the six participants all agreed that it is important to know about the culture and language of a country before going and spending time there. This theme addresses the opportunity statement by the participants stating their interest for study abroad, but also their interest in seeing courses put in place that help respect and learn about the culture of the country they are going to.

The emic language used when talking about study abroad:

- You can't expect them to know English.
- But if I went to that Japan trip, with no further knowledge of the Japanese language, which is so different than the languages that I know, I wouldn't be able to go out by myself. I wouldn't be able to go do anything by myself. I would have had to rely on people who did speak the language, which I think is also not safe.

The final main theme identified in the data is Belmont holding the participants back from learning a foreign language. This theme is extremely important in addressing the opportunity statement because it shows that Belmont has played a role in a lot of pushback to a student of theirs wanting to take a foreign language that is not in their degree plan. Three out of the four students participants stated that Belmont has given them a lot of pushback in taking a language out of their degree requirements, and their schedules allow no time for it. Degree plans should not come before a student's desire to learn more about a culture.

The emic language used when talking about Belmont holding participants back from learning a foreign language.

- I feel like that holds me back because when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was

like, but I want to travel to those places, I get that that's where my job's gonna lead me. But I feel like learning a language can never be a bad thing.

- But I feel like learning a language can never be a bad thing. And if someone shows the initiative and the want to learn a language, it should be offered

All of these main themes found in the data answer the two research questions stated above. We can learn from these themes that a lot of the Belmont community does not know what the department does. There is miscommunication between the two and not a lot of promotion of the department to the students. However, when people are apart of the department, or have an experience with them, it's in general, a positive experience. We also learned from these themes that the Belmont community absolutely recognizes the importance of a strong Foreign Language Department. It is something that is easily seen within the interviews because of how often it was pointed out that Belmont does not have a strong department. Everyone interviewed wants the department to become more prevalent and available on campus, they know the importance of foreign language within an education and want to to be more readily available.

4. Research Limitations

Our qualitative research has limitations which are as follows. We were not able to reach the point of redundancy because, in order to do so, we would need to interview more people and pinpoint specific answers to get to the point of redundancy. Although many of our participants did touch on the same concepts and many of them had the same feelings, there was still plenty of variation in answers given, so redundancy is not claimed. Additionally, because we utilized a non-probability sample our results ultimately can not be generalized to the overall population.

Another limitation of our research is that some of our interview transcripts have been omitted for the sake of ensuring each participant's discretion and privacy.

Our sample consisted of a wide variety of experiences with the Foreign Language Department at Belmont University, but we can not say that our sample is completely representative of the community as a whole. We did not get the chance to interview any students that came to Belmont specifically for the Foreign Language Department, or the head of the Foreign Language Department. Another perspective that would have been valuable for our qualitative research is one of an exchange student. It would have been beneficial for our study to hear their perspective on how Belmont treats foreign language and culture. Those are just three examples of individuals who would need to be included to have a truly representative sample.

For our coding process, we were able to achieve 95% intercoder reliability and validity.

5. Recommendations

There were many things spoken about in the multiple in-depth interviews we conducted. Throughout these interviews there were main recommendations that the participants spoke about across the board. A majority of the participants agreed that capitalizing on social media would

benefit the department greatly. Participant's 2, 4 and 5 said they would follow social media pages specified to the Foreign Language Department. There are many undergrad students that also follow Belmont University's main Instagram: BelmontU, even students taking intense majors like nursing. Participant 6 mentioned having an interest in working with Belmont to create a better website relating to the department. They specified stating that, "I would change Belmonts entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system." This was an interesting perspective that wasn't widely talked about in the other interviews. Participant 2 recommended partnering with the main Belmont Instagram account and have them post any department events occurring! Belmont should have the Foreign Language Department featured on their main social media accounts to help with advertisement for specific programs and clubs the department has to offer. The University should also allow a change within their website, allowing professors to be able to talk about changes, post and connect within the community.

Another aspect that is not promoted well or does not really exist are foreign language clubs. Participants 4 and 5 both talk about how they want more clubs on campus. To either help with a resume booster, or to also learn more about the cultures around them. Participant 3 can be quoted stating another opportunity they wished students at Belmont had, "I wish we would have some of these what we call Living Learning Centers or what we called them in the old days Affinity houses have little places on campus where students who are interested in learning foreign languages could actually live together and speak the language on a daily basis." While continuing on the topic of clubs in the Foreign Language Department, participant 3 spoke about the clubs and opportunities to get connected with cultures outside of the classroom that they had years ago. These are unfortunately no longer occurring now; however, they mentioned how these clubs and connections to cultures bring an increase of cultural awareness to campus. The Foreign Language Department at Belmont University should use the advertising recommendations given above to reinstate and advertise their clubs on campus.

Participant 3 had a very strong argument for the fact that Belmont should not automatically make a student's major a BS when there's an option to have a BA. When asked to express their opinions on the subject, participant 3 said "Oh yeah, you go for the BA if you like Languages and Literature, and you go for a BS if you are more science oriented. But to me, this is not a good explanation. Like I would try to explain to somebody who is going for a degree with a CEI major, that the entertainment industry is international and now you might not need this additional lab science or calculus. For your BS in CEI, you might be better off with having that foreign language and dig a little deeper there." Throughout more research we came to a realization that songwriting majors can have a BA but are put into BS automatically. It might be more beneficial for songwriting majors to learn another language; it would help them to become more versatile and broaden their hiring perspective by being able to write songs in that language. Belmont's registration technology should not immediately place students into a BS pathway when they have the opportunity to take a BA.

Another recommendation for Belmont and the Foreign Language Department is to add cultural or language prerequisites before allowing attendance to a variety of study abroad programs. Participants 2, 4, and 5 talked about the importance of having a basic knowledge of either the culture, language or both before going on a study abroad program. There was also a point brought up by participants 3, 4 and 5 that Belmont should go to more places where the main language everyone speaks is not English. It would help people to put themselves in the shoes of immigrants who come to the United States. Belmont should allow for crash-courses for those going abroad. This is a great way to ensure that students know a little about the land and culture they will be interacting with. This also will help to lessen the chance of any cultural miscommunication or disrespect on a Belmont students part.

The final recommendation these interviews came up with is that people should not have to fight to learn a language via a course that they will pay the money for. This was seen in both cases with participant 2 and participant 4. Participant 2 would have loved to take Spanish, thinking it would greatly help them with their career as a nurse; however, the program at Belmont does not allow for the time to do so. Similarly, participant 4 wanted to take a language that was not required of the many they need to take for vocal performance. Japanese was something participant 4 was very excited for and it was heartbreaking to them that there was so much pushback. Belmont should allow more leniency for those students who are interested in taking a foreign language and help them through the process to make it possible instead of pushing them in a different direction.

A consensus from all interviewed was that it was odd for a liberal arts education not to prioritize foreign language in their degrees. Learning a foreign language can benefit an education greatly and help students to become more holistic and well rounded individuals.

6. Appendix

Interview Guide

Basic Questions for all participants

1. What is your year, major and that degree that you're getting from Belmont
2. What is your opinion of Belmont's Foreign Language Department
3. How important do you think foreign language is to an education
4. Do you feel that Belmont adequately recognizes the importance of foreign language and culture
5. Thoughts on Belmont pushing study abroad in relation to foreign language.
 - a. Pushing for study abroad and not adding/encouraging a cultural prerequisite
6. Before we finish is there anything you want to tell me that you didn't get a chance to during the interview

Specific Question for participants not involved in the Foreign Language Department

1. If given the option would you take a foreign language, would you?

2. Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?
3. If you could choose an elective would you choose a foreign language and why

Specific questions for Belmont faculty:

1. Why did you choose Belmont to teach this specific course?
2. How do you feel Belmont's Foreign Language Department is perceived around campus and with faculty?
3. If you could advertise the department in a different way how would you do it?

Specific Questions for Foreign Language major or minor:

1. Why did you decide to make German your minor
2. Did you come into college knowing that you wanted a foreign language minor?
3. What do you think of the department so far?
 - a. Is there anything you would want to change/add
4. Do you wish there were clubs or a more dominant foreign language presence on campus?
5. Do you feel like Belmont celebrates your accomplishments with your minor?

Specific Questions for active foreign language student:

1. What has been your experience with the foreign language department?
2. What are your thoughts on having to take so many languages within your four year program?
3. Why do you think people are discouraged from taking foreign languages or why do they not want to?
4. Does Belmont promote foreign languages in your opinion?
5. Do you wish there were clubs or outside events for the Foreign Language Department?
6. If there was a social media presence would you follow it?
7. If there was a club would you join it?
8. Do you feel like Belmont recognizes your success in foreign language? Do you wish that they did?

Participant Consent Forms

PARTICIPANT CONSENT FORM

Project Title: Belmont's Foreign Language Department

Site of Project: Belmont University

Mikenzie Bartholomae and Amelia Muly, Students in Public Relations Research, Department of Public Relations

The purpose of this study is to understand the Belmont Community's perspective of the Foreign Language Department. The study uses an interview format. Your involvement is voluntary and will take approximately 15 minutes of your time.

This interview will be audio recorded, and your information will be kept confidential. You will not be identified by name as a participant in this project. Audio files will be destroyed after transcription of the interview is complete.

Please ask questions and make sure they have been answered to your satisfaction before agreeing to participate. You can withdraw your participation at any time without penalty.

If you have any questions or concerns regarding this project, please contact Mikenzie Bartholomae and Amelia Muly at Amelia.Muly@pop.belmont.edu.

By signing below, you voluntarily consent to participate in this interview, which you understand involves your perception of the Belmont experience.

Amelia Muly 3/1/22

Participant

Date

Mikenzie Bartholomae 3/1/22

Investigators

Date

PARTICIPANT CONSENT FORM

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Madijen DeBoite 3/2/2022

Participant

Date

Mikenzie Bartholomae 3/2/2022
Amelia Muly 3/2/2022
Investigators Date

PARTICIPANT CONSENT FORM
Project Title: Belmont's Foreign Language Department
Site of Project: Belmont University

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Carleen Orrell 3/4/2022

Participant

Date

Mikenzie Bartholomae 3-84-22
Amelia Muly 3/4/22
Investigators Date

PARTICIPANT CONSENT FORM

Project Title: Belmont's Foreign Language Department
Site of Project: Belmont University

Mikenzie Bartholomae and Amelia Muly, Students in Public Relations Research, Department of Public Relations

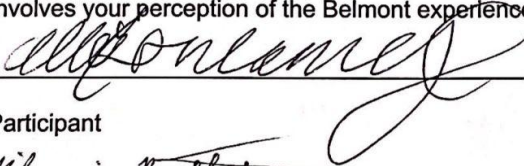
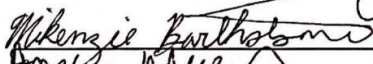
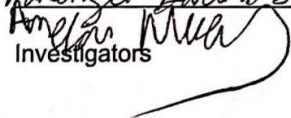
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	<u>3-4-22</u>
Participant	Date
	<u>3-4-22</u>
	<u>3/4/22</u>
Investigators	Date

PARTICIPANT CONSENT FORM

Project Title: Belmont's Foreign Language Department
Site of Project: Belmont University

Mikenzie Bartholomae and Amelia Muly, Students in Public Relations Research, Department of Public Relations

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Amelia Muly _____ 3/2/2022

Participant

Date

Mikenzie Bartholomae _____ 3/2/2022
Amelia Muly _____ 3/2/2022

Investigators

Date

PARTICIPANT CONSENT FORM

Project Title: Belmont's Foreign Language Department

Site of Project: Belmont University

Mikenzie Bartholomae and Amelia Muly, Students in Public Relations Research, Department of Public Relations

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By signing below, you voluntarily consent to participate in this interview, which you understand involves your perception of the Belmont experience.

CHRISTOPHER A BANN 3/8/2022

Participant

Date

Mikenzie Bartholomae

3/8/2022

Amelia Muly
Investigators

3/8/2022
Date

Participant Transcripts Uncoded:

Transcript 1:

Interviewer - 0:01

community's perspective of the Foreign Language Department. It's an interview format, it should take approximately 15 minutes and your involvement is totally voluntary. If at any time you want to leave you are free to do that. We are going to audio record and transcribe everything but it will be completely confidential. We won't use your name or anything. And audio files will be destroyed after we have all the data we need. Please ask questions and make sure your answers have been, answered to your satisfaction before agreeing to participate. And again, there's no penalty if you withdraw at any time.

Participant 1 - 0:46

Okay

Interviewer - 0:48

Did I miss anything? No, just sign after you read over it and make sure that everything is okay. It's the first

Participant 1 - 1:05

Second, it's the second

Interviewer - 1:06

It's the first

Participant 1 - 1:09

It was the first

Interviewer - 1:10

2022

Participant 1 - 1:13

I know what year it is.

Interviewer - 1:16

Okay, are you ready to start?

Participant 1 - 1:19

Yeah.

Interviewer - 1:20

I was wondering if you could state your year, major, and degree that you are getting from Belmont first so we kind of know where you're coming from?

Participant 1 - 1:28

Sure. I'm a junior. I'm double majoring in psychology and sociology and I'll get a BS.

Interviewer - 1:38

So just with your knowledge already, what is your opinion on Belmont's Foreign Language Department?

Participant 1 - 1:47

I have very limited knowledge on this topic, but I did take one foreign language class for like a few weeks. And I loved the teacher and I've heard good things about the other teachers in the department.

Interviewer - 2:05

What was the foreign language class that you decided to take?

Participant 1 - 2:08

I took elementary French. It was a good class.

Interviewer - 2:14

Why did you decide to take that and only for a few weeks? What was the reasoning behind it?

Participant 1 - 2:20

I took French because I took French in high school and so I thought why not continue on until college? And then I took a medical leave of absence that semester, so I had to drop the class. But it was nothing the class did wrong.

Interviewer - 2:36

How important do you think foreign language is to an education?

Participant 1 - 2:43

I think it's really important, even if you don't learn the language, but to learn other people's cultures. And I think the Foreign Language Department does a good job of bringing people to see things from different perspectives. So I do think that it's important to at least try to get some aspects of other languages in your vocabulary.

Interviewer - 3:06

For sure, for sure. You already stated that you started to take a little bit of a foreign language before you took a leave of absence, if given the option, to take a foreign language like again, would you do that or not?

Participant 1 - 3:25

Yeah, I would. My degree doesn't require it. And so I don't really have time in my schedule just to take an extra class but if I did, I would definitely consider taking a foreign language.

Interviewer - 3:39

Do you think that because your degree doesn't require a foreign language, it's easier for a lot of people who are in the same courses as you and such as yourself as well to be like, it's fine, it's not really that important to me graduating?

Participant 1 - 3:55

Yeah, I think it's really easy if it's not required for your degree, even if you objectively think it could be something important that would broaden your horizons. There's such a time crunch on an undergrad so you have to get your classes in when you have to get them in and if it doesn't fall into requirements, it's hard to make time for them.

Interviewer - 4:15

What are your thoughts on Belmont pushing study abroad in relation to foreign language? I can also elaborate more if you don't understand.

Participant 1 - 4:27

what are my thoughts on pushing...

Interviewer - 4:31

study abroad in relation to foreign language?

Participant 1 - 4:34

What do you mean pushing?

Interviewer - 4:35

Belmont advertising a lot of study abroad and not adding or encouraging a cultural prerequisite or having it be for you to take a foreign language class before? Because there are a lot of opportunities to do study abroad programs at Belmont that do not require or encourage you to know the language before going.

Participant 1 - 4:57

Oh, okay. All right. I think I think I get the question. I think that it, I don't know if it should be required that you take a foreign language before you go because I think you'll learn a lot about languages just being dumped off in the middle of having to speak them every day. But I do think it would help people get a better understanding of like culture and what they're walking into rather than just like getting, you know, going on a fun trip, which it is, but also, I think there's a lot more to it than people give it credit for. If that answers your question.

Interviewer - 5:33

For sure. Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?

Participant 1 - 5:48

Does it hold me back? I think that I wish I could have time in my schedule for it. I don't know, I think Belmont gives you plenty of time to figure out where you're going and then decide on your degree but once you do that, you're already like a junior and it's too late for you to go back and have any elective classes. So I think it's really hard to like, I don't think Belmont's holding me back. I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly.

Interviewer - 6:34

Really quick, that was a great response. Do you feel that Belmont adequately recognizes the importance of foreign language and culture within its community? No answer you say is a wrong answer. And your name is taken off of all of this. So speak as freely as you'd like.

Participant 1 - 7:00

Okay. Can you repeat the question?

Interviewer - 7:01

Yes. Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the community? But also in general?

Participant 1 - 7:10

No, no I don't think that they do. I think I can at least say from my majors, there's like no, I mean, we wouldn't even know that there was a foreign language department had I not taken the class like there's no recognition of the need for learning other languages. It's not talked about, it's not cared about at all, in my departments. And I can say for the whole of Belmont, I think that people view the Foreign Language Department as a requirement instead of like a possible good thing that could be used later in life. I think people just, not to go on a ramble, but I think that people just like to fill out their requirements and keep going when I don't think that it's

recognized how important people learning a new language or culture can be. For not only themselves but the people that they come in and interact with in their life. And I think every career could benefit from a wider scope of perspectives. But no, I don't think Belmont does a great job of recognizing that.

Interviewer - 8:11

Thank you for your thoughts, and your opinions. How do you think they could improve that?

Participant 1 - 8:18

I don't know. I think the education system is built in a little bit of a hard way to change. And I think that Belmont could, you know, advertise their foreign language not only more to freshmen but to upperclassmen, who are looking for electives that would benefit them. But I think it's hard for Belmont single-handedly to change something because they're trying to compete with other schools and other higher education systems. And you know, it's hard to be an innovator in that field, I guess because you want to keep up with everyone else. I don't know if that answered your question.

Interviewer - 9:01

No, that did absolutely. When it comes to your two specific majors that you are doing, do you think that a foreign language should be kind of a requirement within that or do you understand my question?

Participant 1 - 9:20

Yeah, I get it. Oh, boy. Personally, I would love to have to take a foreign language. I wish there were things built out in the degree where you had to take one. So not only are you taking it with people in your major for the same purpose, you know, but also like, there's time to do it. I don't know if that means you'd have to take away from other things, which I don't know if I'd be willing to give those up. But I just wish there was more time. Like obviously, nobody wants to stay and get a four-year degree in five years just to take extra classes. But I do think it would be fun to have more time in the schedule for foreign language.

Interviewer - 10:01

You mentioned earlier about kind of the elective taking, you know, taking a foreign language or not, and if you had time for an elective. If you did have time for an elective with your degrees, would you take a foreign language or would you choose maybe a different elective that was more closely aligned with your majors?

Participant 1 - 10:26

That's a really good question. I think that I would really consider taking a foreign language. I think that no matter what degree or career you're pursuing, I think a foreign language will benefit

you. And you know, especially if you actually can speak the language at the end of it, that would be really cool. So I think I would think about it. I think that there are a lot of other things more closely related to my major I might want to take but I think I would consider it for sure.

Interviewer - 10:59

And during your time in French, what was your experience like? Did you go to any events hosted by the department? What was your whole kind of understanding of the department while you were in it?

Participant 1 - 11:13

I had no idea there was a department I don't know. I still don't know if there's a French department I think there's there might just be a French teacher or two still. No idea.

Interviewer - 11:22

Just a foreign language department.

Participant 1 - 11:25

Okay, I was like, I don't know. I do think that I had a great experience with the teacher in the class. It was a very small class and I think there was like eight of us, which I think makes it a lot more fun and easy to trial and error languages because you're not so worried about what Joe in the back thinks about what you just said. But I didn't participate in any events that I can remember it was three years ago. So my memories not great, but I do think that I had a good time learning and there was a very nonjudgmental atmosphere in my class, which I think might extend to every class in the Foreign Language Department, which is really the only way I think you can learn a different language is if you're allowed to fail at it epically, which I did.

Interviewer - 12:15

Do you think, kind of like piggybacking off of what you've said a few questions ago about if Belmont needs to advertise the Foreign Language Department more readily and just in a better way? Do you think that if they advertised more and the department got bigger making the classes bigger than the class size you had before that that would be more of an intimidating factor or a turn off to going and making a class an elective especially because you don't have to have one for your degree.

Participant 1 - 12:51

I think if there were bigger class sizes I personally would be less likely to take the class. I think it might be better if you're getting a degree in like German or something. I think it would be better to have a bigger class like a bigger cohort of people to learn things with. But I think if you're taking it as a free elective, you want less people in there, especially when you're in elementary

and you're struggling. So I think I think I would see it as a good or a bad thing. I think it's really personal opinion on what people want. But I know I would not like a bigger class.

Interviewer - 13:34

Just one more question. What's your kind of understanding of the different majors and minors offered within the Foreign Language Department? If you had to just kind of talk about which ones you knew? If you knew any? What would you say?

Participant 1 - 13:51

I think I've met a girl once who was double majoring in Psych and Spanish, so I think you can major in a language for sure. I believe you can minor in one. I'm not 100% sure on that though. I feel like people don't really talk about I feel like people who are majoring in a language and majoring in STEM don't really hit the same classes very often. So it's hard to like, talk about that stuff, but I do think you can major and minor in them.

Interviewer - 14:22

Awesome. Before we finish, is there anything that you wanted to talk about or tell me that you didn't get a chance to during the interview with the questions that we've been asking?

Participant 1 - 14:34

Yeah, just on a personal level, I do think that foreign language is important and a little underrated here at Belmont. I think it's underrated in high school, especially. So I think it's important that people in college kind of push it and it's definitely how you take the first step to understanding other people is understanding their language, I think. And I think as a psychologist, it's interesting to think about the differences in culture and how people work, but I think that the more common ground we have, the better we can understand each other. So I don't know that's a little psych rant for you, but I do. I do think that it's underrated and should be more talked about.

Interviewer - 15:23

Awesome. Thank you so much for your time or so.

Participant 1 - 15:27

You're welcome.

Interviewer - 15:28

If you have any follow-up questions, feel free to shoot me an email.

Participant 1 - 15:33

I will. Thank you

Transcript 2

Interviewer - 0:00

This is to understand your perspective on the foreign language department. It's an interview format, Your participation is voluntary. It'll be audio recorded, but it will be kept confidential. We won't use your name or anything in it. And then after we have all of the information, we'll delete it. So you can feel free to speak as freely as you want,

Participant 2 - 0:21

Okay.

Interviewer - 0:23

And you can leave at any time and there will be no penalty

Participant 2 - 0:27

Okay sounds good

Interviewer - 0:33

and when you've signed that then we can begin

Participant 2 - 0:36

Okay

Interviewer - 0:38

I was wondering if you could state your year major and degree that you're getting from Belmont.

Participant 2 - 0:45

Okay. I'm a Junior Nursing major. And I think a BSN

Interviewer - 0:51

What is a BSN?

Participant 2 - 0:53

It stands for it's Bachelor of Science and Nursing.

Interviewer - 0:56

Okay, thank you. what is your opinion on Belmonts Foreign Language Department?

Participant 2 - 1:02

I don't really have an opinion on it. I don't know really anyone that takes foreign language classes. So neutral, I guess nothing good or bad?

Interviewer - 1:12

For sure. How important do you think foreign language is to an education?

Participant 2 - 1:19

I think it's actually really important. Especially in nursing. It's good to have another language background. So I think it's good.

Interviewer 1:32

If given the option, to take a foreign language would you?

Participant 2 - 1:36

Yes.

Interviewer - 1:28

What foreign language?

Participant 2 - 1:40

Spanish? Oh, sorry. Yeah, I'd probably do Spanish. I think again, with nursing you see a lot of Spanish-speaking patients. So being able to even understand them a little bit more than like, just English speaking would be really helpful.

Interviewer - 1:56

Yeah, for sure. You mentioned before that you don't really know a lot of people who are taking a foreign language and so you're kind of neutral on the department. What if you have, what have you heard about the Foreign Language Department?

Participant 2 - 2:10

I've heard that they're all really great. Nobody has issues or complaints really. So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory, which is why I don't know a lot of people taking those.

Interviewer - 2:26

Thank you. What and if you need me to elaborate this question, it can be a little confusing. What are your thoughts on Belmont as a whole pushing study abroad in relation to foreign language?

Participant 2 - 2:42

What does that mean? Sorry.

Interviewer - 2:44

There's a lot of study abroad programs that are offered here at Belmont. But there's not a lot of adding or encouraging a cultural prereq whether it's to learn about the culture or some type of language learning.

Participant 2 - 3:00

Okay, I would say that they probably need to do that. I feel like I mean if you're going to like a new country to study for an entire semester like that's great, but if you don't know the language, like you're kind of screwed, sorry if that's not appropriate.

Interviewer - 3:16

You're fine, also your name and everything will be taken out so you can say what you have to say.

Participant 2 - 3:21

I don't know like, that's just kind of like, okay, like I have a friend right now that's in Italy, but she doesn't speak any Italian. So how do you communicate with other people? They're like, You can't expect them to know English. So like, I guess we need to add that probably.

Interviewer - 3:36

Thank you for your opinions. Do you wish that you could? I know you mentioned that with nursing, it's really hard to do anything that isn't just in your plan. Do you wish that you could take a foreign language?

Participant 2 - 3:51

I do. Yeah, I think it'd be really cool and beneficial.

Interviewer - 3:55

Yes, for sure. Are you able to go abroad in your major?

Participant 2 - 3:59

No.

Interviewer - 4:00

How do you feel about that? Do you feel like that is an opportunity you would have liked?

Participant 2 - 4:04

I would have loved to do that but because of the course of our program, we just weren't able to. We can do like Maymester, but we can't take any nursing classes during the maymester. So

you're just taking random classes that you don't need for no reason. So I do wish that we were able to do that.

Interviewer - 4:24

But like a study abroad more towards like nursing.

Participant 2 - 4:28

Yes.

Interviewer - 4:31

This is kind of we've kind of already talked about this, but I'm just gonna like rephrase the question just to get a more.

Participant 2 - 4:40

Okay.

Interviewer -

Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?

Participant 2 - 4:48

I think so. I think I mean, nursing is obviously like very, like, structured and like you have to have certain requirements in order to get your degree. But I think, had a foreign language been implemented. into that. Or like, at least the opportunity, a lot of us would have done it.

Interviewer - 5:10

Bouncing off of what you said just for more clarification, so if you could choose kind of a random elective that is not in your like, degree plan as is would you choose a foreign language?

Participant 2 - 5:25

That probably would have been one of my top ones?

Interviewer - 5:28

And why if you could elaborate.

Participant 2 - 5:29

Yeah, um, just because you probably will see patients that are only Spanish speaking. I mean, even in clinicals I've already seen that. So it would just be a lot more helpful and just a lot easier to even have like basic knowledge. of their language to like, make them more comfortable and like, just understand, like, how they're feeling like why they're there.

Interviewer - 5:49

Do you ever feel like you're missing out on a cultural experiences because of your choice of major?

Participant 2 - 5:59

I don't think so. I feel like I see. I mean, yeah, I don't think so.

Interviewer - 6:06

Do you ever hear about the foreign language department doing events or like kind of anything that the foreign language department hosts

Participant 2 - 6:13

No, nothing.

Interviewer - 6:16

If the foreign language was more advertised, do you think you would attend events of the department?

Participant 2 - 6:21

Maybe

Interviewer - 6:25

If there were foreign language clubs, would you join them?

Participant 2 - 6:29

Probably not. I don't have time for clubs.

Interviewer - 6:33

Fair enough. I'm sure nursing is very time-consuming. Do you think it's a problem that you don't have time? I know nursing is this huge thing but do you wish there was some time in your schedule to join a club or

Participant 2 - 6:58

Sometimes yeah, it would be nice to like not have nursing be the entire thing. I mean, like I was in a sorority, and it just got to be too much that I dropped it. I didn't have time for that. Yeah, so yeah.

Interviewer - 7:13

And do you feel like people like some of your friends or other people taking more like STEM majors? Kind of feel that way too, or?

Participant 2 - 7:23

Probably, I don't know. Most of my friends are nursing. I really have no clue. It's kind of hard to socialize with other people when nursing is all that you do.

Interviewer - 7:34

Yeah. I feel like nursing is maybe similar to the Foreign Language Department where it's not like it's not music. It's not one of those things on campus. Do you kind of feel like it's often kind of pushed under the rug or, like, you don't really get the same opportunities as maybe a music student or like, same recognition?

Participant 2 - 7:56

I feel fine with it. Like, I feel like we still get a ton of opportunities. They're just like, different and so I think people don't like realize that like, the opportunities that music people get are going to be completely different than opportunities that are offered for us. So I think we're fine.

Interviewer - 8:15

I know with nursing, you are kind of forced to choose a BSN. But do you think if you had just gone with like a chemistry major, for example, do you think you would have chosen like a BS, which is like more a science-focused major or a BA?

Participant 2 - 8:34

I probably would have done a BS. I'm definitely more on the science route. Or like, science is more my thing than like art and English stuff. So yeah. Yeah, for sure.

Interviewer - 8:47

Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the campus?

Participant 2 - 8:55

Oh, I think they've gotten better. I feel like freshman year wasn't that great. But I think as we've like, progressed, sort of it's gotten a little better.

Interviewer - 9:07

Can you expand on that? Just a little bit?

Participant 2 - 9:10

Yeah, so I feel like freshman year maybe I just didn't know about them. But I feel like there weren't really many clubs. Like for people like certain cultures, or races or whatever. And I feel like now we have a ton of those.

Interviewer - 9:22

Yeah. How do you think Belmont could advertise better? Or do you think they're advertising the department to the best of their capabilities right now?

Participant 2 - 9:40

I don't know because I mean, I don't know if the Foreign Department does events or anything, but maybe like, trying to get the main Belmont account to like post if they're doing events, because I know a lot of people follow the main account. So that could help.

Interviewer - 9:57

Do you follow the main account?

Participant 2 - 9:59

Like BelmontU?

Interviewer - 10:00

Yeah

Participant 2 - 10:00

Yeah.

Interviewer - 10:02

Okay. Yeah, I'm wondering if a nursing student would follow that.

Participant 2 - 10:04

Oh, yeah. No, I do just to see what's going on. You can't do it.

Interviewer - 10:10

But do you watch the stories and like things that they post?

Participant 2 - 10:12

Sometimes, sometimes I miss them but yeah, yeah, sometimes I do

Interviewer - 10:17

There are only so many stories you can watch in a day.

Participant 2 - 10:19

Yeah

Interviewer - 10:23

Okay, I think that's all we have but thank you.

Participant 2 - 10:26

Okay Yeah.

Transcript 3

Interviewer 0:00

department. It'll be approximately 15 minutes of your time and your involvement is totally voluntary. Yes, we will be recording this, but we will only keep it for our records and then once we have everything we'll delete it and we won't say your name

Participant 3 - 0:22

I'm the participant and you are the investigator.

Interviewer - 0:24

Yes, yes. And everything is totally confidential and we will delete and destroy the transcript after and you can leave at any time if you

Participant 3 - 0:40

Oh really, you aren't holding me hostage.

Interviewer - 0:41

No, we are not holding you hostage. Thank you. Okay. I am going to ask for you to move your chair a little bit farther. So we can do this. Right here. Okay. So you teach a foreign language at Belmont University. Why did you choose Belmont to teach this specific course.

Participant 3 - 1:08

I did not choose Belmont. Belmont chose me. I got a random phone call way back 30 years ago, the Belmont needed a German instructor. They called the Vanderbilt German department. And I had joined their Ph.D. program late so I didn't have a teaching assistantship at the time. Only a scholarship for my tuition through the Vanderbilt Regensburg exchange program and Belmont needed a German teacher and I was recommended and that's how I ended up at Belmont as an adjunct, and then I gradually build the program. It was a minor. And then students actually wrote a petition. They wanted a major and then the provost at the time said yeah, why not? I give you three years show us that you can build a program and sustain it. And that's how this all happened.

Interviewer - 2:13

That's amazing.

Participant 3 - 2:14

Then I didn't look for another university because they're not that many German teaching positions. And I didn't want to end up at a small liberal arts college in the middle of nowhere. And so I thought, I think I stay at Belmont and in Nashville. This kind of I fell into it. It was actually German was my most hated subject in school. I never wanted to study German. I fell into that too. I wanted to study nuclear physics, and they told me that as a woman at a time I wouldn't really have a chance for a good career because women get married and have children. I should maybe reconsider. And I was glad because my sister had a friend who did it and it was awful for her as a woman. And I thought, Oh, I always wanted to live abroad. Like teaching, I can be bossy. And we had acquaintances my family who taught at an international school in Italy, and I thought, why not? And then I thought, well, maybe it helps if immigration purposes, maybe I should add German. And then I listed German, English and French in alphabetical order. Deutsch English Francis's not researching the University where I wanted to study. And then I got a spot for German and English, although I would have preferred to study French. And I thought okay, let's take that challenge. I fell kind of into this.

Interviewer - 3:50

Yeah. That's an incredible story. How many majors and minors like in the foreign language department like do you know of, like, do you know, all of them like, what?

Participant 3 - 4:00

Well, I can only speak for my German majors. And I would have to look at my data. I can give you those. I just got two new German majors fairly recently.

Interviewer - 4:11

Amazing.

Participant 3 - 4:12

So I have I think about 17 or 18 majors, and about 25 minors, something like that.

Interviewer - 4:20

That's nice. How do you feel Belmonts Foreign Language Department is perceived around campus?

Participant 3 - 4:29

Well, I think many people still think that in foreign languages, all we teach is language. Verb conjugation, how to form sentences, how to speak. They forget, might not be even aware of well not forget that we also teach content and culture that we teach literature, that it's so much more than what many people assume we are do we are doing it with the knowledge that they had in their foreign language instruction or what is taught in high school, but we teach content courses. I'm teaching right now class on modernism. I'm teaching a class on Germany, World War One

and Weimar Republic. It's more cultural and literature heavy, not so much history, but it's also implied. And then students use the language to express themselves on topics that come out of these courses so that we move it to the next level. So it's not just learning and I don't want to say just that sounds so negative, to chit chat over a cup of coffee, but it's also to gradually move towards talking about deeper topics.

Interviewer - 5:56

Also kind of like jumping off of that question. Not just around campus, but specifically with the faculty around Belmont, not in the Foreign Language Department. How do you feel that it's perceived like via faculty?

Participant 3 - 6:11

What do you mean by that?

Interviewer - 6:13

When talking about campus, I feel like that is with students as a whole but this is specifically, if you know or how you think, Belmonts Foreign Language Department is perceived just by faculty.

Participant 3 - 6:33

I think many faculty just like the students, they don't know what we actually teach. They also think it's language instruction. And then I would say that many of our faculty didn't have a foreign language learning experience. In many think to tell their students oh why would you would you want to learn a foreign language, It's so hard, speaking from their own experience, and then with German is this stereotype that German teachers are the drill sergeants they're just so strict, and rigid, and there are some, but just like moving beyond, I think we don't really have a strong presence on campus.

Now when I talk with faculty, and explain to them what they are doing, then they're fully on board. But then there's also so if you haven't studied a foreign language, and you hear about all these computer devices, why would you want to learn a language oh Google will translate it for you. And then people telling me oh there are now phones, you say something and the phone picks up your voice and translated. Now. If you don't have an accent, if you have an accent, this becomes problematic, then it comes out as very Jibberish. And these online translators, they function well, on a certain level, but when it gets a little bit more abstract, can get some very interesting responses.

Interviewer - 8:13

I imagine that to be very true. How important do you think foreign language is to an education?

Participant 3 - 8:24

You know, I think it's important and that's why I'm a big proponent or fan of the BA. Because to me, that's the most well rounded undergrad degree that we confer and you have to have a foreign language. It to me it's just, I know, it's not for everyone, but everyone should make an attempt. Because you develop an empathy to non native English speakers when you have people come to the US who stumble, who try to express themselves. If you have not been in that situation. It's very hard to relate and be empathetic and understanding. But then it's also I strongly believe in our globalized world, and we are not scaling back globalization. We have this false assumption that everybody speaks English and it's not true. And so you need it to communicate and I want to say it's also if you want to be a tip about and work for the State Department for your government, you need to be able to communicate with people from other countries. And one of my colleagues whose brother works for a major German company, that is also very prominent in the US. It told them that we are having meetings now in Germany, part of it will be in English because they got a little bit in German, they got tired of always having to cater to the English speakers only. And then also, I believe it's important because it opens up first of all different avenues of thoughts and perspective, just by learning how something is expressed differently in a foreign language. You learn about how that culture kind of thinks.

And then it's also that cultural knowledge. So when you think for PR, advertising that works in the US might not fly in Germany or the other way around. And I like to use my friend Angela who got a law degree from Vanderbilt speaks French fluently she spent a year in France and then got a second law degree from the University in Geneva. And we were on the phone one time and all of a sudden Angela screamed and I said what's going on? Is somebody breaking in or is there a mouse and she said no, there's a naked person under a waterfall advertising Avon Water, now that ad worked in Geneva, in the US there would be scandalous you can't have a naked person under a waterfall, primetime TV. So that would be a problem. But one of my colleagues who teaches translation studies at the University of Milwaukee got something and said well, they were trying to show how wonderful this Electrolux vacuum cleaner is. And then they said well to suck. Nothing sucks. More than Electrolux. Not knowing that to suck and also mean something else. It's like okay the sucking of the dust and it was an online translator that did that. So I think it's important. It's important to overhear conversations if you've work in certain positions or just think you're in a business meeting, and you all speak English, and then they need to discuss something important and they just fall into back into the language of the country. And then you as a non let's say, German speaker, don't understand what they're negotiating here. So you feel left out. Or then when you work for a major company that wants to send you abroad.

Well if you work for Ernst and Young, let's say in the Berlin office, all the accountants there will speak English, but then you also have your everyday life. And maybe your landlord won't speak English all that well, that people might speak English but not necessarily on the level. Then you always need somebody to help you translate or you go to a supermarket, you're lost in translation. So I think it's it's very important.

Interviewer - 13:04

Kind of bouncing off what you said, I know you have brushed on it. Do you think that students having to choose a specific like degree pathway impacts their ability to learn a foreign language? Like if a student chooses a BA over BS or like with a nursing BSN?

Participant 3 - 13:30

Well it's just at Belmont the only students who need to learn a foreign language are the ones who go for BA and the classical voice majors, they have to learn what the equivalent of five semesters of foreign languages and so to me, it's problematic that for example, some degrees that go for BS or BA, you can go songwriting, you can get a BA or BS, but somehow by default, when you say you go for songwriting major and you as incoming freshmen, don't pay attention. By default, you are BS, and I have no idea why this is and I opened my mouth about this. Or if you do philosophy, By default your BS because they have both or history. And so then it depends on the student to actually pay attention and on the advisor. And if you're not a student who pays close attention, and you're not even aware of this, and then all of a sudden it's your junior year, and you think, Oh yeah, I would like to learn this language, it would be really helpful for my CEI because you can go and get a BS there. And you've used up all your GenEds and it's more complicated to put it in. If you really pay attention to cost and wanting to graduate. And then very often is I'll be all over it and advise when a student told me this, she was told that Oh yeah, you go for the BA if you like Languages and Literature, and you go for a BS if you are more science oriented. But to me, this is not a good explanation.

Like I would try to explain to somebody who is going for a degree with a CEI major, that the entertainment industry is international and now you might not need this additional lab science or calculus. For your BS in CEI, you might be better off with having that foreign language and dig a little deeper there. So it's also how the students are advised. And I had nursing students who decided that they wanted the language, many come and try to add a Spanish minor, and I had two who ended up double majoring in nursing in German, but it was important to them and so they made time and paid a little extra. But it just wanted it, but to think about in physics we have a BA back. I had one student who graduated with a BA in physics and German and he got a full ride at the at St. Louis University and then they took it away. But physics brought it back because they said all our science students need to know a little bit about foreign languages. Yeah, they might all speak English at conferences but it opens up doors and really cultural understanding. I think that that's really problematic to me.

Interviewer - 16:54

Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the community, but also in general?

Participant 3 - 17:04

I'm a little bit hopeful after a meeting I had yesterday, because we're having this whole discussion about the new projectory and new vision mission statement where we want to be this premier Christian university that transforms the world. And we had a town hall meeting maybe two weeks ago, and I just said you know, if we want to change the world, then we need to teach foreign languages and intercultural communication and understanding. And then yesterday we had we have meetings also in the College of Liberal Arts and Social Sciences. And in my meeting yesterday, we were about six or seven people that our Dean brought this up and he said, Yeah, we need to see how we could maybe even expand the foreign language offerings. Because if we really want to transform the world, we can't do this with English only because you always need a translator because how can you reach out to people and then every translation is an interpretation. So maybe

Interviewer - 18:21

What are your thoughts on, Belmont has a lot of study abroad programs, what are your thoughts on Belmont pushing study abroad in relation to foreign language meaning advertising a lot for study abroad, but not encouraging or adding a cultural prerequisite?

Participant 3 - 18:42

What do you mean by a cultural prerequisite

Interviewer - 18:44

I know a lot of the honors students I think they're in Ireland, right now or I don't know.

Participant 3 - 18:54

Yes.

Interviewer - 18:56

And I, from what I'm aware of the situation, they didn't need to really know anything about the culture of the place they were going to, they just went and so my question is, what are your thoughts on Belmont kind of offering programs all around the world, but you don't really need to know the language or anything about the culture to go there.

Participant 3 - 19:19

I think to me, this is absolutely problematic. Now, I would also say that if a student wants to study in Australia, the students should inform themselves a little bit about it, because we can't teach you everything. So you have to be also proactive. I see value in studying in England or in Ireland. It's all good. But I think we should encourage students again, to learn a foreign language so that they can also go to non English speaking countries, not with an American campus that's transplanted to a foreign country. I had a student she insisted on wanting to study in Germany for Bard College, because she wanted to be again in Berlin to enjoy the summer program. And I

said, No, I don't think it's a good idea, but that's what you want to do. And then she came back and she said, you know, you were right. It was not such a great idea. Because she was in a house with other students from Bard College, they were taught mainly by Bard College professors who would come abroad, and then there were two or three Germans, who taught a little bit of German, but it was very hard to break out of that American bubble in that house and do something on your own. And then, of course, it's more comfortable to do something with your group than venturing out. I'm not a proponent of this and I had a student and I brought him even a recommendation he was a songwriting major, German was his language, but he decided he wanted to study abroad in Italy. And I just looked at him and I said, you know, you don't know a word of Italian but he was set, I'm going to Florence. Okay. Well, then he came back and he said, you know, Regine it was a dumb idea, because I started learning Italian in Florence, but I could not really connect with Italian people. He met some people, but it was still his little American bubble.

So I'm really I'm a big proponent of the traditional junior year abroad program, and that's how I came to Vanderbilt. Vanderbilt had an exchange program with the university in Regensburg and it was coming as a German student to Vanderbilt living with American students taking classes with American students, and not be in my little German bubble. Oh, yeah, I had some German friends. But I was part of the bigger Vanderbilt campus community. And that's when you learn about the culture and when you learn about the language, and it's again when you go to London Yeah, the culture is different from the American culture. And the language is slightly different. But it's to me still a more easy way out. And so if you have an option, I would be more adventurous and I've seen pictures of people who are at Harlaxton Manor and I think Lauren, who was in our elementary trimming classes there right now. And so you're in this big mansion bigger than Downton Abbey. and it's for the University of Evansville. So basically American students and I don't know if there are any internationals who would study there. Then there are three of my Belmont colleagues teaching there probably other American professors. And then on the weekends, you can go on excursions, and you're about an hour away from London and you're in a small village. So how do you experience the British culture when you're so removed?

This is to me what I can't grasp and one of my colleagues has his two daughters with him and his husband. And I think the daughters they have the real experience here, maybe 10 or 11 years old, and they go to school in that village. With British kids. They interact that's to me, what study abroad does. It's also with our maymesters. This is educational travel, because you're in your Belmont bubble, and then you have a little bit of free time where you do your own stuff, but it's not really interacting on a deep level with people. But you see other things and there is value to it. But I think we should really provide everyone at Belmont with this experience, at least to go on a short term study abroad make this really doable and not just the honors students. So that you have just experienced and then you can decide for yourself if this is for you or not.

And that's when I gave in to do my short term study abroad. When I realized it was okay for the parents they were not so worried because there was this faculty member and then when they saw when their child came back and the child was okay, then they were more willing to say yeah okay, go for that semester or year. So maybe we just need this right now because that's the culture. But that's ideally what I would like for people. Because then we can also see we are all people and if there is a war, it's between our governments, not with us and to me that's the important thing is cultural understanding. I don't know if I answered your question.

Interviewer - 25:09

No you did.

Participant 3 - 25:10

It was very long winded.

Interviewer - 25:13

No I loved it. Thank you.

Participant 3 - 25:14

So I just I think just to me this would be really important.

Interviewer - 25:18

Just 2 more questions.

Participant 3 - 25:21

No it's okay, I'm not in a hurry, I feel safe. And we can continue this any other day.

Interviewer - 25:26

If we think of any other questions for sure, we will probably. Do you know of any foreign language clubs here at Belmont?

Participant 3 - 25:35

We cut our clubs we used to have a German club but then they became so complicated that participating in this SGA meetings and disorder. And now, I don't really need a club because I get money from the MacArthur Foundation to do German programming. It's a before COVID times we actually did things we always had. We work together also as foreign languages. We had an international potluck dinner, where we invited all the foreign language students they could bring their friends, the international students, people could bring a dish they prepared and we always provided food so that people could see that are not they're not these weird weirdos learning a foreign language there are other people who share their interest. And then we did Lecture Series and things together and well, I usually as I meet with my students every

Wednesday, at Bongo Java, we have a little German house or German apartment in Dickens. I'm very fortunate with this. We used to have a Spanish house that fell apart. At one point we had a cultural house where we had mainly French speakers living it fell apart, is now torn down, on Compton Avenue and I wish we could revive them but we don't have these official clubs. We had one and I think it's still in the books, but the person who was very active, the student is either no longer there or has other interests.

Interviewer - 27:16

Before we finish, is there anything that you want to say or tell us that you didn't get a chance to during this interview?

Participant 3 - 27:28

I don't know. I had a chance. I wish we would have some of these what we call Living Learning Centers or what we called them in the old days Affinity houses have little places on campus where students who are interested in learning foreign languages could actually live together and speak the language on a daily basis. Because I don't want this to have how do I say this. I don't only want Female German learning students have the experience because we have this little apartment, mainly only females, but we have American students with exchange students living and I wish We would have it for other languages and also for males. So that we could do events. like we had admin celebrations we used to have a series of movies and stuff like that, and it was just like all tempered by COVID. And it's only now where everything loosens up a little bit where we can actually see our faces and speak to do this again, but right now it's also bad time towards the end. of the school year to do all that. And I wish we would really encourage more students to learn a language and it doesn't matter which one because practicality changes if you think about practicality. But then if you really want to learn a language then you're willing to go the extra mile and put in the work. I think every language you speak or can dabble in, opens a new world. That's why I think it's important.

Interviewer - 29:30

Thank you

Participant 3 - 29:32

Somebody today, Nathan he's in my intermediate for my class. He told me I should become a salesperson. I can do PR I can pitch something that I believe because if I don't believe in a product I'm not going to sell you that I couldn't do this just for the money. Then you find the words.

Transcript 4

Interviewer - 0:00

that you understand the purpose is to kind of gauge amongst communities like perspective on the foreign language department. It'll take like 15 minutes every time. Your involvement is totally voluntary, and you can leave at any time without penalty to you and nothing bad will happen. Also all of your information will be, like, anonymous. Oh, so you can say whatever you want. Yeah, We are going to record the interview and, like, transcribe it, but once we do that, we will, like, destroy it and delete it.

Participant 4 - 0:35

So a teacher is not going to hear this interview.

Interviewer - 0:38

No. Well, yes, however, your name is completely wiped from it.

Participant 4 - 0:44

Is she gonna hear this though?

Interviewer - 0:45

No, no, they're not going to verbally hear they are going to see the transcript.

Participant 4 - 0:48

Okay. Am I allowed to cuss at any point or should I like try to keep that out? Because I can, but like-

Interviewer - 0:55

Probably keep it I would try to keep it out. But like, if it's something that you feel like needs to said be okay.

Participant 4 - 1:00

Okay, I was just making sure I got you, I got you.

Interviewer - 1:02

I mean be you-

Participant 4 - 1:02

I got you, I got you.

Interviewer - 1:03

Your name is totally off of it so, even if you do it wont come back to you at all

Participant 4 - 1:06

okay, yeah.

Interviewer - 1:09

So you could sign that then we'll be good.

Participant 4 - 1:16

Whats today's date?

Interviewer - 1:18

It's the fourth

Participant 4 - 1:20

Fourth? I literally just wrote one as if we're in January, I'm so stupid.

Interviewer - 1:26

Its okay. We haven't started, so it's fine

Interviewer - 1:31

Okay, I was wondering if you could state your year major and degree that you're getting from Belmont.

Participant 4 - 1:35

I'm a second semester sophomore, and I'm getting a classical - I'm getting a vocal performance degree with a classical emphasis, is the technical term.

Interviewer - 1:45

Is that a BA or a BS?

Participant 4 - 1:46

BM.

Interviewer - 1:48

BM. Okay.

Participant 4 - 1:48

I'm a Bachelor of Music.

Interviewer - 1:50

Thank you. What's been your experience with the Foreign Language Department?

Participant 4 - 1:56

I don't know if this counts as a foreign language but I had to take a language diction class, so I had to learn how to sing and speak pronunciation wise in French, German, Italian and English, my freshman year for two semesters. And then this semester I had to take well, fall semester sophomore year, I had to take German one elementary German one and then now I'm in elementary German two and it's been really really good. I adore [the professor].

I think that she's a really fantastic teacher. And I also think that in general, I think that my experience has been really good. But I also feel like I get a lot of experience with the foreign language department which is really good because I enjoy everything that I get to do.

Interviewer - 2:51

Absolutely. What is your opinion on Belmonts Foreign Language Department?

Participant 4 - 2:56

I think they could do more. I think that they could do more. I think that they focus a lot on Eurocentric languages. So I think they focus a lot on Italian, French and German which is good. But - because those are important and those are - and also they do Spanish which is good because that's I think the most prevalent language where we are because there's so many immigrants from Hispanic or Spanish speaking countries, which is really good - But I think that they could do more about encouraging people to take Japanese language classes I was about to go on a Study abroad to Japan and to do that I would have had to have taken a Japanese language course, and I got a lot of fight back on it because I'm required to take all these other languages. And I was like, I get that that's where I'm going to be working but it kind of felt like they're really pushing everyone towards a Eurocentric language track and I think that they should give people the opportunity to learn languages that aren't maybe as common. So I wish they would do more of that. But I think in general, they do a very good job. I just wish there were more options I guess

Interviewer - 4:08

Yes

Participant 4 - 4:08

is what I'm saying.

Interviewer - 4:09

Kind of like bouncing off of that. I know that you briefly just sort of answered this question. But if we could get kind of like affirmative on it like with do you think that Belmont holds you back from learning other specific foreign languages because of your chosen degree plan?

Participant 4 - 4:23

Absolutely. Yeah. Because, Because I get why because I'm required to learn, and you might have to fact check me on this I'm not 1,000% sure, but I'm required to learn - Elementary German is the first one and you're required to do two semesters at that elementary German one, elementary German two. Then I get I'm required to take at least one semester of Italian or French and at least two semesters of Italian or French. So I could choose to take two more semesters of Italian one semester of French or two semesters of French one semester of Italian and because and I also have to take those two semesters of diction. So because of that, that basically leaves me with like one or two semesters free that I could take another language unless I take two languages at the same time, which is really, really hard to do, obviously, because like I feel like it would get confused. So and I feel like that holds me back because when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was like, but I want to travel to those places, I get that that's where my job's gonna lead me. But I feel like learning a language can never be a bad thing. And if someone shows the initiative and the want to learn a language, it should be offered and I think it should be offered more in Maymester courses and more in the summer. And I think that if you're going to go on to study abroad to a country that speaks another language other than English primarily, or at least a significant amount, you should be required to take like even if in the Maymester they have a heavily like if they did an elementary German one Maymester and it was just heavily heavily simplified than what we did fall semester. And someone was going on a study abroad to Germany and they were just required to take that I think that could be so helpful. And it can only help you by learning English by learning other language grammar, so I'm speaking so much but yeah.

Interviewer - 6:16

No, you're not and I love you're really bringing in a lot of questions that I was going to ask you anyways. So I'm just going to maybe ask you to repeat some of the thoughts you've already spoken on. But with the next question I was going to go into you briefly just kind of went over in finalizing the last question. So I want to know your thoughts on Belmont and I can elaborate more on this question if you don't understand thoughts on Belmont pushing study abroad in relation to foreign language, such as pushing study abroad and not adding or encouraging a cultural prerequisite to the country that they would be going to.

Participant 4 - 6:54

I, my kind of thoughts on that is what I talking about with the Japan trip. I think everyone should be required to take at least one semester or like some sort of something like I don't think that you should just go there and not be able to speak anything and just rely on everyone else. Cuz I feel like that takes away a certain amount of independence from what you're going to do. Because like, if I if I, I keep using the Japan because that's my personal experience. But if I went to that Japan trip, with no further knowledge of the Japanese language, which is so different than the

languages that I know, I wouldn't be able to go out by myself. I wouldn't be able to go do anything by myself. I would have had to rely on people who did speak the language, which I think is also not safe. In some aspects. So, I think that you should be required to at least take some like even if they had some sort of class that's like this language for study abroad, and it was like a month. I think that that can be so helpful. But that's my personal belief. I think that it can require that maybe that would deter people from going on study abroad, which is also a bad thing because I think that everyone should be able to go and study abroad and should want to and if that discourages people that's sad. So give and take, I'm just glad I'm not the one who has to make that decision.

Interviewer - 8:13

Yeah for sure. You mentioned previously when you were talking about your chosen degree and like what you're doing that you have to take a variety of different languages within your time. What are your thoughts on having to take so many languages just within your four year program?

Participant 4 - 8:38

I think it's kind of it takes away the opportunity to really get enriched in one language because when I tried to minor in German, I was again told I really couldn't do that. Because to do that, I would have had to have taken intermediate German at the same time. I'm taking elementary Italian, which would have been so confusing for me specifically. Some people can do that and some people have which is great. But I think when also there's no way you can learn fluency in the language unless if you get immersed in the language or unless of you take more than a semester year so I think requiring me to take one semester of French, I don't really see how that's gonna help me. I can see that that's gonna get really confusing. Because and that's why I was so like, passionate about going on a study abroad to Germany because I wanted to after I took the first two semesters of elementary German to immediately get immersion and to immediately have that more ingrained in my brain, other than forgetting it all summer and then going straight into another language and forgetting everything I just did with this language. So I think it's kind of it makes it unnecessarily hard. I feel like they should encourage you to pick one language and become actually fluent in that like fully fluent. Like be fully bilingual, get immersed in the language, take it up to intermediate like take it to the most that you could possibly take that language. I feel like that would be 10 times more effective than having to take three, you know,

Interviewer - 10:14

Absolutely. Do you feel that Belmont adequately recognizes the importance of foreign language and culture in like life and also on campus?

Participant 4 - 10:24

I think that because, because the way I was interpreting that question is like Belmont as an organization. I don't think Belmont as an organization- I think there are specific people who do like [my foreign language professor] Absolutely does my classical voice teachers absolutely do. And the people I was talking to on the Japan study abroad, they understand it. And they're really, really passionate about it, and they're doing it for the right reasons. Which is really really good. But I also think unfortunately, there are some people who are encouraging me to take languages to make me more marketable, which is a good reason, but it's not the best reason. You should be encouraging me to take languages so that when I get hired in those places, I can be an independent person. So I think some people for sure do but also I think a large majority don't.

Interviewer - 11:10

Absolutely. Why do you think people are discouraged to take foreign languages or like on campus like why do you think that they don't want to?

Participant 4 - 11:19

I think it's probably because a) it seems daunting. And it seems like a lot of work because it is. It's a lot of work to learn another language and in most cases, if you've gone to American public high schools or middle schools your entire life you probably don't have a great foundation in another language or a great foundation in English either, because that's what's made learning German so hard for me is that I felt like I didn't get a good foundation in English grammar in high school. So then doing German grammar was so difficult. So I feel like that makes it daunting, but also, people that choose these complicated degrees. Don't have the time to actually focus on these languages. And they don't get encouraged to because they're too busy taking Organic Chem or something like that. So-

Interviewer - 12:06

Yeah, just like a few more questions for you. Does Belmont promote foreign language in your opinion?

Participant 4 - 12:14

To me they do so in my experience, absolutely. When you're saying because when you say promote, it's like they tell you when you first get here, you're gonna take these three languages plus diction, and I have to sing in all four of those languages for the fourth being English. I have to sing in in all four of those languages every semester like right now I have two French two Italian, two German, and one English. So they promote it to me, and they tell me how helpful it's going to be to me, but I think probably outside of me and maybe a couple other majors like I have friends that are English majors. That they do not promote to them all, which I think is telling but yeah

Interviewer - 12:59

Yeah. Do you feel like Belmont recognizes your success in foreign language?

Participant 4 - 13:03

No. No, I don't. That's actually a really interesting question. I never really thought about it like that. Because when you're around people all day long in the in where I'm at, in the music class, classical, specific department. And like the upper company that I'm in every single person that room has taken two or three languages. So every single person in that room is the same level of language understanding as me. So then I feel like like, kind of like, it's not really successful, that I can speak all these languages and that I've learned how to sing this way. And then I like, and then when they go back home, and I'm just talking nonchalantly to my mom, and I'm like, I sing in French and like it's not a big deal. She's like, Oh my God, that's so cool. And you don't realize how cool it is. So I feel like

Interviewer - 13:46

Do you wish that they recognized it a little more?

Participant 4 - 13:49

Yeah, I think would make more people want to take it if they recognize how big of a deal it is.

Interviewer - 13:55

Absolutely. Thank you. Um, do you wish that there were clubs or outside events? That the Foreign Language Department had?

Participant 4 - 14:06

Yeah. We had like the one thing that I can recall is that we had one chapel service at the end of last semester around Christmas. And that's the only thing that I can recall that was specifically for foreign language and even that wasn't necessarily by the Foreign Language Department. It was more by students that could speak another language. So all the languages that we had that were not Eurocentric languages, those were just by people who were raised in that country and knew how to speak that language because that's what they grew up in. Not because they got taught that language here.

Interviewer - 14:41

Yeah.

Participant 4 - 14:42

So it wasn't really by the Foreign Language Department. It was by the students, which is good. But I think that they should host more events to encourage people and like make it seem like a fun thing and make it more centered around you know, German now you can go to Germany, just book a flight. That's something you can do now that you know how to speak that language.

Interviewer - 15:05

If there was a social media presence, would you follow it for the foreign language department?

Participant 4 - 15:11

Yeah, I probably would, because I think it'd be really funny to see [my professor] tweet.

Interviewer - 15:18

Fair enough. If there were clubs like foreign language clubs, would you join?

Participant 4 - 15:26

I think optimistically I would say of course, I would realistically I wouldn't have time. But optimistically I absolutely would love to. Like [the German professor] has those Bongo Java things every single Wednesday when she just talks in German and y'all have to ask [my friend] about that, because I know she actually goes to those, but I have a class during that time. So which is really unfortunate. But yeah, because I think that you can have a really strong camaraderie with all these people that can speak this language and just talking and it can be super duper helpful and yeah.

Interviewer - 15:56

Awesome. Um, before we finish, is there anything you want to tell me that you didn't get a chance to during the interview?

Participant 4 - 16:05

No, I feel like I'm good. You asked a lot of really good questions, and I rambled for a minute. So I feel like I said everything I need to

Interviewer - 16:16

Okay, thank you so much.

Transcript 5

Interviewer - 0:00

They telling you that the purpose of this study is to kind of understand the perspective of the Belmont community's foreign language department or develop community's perspective on the foreign language department. It'll be about 15 Minutes interview style. We are going to audio record and transcribe what you say. But your name will be used. It'll be totally anonymous that it was you. So feel free to speak freely and then after we're going to delete the audio recording and everything and you're free to leave at any time without any penalty to you. So it's totally voluntary. If you have any questions, you can email Amelia.

Participant 5 - 0:40

Let me just

Interviewer - 0:43

yeah , and there's a pen over here for you to sign just right here and the date is the fourth and then once you're done signing, we can go for it.

Participant 5 - 0:56

3, 4?

Interviewer - 0:57

Yes, 22. And you can just put that over there. Okay, so, before we start, can you state your year major and degree that you're getting from Belmont?

Participant 5 - 1:12

I'm a freshman and international business major, and I'm getting a BBA. That's Bachelor's of Business Administration.

Interviewer - 1:22

Yes. Are you going to have a minor in a foreign language?

Participant 5 - 1:26

Yes. Yes.

Interviewer - 1:28

What foreign language is your minor going to be

Participant 5 - 1:29
German.

Interviewer - 1:30
Why did you decide to make German your minor?

Participant 5 - 1:34
I decided to make German my minor just because it was already required for my international business degree. And I liked taking my German classes and it just, you know made sense and yeah, I've felt like I should major in something that I enjoy and Germans my favorite class. So, thats why I chose it.

Interviewer - 1:54
You said it was required in your international business degree plan. What does that mean? Can you elaborate a little bit on that?

Participant 5 - 2:00
So to have my international business degree you have to have a focus in a foreign language. So that means you have to take I think it's a certain number of like, 200 level and 300 level of a foreign language. So it's already like built into the degree that you have to take foreign language.

Interviewer - 2:22
Did you know coming in that you wanted a foreign language minor?

Participant 5 - 2:26
Not necessarily No.

Interviewer - 2:28
Okay. What do you think about the foreign language department so far?

Participant 5 - 2:34
Um, well, I'd say that since I am a freshman, I don't really know that much about the department as a whole. Like I've really only been introduced to the German aspect of it. So - what was the question again?

Interviewer - 2:46
Just what-

Participant 5 - 2:47
What do I think?

Interviewer - 2:47

just what do you think of the department, yeah.

Participant 5 - 2:49

um, it's not like super prevalent on campus like you don't really meet any like, specifically, language majors like the only language major we know is like in our German class.

Interviewer - 3:01

Is there anything you would want to change or add to the Department of Foreign Language on campus? Or like with how they're doing things?

Participant 5 - 3:11

maybe just like try and make themselves more well known, like, apart from like, study abroad.

Interviewer - 3:17

Do you wish there was more do you wish there were clubs or like a more dominant foreign language presence on campus?

Participant 5 - 3:26

I think some like clubs would be nice, just so you could put it on like a resume or have leadership roles within the Foreign Language Department. Like the only thing that I do right now is like German conversation. And it's not really a club. It's more just like, people speaking German on Wednesdays. So yeah.

Interviewer - 3:46

How important do you think foreign languages to an education?

Participant 5 - 3:48

I think foreign language is extremely important to an education not just because you're learning a language but it's more like, you know, you can learn about other cultures or just like gain an understanding for someone different than you. Then it's not always just about a language.

Interviewer - 4:07

Sure. I just lost my thought. I know that you haven't yet declared your minor but with people you know, like, with minors in the foreign language department and just like with your knowledge in general, do you feel like Belmont celebrates your accomplishments with your minor?

Participant 5 - 4:31

Um, I don't know if they like, do that much about it. It's more of like me, focusing on myself. I don't really like I don't know. Take note of other people or like Belmont as a whole.

Interviewer - 4:46

Yeah, for sure. If there was a social media presence for the Department of Foreign Language, would you follow it?

Participant 5 - 4:54

Probably. Yeah.

Interviewer - 5:01

And what are and I can elaborate more on this question. If you are confused. What are your thoughts on Belmont pushing study abroad in relation to foreign language? Meaning, like, pushing for study abroad and not adding or encouraging a cultural prerequisite before going to the country?

Participant 5 - 5:17

Okay, yeah, no, I definitely. I definitely see that like they really pushed like, like English speaking study abroad, which is like, I feel like you're not gaining as much as you could where if you went to a country that speaks a different language than you, because most of the time especially in in Europe, like they do still speak English, but it's just another thing that like, helps you learn if you were to go to a different, like a country that's different speaking than you. Like they really pushed like London and Scotland and Ireland, whereas like, I feel like if they pushed more foreign language speaking countries, you could gain more from the

Interviewer - 5:56

For sure. Do you feel like Belmont adequately recognizes the importance of foreign language and culture in the world but also on campus?

Participant 5 - 6:06

No.

Interviewer - 6:09

Can you elaborate on that.

Participant 5 - 6:11

They okay, they like push study abroad, but they don't really push foreign language. You know, so, they'll be like, Oh, travel, do all these things. And like also, like Maymester's like the way that they only they really focus on short term study abroad versus like, one semester a whole year

where it's like, you get to learn and like embrace culture more. So I feel like they could do a better job. Of kind of doing that.

Interviewer - 6:36

How do you think like, what do you think would be like, doing a better job? Like what are some ways that you think they can advertise better or promote themselves better?

Participant 5 - 6:46

Um, I don't know holding events, kind of like the things I do for Maymester's like, they really love to just like talk about Maymester's and like, make that their thing. Whereas, like, if they, I don't know, made students more aware of the different study abroad, they could do. Whereas like, I think I've only learned about study abroad from my language classes.

Interviewer - 7:15

Why do you think people are discouraged to take a foreign language or like, Why do you think they don't want to?

Participant 5 - 7:21

I feel like for me, at least I didn't really have the best foreign language experience in high school. So doing it in college is kind of like daunting, especially starting over a new foreign languages, because that's what I did. trying to think of what I was saying. Oh, like why it's scary, kind of or?

Interviewer - 7:44

Yeah, why do you think like people on campus like there's reasons why they don't like want to take it?

Participant 5 - 7:51

I think I just think it would be too hard and I don't want to like crap on everyone and say like, they're not hard working, but it's just not like a focus for many people, especially being a music school. Like, like music is like our main thing here if we don't really focus on foreign language and it's just not something that people think about I think,

Interviewer - 8:11

do you feel like Belmont I know we talked about a little bit about like, if they you don't think they really celebrate like accomplishments with your minor Do you wish that they did?

Participant 5 - 8:25

I mean, I don't think it really matters to me, like I don't really like I don't know really what you mean by like, celebrate, you know, like, I guess they really do like push music and like, I guess

you could say they like celebrate all the music and stuff here. But I don't think it's that much of a big deal to me. Maybe to other people would encourage them more.

Interviewer - 8:53

Okay, before we finish, is there anything you want to tell me that you didn't get a chance to during this interview? Any thoughts?

Participant 5 - 9:01

Not necessarily. My German major- minor, is confirmed though. So girly is an official German minor. Yeah.

Interviewer - 9:10

Happy for you, so thank you for answering these questions.

Transcript 6

Interviewer - 8:32

Okay. If you could advertise the department in a different way than it's kind of being advertised on campus now. Are there any changes you would make?

Participant 6 - 8:42

I would change Belmonts entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system. Whereas we're not reliant on any kind of filters to talk about our programming, talk about we're doing talk about changes, post, add, connect, connect to social media, all that kind of thing. So yeah, I mean, I'm pretty comfortable with web technology. So I would love to be able to just explain here's why X language is crucial in the world and why you should study it. And did you know about this, this literature did? Do you ever want to read Dostoyevsky for what he really said, you know, how would you like to be able to have an intelligent conversation with a neighbor from Mexico and get rid of these stereotypes?

Participant 6 - 9:43

because when you teach language to teach a culture, so having that cultural acuity through language is totally important. But even being able to communicate what those cultures are doing and why they're important more than just you know, having some nice food and a fair would be cool.

Coded Transcripts (Researcher A):

Transcript 1:

Interviewer - 0:01

community's perspective of the Foreign Language Department. It's an interview format, it should take approximately 15 minutes and your involvement is totally voluntary. If at any time you want to leave you are free to do that. We are going to audio record and transcribe everything but it will be completely confidential. We won't use your name or anything. And audio files will be destroyed after we have all the data we need. Please ask questions and make sure your answers have been, answered to your satisfaction before agreeing to participate. And again, there's no penalty if you withdraw at any time.

Participant 1 - 0:46

Okay

Interviewer - 0:48

Did I miss anything? No, just sign after you read over it and make sure that everything is okay. It's the first

Participant 1 - 1:05

Second, it's the second

Interviewer - 1:06

It's the first

Participant 1 - 1:09

It was the first

Interviewer - 1:10

2022

Participant 1 - 1:13

I know what year it is.

Interviewer - 1:16

Okay, are you ready to start?

Participant 1 - 1:19

Yeah.

Interviewer - 1:20

I was wondering if you could state your year, major, and degree that you are getting from Belmont first so we kind of know where you're coming from?

Participant 1 - 1:28

Sure. I'm a junior. I'm double majoring in psychology and sociology and I'll get a BS.

Interviewer - 1:38

So just with your knowledge already, what is your opinion on Belmont's Foreign Language Department?

Participant 1 - 1:47

I have very limited knowledge on this topic, but I did take one foreign language class for like a few weeks. And I loved the teacher and I've heard good things about the other teachers in the department.

Interviewer - 2:05

What was the foreign language class that you decided to take?

Participant 1 - 2:08

I took elementary French. It was a good class.

Interviewer - 2:14

Why did you decide to take that and only for a few weeks? What was the reasoning behind it?

Participant 1 - 2:20

I took French because I took French in high school and so I thought why not continue on until college? And then I took a medical leave of absence that semester, so I had to drop the class. But it was nothing the class did wrong.

Interviewer - 2:36

How important do you think foreign language is to an education?

Participant 1 - 2:43

I think it's really important, even if you don't learn the language, but to learn other people's cultures. And I think the Foreign Language Department does a good job of bringing people to see things from different perspectives. So I do think that it's important to at least try to get some aspects of other languages in your vocabulary.

Interviewer - 3:06

For sure, for sure. You already stated that you started to take a little bit of a foreign language before you took a leave of absence, if given the option, to take a foreign language like again, would you do that or not?

Participant 1 - 3:25

Yeah, I would. My degree doesn't require it. And so I don't really have time in my schedule just to take an extra class but if I did, I would definitely consider taking a foreign language.

Interviewer - 3:39

Do you think that because your degree doesn't require a foreign language, it's easier for a lot of people who are in the same courses as you and such as yourself as well to be like, it's fine, it's not really that important to me graduating?

Participant 1 - 3:55

Yeah, I think it's really easy if it's not required for your degree, even if you objectively think it could be something important that would broaden your horizons. There's such a time crunch on an undergrad so you have to get your classes in when you have to get them in and if it doesn't fall into requirements, it's hard to make time for them.

Interviewer - 4:15

What are your thoughts on Belmont pushing study abroad in relation to foreign language? I can also elaborate more if you don't understand.

Participant 1 - 4:27

what are my thoughts on pushing...

Interviewer - 4:31

study abroad in relation to foreign language?

Participant 1 - 4:34

What do you mean pushing?

Interviewer - 4:35

Belmont advertising a lot of study abroad and not adding or encouraging a cultural prerequisite or having it be for you to take a foreign language class before? Because there are a lot of opportunities to do study abroad programs at Belmont that do not require or encourage you to know the language before going.

Participant 1 - 4:57

Oh, okay. All right. I think I think I get the question. I think that it, I don't know if it should be required that you take a foreign language before you go because I think you'll learn a lot about languages just being dumped off in the middle of having to speak them every day. But I do think it would help people get a better understanding of like culture and what they're walking into rather than just like getting, you know, going on a fun trip, which it is, but also, I think there's a lot more to it than people give it credit for. If that answers your question.

Interviewer - 5:33

For sure. Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?

Participant 1 - 5:48

Does it hold me back? I think that I wish I could have time in my schedule for it. I don't know, I think Belmont gives you plenty of time to figure out where you're going and then decide on your degree but once you do that, you're already like a junior and it's too late for you to go back and have any elective classes. So I think it's really hard to like, I don't think Belmont's holding me back. I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly.

Interviewer - 6:34

Really quick, that was a great response. Do you feel that Belmont adequately recognizes the importance of foreign language and culture within its community? No answer you say is a wrong answer. And your name is taken off of all of this. So speak as freely as you'd like.

Participant 1 - 7:00

Okay. Can you repeat the question?

Interviewer - 7:01

Yes. Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the community? But also in general?

Participant 1 - 7:10

No, no I don't think that they do. I think I can at least say from my majors, there's like no, I mean, we wouldn't even know that there was a foreign language department had I not taken the class like there's no recognition of the need for learning other languages. It's not talked about, it's not cared about at all, in my departments. And I can say for the whole of Belmont, I think that people view the Foreign Language Department as a requirement instead of like a possible good thing that could be used later in life. I think people just, not to go on a ramble, but I think that people just like to fill out their requirements and keep going when I don't think that it's

recognized how important people learning a new language or culture can be. For not only themselves but the people that they come in and interact with in their life. And I think every career could benefit from a wider scope of perspectives. But no, I don't think Belmont does a great job of recognizing that.

Interviewer - 8:11

Thank you for your thoughts, and your opinions. How do you think they could improve that?

Participant 1 - 8:18

I don't know. I think the education system is built in a little bit of a hard way to change. And I think that Belmont could, you know, advertise their foreign language not only more to freshmen but to upperclassmen, who are looking for electives that would benefit them. But I think it's hard for Belmont single-handedly to change something because they're trying to compete with other schools and other higher education systems. And you know, it's hard to be an innovator in that field, I guess because you want to keep up with everyone else. I don't know if that answered your question.

Interviewer - 9:01

No, that did absolutely. When it comes to your two specific majors that you are doing, do you think that a foreign language should be kind of a requirement within that or do you understand my question?

Participant 1 - 9:20

Yeah, I get it. Oh, boy. Personally, I would love to have to take a foreign language. I wish there were things built out in the degree where you had to take one. So not only are you taking it with people in your major for the same purpose, you know, but also like, there's time to do it. I don't know if that means you'd have to take away from other things, which I don't know if I'd be willing to give those up. But I just wish there was more time. Like obviously, nobody wants to stay and get a four-year degree in five years just to take extra classes. But I do think it would be fun to have more time in the schedule for foreign language.

Interviewer - 10:01

You mentioned earlier about kind of the elective taking, you know, taking a foreign language or not, and if you had time for an elective. If you did have time for an elective with your degrees, would you take a foreign language or would you choose maybe a different elective that was more closely aligned with your majors?

Participant 1 - 10:26

That's a really good question. I think that I would really consider taking a foreign language. I think that no matter what degree or career you're pursuing, I think a foreign language will benefit

you. And you know, especially if you actually can speak the language at the end of it, that would be really cool. So I think I would think about it. I think that there are a lot of other things more closely related to my major I might want to take but I think I would consider it for sure.

Interviewer - 10:59

And during your time in French, what was your experience like? Did you go to any events hosted by the department? What was your whole kind of understanding of the department while you were in it?

Participant 1 - 11:13

I had no idea there was a department I don't know. I still don't know if there's a French department I think there's there might just be a French teacher or two still. No idea.

Interviewer - 11:22

Just a foreign language department.

Participant 1 - 11:25

Okay, I was like, I don't know. I do think that I had a great experience with the teacher in the class. It was a very small class and I think there was like eight of us, which I think makes it a lot more fun and easy to trial and error languages because you're not so worried about what Joe in the back thinks about what you just said. But I didn't participate in any events that I can remember it was three years ago. So my memories not great, but I do think that I had a good time learning and there was a very nonjudgmental atmosphere in my class, which I think might extend to every class in the Foreign Language Department, which is really the only way I think you can learn a different language is if you're allowed to fail at it epically, which I did.

Interviewer - 12:15

Do you think, kind of like piggybacking off of what you've said a few questions ago about if Belmont needs to advertise the Foreign Language Department more readily and just in a better way? Do you think that if they advertised more and the department got bigger making the classes bigger than the class size you had before that that would be more of an intimidating factor or a turn off to going and making a class an elective especially because you don't have to have one for your degree.

Participant 1 - 12:51

I think if there were bigger class sizes I personally would be less likely to take the class. I think it might be better if you're getting a degree in like German or something. I think it would be better to have a bigger class like a bigger cohort of people to learn things with. But I think if you're taking it as a free elective, you want less people in there, especially when you're in elementary

and you're struggling. So I think I think I would see it as a good or a bad thing. I think it's really personal opinion on what people want. But I know I would not like a bigger class.

Interviewer - 13:34

Just one more question. What's your kind of understanding of the different majors and minors offered within the Foreign Language Department? If you had to just kind of talk about which ones you knew? If you knew any? What would you say?

Participant 1 - 13:51

I think I've met a girl once who was double majoring in Psych and Spanish, so I think you can major in a language for sure. I believe you can minor in one. I'm not 100% sure on that though. I feel like people don't really talk about I feel like people who are majoring in a language and majoring in STEM don't really hit the same classes very often. So it's hard to like, talk about that stuff, but I do think you can major and minor in them.

Interviewer - 14:22

Awesome. Before we finish, is there anything that you wanted to talk about or tell me that you didn't get a chance to during the interview with the questions that we've been asking?

Participant 1 - 14:34

Yeah, just on a personal level, I do think that foreign language is important and a little underrated here at Belmont. I think it's underrated in high school, especially. So I think it's important that people in college kind of push it and it's definitely how you take the first step to understanding other people is understanding their language, I think. And I think as a psychologist, it's interesting to think about the differences in culture and how people work, but I think that the more common ground we have, the better we can understand each other. So I don't know that's a little psych rant for you, but I do. I do think that it's underrated and should be more talked about.

Interviewer - 15:23

Awesome. Thank you so much for your time or so.

Participant 1 - 15:27

You're welcome.

Interviewer - 15:28

If you have any follow-up questions, feel free to shoot me an email.

Participant 1 - 15:33

I will. Thank you

Transcript 2

Interviewer - 0:00

This is to understand your perspective on the foreign language department. It's an interview format, Your participation is voluntary. It'll be audio recorded, but it will be kept confidential. We won't use your name or anything in it. And then after we have all of the information, we'll delete it. So you can feel free to speak as freely as you want,

Participant 2 - 0:21

Okay.

Interviewer - 0:23

And you can leave at any time and there will be no penalty

Participant 2 - 0:27

Okay sounds good

Interviewer - 0:33

and when you've signed that then we can begin

Participant 2 - 0:36

Okay

Interviewer - 0:38

I was wondering if you could state your year major and degree that you're getting from Belmont.

Participant 2 - 0:45

Okay. I'm a Junior Nursing major. And I think a BSN

Interviewer - 0:51

What is a BSN?

Participant 2 - 0:53

It stands for it's Bachelor of Science and Nursing.

Interviewer - 0:56

Okay, thank you. what is your opinion on Belmonts Foreign Language Department?

Participant 2 - 1:02

I don't really have an opinion on it. I don't know really anyone that takes foreign language classes. So neutral, I guess nothing good or bad?

Interviewer - 1:12

For sure. How important do you think foreign language is to an education?

Participant 2 - 1:19

I think it's actually really important. Especially in nursing. It's good to have another language background. So I think it's good.

Interviewer 1:32

If given the option, to take a foreign language would you?

Participant 2 - 1:36

Yes.

Interviewer - 1:28

What foreign language?

Participant 2 - 1:40

Spanish? Oh, sorry. Yeah, I'd probably do Spanish. I think again, with nursing you see a lot of Spanish-speaking patients. So being able to even understand them a little bit more than like, just English speaking would be really helpful.

Interviewer - 1:56

Yeah, for sure. You mentioned before that you don't really know a lot of people who are taking a foreign language and so you're kind of neutral on the department. What if you have, what have you heard about the Foreign Language Department?

Participant 2 - 2:10

I've heard that they're all really great. Nobody has issues or complaints really. So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory, which is why I don't know a lot of people taking those.

Interviewer - 2:26

Thank you. What and if you need me to elaborate this question, it can be a little confusing. What are your thoughts on Belmont as a whole pushing study abroad in relation to foreign language?

Participant 2 - 2:42

What does that mean? Sorry.

Interviewer - 2:44

There's a lot of study abroad programs that are offered here at Belmont. But there's not a lot of adding or encouraging a cultural prereq whether it's to learn about the culture or some type of language learning.

Participant 2 - 3:00

Okay, I would say that they probably need to do that. I feel like I mean if you're going to like a new country to study for an entire semester like that's great, but if you don't know the language, like you're kind of screwed, sorry if that's not appropriate.

Interviewer - 3:16

You're fine, also your name and everything will be taken out so you can say what you have to say.

Participant 2 - 3:21

I don't know like, that's just kind of like, okay, like I have a friend right now that's in Italy, but she doesn't speak any Italian. So how do you communicate with other people? They're like, You can't expect them to know English. So like, I guess we need to add that probably.

Interviewer - 3:36

Thank you for your opinions. Do you wish that you could? I know you mentioned that with nursing, it's really hard to do anything that isn't just in your plan. Do you wish that you could take a foreign language?

Participant 2 - 3:51

I do. Yeah, I think it'd be really cool and beneficial.

Interviewer - 3:55

Yes, for sure. Are you able to go abroad in your major?

Participant 2 - 3:59

No.

Interviewer - 4:00

How do you feel about that? Do you feel like that is an opportunity you would have liked?

Participant 2 - 4:04

I would have loved to do that but because of the course of our program, we just weren't able to. We can do like Maymester, but we can't take any nursing classes during the maymester. So you're just taking random classes that you don't need for no reason. So I do wish that we were able to do that.

Interviewer - 4:24

But like a study abroad more towards like nursing.

Participant 2 - 4:28

Yes.

Interviewer - 4:31

This is kind of we've kind of already talked about this, but I'm just gonna like rephrase the question just to get a more.

Participant 2 - 4:40

Okay.

Interviewer -

Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?

Participant 2 - 4:48

I think so. I think I mean, nursing is obviously like very, like, structured and like you have to have certain requirements in order to get your degree. But I think, had a foreign language been implemented. into that. Or like, at least the opportunity, a lot of us would have done it.

Interviewer - 5:10

Bouncing off of what you said just for more clarification, so if you could choose kind of a random elective that is not in your like, degree plan as is would you choose a foreign language?

Participant 2 - 5:25

That probably would have been one of my top ones?

Interviewer - 5:28

And why if you could elaborate.

Participant 2 - 5:29

Yeah, um, just because you probably will see patients that are only Spanish speaking. I mean, even in clinicals I've already seen that. So it would just be a lot more helpful and just a lot easier to even have like basic knowledge. of their language to like, make them more comfortable and like, just understand, like, how they're feeling like why they're there.

Interviewer - 5:49

Do you ever feel like you're missing out on a cultural experiences because of your choice of major?

Participant 2 - 5:59

I don't think so. I feel like I see. I mean, yeah, I don't think so.

Interviewer - 6:06

Do you ever hear about the foreign language department doing events or like kind of anything that the foreign language department hosts

Participant 2 - 6:13

No, nothing.

Interviewer - 6:16

If the foreign language was more advertised, do you think you would attend events of the department?

Participant 2 - 6:21

Maybe

Interviewer - 6:25

If there were foreign language clubs, would you join them?

Participant 2 - 6:29

Probably not. I don't have time for clubs.

Interviewer - 6:33

Fair enough. I'm sure nursing is very time-consuming. Do you think it's a problem that you don't have time? I know nursing is this huge thing but do you wish there was some time in your schedule to join a club or

Participant 2 - 6:58

Sometimes yeah, it would be nice to like not have nursing be the entire thing. I mean, like I was in a sorority, and it just got to be too much that I dropped it. I didn't have time for that. Yeah, so yeah.

Interviewer - 7:13

And do you feel like people like some of your friends or other people taking more like STEM majors? Kind of feel that way too, or?

Participant 2 - 7:23

Probably, I don't know. Most of my friends are nursing. I really have no clue. It's kind of hard to socialize with other people when nursing is all that you do.

Interviewer - 7:34

Yeah. I feel like nursing is maybe similar to the Foreign Language Department where it's not like it's not music. It's not one of those things on campus. Do you kind of feel like it's often kind of pushed under the rug or, like, you don't really get the same opportunities as maybe a music student or like, same recognition?

Participant 2 - 7:56

I feel fine with it. Like, I feel like we still get a ton of opportunities. They're just like, different and so I think people don't like realize that like, the opportunities that music people get are going to be completely different than opportunities that are offered for us. So I think we're fine.

Interviewer - 8:15

I know with nursing, you are kind of forced to choose a BSN. But do you think if you had just gone with like a chemistry major, for example, do you think you would have chosen like a BS, which is like more a science-focused major or a BA?

Participant 2 - 8:34

I probably would have done a BS. I'm definitely more on the science route. Or like, science is more my thing than like art and English stuff. So yeah. Yeah, for sure.

Interviewer - 8:47

Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the campus?

Participant 2 - 8:55

Oh, I think they've gotten better. I feel like freshman year wasn't that great. But I think as we've like, progressed, sort of it's gotten a little better.

Interviewer - 9:07

Can you expand on that? Just a little bit?

Participant 2 - 9:10

Yeah, so I feel like freshman year maybe I just didn't know about them. But I feel like there weren't really many clubs. Like for people like certain cultures, or races or whatever. And I feel like now we have a ton of those.

Interviewer - 9:22

Yeah. How do you think Belmont could advertise better? Or do you think they're advertising the department to the best of their capabilities right now?

Participant 2 - 9:40

I don't know because I mean, I don't know if the Foreign Department does events or anything, but maybe like, trying to get the main Belmont account to like post if they're doing events, because I know a lot of people follow the main account. So that could help.

Interviewer - 9:57

Do you follow the main account?

Participant 2 - 9:59

Like BelmontU?

Interviewer - 10:00

Yeah

Participant 2 - 10:00

Yeah.

Interviewer - 10:02

Okay. Yeah, I'm wondering if a nursing student would follow that.

Participant 2 - 10:04

Oh, yeah. No, I do just to see what's going on. You can't do it.

Interviewer - 10:10

But do you watch the stories and like things that they post?

Participant 2 - 10:12

Sometimes, sometimes I miss them but yeah, yeah, sometimes I do

Interviewer - 10:17

There are only so many stories you can watch in a day.

Participant 2 - 10:19

Yeah

Interviewer - 10:23

Okay, I think that's all we have but thank you.

Participant 2 - 10:26

Okay Yeah.

Transcript 3

Interviewer 0:00

department. It'll be approximately 15 minutes of your time and your involvement is totally voluntary. Yes, we will be recording this, but we will only keep it for our records and then once we have everything we'll delete it and we won't say your name

Participant 3 - 0:22

I'm the participant and you are the investigator.

Interviewer - 0:24

Yes, yes. And everything is totally confidential and we will delete and destroy the transcript after and you can leave at any time if you

Participant 3 - 0:40

Oh really, you aren't holding me hostage.

Interviewer - 0:41

No, we are not holding you hostage. Thank you. Okay. I am going to ask for you to move your chair a little bit farther. So we can do this. Right here. Okay. So you teach a foreign language at Belmont University. Why did you choose Belmont to teach this specific course.

Participant 3 - 1:08

I did not choose Belmont. Belmont chose me. I got a random phone call way back 30 years ago, the Belmont needed a German instructor. They called the Vanderbilt German department. And I had joined their Ph.D. program late so I didn't have a teaching assistantship at the time. Only a scholarship for my tuition through the Vanderbilt Regensburg exchange program and Belmont needed a German teacher and I was recommended and that's how I ended up at Belmont as an adjunct, and then I gradually build the program. It was a minor. And then students actually wrote a petition. They wanted a major and then the provost at the time said yeah, why not? I give you three years show us that you can build a program and sustain it. And that's how this all happened.

Interviewer - 2:13

That's amazing.

Participant 3 - 2:14

Then I didn't look for another university because they're not that many German teaching positions. And I didn't want to end up at a small liberal arts college in the middle of nowhere. And so I thought, I think I stay at Belmont and in Nashville. This kind of I fell into it. It was actually German was my most hated subject in school. I never wanted to study German. I fell into that too. I wanted to study nuclear physics, and they told me that as a woman at a time I wouldn't really have a chance for a good career because women get married and have children. I should maybe reconsider. And I was glad because my sister had a friend who did it and it was awful for her as a woman. And I thought, Oh, I always wanted to live abroad. Like teaching, I can be bossy. And we had acquaintances my family who taught at an international school in Italy, and I thought, why not? And then I thought, well, maybe it helps if immigration purposes, maybe I should add German. And then I listed German, English and French in alphabetical order. Deutsch English Francis's not researching the University where I wanted to study. And then I got a spot for German and English, although I would have preferred to study French. And I thought okay, let's take that challenge. I fell kind of into this.

Interviewer - 3:50

Yeah. That's an incredible story. How many majors and minors like in the foreign language department like do you know of, like, do you know, all of them like, what?

Participant 3 - 4:00

Well, I can only speak for my German majors. And I would have to look at my data. I can give you those. I just got two new German majors fairly recently.

Interviewer - 4:11

Amazing.

Participant 3 - 4:12

So I have I think about 17 or 18 majors, and about 25 minors, something like that.

Interviewer - 4:20

That's nice. How do you feel Belmonts Foreign Language Department is perceived around campus?

Participant 3 - 4:29

Well, I think many people still think that in foreign languages, all we teach is language. Verb conjugation, how to form sentences, how to speak. They forget, might not be even aware of well not forget that we also teach content and culture that we teach literature, that it's so much more than what many people assume we are do we are doing it with the knowledge that they had in their foreign language instruction or what is taught in high school, but we teach content courses.

I'm teaching right now class on modernism. I'm teaching a class on Germany, World War One and Weimar Republic. It's more cultural and literature heavy, not so much history, but it's also implied. And then students use the language to express themselves on topics that come out of these courses so that we move it to the next level. So it's not just learning and I don't want to say just that sounds so negative, to chit chat over a cup of coffee, but it's also to gradually move towards talking about deeper topics.

Interviewer - 5:56

Also kind of like jumping off of that question. Not just around campus, but specifically with the faculty around Belmont, not in the Foreign Language Department. How do you feel that it's perceived like via faculty?

Participant 3 - 6:11

What do you mean by that?

Interviewer - 6:13

When talking about campus, I feel like that is with students as a whole but this is specifically, if you know or how you think, Belmonts Foreign Language Department is perceived just by faculty.

Participant 3 - 6:33

I think many faculty just like the students, they don't know what we actually teach. They also think it's language instruction. And then I would say that many of our faculty didn't have a foreign language learning experience. In many think to tell their students oh why would you would you want to learn a foreign language, It's so hard, speaking from their own experience, and then with German is this stereotype that German teachers are the drill sergeants they're just so strict, and rigid, and there are some, but just like moving beyond, I think we don't really have a strong presence on campus.

Now when I talk with faculty, and explain to them what they are doing, then they're fully on board. But then there's also so if you haven't studied a foreign language, and you hear about all these computer devices, why would you want to learn a language oh Google will translate it for you. And then people telling me oh there are now phones, you say something and the phone picks up your voice and translated. Now. If you don't have an accent, if you have an accent, this becomes problematic, then it comes out as very Jibberish. And these online translators, they function well, on a certain level, but when it gets a little bit more abstract, can get some very interesting responses.

Interviewer - 8:13

I imagine that to be very true. How important do you think foreign language is to an education?

Participant 3 - 8:24

You know, I think it's important and that's why I'm a big proponent or fan of the BA. Because to me, that's the most well rounded undergrad degree that we confer and you have to have a foreign language. It to me it's just, I know, it's not for everyone, but everyone should make an attempt. Because you develop an empathy to non native English speakers when you have people come to the US who stumble, who try to express themselves. If you have not been in that situation. It's very hard to relate and be empathetic and understanding. But then it's also I strongly believe in our globalized world, and we are not scaling back globalization. We have this false assumption that everybody speaks English and it's not true. And so you need it to communicate and I want to say it's also if you want to be a tip about and work for the State Department for your government, you need to be able to communicate with people from other countries. And one of my colleagues whose brother works for a major German company, that is also very prominent in the US. It told them that we are having meetings now in Germany, part of it will be in English because they got a little bit in German, they got tired of always having to cater to the English speakers only. And then also, I believe it's important because it opens up first of all different avenues of thoughts and perspective, just by learning how something is expressed differently in a foreign language. You learn about how that culture kind of thinks.

And then it's also that cultural knowledge. So when you think for PR, advertising that works in the US might not fly in Germany or the other way around. And I like to use my friend Angela who got a law degree from Vanderbilt speaks French fluently she spent a year in France and then got a second law degree from the University in Geneva. And we were on the phone one time and all of a sudden Angela screamed and I said what's going on? Is somebody breaking in or is there a mouse and she said no, there's a naked person under a waterfall advertising Avon Water, now that ad worked in Geneva, in the US there would be scandalous you can't have a naked person under a waterfall, primetime TV. So that would be a problem. But one of my colleagues who teaches translation studies at the University of Milwaukee got something and said well, they were trying to show how wonderful this Electrolux vacuum cleaner is. And then they said well to suck. Nothing sucks. More than Electrolux. Not knowing that to suck and also mean something else. It's like okay the sucking of the dust and it was an online translator that did that. So I think it's important. It's important to overhear conversations if you've work in certain positions or just think you're in a business meeting, and you all speak English, and then they need to discuss something important and they just fall into back into the language of the country. And then you as a non let's say, German speaker, don't understand what they're negotiating here. So you feel left out. Or then when you work for a major company that wants to send you abroad.

Well if you work for Ernst and Young, let's say in the Berlin office, all the accountants there will speak English, but then you also have your everyday life. And maybe your landlord won't speak English all that well, that people might speak English but not necessarily on the level. Then you always need somebody to help you translate or you go to a supermarket, you're lost in translation. So I think it's it's very important.

Interviewer - 13:04

Kind of bouncing off what you said, I know you have brushed on it. Do you think that students having to choose a specific like degree pathway impacts their ability to learn a foreign language? Like if a student chooses a BA over BS or like with a nursing BSN?

Participant 3 - 13:30

Well it's just at Belmont the only students who need to learn a foreign language are the ones who go for BA and the classical voice majors, they have to learn what the equivalent of five semesters of foreign languages and so to me, it's problematic that for example, some degrees that go for BS or BA, you can go songwriting, you can get a BA or BS, but somehow by default, when you say you go for songwriting major and you as incoming freshmen, don't pay attention. By default, you are BS, and I have no idea why this is and I opened my mouth about this. Or if you do philosophy, By default your BS because they have both or history. And so then it depends on the student to actually pay attention and on the advisor. And if you're not a student who pays close attention, and you're not even aware of this, and then all of a sudden it's your junior year, and you think, Oh yeah, I would like to learn this language, it would be really helpful for my CEI because you can go and get a BS there. And you've used up all your GenEds and it's more complicated to put it in. If you really pay attention to cost and wanting to graduate. And then very often is I'll be all over it and advise when a student told me this, she was told that Oh yeah, you go for the BA if you like Languages and Literature, and you go for a BS if you are more science oriented. But to me, this is not a good explanation.

Like I would try to explain to somebody who is going for a degree with a CEI major, that the entertainment industry is international and now you might not need this additional lab science or calculus. For your BS in CEI, you might be better off with having that foreign language and dig a little deeper there. So it's also how the students are advised. And I had nursing students who decided that they wanted the language, many come and try to add a Spanish minor, and I had two who ended up double majoring in nursing in German, but it was important to them and so they made time and paid a little extra. But it just wanted it, but to think about in physics we have a BA back. I had one student who graduated with a BA in physics and German and he got a full ride at the at St. Louis University and then they took it away. But physics brought it back because they said all our science students need to know a little bit about foreign languages. Yeah, they might all speak English at conferences but it opens up doors and really cultural understanding. I think that that's really problematic to me.

Interviewer - 16:54

Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the community, but also in general?

Participant 3 - 17:04

I'm a little bit hopeful after a meeting I had yesterday, because we're having this whole discussion about the new projectory and new vision mission statement where we want to be this premier Christian university that transforms the world. And we had a town hall meeting maybe two weeks ago, and I just said you know, if we want to change the world, then we need to teach foreign languages and intercultural communication and understanding. And then yesterday we had we have meetings also in the College of Liberal Arts and Social Sciences. And in my meeting yesterday, we were about six or seven people that our Dean brought this up and he said, Yeah, we need to see how we could maybe even expand the foreign language offerings. Because if we really want to transform the world, we can't do this with English only because you always need a translator because how can you reach out to people and then every translation is an interpretation. So maybe

Interviewer - 18:21

What are your thoughts on, Belmont has a lot of study abroad programs, what are your thoughts on Belmont pushing study abroad in relation to foreign language meaning advertising a lot for study abroad, but not encouraging or adding a cultural prerequisite?

Participant 3 - 18:42

What do you mean by a cultural prerequisite

Interviewer - 18:44

I know a lot of the honors students I think they're in Ireland, right now or I don't know.

Participant 3 - 18:54

Yes.

Interviewer - 18:56

And I, from what I'm aware of the situation, they didn't need to really know anything about the culture of the place they were going to, they just went and so my question is, what are your thoughts on Belmont kind of offering programs all around the world, but you don't really need to know the language or anything about the culture to go there.

Participant 3 - 19:19

I think to me, this is absolutely problematic. Now, I would also say that if a student wants to study in Australia, the students should inform themselves a little bit about it, because we can't teach you everything. So you have to be also proactive. I see value in studying in England or in Ireland. It's all good. But I think we should encourage students again, to learn a foreign language so that they can also go to non English speaking countries, not with an American campus that's transplanted to a foreign country. I had a student she insisted on wanting to study in Germany for Bard College, because she wanted to be again in Berlin to enjoy the summer program. And I

said, No, I don't think it's a good idea, but that's what you want to do. And then she came back and she said, you know, you were right. It was not such a great idea. Because she was in a house with other students from Bard College, they were taught mainly by Bard College professors who would come abroad, and then there were two or three Germans, who taught a little bit of German, but it was very hard to break out of that American bubble in that house and do something on your own. And then, of course, it's more comfortable to do something with your group than venturing out. I'm not a proponent of this and I had a student and I brought him even a recommendation he was a songwriting major, German was his language, but he decided he wanted to study abroad in Italy. And I just looked at him and I said, you know, you don't know a word of Italian but he was set, I'm going to Florence. Okay. Well, then he came back and he said, you know, Regine it was a dumb idea, because I started learning Italian in Florence, but I could not really connect with Italian people. He met some people, but it was still his little American bubble.

So I'm really I'm a big proponent of the traditional junior year abroad program, and that's how I came to Vanderbilt. Vanderbilt had an exchange program with the university in Regensburg and it was coming as a German student to Vanderbilt living with American students taking classes with American students, and not be in my little German bubble. Oh, yeah, I had some German friends. But I was part of the bigger Vanderbilt campus community. And that's when you learn about the culture and when you learn about the language, and it's again when you go to London Yeah, the culture is different from the American culture. And the language is slightly different. But it's to me still a more easy way out. And so if you have an option, I would be more adventurous and I've seen pictures of people who are at Harlaxton Manor and I think Lauren, who was in our elementary German class is there right now. And so you're in this big mansion bigger than Downton Abbey. and it's for the University of Evansville. So basically American students and I don't know if there are any internationals who would study there. Then there are three of my Belmont colleagues teaching there probably other American professors. And then on the weekends, you can go on excursions, and you're about an hour away from London and you're in a small village. So how do you experience the British culture when you're so removed?

This is to me what I can't grasp and one of my colleagues has his two daughters with him and his husband. And I think the daughters they have the real experience here, maybe 10 or 11 years old, and they go to school in that village. With British kids. They interact that's to me, what study abroad does. It's also with our maymasters. This is educational travel, because you're in your Belmont bubble, and then you have a little bit of free time where you do your own stuff, but it's not really interacting on a deep level with people. But you see other things and there is value to it. But I think we should really provide everyone at Belmont with this experience, at least to go on a short term study abroad make this really doable and not just the honors students. So that you have just experienced and then you can decide for yourself if this is for you or not.

And that's when I gave in to do my short term study abroad. When I realized it was okay for the parents they were not so worried because there was this faculty member and then when they saw when their child came back and the child was okay, then they were more willing bto say yeah okay, go for that semester or year. So maybe we just need this right now because that's the culture. But that's ideally what I would like for people. Because then we can also see we are all people and if there is a war, it's between our governments, not with us and to me that's the important thing is cultural understanding. I don't know if I answered your question.

Interviewer - 25:09

No you did.

Participant 3 - 25:10

It was very long winded.

Interviewer - 25:13

No I loved it. Thank you.

Participant 3 - 25:14

So I just I think just to me this would be really important.

Interviewer - 25:18

Just 2 more questions.

Participant 3 - 25:21

No it's okay, I'm not in a hurry, I feel safe. And we can continue this any other day.

Interviewer - 25:26

If we think of any other questions for sure, we will probably. Do you know of any foreign language clubs here at Belmont?

Participant 3 - 25:35

We cut our clubs we used to have a German club but then they became so complicated that participating in this SGA meetings and disorder. And now, I don't really need a club because I get money from the MacArthur Foundation to do German programming. It's a before COVID times we actually did things we always had. We work together also as foreign languages. We had an international potluck dinner, where we invited all the foreign language students they could bring their friends, the international students, people could bring a dish they prepared and we always provided food so that people could see that are not they're not these weird weirdos learning a foreign language there are other people who share their interest. And then we did Lecture Series and things together and well, I usually as I meet with my students every

Wednesday, at Bongo Java, we have a little German house or German apartment in Dickens. I'm very fortunate with this. We used to have a Spanish house that fell apart. At one point we had a cultural house where we had mainly French speakers living it fell apart, is now torn down, on Compton Avenue and I wish we could revive them but we don't have these official clubs. We had one and I think it's still in the books, but the person who was very active, the student is either no longer there or has other interests.

Interviewer - 27:16

Before we finish, is there anything that you want to say or tell us that you didn't get a chance to during this interview?

Participant 3 - 27:28

I don't know. I had a chance. I wish we would have some of these what we call Living Learning Centers or what we called them in the old days Affinity houses have little places on campus where students who are interested in learning foreign languages could actually live together and speak the language on a daily basis. Because I don't want this to have how do I say this. I don't only want Female German learning students have the experience because we have this little apartment, mainly only females, but we have American students with exchange students living and I wish We would have it for other languages and also for males. So that we could do events. like we had admin celebrations we used to have a series of movies and stuff like that, and it was just like all tempered by COVID. And it's only now where everything loosens up a little bit where we can actually see our faces and speak to do this again, but right now it's also bad time towards the end. of the school year to do all that. And I wish we would really encourage more students to learn a language and it doesn't matter which one because practicality changes if you think about practicality. But then if you really want to learn a language then you're willing to go the extra mile and put in the work. I think every language you speak or can dabble in, opens a new world. That's why I think it's important.

Interviewer - 29:30

Thank you

Participant 3 - 29:32

Somebody today, Nathan he's in my intermediate for my class. He told me I should become a salesperson. I can do PR I can pitch something that I believe because if I don't believe in a product I'm not going to sell you that I couldn't do this just for the money. Then you find the words.

Transcript 4

Interviewer - 0:00

that you understand the purpose is to kind of gauge amongst communities like perspective on the foreign language department. It'll take like 15 minutes every time. Your involvement is totally voluntary, and you can leave at any time without penalty to you and nothing bad will happen. Also all of your information will be, like, anonymous. Oh, so you can say whatever you want. Yeah, We are going to record the interview and, like, transcribe it, but once we do that, we will, like, destroy it and delete it.

Participant 4 - 0:35

So a teacher is not going to hear this interview.

Interviewer - 0:38

No. Well, yes, however, your name is completely wiped from it.

Participant 4 - 0:44

Is she gonna hear this though?

Interviewer - 0:45

No, no, they're not going to verbally hear they are going to see the transcript.

Participant 4 - 0:48

Okay. Am I allowed to cuss at any point or should I like try to keep that out? Because I can, but like-

Interviewer - 0:55

Probably keep it I would try to keep it out. But like, if it's something that you feel like needs to said be okay.

Participant 4 - 1:00

Okay, I was just making sure I got you, I got you.

Interviewer - 1:02

I mean be you-

Participant 4 - 1:02

I got you, I got you.

Interviewer - 1:03

Your name is totally off of it so, even if you do it wont come back to you at all

Participant 4 - 1:06

okay, yeah.

Interviewer - 1:09

So you could sign that then we'll be good.

Participant 4 - 1:16

Whats today's date?

Interviewer - 1:18

It's the fourth

Participant 4 - 1:20

Fourth? I literally just wrote one as if we're in January, I'm so stupid.

Interviewer - 1:26

Its okay. We haven't started, so it's fine

Interviewer - 1:31

Okay, I was wondering if you could state your year major and degree that you're getting from Belmont.

Participant 4 - 1:35

I'm a second semester sophomore, and I'm getting a classical - I'm getting a vocal performance degree with a classical emphasis, is the technical term.

Interviewer - 1:45

Is that a BA or a BS?

Participant 4 - 1:46

BM.

Interviewer - 1:48

BM. Okay.

Participant 4 - 1:48

I'm a Bachelor of Music.

Interviewer - 1:50

Thank you. What's been your experience with the Foreign Language Department?

Participant 4 - 1:56

I don't know if this counts as a foreign language but I had to take a language diction class, so I had to learn how to sing and speak pronunciation wise in French, German, Italian and English, my freshman year for two semesters. And then this semester I had to take well, fall semester sophomore year, I had to take German one elementary German one and then now I'm in elementary German two and it's been really really good. I adore [the professor]. I think that she's a really fantastic teacher. And I also think that in general, I think that my experience has been really good. But I also feel like I get a lot of experience with the foreign language department which is really good because I enjoy everything that I get to do.

Interviewer - 2:51

Absolutely. What is your opinion on Belmonts Foreign Language Department?

Participant 4 - 2:56

I think they could do more. I think that they could do more. I think that they focus a lot on Eurocentric languages. So I think they focus a lot on Italian, French and German which is good. But - because those are important and those are - and also they do Spanish which is good because that's I think the most prevalent language where we are because there's so many immigrants from Hispanic or Spanish speaking countries, which is really good - But I think that they could do more about encouraging people to take Japanese language classes I was about to go on a Study abroad to Japan and to do that I would have had to have taken a Japanese language course, and I got a lot of fight back on it because I'm required to take all these other languages. And I was like, I get that that's where I'm going to be working but it kind of felt like they're really pushing everyone towards a Eurocentric language track and I think that they should give people the opportunity to learn languages that aren't maybe as common. So I wish they would do more of that. But I think in general, they do a very good job. I just wish there were more options I guess

Interviewer - 4:08

Yes

Participant 4 - 4:08

is what I'm saying.

Interviewer - 4:09

Kind of like bouncing off of that. I know that you briefly just sort of answered this question. But if we could get kind of like affirmative on it like with do you think that Belmont holds you back from learning other specific foreign languages because of your chosen degree plan?

Participant 4 - 4:23

Absolutely. Yeah. Because, Because I get why because I'm required to learn, and you might have to fact check me on this I'm not 1,000% sure, but I'm required to learn - Elementary German is the first one and you're required to do two semesters at that elementary German one, elementary German two. Then I get I'm required to take at least one semester of Italian or French and at least two semesters of Italian or French. So I could choose to take two more semesters of Italian one semester of French or two semesters of French one semester of Italian and because and I also have to take those two semesters of diction. So because of that, that basically leaves me with like one or two semesters free that I could take another language unless I take two languages at the same time, which is really, really hard to do, obviously, because like I feel like it would get confused. So and I feel like that holds me back because when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was like, but I want to travel to those places, I get that that's where my job's gonna lead me. But I feel like learning a language can never be a bad thing. And if someone shows the initiative and the want to learn a language, it should be offered and I think it should be offered more in Maymester courses and more in the summer. And I think that if you're going to go on to study abroad to a country that speaks another language other than English primarily, or at least a significant amount, you should be required to take like even if in the Maymester they have a heavily like if they did an elementary German one Maymester and it was just heavily heavily simplified than what we did fall semester. And someone was going on a study abroad to Germany and they were just required to take that I think that could be so helpful. And it can only help you by learning English by learning other language grammar, so I'm speaking so much but yeah.

Interviewer - 6:16

No, you're not and I love you're really bringing in a lot of questions that I was going to ask you anyways. So I'm just going to maybe ask you to repeat some of the thoughts you've already spoken on. But with the next question I was going to go into you briefly just kind of went over in finalizing the last question. So I want to know your thoughts on Belmont and I can elaborate more on this question if you don't understand thoughts on Belmont pushing study abroad in relation to foreign language, such as pushing study abroad and not adding or encouraging a cultural prerequisite to the country that they would be going to.

Participant 4 - 6:54

I, my kind of thoughts on that is what I talking about with the Japan trip. I think everyone should be required to take at least one semester or like some sort of something like I don't think that you should just go there and not be able to speak anything and just rely on everyone else. Cuz I feel like that takes away a certain amount of independence from what you're going to do. Because like, if I if I, I keep using the Japan because that's my personal experience. But if I went to that Japan trip, with no further knowledge of the Japanese language, which is so different than the languages that I know, I wouldn't be able to go out by myself. I wouldn't be able to go do

anything by myself. I would have had to rely on people who did speak the language, which I think is also not safe. In some aspects. So, I think that you should be required to at least take some like even if they had some sort of class that's like this language for study abroad, and it was like a month. I think that that can be so helpful. But that's my personal belief. I think that it can require that maybe that would deter people from going on study abroad, which is also a bad thing because I think that everyone should be able to go and study abroad and should want to and if that discourages people that's sad. So give and take, I'm just glad I'm not the one who has to make that decision.

Interviewer - 8:13

Yeah for sure. You mentioned previously when you were talking about your chosen degree and like what you're doing that you have to take a variety of different languages within your time. What are your thoughts on having to take so many languages just within your four year program?

Participant 4 - 8:38

I think it's kind of it takes away the opportunity to really get enriched in one language because when I tried to minor in German, I was again told I really couldn't do that. Because to do that, I would have had to have taken intermediate German at the same time. I'm taking elementary Italian, which would have been so confusing for me specifically. Some people can do that and some people have which is great. But I think when also there's no way you can learn fluency in the language unless if you get immersed in the language or unless if you take more than a semester year so I think requiring me to take one semester of French, I don't really see how that's gonna help me. I can see that that's gonna get really confusing. Because and that's why I was so like, passionate about going on a study abroad to Germany because I wanted to after I took the first two semesters of elementary German to immediately get immersion and to immediately have that more ingrained in my brain, other than forgetting it all summer and then going straight into another language and forgetting everything I just did with this language. So I think it's kind of it makes it unnecessarily hard. I feel like they should encourage you to pick one language and become actually fluent in that like fully fluent. Like be fully bilingual, get immersed in the language, take it up to intermediate like take it to the most that you could possibly take that language. I feel like that would be 10 times more effective than having to take three, you know,

Interviewer - 10:14

Absolutely. Do you feel that Belmont adequately recognizes the importance of foreign language and culture in like life and also on campus?

Participant 4 - 10:24

I think that because, because the way I was interpreting that question is like Belmont as an organization. I don't think Belmont as an organization- I think there are specific people who do

like [my foreign language professor] Absolutely does my classical voice teachers absolutely do. And the people I was talking to on the Japan study abroad, they understand it. And they're really, really passionate about it, and they're doing it for the right reasons. Which is really really good. But I also think unfortunately, there are some people who are encouraging me to take languages to make me more marketable, which is a good reason, but it's not the best reason. You should be encouraging me to take languages so that when I get hired in those places, I can be an independent person. So I think some people for sure do but also I think a large majority don't.

Interviewer - 11:10

Absolutely. Why do you think people are discouraged to take foreign languages or like on campus like why do you think that they don't want to?

Participant 4 - 11:19

I think it's probably because a) it seems daunting. And it seems like a lot of work because it is. It's a lot of work to learn another language and in most cases, if you've gone to American public high schools or middle schools your entire life you probably don't have a great foundation in another language or a great foundation in English either, because that's what's made learning German so hard for me is that I felt like I didn't get a good foundation in English grammar in high school. So then doing German grammar was so difficult. So I feel like that makes it daunting, but also, people that choose these complicated degrees. Don't have the time to actually focus on these languages. And they don't get encouraged to because they're too busy taking Organic Chem or something like that. So-

Interviewer - 12:06

Yeah, just like a few more questions for you. Does Belmont promote foreign language in your opinion?

Participant 4 - 12:14

To me they do so in my experience, absolutely. When you're saying because when you say promote, it's like they tell you when you first get here, you're gonna take these three languages plus diction, and I have to sing in all four of those languages for the fourth being English. I have to sing in in all four of those languages every semester like right now I have two French two Italian, two German, and one English. So they promote it to me, and they tell me how helpful it's going to be to me, but I think probably outside of me and maybe a couple other majors like I have friends that are English majors. That they do not promote to them all, which I think is telling but yeah

Interviewer - 12:59

Yeah. Do you feel like Belmont recognizes your success in foreign language?

Participant 4 - 13:03

No. No, I don't. That's actually a really interesting question. I never really thought about it like that. Because when you're around people all day long in the in where I'm at, in the music class, classical, specific department. And like the upper company that I'm in every single person that room has taken two or three languages. So every single person in that room is the same level of language understanding as me. So then I feel like, kind of like, it's not really successful, that I can speak all these languages and that I've learned how to sing this way. And then I like, and then when they go back home, and I'm just talking nonchalantly to my mom, and I'm like, I sing in French and like it's not a big deal. She's like, Oh my God, that's so cool. And you don't realize how cool it is. So I feel like

Interviewer - 13:46

Do you wish that they recognized it a little more?

Participant 4 - 13:49

Yeah, I think would make more people want to take it if they recognize how big of a deal it is.

Interviewer - 13:55

Absolutely. Thank you. Um, do you wish that there were clubs or outside events? That the Foreign Language Department had?

Participant 4 - 14:06

Yeah. We had like the one thing that I can recall is that we had one chapel service at the end of last semester around Christmas. And that's the only thing that I can recall that was specifically for foreign language and even that wasn't necessarily by the Foreign Language Department. It was more by students that could speak another language. So all the languages that we had that were not Eurocentric languages, those were just by people who were raised in that country and knew how to speak that language because that's what they grew up in. Not because they got taught that language here.

Interviewer - 14:41

Yeah.

Participant 4 - 14:42

So it wasn't really by the Foreign Language Department. It was by the students, which is good. But I think that they should host more events to encourage people and like make it seem like a fun thing and make it more centered around you know, German now you can go to Germany, just book a flight. That's something you can do now that you know how to speak that language.

Interviewer - 15:05

If there was a social media presence, would you follow it for the foreign language department?

Participant 4 - 15:11

Yeah, I probably would, because I think it'd be really funny to see [my professor] tweet.

Interviewer - 15:18

Fair enough. If there were clubs like foreign language clubs, would you join?

Participant 4 - 15:26

I think optimistically I would say of course, I would realistically I wouldn't have time. But optimistically I absolutely would love to. Like [the German professor] has those Bongo Java things every single Wednesday when she just talks in German and y'all have to ask [my friend] about that, because I know she actually goes to those, but I have a class during that time. So which is really unfortunate. But yeah, because I think that you can have a really strong camaraderie with all these people that can speak this language and just talking and it can be super duper helpful and yeah.

Interviewer - 15:56

Awesome. Um, before we finish, is there anything you want to tell me that you didn't get a chance to during the interview?

Participant 4 - 16:05

No, I feel like I'm good. You asked a lot of really good questions, and I rambled for a minute. So I feel like I said everything I need to

Interviewer - 16:16

Okay, thank you so much.

Transcript 5

Interviewer - 0:00

They telling you that the purpose of this study is to kind of understand the perspective of the Belmont community's foreign language department or develop community's perspective on the foreign language department. It'll be about 15 Minutes interview style. We are going to audio record and transcribe what you say. But your name will be used. It'll be totally anonymous that it was you. So feel free to speak freely and then after we're going to delete the audio recording and everything and you're free to leave at any time without any penalty to you. So it's totally voluntary. If you have any questions, you can email Amelia.

Participant 5 - 0:40

Let me just

Interviewer - 0:43

yeah , and there's a pen over here for you to sign just right here and the date is the fourth and then once you're done signing, we can go for it.

Participant 5 - 0:56

3, 4?

Interviewer - 0:57

Yes, 22. And you can just put that over there. Okay, so, before we start, can you state your year major and degree that you're getting from Belmont?

Participant 5 - 1:12

I'm a freshman and international business major, and I'm getting a BBA. That's Bachelor's of Business Administration.

Interviewer - 1:22

Yes. Are you going to have a minor in a foreign language?

Participant 5 - 1:26

Yes. Yes.

Interviewer - 1:28

What foreign language is your minor going to be

Participant 5 - 1:29

German.

Interviewer - 1:30

Why did you decide to make German your minor?

Participant 5 - 1:34

I decided to make German my minor just because it was already required for my international business degree. And I liked taking my German classes and it just, you know made sense and yeah, I've felt like I should major in something that I enjoy and Germans my favorite class. So, thats why I chose it.

Interviewer - 1:54

You said it was required in your international business degree plan. What does that mean? Can you elaborate a little bit on that?

Participant 5 - 2:00

So to have my international business degree you have to have a focus in a foreign language. So that means you have to take I think it's a certain number of like, 200 level and 300 level of a foreign language. So it's already like built into the degree that you have to take foreign language.

Interviewer - 2:22

Did you know coming in that you wanted a foreign language minor?

Participant 5 - 2:26

Not necessarily No.

Interviewer - 2:28

Okay. What do you think about the foreign language department so far?

Participant 5 - 2:34

Um, well, I'd say that since I am a freshman, I don't really know that much about the department as a whole. Like I've really only been introduced to the German aspect of it. So - what was the question again?

Interviewer - 2:46

Just what-

Participant 5 - 2:47

What do I think?

Interviewer - 2:47

just what do you think of the department, yeah.

Participant 5 - 2:49

um, it's not like super prevalent on campus like you don't really meet any like, specifically, language majors like the only language major we know is like in our German class.

Interviewer - 3:01

Is there anything you would want to change or add to the Department of Foreign Language on campus? Or like with how they're doing things?

Participant 5 - 3:11

maybe just like try and make themselves more well known, like, apart from like, study abroad.

Interviewer - 3:17

Do you wish there was more do you wish there were clubs or like a more dominant foreign language presence on campus?

Participant 5 - 3:26

I think some like clubs would be nice, just so you could put it on like a resume or have leadership roles within the Foreign Language Department. Like the only thing that I do right now is like German conversation. And it's not really a club. It's more just like, people speaking German on Wednesdays. So yeah.

Interviewer - 3:46

How important do you think foreign languages to an education?

Participant 5 - 3:48

I think foreign language is extremely important to an education not just because you're learning a language but it's more like, you know, you can learn about other cultures or just like gain an understanding for someone different than you. Then it's not always just about a language.

Interviewer - 4:07

Sure. I just lost my thought. I know that you haven't yet declared your minor but with people you know, like, with minors in the foreign language department and just like with your knowledge in general, do you feel like Belmont celebrates your accomplishments with your minor?

Participant 5 - 4:31

Um, I don't know if they like, do that much about it. It's more of like me, focusing on myself. I don't really like I don't know. Take note of other people or like Belmont as a whole.

Interviewer - 4:46

Yeah, for sure. If there was a social media presence for the Department of Foreign Language, would you follow it?

Participant 5 - 4:54

Probably. Yeah.

Interviewer - 5:01

And what are and I can elaborate more on this question. If you are confused. What are your thoughts on Belmont pushing study abroad in relation to foreign language? Meaning, like, pushing for study abroad and not adding or encouraging a cultural prerequisite before going to the country?

Participant 5 - 5:17

Okay, yeah, no, I definitely. I definitely see that like they really pushed like, like English speaking study abroad, which is like, I feel like you're not gaining as much as you could where if you went to a country that speaks a different language than you, because most of the time especially in in Europe, like they do still speak English, but it's just another thing that like, helps you learn if you were to go to a different, like a country that's different speaking than you. Like they really pushed like London and Scotland and Ireland, whereas like, I feel like if they pushed more foreign language speaking countries, you could gain more from the

Interviewer - 5:56

For sure. Do you feel like Belmont adequately recognizes the importance of foreign language and culture in the world but also on campus?

Participant 5 - 6:06

No.

Interviewer - 6:09

Can you elaborate on that.

Participant 5 - 6:11

They okay, they like push study abroad, but they don't really push foreign language. You know, so, they'll be like, Oh, travel, do all these things. And like also, like Maymester's like the way that they only they really focus on short term study abroad versus like, one semester a whole year where it's like, you get to learn and like embrace culture more. So I feel like they could do a better job. Of kind of doing that.

Interviewer - 6:36

How do you think like, what do you think would be like, doing a better job? Like what are some ways that you think they can advertise better or promote themselves better?

Participant 5 - 6:46

Um, I don't know holding events, kind of like the things I do for Maymester's like, they really love to just like talk about Maymester's and like, make that their thing. Whereas, like, if they, I don't know, made students more aware of the different study abroad, they could do. Whereas like, I think I've only learned about study abroad from my language classes.

Interviewer - 7:15

Why do you think people are discouraged to take a foreign language or like, Why do you think they don't want to?

Participant 5 - 7:21

I feel like for me, at least I didn't really have the best foreign language experience in high school. So doing it in college is kind of like daunting, especially starting over a new foreign languages, because that's what I did. trying to think of what I was saying. Oh, like why it's scary, kind of or?

Interviewer - 7:44

Yeah, why do you think like people on campus like there's reasons why they don't like want to take it?

Participant 5 - 7:51

I think I just think it would be too hard and I don't want to like crap on everyone and say like, they're not hard working, but it's just not like a focus for many people, especially being a music school. Like, like music is like our main thing here if we don't really focus on foreign language and it's just not something that people think about I think,

Interviewer - 8:11

do you feel like Belmont I know we talked about a little bit about like, if they you don't think they really celebrate like accomplishments with your minor Do you wish that they did?

Participant 5 - 8:25

I mean, I don't think it really matters to me, like I don't really like I don't know really what you mean by like, celebrate, you know, like, I guess they really do like push music and like, I guess you could say they like celebrate all the music and stuff here. But I don't think it's that much of a big deal to me. Maybe to other people would encourage them more.

Interviewer - 8:53

Okay, before we finish, is there anything you want to tell me that you didn't get a chance to during this interview? Any thoughts?

Participant 5 - 9:01

Not necessarily. My German major- minor, is confirmed though. So girly is an official German minor. Yeah.

Interviewer - 9:10

Happy for you, so thank you for answering these questions.

Transcript 6

Interviewer - 8:32

Okay. If you could advertise the department in a different way than it's kind of being advertised on campus now. Are there any changes you would make?

Participant 6 - 8:42

I would change Belmonts entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system. Whereas we're not reliant on any kind of filters to talk about our programming, talk about we're doing talk about changes, post, add, connect, connect to social media, all that kind of thing. So yeah, I mean, I'm pretty comfortable with web technology. So I would love to be able to just explain here's why X language is crucial in the world and why you should study it. And did you know about this, this literature did? Do you ever want to read Dostoyevsky for what he really said, you know, how would you like to be able to have an intelligent conversation with a neighbor from Mexico and get rid of these stereotypes?

Participant 6 - 9:43

because when you teach language to teach a culture, so having that cultural acuity through language is totally important. But even being able to communicate what those cultures are doing and why they're important more than just you know, having some nice food and a fair would be cool.

Categories (Researcher A):

Category: Basic info (dark green 2)

- Memo: year, major, degree
 - I'm a junior. I'm double majoring in psychology and sociology and I'll get a BS.
 - I'm a Junior Nursing major. And I think a BSN It stands for it's Bachelor of Science and Nursing.
 - I'm a second semester sophomore, and I'm getting a classical - I'm getting a vocal performance degree with a classical emphasis, Bachelor of Music.
 - I'm a freshman and international business major minoring in German, and I'm getting a BBA. That's Bachelor's of Business Administration.

Category: Knowledge of department (yellow)

- Memo: What the participant knows about the department
 - it's not like super prevalent on campus like you don't really meet any like, specifically, language majors
 - So I have I think about 17 or 18 majors, and about 25 minors
 - I've heard that they're all really great. Nobody has issues or complaints really.
 - I think you can major in a language for sure. I believe you can minor in one. I'm not 100% sure on that though
 - I think I can at least say from my majors, there's like no, I mean, we wouldn't even know that there was a foreign language department .
 - I've heard good things about the other teachers in the department.

Category: Experience (orange)

- Memo: What the participant has done with the department
 - I took elementary French. It was a good class. And then I took a medical leave of absence that semester, so I had to drop the class. But it was nothing the class did wrong.
 - I do think that I had a good time learning and there was a very nonjudgmental atmosphere in my class, which I think might extend to every class in the Foreign Language Department, which is really the only way I think you can learn a different language is if you're allowed to fail at it epically, which I did.
 - I'm teaching right now class on modernism It's more cultural and literature heavy, not so much history, but it's also implied
 - I had to take a language diction class, so I had to learn how to sing and speak pronunciation wise in French, German, Italian and English, my freshman year for two semesters.
 - I think that my experience has been really good.
 - We had like the one thing that I can recall is that we had one chapel service at the end of last semester around Christmas.

Category: Reasoning for taking a foreign language (light red 3)

- Memo: Why did the participant take a foreign language/ why should someone take a foreign language
 - I took French because I took French in high school and so I thought why not continue on until college?
 - And I think every career could benefit from a wider scope of perspectives.
 - with nursing you see a lot of Spanish-speaking patients. So being able to even understand them a little bit more than like, just English speaking would be really helpful.
 - But I feel like learning a language can never be a bad thing. And if someone shows the initiative and the want to learn a language, it should be offered
 - I think that you can have a really strong camaraderie with all these people that can speak this language
 - I liked taking my German classes and it just, you know made sense and yeah, I've felt like I should major in something that I enjoy and Germans my favorite class

Category: Importance of a foreign language (cyan)

- Memo: Why the participant believes foreign language is important to education
 - I think it's really important, even if you don't learn the language, but to learn other people's cultures
 - I think it's actually really important. Especially in nursing. It's good to have another language background.
 - you develop an empathy to non native English speakers when you have people come to the US who stumble, who try to express themselves. If you have not been in that situation. It's very hard to relate and be empathetic and understanding
 - We have this false assumption that everybody speaks English and it's not true
 - foreign language is extremely important to an education not just because you're learning a language but it's more like, you know, you can learn about other cultures or just like gain an understanding for someone different than you

Category: Opinion on the department (light red berry 2)

- Memo: The participant's opinion on what the department does
 - I think the Foreign Language Department does a good job of bringing people to see things from different perspectives.
 - I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly
 - neutral, I guess nothing good or bad?
 - I think that they could do more. I think that they focus a lot on Eurocentric languages But I think that they could do more about encouraging people to take Japanese language classes

Category: Degree requirements (purple)

- Memo: If a foreign language fits in the participants schedule because of their degree requirements
 - My degree doesn't require it. And so I don't really have time in my schedule just to take an extra class
 - So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory,
 - some degrees that go for BS or BA, you can go songwriting, you can get a BA or BS, but somehow by default, when you say you go for songwriting major and you as incoming freshmen, don't pay attention.
 - I'm required to learn - Elementary German is the first one and you're required to do two semesters at that elementary German one, elementary German two. Then I get I'm required to take at least one semester of Italian or French and at least two semesters of Italian or French.
 - I feel like they should encourage you to pick one language and become actually fluent
 - I decided to make German my minor just because it was already required for my international business degree.
 - to have my international business degree you have to have a focus in a foreign language.

Category: Reasoning for not taking a foreign language (magenta)

- Memo: The explanation for why the participant isn't/can't take a foreign language
 - There's such a time crunch on an undergrad so you have to get your classes in when you have to get them in and if it doesn't fall into requirements, it's hard to make time for them.
 - a) it seems daunting. And it seems like a lot of work because it is.
 - people that choose these complicated degrees. Don't have the time to actually focus on these languages
 - I didn't really have the best foreign language experience in high school.
 - like music is like our main thing here if we don't really focus on foreign language and it's just not something that people think about I think,

Category: Study abroad (light red 1)

- Memo: The participant's thoughts on Belmont not requiring/encouraging a cultural prereq/language course before going abroad
 - I do think it would help people get a better understanding of like culture and what they're walking into
 - I would say that they probably need to do that. I feel like I mean if you're going to like a new country to study for an entire semester like that's great, but if you don't know the language, like you're kind of screwed,
 - I think to me, this is absolutely problematic.

- I was about to go on a Study abroad to Japan and to do that I would have had to have taken a Japanese language course, and I got a lot of fight back on it because I'm required to take all these other languages
- I think everyone should be required to take at least one semester or like some sort of something like I don't think that you should just go there and not be able to speak anything and just rely on everyone else.
- I definitely see that like they really pushed like, like English speaking study abroad, which is like, I feel like you're not gaining as much as you could where if you went to a country that speaks a different language than you

Category: Belmont (light yellow 1)

- Memo: Whether Belmont hold's the participant back from taking a foreign language because of their degree
 - I don't think Belmont's holding me back.
 - a little underrated here at Belmont.
 - I think so. I think, had a foreign language been implemented. into that. Or like, at least the opportunity, a lot of us would have done it.
 - we need to see how we could maybe even expand the foreign language offerings. Because if we really want to transform the world, we can't do this with English only because you always need a translator
 - I feel like that holds me back because when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was like, but I want to travel to those places,
 - . So they promote it to me, and they tell me how helpful it's going to be to me, but I think probably outside of me and maybe a couple other majors like I have friends that are English majors. That they do not promote to them all
 - they like push study abroad, but they don't really push foreign language.

Category: Recommendations (light cyan 2)

- Memo: What Belmont could do to better advertise and help the foreign language department
 - advertise their foreign language not only more to freshmen but to upperclassmen, who are looking for electives that would benefit them.
 - trying to get the main Belmont account to like post if they're doing events,
 - I wish we would have some of these what we call Living Learning Centers or what we called them in the old days Affinity houses have little places on campus where students who are interested in learning foreign languages could actually live together and speak the language on a daily basis.
 - I wish we would really encourage more students to learn a language
 - I think that they should host more events to encourage people and like make it seem like a fun thing and make it more centered

- maybe just like try and make themselves more well known, like, apart from like, study abroad
- holding events,
- made students more aware of the different study abroad, they could do. Whereas like, I think I've only learned about study abroad from my language classes.

Category: Would you take a foreign language (light orange 2)

- Memo: If given the option would the participants who cannot take a foreign language due to their course take one
 - I do. Yeah, I think it'd be really cool and beneficial.
 - I think that I wish I could have time in my schedule for it.
 - Personally, I would love to have to take a foreign language. I wish there were things built out in the degree where you had to take one.
 - I think that there are a lot of other things more closely related to my major I might want to take but I think I would consider it for sure.

Category: Belmont recognition (light cornflower blue 1)

- Memo: Does the participant feel as if Belmont recognized their achievements/major
 - I feel like we still get a ton of opportunities.
 - No. No, I don't. I feel like, kind of like, it's not really successful, that I can speak all these languages and that I've learned how to sing this way.
 - I don't know if they like, do that much about it. It's more of like me, focusing on myself. I don't really like I don't know. Take note of other people or like Belmont as a whole.
 - I guess they really do like push music and like, I guess you could say they like celebrate all the music and stuff here. But I don't think it's that much of a big deal to me. Maybe to other people would encourage them more.

Category: Foreign language clubs (light purple 1)

- Memo: Does the participant wish there were more clubs/ events put on by the department
 - We had an international potluck dinner, where we invited all the foreign language students they could bring their friends, the international students, people could bring a dish they prepared and we always provided food so that people could see that are not they're not these weird weirdos learning a foreign language there are other people who share their interest.
 - I meet with my students every Wednesday, at Bongo Java, we have a little German house or German apartment in Dickens.
 - I think optimistically I would say of course, I would realistically I wouldn't have time. But optimistically I absolutely would love to.
 - he only thing that I do right now is like German conversation. And it's not really a club.

Category: Why Belmont (light magenta 1)

- Memo: Why did this participant choose Belmont to teach foreign language at

- I did not choose Belmont. Belmont chose me
- I gradually build the program. It was a minor. And then students actually wrote a petition. They wanted a major and then the provost at the time said yeah, why not? I give you three years show us that you can build a program and sustain it. And that's how this all happened.

Category: Perceived around campus (light purple 1)

- Memo: How the faculty participants feel department is perceived around campus
 - I think many people still think that in foreign languages, all we teach is language. we also teach content and culture that we teach literature, that it's so much more than what many people assume
 - I think many faculty just like the students, they don't know what we actually teach.
 - I think we don't really have a strong presence on campus.
 - Now when I talk with faculty, and explain to them what they are doing, then they're fully on board.

Category: other (dark yellow 2)

- Memo: Other
 - Yes
 - No
 - What's today's date

Coded Transcripts (Researcher B):

Transcript 1:

Interviewer - 0:01

community's perspective of the Foreign Language Department. It's an interview format, it should take approximately 15 minutes and your involvement is totally voluntary. If at any time you want to leave you are free to do that. We are going to audio record and transcribe everything but it will be completely confidential. We won't use your name or anything. And audio files will be destroyed after we have all the data we need. Please ask questions and make sure your answers have been, answered to your satisfaction before agreeing to participate. And again, there's no penalty if you withdraw at any time.

Participant 1 - 0:46

Okay

Interviewer - 0:48

Did I miss anything? No, just sign after you read over it and make sure that everything is okay. It's the first

Participant 1 - 1:05

Second, it's the second

Interviewer - 1:06

It's the first

Participant 1 - 1:09

It was the first

Interviewer - 1:10

2022

Participant 1 - 1:13

I know what year it is.

Interviewer - 1:16

Okay, are you ready to start?

Participant 1 - 1:19

Yeah.

Interviewer - 1:20

I was wondering if you could state your year, major, and degree that you are getting from Belmont first so we kind of know where you're coming from?

Participant 1 - 1:28

Sure. I'm a junior. I'm double majoring in psychology and sociology and I'll get a BS.

Interviewer - 1:38

So just with your knowledge already, what is your opinion on Belmont's Foreign Language Department?

Participant 1 - 1:47

I have very limited knowledge on this topic, but I did take one foreign language class for like a few weeks. And I loved the teacher and I've heard good things about the other teachers in the department.

Interviewer - 2:05

What was the foreign language class that you decided to take?

Participant 1 - 2:08

I took elementary French. It was a good class.

Interviewer - 2:14

Why did you decide to take that and only for a few weeks? What was the reasoning behind it?

Participant 1 - 2:20

I took French because I took French in high school and so I thought why not continue on until college? And then I took a medical leave of absence that semester, so I had to drop the class. But it was nothing the class did wrong.

Interviewer - 2:36

How important do you think foreign language is to an education?

Participant 1 - 2:43

I think it's really important, even if you don't learn the language, but to learn other people's cultures. And I think the Foreign Language Department does a good job of bringing people to see things from different perspectives. So I do think that it's important to at least try to get some aspects of other languages in your vocabulary.

Interviewer - 3:06

For sure, for sure. You already stated that you started to take a little bit of a foreign language before you took a leave of absence, if given the option, to take a foreign language like again, would you do that or not?

Participant 1 - 3:25

Yeah, I would. My degree doesn't require it. And so I don't really have time in my schedule just to take an extra class but if I did, I would definitely consider taking a foreign language.

Interviewer - 3:39

Do you think that because your degree doesn't require a foreign language, it's easier for a lot of people who are in the same courses as you and such as yourself as well to be like, it's fine, it's not really that important to me graduating?

Participant 1 - 3:55

Yeah, I think it's really easy if it's not required for your degree, even if you objectively think it could be something important that would broaden your horizons. There's such a time crunch on an undergrad so you have to get your classes in when you have to get them in and if it doesn't fall into requirements, it's hard to make time for them.

Interviewer - 4:15

What are your thoughts on Belmont pushing study abroad in relation to foreign language? I can also elaborate more if you don't understand.

Participant 1 - 4:27

what are my thoughts on pushing...

Interviewer - 4:31

study abroad in relation to foreign language?

Participant 1 - 4:34

What do you mean pushing?

Interviewer - 4:35

Belmont advertising a lot of study abroad and not adding or encouraging a cultural prerequisite or having it be for you to take a foreign language class before? Because there are a lot of opportunities to do study abroad programs at Belmont that do not require or encourage you to know the language before going.

Participant 1 - 4:57

Oh, okay. All right. I think I think I get the question. I think that it, I don't know if it should be required that you take a foreign language before you go because I think you'll learn a lot about languages just being dumped off in the middle of having to speak them every day. But I do think it would help people get a better understanding of like culture and what they're walking into rather than just like getting, you know, going on a fun trip, which it is, but also, I think there's a lot more to it than people give it credit for. If that answers your question.

Interviewer - 5:33

For sure. Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?

Participant 1 - 5:48

Does it hold me back? I think that I wish I could have time in my schedule for it. I don't know, I think Belmont gives you plenty of time to figure out where you're going and then decide on your degree but once you do that, you're already like a junior and it's too late for you to go back and have any elective classes. So I think it's really hard to like, I don't think Belmont's holding me back. I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly.

Interviewer - 6:34

Really quick, that was a great response. Do you feel that Belmont adequately recognizes the importance of foreign language and culture within its community? No answer you say is a wrong answer. And your name is taken off of all of this. So speak as freely as you'd like.

Participant 1 - 7:00

Okay. Can you repeat the question?

Interviewer - 7:01

Yes. Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the community? But also in general?

Participant 1 - 7:10

No, no I don't think that they do. I think I can at least say from my majors, there's like no, I mean, we wouldn't even know that there was a foreign language department had I not taken the class like there's no recognition of the need for learning other languages. It's not talked about, it's not cared about at all, in my departments. And I can say for the whole of Belmont, I think that people view the Foreign Language Department as a requirement instead of like a possible good thing that could be used later in life. I think people just, not to go on a ramble, but I think that people just like to fill out their requirements and keep going when I don't think that it's recognized how important people learning a new language or culture can be. For not only

themselves but the people that they come in and interact with in their life. And I think every career could benefit from a wider scope of perspectives. But no, I don't think Belmont does a great job of recognizing that.

Interviewer - 8:11

Thank you for your thoughts, and your opinions. How do you think they could improve that?

Participant 1 - 8:18

I don't know. I think the education system is built in a little bit of a hard way to change. And I think that Belmont could, you know, advertise their foreign language not only more to freshmen but to upperclassmen, who are looking for electives that would benefit them. But I think it's hard for Belmont single-handedly to change something because they're trying to compete with other schools and other higher education systems. And you know, it's hard to be an innovator in that field, I guess because you want to keep up with everyone else. I don't know if that answered your question.

Interviewer - 9:01

No, that did absolutely. When it comes to your two specific majors that you are doing, do you think that a foreign language should be kind of a requirement within that or do you understand my question?

Participant 1 - 9:20

Yeah, I get it. Oh, boy. Personally, I would love to have to take a foreign language. I wish there were things built out in the degree where you had to take one. So not only are you taking it with people in your major for the same purpose, you know, but also like, there's time to do it. I don't know if that means you'd have to take away from other things, which I don't know if I'd be willing to give those up. But I just wish there was more time. Like obviously, nobody wants to stay and get a four-year degree in five years just to take extra classes. But I do think it would be fun to have more time in the schedule for foreign language.

Interviewer - 10:01

You mentioned earlier about kind of the elective taking, you know, taking a foreign language or not, and if you had time for an elective. If you did have time for an elective with your degrees, would you take a foreign language or would you choose maybe a different elective that was more closely aligned with your majors?

Participant 1 - 10:26

That's a really good question. I think that I would really consider taking a foreign language. I think that no matter what degree or career you're pursuing, I think a foreign language will benefit you. And you know, especially if you actually can speak the language at the end of it, that would

be really cool. So I think I would think about it. I think that there are a lot of other things more closely related to my major I might want to take but I think I would consider it for sure.

Interviewer - 10:59

And during your time in French, what was your experience like? Did you go to any events hosted by the department? What was your whole kind of understanding of the department while you were in it?

Participant 1 - 11:13

I had no idea there was a department I don't know. I still don't know if there's a French department I think there's there might just be a French teacher or two still. No idea.

Interviewer - 11:22

Just a foreign language department.

Participant 1 - 11:25

Okay, I was like, I don't know. I do think that I had a great experience with the teacher in the class. It was a very small class and I think there was like eight of us, which I think makes it a lot more fun and easy to trial and error languages because you're not so worried about what Joe in the back thinks about what you just said. But I didn't participate in any events that I can remember it was three years ago. So my memories not great, but I do think that I had a good time learning and there was a very nonjudgmental atmosphere in my class, which I think might extend to every class in the Foreign Language Department, which is really the only way I think you can learn a different language is if you're allowed to fail at it epically, which I did.

Interviewer - 12:15

Do you think, kind of like piggybacking off of what you've said a few questions ago about if Belmont needs to advertise the Foreign Language Department more readily and just in a better way? Do you think that if they advertised more and the department got bigger making the classes bigger than the class size you had before that that would be more of an intimidating factor or a turn off to going and making a class an elective especially because you don't have to have one for your degree.

Participant 1 - 12:51

I think if there were bigger class sizes I personally would be less likely to take the class. I think it might be better if you're getting a degree in like German or something. I think it would be better to have a bigger class like a bigger cohort of people to learn things with. But I think if you're taking it as a free elective, you want less people in there, especially when you're in elementary and you're struggling. So I think I think I would see it as a good or a bad thing. I think it's really personal opinion on what people want. But I know I would not like a bigger class.

Interviewer - 13:34

Just one more question. What's your kind of understanding of the different majors and minors offered within the Foreign Language Department? If you had to just kind of talk about which ones you knew? If you knew any? What would you say?

Participant 1 - 13:51

I think I've met a girl once who was double majoring in Psych and Spanish, so I think you can major in a language for sure. I believe you can minor in one. I'm not 100% sure on that though. I feel like people don't really talk about I feel like people who are majoring in a language and majoring in STEM don't really hit the same classes very often. So it's hard to like, talk about that stuff, but I do think you can major and minor in them.

Interviewer - 14:22

Awesome. Before we finish, is there anything that you wanted to talk about or tell me that you didn't get a chance to during the interview with the questions that we've been asking?

Participant 1 - 14:34

Yeah, just on a personal level, I do think that foreign language is important and a little underrated here at Belmont. I think it's underrated in high school, especially. So I think it's important that people in college kind of push it and it's definitely how you take the first step to understanding other people is understanding their language, I think. And I think as a psychologist, it's interesting to think about the differences in culture and how people work, but I think that the more common ground we have, the better we can understand each other. So I don't know that's a little psych rant for you, but I do. I do think that it's underrated and should be more talked about.

Interviewer - 15:23

Awesome. Thank you so much for your time or so.

Participant 1 - 15:27

You're welcome.

Interviewer - 15:28

If you have any follow-up questions, feel free to shoot me an email.

Participant 1- 15:33

I will. Thank you

Transcript 2

Interviewer - 0:00

This is to understand your perspective on the foreign language department. It's an interview format, Your participation is voluntary. It'll be audio recorded, but it will be kept confidential. We won't use your name or anything in it. And then after we have all of the information, we'll delete it. So you can feel free to speak as freely as you want,

Participant 2 - 0:21

Okay.

Interviewer - 0:23

And you can leave at any time and there will be no penalty

Participant 2 - 0:27

Okay sounds good

Interviewer - 0:33

and when you've signed that then we can begin

Participant 2 - 0:36

Okay

Interviewer - 0:38

I was wondering if you could state your year major and degree that you're getting from Belmont.

Participant 2 - 0:45

Okay. I'm a Junior Nursing major. And I think a BSN

Interviewer - 0:51

What is a BSN?

Participant 2 - 0:53

It stands for it's Bachelor of Science and Nursing.

Interviewer - 0:56

Okay, thank you. what is your opinion on Belmonts Foreign Language Department?

Participant 2 - 1:02

I don't really have an opinion on it. I don't know really anyone that takes foreign language classes. So neutral, I guess nothing good or bad?

Interviewer - 1:12

For sure. How important do you think foreign language is to an education?

Participant 2 - 1:19

I think it's actually really important. Especially in nursing. It's good to have another language background. So I think it's good.

Interviewer 1:32

If given the option, to take a foreign language would you?

Participant 2 - 1:36

Yes.

Interviewer - 1:28

What foreign language?

Participant 2 - 1:40

Spanish? Oh, sorry. Yeah, I'd probably do Spanish. I think again, with nursing you see a lot of Spanish-speaking patients. So being able to even understand them a little bit more than like, just English speaking would be really helpful.

Interviewer - 1:56

Yeah, for sure. You mentioned before that you don't really know a lot of people who are taking a foreign language and so you're kind of neutral on the department. What if you have, what have you heard about the Foreign Language Department?

Participant 2 - 2:10

I've heard that they're all really great. Nobody has issues or complaints really. So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory, which is why I don't know a lot of people taking those.

Interviewer - 2:26

Thank you. What and if you need me to elaborate this question, it can be a little confusing. What are your thoughts on Belmont as a whole pushing study abroad in relation to foreign language?

Participant 2 - 2:42

What does that mean? Sorry.

Interviewer - 2:44

There's a lot of study abroad programs that are offered here at Belmont. But there's not a lot of adding or encouraging a cultural prereq whether it's to learn about the culture or some type of language learning.

Participant 2 - 3:00

Okay, I would say that they probably need to do that. I feel like I mean if you're going to like a new country to study for an entire semester like that's great, but if you don't know the language, like you're kind of screwed. sorry if that's not appropriate.

Interviewer - 3:16

You're fine, also your name and everything will be taken out so you can say what you have to say.

Participant 2 - 3:21

I don't know like, that's just kind of like, okay, like I have a friend right now that's in Italy, but she doesn't speak any Italian. So how do you communicate with other people? They're like, You can't expect them to know English. So like, I guess we need to add that probably.

Interviewer - 3:36

Thank you for your opinions. Do you wish that you could? I know you mentioned that with nursing, it's really hard to do anything that isn't just in your plan. Do you wish that you could take a foreign language?

Participant 2 - 3:51

I do. Yeah, I think it'd be really cool and beneficial.

Interviewer - 3:55

Yes, for sure. Are you able to go abroad in your major?

Participant 2 - 3:59

No.

Interviewer - 4:00

How do you feel about that? Do you feel like that is an opportunity you would have liked?

Participant 2 - 4:04

I would have loved to do that but because of the course of our program, we just weren't able to. We can do like Maymester, but we can't take any nursing classes during the maymester. So you're just taking random classes that you don't need for no reason. So I do wish that we were able to do that.

Interviewer - 4:24

But like a study abroad more towards like nursing.

Participant 2 - 4:28

Yes.

Interviewer - 4:31

This is kind of we've kind of already talked about this, but I'm just gonna like rephrase the question just to get a more.

Participant 2 - 4:40

Okay.

Interviewer -

Do you feel like Belmont holds you back from learning a foreign language because of your chosen degree plan?

Participant 2 - 4:48

I think so. I think I mean, nursing is obviously like very, like, structured and like you have to have certain requirements in order to get your degree. But I think, had a foreign language been implemented. into that. Or like, at least the opportunity, a lot of us would have done it.

Interviewer - 5:10

Bouncing off of what you said just for more clarification, so if you could choose kind of a random elective that is not in your like, degree plan as is would you choose a foreign language?

Participant 2 - 5:25

That probably would have been one of my top ones?

Interviewer - 5:28

And why if you could elaborate.

Participant 2 - 5:29

Yeah, um, just because you probably will see patients that are only Spanish speaking. I mean, even in clinicals I've already seen that. So it would just be a lot more helpful and just a lot easier to even have like basic knowledge. of their language to like, make them more comfortable and like, just understand, like, how they're feeling like why they're there.

Interviewer - 5:49

Do you ever feel like you're missing out on a cultural experiences because of your choice of major?

Participant 2 - 5:59

I don't think so. I feel like I see. I mean, yeah, I don't think so.

Interviewer - 6:06

Do you ever hear about the foreign language department doing events or like kind of anything that the foreign language department hosts

Participant 2 - 6:13

No, nothing.

Interviewer - 6:16

If the foreign language was more advertised, do you think you would attend events of the department?

Participant 2 - 6:21

Maybe

Interviewer - 6:25

If there were foreign language clubs, would you join them?

Participant 2 - 6:29

Probably not. I don't have time for clubs.

Interviewer - 6:33

Fair enough. I'm sure nursing is very time-consuming. Do you think it's a problem that you don't have time? I know nursing is this huge thing but do you wish there was some time in your schedule to join a club or

Participant 2 - 6:58

Sometimes yeah, it would be nice to like not have nursing be the entire thing. I mean, like I was in a sorority, and it just got to be too much that I dropped it. I didn't have time for that. Yeah, so yeah.

Interviewer - 7:13

And do you feel like people like some of your friends or other people taking more like STEM majors? Kind of feel that way too, or?

Participant 2 - 7:23

Probably, I don't know. Most of my friends are nursing. I really have no clue. It's kind of hard to socialize with other people when nursing is all that you do.

Interviewer - 7:34

Yeah. I feel like nursing is maybe similar to the Foreign Language Department where it's not like it's not music. It's not one of those things on campus. Do you kind of feel like it's often kind of pushed under the rug or, like, you don't really get the same opportunities as maybe a music student or like, same recognition?

Participant 2 - 7:56

I feel fine with it. Like, I feel like we still get a ton of opportunities. They're just like, different and so I think people don't like realize that like, the opportunities that music people get are going to be completely different than opportunities that are offered for us. So I think we're fine.

Interviewer - 8:15

I know with nursing, you are kind of forced to choose a BSN. But do you think if you had just gone with like a chemistry major, for example, do you think you would have chosen like a BS, which is like more a science-focused major or a BA?

Participant 2 - 8:34

I probably would have done a BS. I'm definitely more on the science route. Or like, science is more my thing than like art and English stuff. So yeah. Yeah, for sure.

Interviewer - 8:47

Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the campus?

Participant 2 - 8:55

Oh, I think they've gotten better. I feel like freshman year wasn't that great. But I think as we've like, progressed, sort of it's gotten a little better.

Interviewer - 9:07

Can you expand on that? Just a little bit?

Participant 2 - 9:10

Yeah, so I feel like freshman year maybe I just didn't know about them. But I feel like there weren't really many clubs. Like for people like certain cultures, or races or whatever. And I feel like now we have a ton of those.

Interviewer - 9:22

Yeah. How do you think Belmont could advertise better? Or do you think they're advertising the department to the best of their capabilities right now?

Participant 2 - 9:40

I don't know because I mean, I don't know if the Foreign Department does events or anything, but maybe like, trying to get the main Belmont account to like post if they're doing events, because I know a lot of people follow the main account. So that could help.

Interviewer - 9:57

Do you follow the main account?

Participant 2 - 9:59

Like BelmontU?

Interviewer - 10:00

Yeah

Participant 2 - 10:00

Yeah.

Interviewer - 10:02

Okay. Yeah, I'm wondering if a nursing student would follow that.

Participant 2 - 10:04

Oh, yeah. No, I do just to see what's going on. You can't do it.

Interviewer - 10:10

But do you watch the stories and like things that they post?

Participant 2 - 10:12

Sometimes, sometimes I miss them but yeah, yeah, sometimes I do

Interviewer - 10:17

There are only so many stories you can watch in a day.

Participant 2 - 10:19

Yeah

Interviewer - 10:23

Okay, I think that's all we have but thank you.

Participant 2 - 10:26

Okay Yeah.

Transcript 3

Interviewer 0:00

department. It'll be approximately 15 minutes of your time and your involvement is totally voluntary. Yes, we will be recording this, but we will only keep it for our records and then once we have everything we'll delete it and we won't say your name

Participant 3 - 0:22

I'm the participant and you are the investigator.

Interviewer - 0:24

Yes, yes. And everything is totally confidential and we will delete and destroy the transcript after and you can leave at any time if you

Participant 3 - 0:40

Oh really, you aren't holding me hostage.

Interviewer - 0:41

No, we are not holding you hostage. Thank you. Okay. I am going to ask for you to move your chair a little bit farther. So we can do this. Right here. Okay. So you teach a foreign language at Belmont University. Why did you choose Belmont to teach this specific course.

Participant 3 - 1:08

I did not choose Belmont. Belmont chose me. I got a random phone call way back 30 years ago, the Belmont needed a German instructor. They called the Vanderbilt German department. And I had joined their Ph.D. program late so I didn't have a teaching assistantship at the time. Only a scholarship for my tuition through the Vanderbilt Regensburg exchange program and Belmont needed a German teacher and I was recommended and that's how I ended up at Belmont as an adjunct, and then I gradually build the program. It was a minor. And then students actually wrote a petition. They wanted a major and then the provost at the time said yeah, why not? I give you three years show us that you can build a program and sustain it. And that's how this all happened.

Interviewer - 2:13

That's amazing.

Participant 3 - 2:14

Then I didn't look for another university because they're not that many German teaching positions. And I didn't want to end up at a small liberal arts college in the middle of nowhere. And so I thought, I think I stay at Belmont and in Nashville. This kind of I fell into it. It was actually German was my most hated subject in school. I never wanted to study German. I fell into that too. I wanted to study nuclear physics, and they told me that as a woman at a time I wouldn't really have a chance for a good career because women get married and have children. I should maybe reconsider. And I was glad because my sister had a friend who did it and it was awful for her as a woman. And I thought, Oh, I always wanted to live abroad. Like teaching, I can be bossy. And we had acquaintances my family who taught at an international school in Italy, and I thought, why not? And then I thought, well, maybe it helps if immigration purposes, maybe I should add German. And then I listed German, English and French in alphabetical order. Deutsch English Francis's not researching the University where I wanted to study. And then I got a spot for German and English, although I would have preferred to study French. And I thought okay, let's take that challenge. I fell kind of into this.

Interviewer - 3:50

Yeah. That's an incredible story. How many majors and minors like in the foreign language department like do you know of, like, do you know, all of them like, what?

Participant 3 - 4:00

Well, I can only speak for my German majors. And I would have to look at my data. I can give you those. I just got two new German majors fairly recently.

Interviewer - 4:11

Amazing.

Participant 3 - 4:12

So I have I think about 17 or 18 majors, and about 25 minors, something like that.

Interviewer - 4:20

That's nice. How do you feel Belmonts Foreign Language Department is perceived around campus?

Participant 3 - 4:29

Well, I think many people still think that in foreign languages, all we teach is language. Verb conjugation, how to form sentences, how to speak. They forget, might not be even aware of well not forget that we also teach content and culture that we teach literature, that it's so much more than what many people assume we are do we are doing it with the knowledge that they had in their foreign language instruction or what is taught in high school, but we teach content courses.

I'm teaching right now class on modernism. I'm teaching a class on Germany, World War One and Weimar Republic. It's more cultural and literature heavy, not so much history, but it's also implied. And then students use the language to express themselves on topics that come out of these courses so that we move it to the next level. So it's not just learning and I don't want to say just that sounds so negative, to chit chat over a cup of coffee, but it's also to gradually move towards talking about deeper topics.

Interviewer - 5:56

Also kind of like jumping off of that question. Not just around campus, but specifically with the faculty around Belmont, not in the Foreign Language Department. How do you feel that it's perceived like via faculty?

Participant 3 - 6:11

What do you mean by that?

Interviewer - 6:13

When talking about campus, I feel like that is with students as a whole but this is specifically, if you know or how you think, Belmonts Foreign Language Department is perceived just by faculty.

Participant 3 - 6:33

I think many faculty just like the students, they don't know what we actually teach. They also think it's language instruction. And then I would say that many of our faculty didn't have a foreign language learning experience. In many think to tell their students oh why would you would you want to learn a foreign language, It's so hard, speaking from their own experience, and then with German is this stereotype that German teachers are the drill sergeants they're just so strict, and rigid, and there are some, but just like moving beyond, I think we don't really have a strong presence on campus.

Now when I talk with faculty, and explain to them what they are doing, then they're fully on board. But then there's also so if you haven't studied a foreign language, and you hear about all these computer devices, why would you want to learn a language oh Google will translate it for you. And then people telling me oh there are now phones, you say something and the phone picks up your voice and translated. Now. If you don't have an accent, if you have an accent, this becomes problematic, then it comes out as very Jibberish. And these online translators, they function well, on a certain level, but when it gets a little bit more abstract, can get some very interesting responses.

Interviewer - 8:13

I imagine that to be very true. How important do you think foreign language is to an education?

Participant 3 - 8:24

You know, I think it's important and that's why I'm a big proponent or fan of the BA. Because to me, that's the most well rounded undergrad degree that we confer and you have to have a foreign language. It to me it's just, I know, it's not for everyone, but everyone should make an attempt. Because you develop an empathy to non native English speakers when you have people come to the US who stumble, who try to express themselves. If you have not been in that situation. It's very hard to relate and be empathetic and understanding. But then it's also I strongly believe in our globalized world, and we are not scaling back globalization. We have this false assumption that everybody speaks English and it's not true. And so you need it to communicate and I want to say it's also if you want to be a tip about and work for the State Department for your government, you need to be able to communicate with people from other countries. And one of my colleagues whose brother works for a major German company, that is also very prominent in the US. It told them that we are having meetings now in Germany, part of it will be in English because they got a little bit in German, they got tired of always having to cater to the English speakers only. And then also, I believe it's important because it opens up first of all different avenues of thoughts and perspective, just by learning how something is expressed differently in a foreign language. You learn about how that culture kind of thinks.

And then it's also that cultural knowledge. So when you think for PR, advertising that works in the US might not fly in Germany or the other way around. And I like to use my friend Angela who got a law degree from Vanderbilt speaks French fluently she spent a year in France and then got a second law degree from the University in Geneva. And we were on the phone one time and all of a sudden Angela screamed and I said what's going on? Is somebody breaking in or is there a mouse and she said no, there's a naked person under a waterfall advertising Avon Water, now that ad worked in Geneva, in the US there would be scandalous you can't have a naked person under a waterfall, primetime TV. So that would be a problem. But one of my colleagues who teaches translation studies at the University of Milwaukee got something and said well, they were trying to show how wonderful this Electrolux vacuum cleaner is. And then they said well to suck. Nothing sucks. More than Electrolux. Not knowing that to suck and also mean something else. It's like okay the sucking of the dust and it was an online translator that did that. So I think it's important. It's important to overhear conversations if you've work in certain positions or just think you're in a business meeting, and you all speak English, and then they need to discuss something important and they just fall into back into the language of the country. And then you as a non let's say, German speaker, don't understand what they're negotiating here. So you feel left out. Or then when you work for a major company that wants to send you abroad.

Well if you work for Ernst and Young, let's say in the Berlin office, all the accountants there will speak English, but then you also have your everyday life. And maybe your landlord won't speak English all that well, that people might speak English but not necessarily on the level. Then you always need somebody to help you translate or you go to a supermarket, you're lost in translation. So I think it's it's very important.

Interviewer - 13:04

Kind of bouncing off what you said, I know you have brushed on it. Do you think that students having to choose a specific like degree pathway impacts their ability to learn a foreign language? Like if a student chooses a BA over BS or like with a nursing BSN?

Participant 3 - 13:30

Well it's just at Belmont the only students who need to learn a foreign language are the ones who go for BA and the classical voice majors, they have to learn what the equivalent of five semesters of foreign languages and so to me, it's problematic that for example, some degrees that go for BS or BA, you can go songwriting, you can get a BA or BS, but somehow by default, when you say you go for songwriting major and you as incoming freshmen, don't pay attention. By default, you are BS, and I have no idea why this is and I opened my mouth about this. Or if you do philosophy, By default your BS because they have both or history. And so then it depends on the student to actually pay attention and on the advisor. And if you're not a student who pays close attention, and you're not even aware of this, and then all of a sudden it's your junior year, and you think, Oh yeah, I would like to learn this language, it would be really helpful for my CEI because you can go and get a BS there. And you've used up all your GenEds and it's more complicated to put it in. If you really pay attention to cost and wanting to graduate. And then very often is I'll be all over it and advise when a student told me this, she was told that Oh yeah, you go for the BA if you like Languages and Literature, and you go for a BS if you are more science oriented. But to me, this is not a good explanation.

Like I would try to explain to somebody who is going for a degree with a CEI major, that the entertainment industry is international and now you might not need this additional lab science or calculus. For your BS in CEI, you might be better off with having that foreign language and dig a little deeper there. So it's also how the students are advised. And I had nursing students who decided that they wanted the language, many come and try to add a Spanish minor, and I had two who ended up double majoring in nursing in German, but it was important to them and so they made time and paid a little extra. But it just wanted it, but to think about in physics we have a BA back. I had one student who graduated with a BA in physics and German and he got a full ride at the at St. Louis University and then they took it away. But physics brought it back because they said all our science students need to know a little bit about foreign languages. Yeah, they might all speak English at conferences but it opens up doors and really cultural understanding. I think that that's really problematic to me.

Interviewer - 16:54

Do you feel that Belmont adequately recognizes the importance of foreign language and culture within the community, but also in general?

Participant 3 - 17:04

I'm a little bit hopeful after a meeting I had yesterday, because we're having this whole discussion about the new projectory and new vision mission statement where we want to be this premier Christian university that transforms the world. And we had a town hall meeting maybe two weeks ago, and I just said you know, if we want to change the world, then we need to teach foreign languages and intercultural communication and understanding. And then yesterday we had we have meetings also in the College of Liberal Arts and Social Sciences. And in my meeting yesterday, we were about six or seven people that our Dean brought this up and he said, Yeah, we need to see how we could maybe even expand the foreign language offerings. Because if we really want to transform the world, we can't do this with English only because you always need a translator because how can you reach out to people and then every translation is an interpretation. So maybe

Interviewer - 18:21

What are your thoughts on, Belmont has a lot of study abroad programs, what are your thoughts on Belmont pushing study abroad in relation to foreign language meaning advertising a lot for study abroad, but not encouraging or adding a cultural prerequisite?

Participant 3 - 18:42

What do you mean by a cultural prerequisite

Interviewer - 18:44

I know a lot of the honors students I think they're in Ireland, right now or I don't know.

Participant 3 - 18:54

Yes.

Interviewer - 18:56

And I, from what I'm aware of the situation, they didn't need to really know anything about the culture of the place they were going to, they just went and so my question is, what are your thoughts on Belmont kind of offering programs all around the world, but you don't really need to know the language or anything about the culture to go there.

Participant 3 - 19:19

I think to me, this is absolutely problematic. Now, I would also say that if a student wants to study in Australia, the students should inform themselves a little bit about it, because we can't teach you everything. So you have to be also proactive. I see value in studying in England or in Ireland. It's all good. But I think we should encourage students again, to learn a foreign language so that they can also go to non English speaking countries, not with an American campus that's transplanted to a foreign country. I had a student she insisted on wanting to study in Germany for Bard College, because she wanted to be again in Berlin to enjoy the summer program. And I

said, No, I don't think it's a good idea, but that's what you want to do. And then she came back and she said, you know, you were right. It was not such a great idea. Because she was in a house with other students from Bard College, they were taught mainly by Bard College professors who would come abroad, and then there were two or three Germans, who taught a little bit of German, but it was very hard to break out of that American bubble in that house and do something on your own. And then, of course, it's more comfortable to do something with your group than venturing out. I'm not a proponent of this and I had a student and I brought him even a recommendation he was a songwriting major, German was his language, but he decided he wanted to study abroad in Italy. And I just looked at him and I said, you know, you don't know a word of Italian but he was set, I'm going to Florence. Okay. Well, then he came back and he said, you know, Regine it was a dumb idea, because I started learning Italian in Florence, but I could not really connect with Italian people. He met some people, but it was still his little American bubble.

So I'm really I'm a big proponent of the traditional junior year abroad program, and that's how I came to Vanderbilt. Vanderbilt had an exchange program with the university in Regensburg and it was coming as a German student to Vanderbilt living with American students taking classes with American students, and not be in my little German bubble. Oh, yeah, I had some German friends. But I was part of the bigger Vanderbilt campus community. And that's when you learn about the culture and when you learn about the language, and it's again when you go to London. Yeah, the culture is different from the American culture. And the language is slightly different. But it's to me still a more easy way out. And so if you have an option, I would be more adventurous and I've seen pictures of people who are at Harlaxton Manor and I think Lauren, who was in our elementary trimming classes there right now. And so you're in this big mansion bigger than Downton Abbey. and it's for the University of Evansville. So basically American students and I don't know if there are any internationals who would study there. Then there are three of my Belmont colleagues teaching there probably other American professors. And then on the weekends, you can go on excursions, and you're about an hour away from London and you're in a small village. So how do you experience the British culture when you're so removed?

This is to me what I can't grasp and one of my colleagues has his two daughters with him and his husband. And I think the daughters they have the real experience here, maybe 10 or 11 years old, and they go to school in that village. With British kids. They interact that's to me, what study abroad does. It's also with our maymasters. This is educational travel, because you're in your Belmont bubble, and then you have a little bit of free time where you do your own stuff, but it's not really interacting on a deep level with people. But you see other things and there is value to it. But I think we should really provide everyone at Belmont with this experience, at least to go on a short term study abroad make this really doable and not just the honors students. So that you have just experienced and then you can decide for yourself if this is for you or not.

And that's when I gave in to do my short term study abroad. When I realized it was okay for the parents they were not so worried because there was this faculty member and then when they saw when their child came back and the child was okay, then they were more willing bto say yeah okay, go for that semester or year. So maybe we just need this right now because that's the culture. But that's ideally what I would like for people. Because then we can also see we are all people and if there is a war, it's between our governments, not with us and to me that's the important thing is cultural understanding. I don't know if I answered your question.

Interviewer - 25:09

No you did.

Participant 3 - 25:10

It was very long winded.

Interviewer - 25:13

No I loved it. Thank you.

Participant 3 - 25:14

So I just I think just to me this would be really important.

Interviewer - 25:18

Just 2 more questions.

Participant 3 - 25:21

No it's okay, I'm not in a hurry, I feel safe. And we can continue this any other day.

Interviewer - 25:26

If we think of any other questions for sure, we will probably. Do you know of any foreign language clubs here at Belmont?

Participant 3 - 25:35

We cut our clubs we used to have a German club but then they became so complicated that participating in this SGA meetings and disorder. And now, I don't really need a club because I get money from the MacArthur Foundation to do German programming. It's a before COVID times we actually did things we always had. We work together also as foreign languages. We had an international potluck dinner, where we invited all the foreign language students they could bring their friends, the international students, people could bring a dish they prepared and we always provided food so that people could see that are not they're not these weird weirdos learning a foreign language there are other people who share their interest. And then we did Lecture Series and things together and well, I usually as I meet with my students every

Wednesday, at Bongo Java, we have a little German house or German apartment in Dickens. I'm very fortunate with this. We used to have a Spanish house that fell apart. At one point we had a cultural house where we had mainly French speakers living it fell apart, is now torn down, on Compton Avenue and I wish we could revive them but we don't have these official clubs. We had one and I think it's still in the books, but the person who was very active, the student is either no longer there or has other interests.

Interviewer - 27:16

Before we finish, is there anything that you want to say or tell us that you didn't get a chance to during this interview?

Participant 3 - 27:28

I don't know. I had a chance. I wish we would have some of these what we call Living Learning Centers or what we called them in the old days Affinity houses have little places on campus where students who are interested in learning foreign languages could actually live together and speak the language on a daily basis. Because I don't want this to have how do I say this. I don't only want Female German learning students have the experience because we have this little apartment, mainly only females, but we have American students with exchange students living and I wish We would have it for other languages and also for males. So that we could do events. like we had admin celebrations we used to have a series of movies and stuff like that, and it was just like all tempered by COVID. And it's only now where everything loosens up a little bit where we can actually see our faces and speak to do this again, but right now it's also bad time towards the end. of the school year to do all that. And I wish we would really encourage more students to learn a language and it doesn't matter which one because practicality changes if you think about practicality. But then if you really want to learn a language then you're willing to go the extra mile and put in the work. I think every language you speak or can dabble in, opens a new world. That's why I think it's important.

Interviewer - 29:30

Thank you

Participant 3 - 29:32

Somebody today, [a student] in my intermediate for my class. He told me I should become a salesperson. I can do PR I can pitch something that I believe because if I don't believe in a product I'm not going to sell you that I couldn't do this just for the money. Then you find the words.

Transcript 4

Interviewer - 0:00

that you understand the purpose is to kind of gauge amongst communities like perspective on the foreign language department. It'll take like 15 minutes every time. Your involvement is totally voluntary, and you can leave at any time without penalty to you and nothing bad will happen. Also all of your information will be, like, anonymous. Oh, so you can say whatever you want. Yeah, We are going to record the interview and, like, transcribe it, but once we do that, we will, like, destroy it and delete it.

Participant 4 - 0:35

So a teacher is not going to hear this interview.

Interviewer - 0:38

No. Well, yes, however, your name is completely wiped from it.

Participant 4 - 0:44

Is she gonna hear this though?

Interviewer - 0:45

No, no, they're not going to verbally hear they are going to see the transcript.

Participant 4 - 0:48

Okay. Am I allowed to cuss at any point or should I like try to keep that out? Because I can, but like-

Interviewer - 0:55

Probably keep it I would try to keep it out. But like, if it's something that you feel like needs to said be okay.

Participant 4 - 1:00

Okay, I was just making sure I got you, I got you.

Interviewer - 1:02

I mean be you-

Participant 4 - 1:02

I got you, I got you.

Interviewer - 1:03

Your name is totally off of it so, even if you do it wont come back to you at all

Participant 4 - 1:06

okay, yeah.

Interviewer - 1:09

So you could sign that then we'll be good.

Participant 4 - 1:16

Whats today's date?

Interviewer - 1:18

It's the fourth

Participant 4 - 1:20

Fourth? I literally just wrote one as if we're in January, I'm so stupid.

Interviewer - 1:26

Its okay. We haven't started, so it's fine

Interviewer - 1:31

Okay, I was wondering if you could state your year major and degree that you're getting from Belmont.

Participant 4 - 1:35

I'm a second semester sophomore, and I'm getting a classical - I'm getting a vocal performance degree with a classical emphasis, is the technical term.

Interviewer - 1:45

Is that a BA or a BS?

Participant 4 - 1:46

BM.

Interviewer - 1:48

BM. Okay.

Participant 4 - 1:48

I'm a Bachelor of Music.

Interviewer - 1:50

Thank you. What's been your experience with the Foreign Language Department?

Participant 4 - 1:56

I don't know if this counts as a foreign language but I had to take a language diction class, so I had to learn how to sing and speak pronunciation wise in French, German, Italian and English, my freshman year for two semesters. And then this semester I had to take well, fall semester sophomore year, I had to take German one elementary German one and then now I'm in elementary German two and it's been really really good. I adore [the professor].

I think that she's a really fantastic teacher. And I also think that in general, I think that my experience has been really good. But I also feel like I get a lot of experience with the foreign language department which is really good because I enjoy everything that I get to do.

Interviewer - 2:51

Absolutely. What is your opinion on Belmonts Foreign Language Department?

Participant 4 - 2:56

I think they could do more. I think that they could do more. I think that they focus a lot on Eurocentric languages. So I think they focus a lot on Italian, French and German which is good. But - because those are important and those are - and also they do Spanish which is good because that's I think the most prevalent language where we are because there's so many immigrants from Hispanic or Spanish speaking countries, which is really good - But I think that they could do more about encouraging people to take Japanese language classes I was about to go on a Study abroad to Japan and to do that I would have had to have taken a Japanese language course, and I got a lot of fight back on it because I'm required to take all these other languages. And I was like, I get that that's where I'm going to be working but it kind of felt like they're really pushing everyone towards a Eurocentric language track and I think that they should give people the opportunity to learn languages that aren't maybe as common. So I wish they would do more of that. But I think in general, they do a very good job. I just wish there were more options I guess

Interviewer - 4:08

Yes

Participant 4 - 4:08

is what I'm saying.

Interviewer - 4:09

Kind of like bouncing off of that. I know that you briefly just sort of answered this question. But if we could get kind of like affirmative on it like with do you think that Belmont holds you back from learning other specific foreign languages because of your chosen degree plan?

Participant 4 - 4:23

Absolutely. Yeah. Because, Because I get why because I'm required to learn, and you might have to fact check me on this I'm not 1,000% sure, but I'm required to learn - Elementary German is the first one and you're required to do two semesters at that elementary German one, elementary German two. Then I get I'm required to take at least one semester of Italian or French and at least two semesters of Italian or French. So I could choose to take two more semesters of Italian one semester of French or two semesters of French one semester of Italian and because and I also have to take those two semesters of diction. So because of that, that basically leaves me with like one or two semesters free that I could take another language unless I take two languages at the same time, which is really, really hard to do, obviously, because like I feel like it would get confused. So and I feel like that holds me back because when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was like, but I want to travel to those places, I get that that's where my job's gonna lead me. But I feel like learning a language can never be a bad thing. And if someone shows the initiative and the want to learn a language, it should be offered and I think it should be offered more in Maymester courses and more in the summer. And I think that if you're going to go on to study abroad to a country that speaks another language other than English primarily, or at least a significant amount, you should be required to take like even if in the Maymester they have a heavily like if they did an elementary German one Maymester and it was just heavily heavily simplified than what we did fall semester. And someone was going on a study abroad to Germany and they were just required to take that I think that could be so helpful. And it can only help you by learning English by learning other language grammar, so I'm speaking so much but yeah.

Interviewer - 6:16

No, you're not and I love you're really bringing in a lot of questions that I was going to ask you anyways. So I'm just going to maybe ask you to repeat some of the thoughts you've already spoken on. But with the next question I was going to go into you briefly just kind of went over in finalizing the last question. So I want to know your thoughts on Belmont and I can elaborate more on this question if you don't understand thoughts on Belmont pushing study abroad in relation to foreign language, such as pushing study abroad and not adding or encouraging a cultural prerequisite to the country that they would be going to.

Participant 4 - 6:54

I, my kind of thoughts on that is what I talking about with the Japan trip. I think everyone should be required to take at least one semester or like some sort of something like I don't think that you should just go there and not be able to speak anything and just rely on everyone else. Cuz I feel like that takes away a certain amount of independence from what you're going to do. Because like, if I if I, I keep using the Japan because that's my personal experience. But if I went to that Japan trip, with no further knowledge of the Japanese language, which is so different than the languages that I know, I wouldn't be able to go out by myself. I wouldn't be able to go do

anything by myself. I would have had to rely on people who did speak the language, which I think is also not safe. In some aspects. So, I think that you should be required to at least take some like even if they had some sort of class that's like this language for study abroad, and it was like a month. I think that that can be so helpful. But that's my personal belief. I think that it can require that maybe that would deter people from going on study abroad, which is also a bad thing because I think that everyone should be able to go and study abroad and should want to and if that discourages people that's sad. So give and take, I'm just glad I'm not the one who has to make that decision.

Interviewer - 8:13

Yeah for sure. You mentioned previously when you were talking about your chosen degree and like what you're doing that you have to take a variety of different languages within your time. What are your thoughts on having to take so many languages just within your four year program?

Participant 4 - 8:38

I think it's kind of it takes away the opportunity to really get enriched in one language because when I tried to minor in German, I was again told I really couldn't do that. Because to do that, I would have had to have taken intermediate German at the same time. I'm taking elementary Italian, which would have been so confusing for me specifically. Some people can do that and some people have which is great. But I think when also there's no way you can learn fluency in the language unless if you get immersed in the language or unless if you take more than a semester year so I think requiring me to take one semester of French, I don't really see how that's gonna help me. I can see that that's gonna get really confusing. Because and that's why I was so like, passionate about going on a study abroad to Germany because I wanted to after I took the first two semesters of elementary German to immediately get immersion and to immediately have that more ingrained in my brain, other than forgetting it all summer and then going straight into another language and forgetting everything I just did with this language. So I think it's kind of it makes it unnecessarily hard. I feel like they should encourage you to pick one language and become actually fluent in that like fully fluent. Like be fully bilingual, get immersed in the language, take it up to intermediate like take it to the most that you could possibly take that language. I feel like that would be 10 times more effective than having to take three, you know,

Interviewer - 10:14

Absolutely. Do you feel that Belmont adequately recognizes the importance of foreign language and culture in like life and also on campus?

Participant 4 - 10:24

I think that because, because the way I was interpreting that question is like Belmont as an organization. I don't think Belmont as an organization- I think there are specific people who do

like [my foreign language professor] Absolutely does my classical voice teachers absolutely do. And the people I was talking to on the Japan study abroad, they understand it. And they're really, really passionate about it, and they're doing it for the right reasons. Which is really really good. But I also think unfortunately, there are some people who are encouraging me to take languages to make me more marketable, which is a good reason, but it's not the best reason. You should be encouraging me to take languages so that when I get hired in those places, I can be an independent person. So I think some people for sure do but also I think a large majority don't.

Interviewer - 11:10

Absolutely. Why do you think people are discouraged to take foreign languages or like on campus like why do you think that they don't want to?

Participant 4 - 11:19

I think it's probably because a) it seems daunting. And it seems like a lot of work because it is. It's a lot of work to learn another language and in most cases, if you've gone to American public high schools or middle schools your entire life you probably don't have a great foundation in another language or a great foundation in English either, because that's what's made learning German so hard for me is that I felt like I didn't get a good foundation in English grammar in high school. So then doing German grammar was so difficult. So I feel like that makes it daunting, but also, people that choose these complicated degrees. Don't have the time to actually focus on these languages. And they don't get encouraged to because they're too busy taking Organic Chem or something like that. So-

Interviewer - 12:06

Yeah, just like a few more questions for you. Does Belmont promote foreign language in your opinion?

Participant 4 - 12:14

To me they do so in my experience, absolutely. When you're saying because when you say promote, it's like they tell you when you first get here, you're gonna take these three languages plus diction, and I have to sing in all four of those languages for the fourth being English. I have to sing in in all four of those languages every semester like right now I have two French two Italian, two German, and one English. So they promote it to me, and they tell me how helpful it's going to be to me, but I think probably outside of me and maybe a couple other majors like I have friends that are English majors. That they do not promote to them all, which I think is telling but yeah

Interviewer - 12:59

Yeah. Do you feel like Belmont recognizes your success in foreign language?

Participant 4 - 13:03

No. No, I don't. That's actually a really interesting question. I never really thought about it like that. Because when you're around people all day long in the in where I'm at, in the music class, classical, specific department. And like the upper company that I'm in every single person that room has taken two or three languages. So every single person in that room is the same level of language understanding as me. So then I feel like like, kind of like, it's not really successful, that I can speak all these languages and that I've learned how to sing this way. And then I like, and then when they go back home, and I'm just talking nonchalantly to my mom, and I'm like, I sing in French and like it's not a big deal. She's like, Oh my God, that's so cool. And you don't realize how cool it is. So I feel like

Interviewer - 13:46

Do you wish that they recognized it a little more?

Participant 4 - 13:49

Yeah, I think would make more people want to take it if they recognize how big of a deal it is.

Interviewer - 13:55

Absolutely. Thank you. Um, do you wish that there were clubs or outside events? That the Foreign Language Department had?

Participant 4 - 14:06

Yeah. We had like the one thing that I can recall is that we had one chapel service at the end of last semester around Christmas. And that's the only thing that I can recall that was specifically for foreign language and even that wasn't necessarily by the Foreign Language Department. It was more by students that could speak another language. So all the languages that we had that were not Eurocentric languages, those were just by people who were raised in that country and knew how to speak that language because that's what they grew up in. Not because they got taught that language here.

Interviewer - 14:41

Yeah.

Participant 4 - 14:42

So it wasn't really by the Foreign Language Department. It was by the students, which is good. But I think that they should host more events to encourage people and like make it seem like a fun thing and make it more centered around you know, German now you can go to Germany, just book a flight. That's something you can do now that you know how to speak that language.

Interviewer - 15:05

If there was a social media presence, would you follow it for the foreign language department?

Participant 4 - 15:11

Yeah, I probably would, because I think it'd be really funny to see [my professor] tweet.

Interviewer - 15:18

Fair enough. If there were clubs like foreign language clubs, would you join?

Participant 4 - 15:26

I think optimistically I would say of course, I would realistically I wouldn't have time. But optimistically I absolutely would love to. Like [the German professor] has those Bongo Java things every single Wednesday when she just talks in German and y'all have to ask [my friend] about that, because I know she actually goes to those, but I have a class during that time. So which is really unfortunate. But yeah, because I think that you can have a really strong camaraderie with all these people that can speak this language and just talking and it can be super duper helpful and yeah.

Interviewer - 15:56

Awesome. Um, before we finish, is there anything you want to tell me that you didn't get a chance to during the interview?

Participant 4 - 16:05

No, I feel like I'm good. You asked a lot of really good questions, and I rambled for a minute. So I feel like I said everything I need to

Interviewer - 16:16

Okay, thank you so much.

Transcript 5

Interviewer - 0:00

They telling you that the purpose of this study is to kind of understand the perspective of the Belmont community's foreign language department or develop community's perspective on the foreign language department. It'll be about 15 Minutes interview style. We are going to audio record and transcribe what you say. But your name will be used. It'll be totally anonymous that it was you. So feel free to speak freely and then after we're going to delete the audio recording and everything and you're free to leave at any time without any penalty to you. So it's totally voluntary. If you have any questions, you can email Amelia.

Participant 5 - 0:40

Let me just

Interviewer - 0:43

yeah , and there's a pen over here for you to sign just right here and the date is the fourth and then once you're done signing, we can go for it.

Participant 5 - 0:56

3, 4?

Interviewer - 0:57

Yes, 22. And you can just put that over there. Okay, so, before we start, can you state your year major and degree that you're getting from Belmont?

Participant 5 - 1:12

I'm a freshman and international business major, and I'm getting a BBA. That's Bachelor's of Business Administration.

Interviewer - 1:22

Yes. Are you going to have a minor in a foreign language?

Participant 5 - 1:26

Yes. Yes.

Interviewer - 1:28

What foreign language is your minor going to be

Participant 5 - 1:29

German.

Interviewer - 1:30

Why did you decide to make German your minor?

Participant 5 - 1:34

I decided to make German my minor just because it was already required for my international business degree. And I liked taking my German classes and it just, you know made sense and yeah, I've felt like I should major in something that I enjoy and Germans my favorite class. So, thats why I chose it.

Interviewer - 1:54

You said it was required in your international business degree plan. What does that mean? Can you elaborate a little bit on that?

Participant 5 - 2:00

So to have my international business degree you have to have a focus in a foreign language. So that means you have to take I think it's a certain number of like, 200 level and 300 level of a foreign language. So it's already like built into the degree that you have to take foreign language.

Interviewer - 2:22

Did you know coming in that you wanted a foreign language minor?

Participant 5 - 2:26

Not necessarily No.

Interviewer - 2:28

Okay. What do you think about the foreign language department so far?

Participant 5 - 2:34

Um, well, I'd say that since I am a freshman, I don't really know that much about the department as a whole. Like I've really only been introduced to the German aspect of it. So - what was the question again?

Interviewer - 2:46

Just what-

Participant 5 - 2:47

What do I think?

Interviewer - 2:47

just what do you think of the department, yeah.

Participant 5 - 2:49

um, it's not like super prevalent on campus like you don't really meet any like, specifically, language majors like the only language major we know is like in our German class.

Interviewer - 3:01

Is there anything you would want to change or add to the Department of Foreign Language on campus? Or like with how they're doing things?

Participant 5 - 3:11

maybe just like try and make themselves more well known, like, apart from like, study abroad.

Interviewer - 3:17

Do you wish there was more do you wish there were clubs or like a more dominant foreign language presence on campus?

Participant 5 - 3:26

I think some like clubs would be nice, just so you could put it on like a resume or have leadership roles within the Foreign Language Department. Like the only thing that I do right now is like German conversation. And it's not really a club. It's more just like, people speaking German on Wednesdays. So yeah.

Interviewer - 3:46

How important do you think foreign languages to an education?

Participant 5 - 3:48

I think foreign language is extremely important to an education not just because you're learning a language but it's more like, you know, you can learn about other cultures or just like gain an understanding for someone different than you. Then it's not always just about a language.

Interviewer - 4:07

Sure. I just lost my thought. I know that you haven't yet declared your minor but with people you know, like, with minors in the foreign language department and just like with your knowledge in general, do you feel like Belmont celebrates your accomplishments with your minor?

Participant 5 - 4:31

Um, I don't know if they like, do that much about it. It's more of like me, focusing on myself. I don't really like I don't know. Take note of other people or like Belmont as a whole.

Interviewer - 4:46

Yeah, for sure. If there was a social media presence for the Department of Foreign Language, would you follow it?

Participant 5 - 4:54

Probably. Yeah.

Interviewer - 5:01

And what are and I can elaborate more on this question. If you are confused. What are your thoughts on Belmont pushing study abroad in relation to foreign language? Meaning, like, pushing for study abroad and not adding or encouraging a cultural prerequisite before going to the country?

Participant 5 - 5:17

Okay, yeah, no, I definitely. I definitely see that like they really pushed like, like English speaking study abroad, which is like, I feel like you're not gaining as much as you could where if you went to a country that speaks a different language than you, because most of the time especially in in Europe, like they do still speak English, but it's just another thing that like, helps you learn if you were to go to a different, like a country that's different speaking than you. Like they really pushed like London and Scotland and Ireland, whereas like, I feel like if they pushed more foreign language speaking countries, you could gain more from the

Interviewer - 5:56

For sure. Do you feel like Belmont adequately recognizes the importance of foreign language and culture in the world but also on campus?

Participant 5 - 6:06

No.

Interviewer - 6:09

Can you elaborate on that.

Participant 5 - 6:11

They okay, they like push study abroad, but they don't really push foreign language. You know, so, they'll be like, Oh, travel, do all these things. And like also, like Maymester's like the way that they only they really focus on short term study abroad versus like, one semester a whole year where it's like, you get to learn and like embrace culture more. So I feel like they could do a better job. Of kind of doing that.

Interviewer - 6:36

How do you think like, what do you think would be like, doing a better job? Like what are some ways that you think they can advertise better or promote themselves better?

Participant 5 - 6:46

Um, I don't know holding events, kind of like the things I do for Maymester's like, they really love to just like talk about Maymester's and like, make that their thing. Whereas, like, if they, I don't know, made students more aware of the different study abroad, they could do. Whereas like, I think I've only learned about study abroad from my language classes.

Interviewer - 7:15

Why do you think people are discouraged to take a foreign language or like, Why do you think they don't want to?

Participant 5 - 7:21

I feel like for me, at least I didn't really have the best foreign language experience in high school. So doing it in college is kind of like daunting, especially starting over a new foreign languages, because that's what I did. trying to think of what I was saying. Oh, like why it's scary, kind of or?

Interviewer - 7:44

Yeah, why do you think like people on campus like there's reasons why they don't like want to take it?

Participant 5 - 7:51

I think I just think it would be too hard and I don't want to like crap on everyone and say like, they're not hard working, but it's just not like a focus for many people, especially being a music school. Like, like music is like our main thing here if we don't really focus on foreign language and it's just not something that people think about I think,

Interviewer - 8:11

do you feel like Belmont I know we talked about a little bit about like, if they you don't think they really celebrate like accomplishments with your minor Do you wish that they did?

Participant 5 - 8:25

I mean, I don't think it really matters to me, like I don't really like I don't know really what you mean by like, celebrate, you know, like, I guess they really do like push music and like, I guess you could say they like celebrate all the music and stuff here. But I don't think it's that much of a big deal to me. Maybe to other people would encourage them more.

Interviewer - 8:53

Okay, before we finish, is there anything you want to tell me that you didn't get a chance to during this interview? Any thoughts?

Participant 5 - 9:01

Not necessarily. My German major- minor, is confirmed though. So girly is an official German minor. Yeah.

Interviewer - 9:10

Happy for you, so thank you for answering these questions.

Participant 6

Interviewer - 8:32

Okay. If you could advertise the department in a different way than it's kind of being advertised on campus now. Are there any changes you would make?

Participant 6 - 8:42

I would change Belmonts entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system. Whereas we're not reliant on any kind of filters to talk about our programming, talk about we're doing talk about changes, post, add, connect, connect to social media, all that kind of thing. So yeah, I mean, I'm pretty comfortable with web technology. So I would love to be able to just explain here's why X language is crucial in the world and why you should study it. And did you know about this, this literature did? Do you ever want to read Dostoyevsky for what he really said, you know, how would you like to be able to have an intelligent conversation with a neighbor from Mexico and get rid of these stereotypes?

Participant 6 - 9:43

because when you teach language to teach a culture, so having that cultural acuity through language is totally important. But even being able to communicate what those cultures are doing and why they're important more than just you know, having some nice food and a fair would be cool.

Categories (Researcher B):

Category: Other (Light cornflower blue 3)

- Memo: Additional information and simple answers such as yes and no
 - So it wasn't really by the Foreign Language Department. It was by the students, which is good. But
 - I think optimistically I would say of course, I would realistically I wouldn't have time. But optimistically I absolutely would love to. Like

Category: Personal Information (Cyan)

- Memo: Participants major's, minor's, degree's, or other personal information specific to them and their experience.
 - I'm a junior. I'm double majoring in psychology and sociology and I'll get a BS.
 - I'm a Junior Nursing major. And I think a BSN
 - I'm a second semester sophomore, and I'm getting a classical - I'm getting a vocal performance degree with a classical emphasis, is the technical term. BM.
 - I'm a freshman and international business major, and I'm getting a BBA. That's Bachelor's of Business Administration.
 - My German major- minor, is confirmed though. So girly is an official German minor. Yeah.

Category: Knowledge of the Foreign Language Department (Magenta)

- Memo: What the participant knows about the department
 - I have very limited knowledge on this topic,
 - I've heard good things about the other teachers in the department.
 - I had no idea there was a department I don't know. I still don't know if there's a French department I think there's there might just be a French teacher or two still. No idea.
 - I don't know if the Foreign Department does events or anything,
 - When you're saying because when you say promote, it's like they tell you when you first get here, you're gonna take these three languages plus diction, and I have to sing in all four of those languages for the fourth being English. I have to sing in in all four of those languages every semester like right now I have two French two Italian, two German, and one English. So they promote it to me,
 - I'd say that since I am a freshman, I don't really know that much about the department as a whole. Like I've really only been introduced to the German aspect of it.

Category: Participants experience with the Foreign Language Department (Yellow)

- Memo: What has the participant done with the department and what sort of interactions have they had with the department

- And I think the Foreign Language Department does a good job of bringing people to see things from different perspectives.
- I think that I wish I could have time in my schedule for it. I don't know, I think Belmont gives you plenty of time to figure out where you're going and then decide on your degree but once you do that, you're already like a junior and it's too late for you to go back and have any elective classes.
- I feel like people who are majoring in a language and majoring in STEM don't really hit the same classes very often. So it's hard to like, talk about that stuff
- when I tried to minor in German, I was again told I really couldn't do that. Because to do that, I would have had to have taken intermediate German at the same time. I'm taking elementary Italian, which would have been so confusing for me specific. Some people can do that and some people have which is great. But I think when also there's no way you can learn fluency in the language unless if you get immersed in the language or unless of you take more than a semester year so I think requiring me to take one semester of French, I don't really see how that's gonna help me. I can see that that's gonna get really confusing.
- also think unfortunately, there are some people who are encouraging me to take languages to make me more marketable, which is a good reason, but it's not the best reason. You should be encouraging me to take languages so that when I get hired in those places, I can be an independent person. So I think some people for sure do but also I think a large majority don't.

Category: Clubs and Events (Dark purple 1)

- Memo: Participants' knowledge or experience with clubs and events with the foreign language department
 - I meet with my students every Wednesday, at Bongo Java, we have a little German house or German apartment in Dickens. I'm very fortunate with this.
 - So that we could do events. like we had admin celebrations we used to have a series of movies and stuff like that, and it was just like all tempered by COVID. And it's only now where everything loosens up a little bit where we can actually see our faces and speak to do this again,
 - I think some like clubs would be nice, just so you could put it on like a resume or have leadership roles within the Foreign Language Department.

Category: Engagement reasoning (Light orange 1)

- Memo: Participants reasoning for engaging with the foreign language department,
 - I'm required to learn - Elementary German is the first one and you're required to do two semesters at that elementary German one, elementary German two. Then I get I'm required to take at least one semester of Italian or French and at least two semesters of Italian or French. So I could choose to take two more semesters of Italian one semester of French or two semesters of French one semester of Italian and because and I also have to take those two semesters of diction.

- I've felt like I should major in something that I enjoy and Germans my favorite class. So, that's why I chose it.

Category: Engagement reasoning (light magenta 3)

- Memo: Participants reasoning for not engaging with the foreign language department
 - There's such a time crunch on an undergrad so you have to get your classes in when you have to get them in and if it doesn't fall into requirements, it's hard to make time for them.
 - So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory, which is why I don't know a lot of people taking those.
 - when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was like, but I want to travel to those places, I get that that's where my job's gonna lead me. But I feel like learning a language can never be a bad thing.

Category: Importance of Foreign Language (Light green 1)

- Memo: Why the participant feels learning a foreign language is important
 - I think it's really important, even if you don't learn the language, but to learn other people's cultures.
 - So I do think that it's important to at least try to get some aspects of other languages in your vocabulary.
 - I think that people just like to fill out their requirements and keep going when I don't think that it's recognized how important people learning a new language or culture can be. For not only themselves but the people that they come in and interact with in their life. And I think every career could benefit from a wider scope of perspectives. But no, I don't think Belmont does a great job of recognizing that.
 - I do think that foreign language is important and a little underrated here at Belmont.
 - with nursing you see a lot of Spanish-speaking patients. So being able to even understand them a little bit more than like, just English speaking would be really helpful.
 - Well if you work for Ernst and Young, let's say in the Berlin office, all the accountants there will speak English, but then you also have your everyday life. And maybe your landlord won't speak English all that well, that people might speak English but not necessarily on the level. Then you always need somebody to help you translate or you go to a supermarket, you're lost in translation. So I think it's it's very important.
 - Yeah, they might all speak English at conferences but it opens up doors and really cultural understanding. I think that that's really problematic to me.
 - I think foreign language is extremely important to an education not just because you're learning a language but it's more like, you know, you can learn about other

cultures or just like gain an understanding for someone different than you. Then it's not always just about a language.

Category: Study Abroad (Red)

- Memo: Participants thoughts about study abroad
 - But I do think it would help people get a better understanding of like culture and what they're walking into rather than just like getting, you know, going on a fun trip, which it is, but also, I think there's a lot more to it than people give it credit for.
 - if you're going to like a new country to study for an entire semester like that's great, but if you don't know the language, like you're kind of screwed
 - I have a friend right now that's in Italy, but she doesn't speak any Italian. So how do you communicate with other people? They're like, You can't expect them to know English.
 - I think we should encourage students again, to learn a foreign language so that they can also go to non English speaking countries, not with an American campus that's transplanted to a foreign country.
 - So how do you experience the British culture when you're so removed?
 - But if I went to that Japan trip, with no further knowledge of the Japanese language, which is so different than the languages that I know, I wouldn't be able to go out by myself. I wouldn't be able to go do anything by myself. I would have had to rely on people who did speak the language, which I think is also not safe. In some aspects. So, I think that you should be required to at least take some like even if they had some sort of class that's like this language for study abroad, and it was like a month. I think that that can be so helpful.

Category: Participants thoughts on the Belmont communities engagement with the foreign language department (Dark red berry 1)

- Memo: What the participant has observed
 - I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly.
 - And I can say for the whole of Belmont, I think that people view the Foreign Language Department as a requirement instead of like a possible good thing that could be used later in life.
 - feel like freshman year maybe I just didn't know about them. But I feel like there weren't really many clubs. Like for people like certain cultures, or races or whatever. And I feel like now we have a ton of those.
 - students actually wrote a petition. They wanted a major and then the provost at the time said yeah, why not? I give you three years show us that you can build a program and sustain it. And that's how this all happened.
 - it kind of felt like they're really pushing everyone towards a Eurocentric language track

- I have friends that are English majors. That they do not promote to them all, which I think is telling
- it's not like super prevalent on campus like you don't really meet any like, specifically, language majors like the only language major we know is like in our German class.

Category: Participants Recommendations for the Foreign Language Department (Light red 3)

- Memo: What can be done to improve
 - I wish there were things built out in the degree where you had to take one. So not only are you taking it with people in your major for the same purpose, you know, but also like, there's time to do it. I don't know if that means you'd have to take away from other things, which I don't know if I'd be willing to give those up. But I just wish there was more time. Like obviously, nobody wants to stay and get a four-year degree in five years just to take extra classes. But I do think it would be fun to have more time in the schedule for foreign language.
 - And if someone shows the initiative and the want to learn a language, it should be offered and I think it should be offered more in Maymester courses and more in the summer.

Category: Participants Perspective on Belmont's limitations in relation to the foreign language program (Dark yellow 2)

- Memo: What might hold them back
 - I think it's hard for Belmont single-handedly to change something because they're trying to compete with other schools and other higher education systems.
 - it's hard to be an innovator in that field, I guess because you want to keep up with everyone else.
 - I think if there were bigger class sizes I personally would be less likely to take the class.
 - if you haven't studied a foreign language, and you hear about all these computer devices, why would you want to learn a language oh Google will translate it for you. And then people telling me oh there are now phones, you say something and the phone picks up your voice and translated. Now. If you don't have an accent, if you have an accent, this becomes problematic, then it comes out as very Jibberish. And these online translators, they function well, on a certain level, but when it gets a little bit more abstract, can get some very interesting responses.
 - people that choose these complicated degrees. Don't have the time to actually focus on these languages. And they don't get encouraged to because they're too busy taking Organic Chem or something like that.
 - I feel like for me, at least I didn't really have the best foreign language experience in high school. So doing it in college is kind of like daunting, especially starting over a new foreign languages, because that's what I did.

Category: Participants opinion on the foreign language program (Light gray 1)

- Memo: More personal than the recommendations (specific to the participant)
 - I think it might be better if you're getting a degree in like German or something.
 - I don't really have an opinion on it.
 - I think to me, this is absolutely problematic.
 - So I just I think just to me this would be really important.
 - But I think in general, they do a very good job.
 - I don't think Belmont as an organization- I think there are specific people who do like [my foreign language professor] Absolutely does my classical voice teachers absolutely do. And the people I was talking to on the Japan study abroad, they understand it. And they're really, really passionate about it, and they're doing it for the right reasons. Which is really really good.

Category: Social media (Light yellow 3)

- Memo: Participants engagement with Belmont social media
 - I think it'd be really funny to see [my professor] tweet.
 - trying to get the main Belmont account to like post if they're doing events, because I know a lot of people follow the main account. So that could help.

Category: Website Recommendations (Dark Cornflower Blue 1)

- Memo: Participants recommendations for the Belmont website
 - I would change Belmonts entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system.

Finalized Categories:

Category: Other

- Memo: Additional information and simple answers such as yes and no
 - So it wasn't really by the Foreign Language Department. It was by the students, which is good.
 - So I have I think about 17 or 18 majors, and about 25 minors

Category: Personal Information

- Memo: Participants major's, minor's, degree's, or other personal information specific to them and their experience.
 - I'm a junior. I'm double majoring in psychology and sociology and I'll get a BS.
 - I'm a Junior Nursing major. And I think a BSN It stands for it's Bachelor of Science and Nursing.
 - I'm a second semester sophomore, and I'm getting a classical - I'm getting a vocal performance degree with a classical emphasis, Bachelor of Music.
 - I'm a freshman and international business major, and I'm getting a BBA. That's Bachelor's of Business Administration. My German major- minor, is confirmed though. So girly is an official German minor.

Category: Knowledge of the Foreign Language Department

- What the participant knows about the department.
 - I have very limited knowledge on this topic,
 - I had no idea there was a department I don't know. I still don't know if there's a French department I think there's there might just be a French teacher or two still. No idea.
 - it's not like super prevalent on campus like you don't really meet any like, specifically, language majors
 - I've heard that they're all really great. Nobody has issues or complaints really.
 - I think you can major in a language for sure. I believe you can minor in one. I'm not 100% sure on that though

Category: Participants experience with the Foreign Language Department (Yellow)

- What has the participant done with the department and what sort of interactions have they had with the department
 - I feel like people who are majoring in a language and majoring in STEM don't really hit the same classes very often. So it's hard to like, talk about that stuff
 - And I also think that in general, I think that my experience has been really good. But I also feel like I get a lot of experience with the foreign language department which is really good because I enjoy everything that I get to do.

- I do think that I had a good time learning and there was a very nonjudgmental atmosphere in my class, which I think might extend to every class in the Foreign Language Department, which is really the only way I think you can learn a different language is if you're allowed to fail at it epically, which I did.
- We had like the one thing that I can recall is that we had one chapel service at the end of last semester around Christmas.

Category: Importance of Foreign Language

- Why the participant feels learning a foreign language is important
 - I think it's really important, even if you don't learn the language, but to learn other people's cultures.
 - I think that people just like to fill out their requirements and keep going when I don't think that it's recognized how important people learning a new language or culture can be. For not only themselves but the people that they come in and interact with in their life. And I think every career could benefit from a wider scope of perspectives. But no, I don't think Belmont does a great job of recognizing that.
 - Well if you work for Ernst and Young, let's say in the Berlin office, all the accountants there will speak English, but then you also have your everyday life. And maybe your landlord won't speak English all that well, that people might speak English but not necessarily on the level. Then you always need somebody to help you translate or you go to a supermarket, you're lost in translation. So I think it's it's very important.
 - I think it's actually really important. Especially in nursing. It's good to have another language background.
 - You develop an empathy to non native English speakers when you have people come to the US who stumble, who try to express themselves. If you have not been in that situation. It's very hard to relate and be empathetic and understanding
 - We have this false assumption that everybody speaks English and it's not true

Category: Reasoning for not taking a foreign language

- Memo: The explanation for why the participant isn't/can't take a foreign language
 - I think that I wish I could have time in my schedule for it. There's such a time crunch on an undergrad so you have to get your classes in when you have to get them in and if it doesn't fall into requirements, it's hard to make time for them.
 - I didn't really have the best foreign language experience in high school.
 - So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory, which is why I don't know a lot of people taking those.

Category: Perception around campus

- Memo: How the participants feel the department is perceived around campus

- I think many people still think that in foreign languages, all we teach is language.
- I think many faculty just like the students, they don't know what we actually teach.
- I think we don't really have a strong presence on campus.
- I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly.
- And I can say for the whole of Belmont, I think that people view the Foreign Language Department as a requirement instead of like a possible good thing that could be used later in life.
- Students actually wrote a petition. They wanted a major and then the provost at the time said yeah, why not? I give you three years show us that you can build a program and sustain it. And that's how this all happened.
- it's not like super prevalent on campus like you don't really meet any like, specifically, language majors like the only language major we know is like in our German class.
- a) it seems daunting. And it seems like a lot of work because it is. People that choose these complicated degrees. Don't have the time to actually focus on these languages
- Like music is like our main thing here if we don't really focus on foreign language and it's just not something that people think about I think,

Category: Reasoning for taking a foreign language

- Memo: Why did the participant take a foreign language/ why should someone take a foreign language
 - I took French because I took French in high school and so I thought why not continue on until college?
 - And I think every career could benefit from a wider scope of perspectives.
 - With nursing you see a lot of Spanish-speaking patients. So being able to even understand them a little bit more than like, just English speaking would be really helpful.
 - I think that you can have a really strong camaraderie with all these people that can speak this language
 - I liked taking my German classes and it just, you know made sense and yeah, I've felt like I should major in something that I enjoy and Germans my favorite class

Category: Study Abroad

- The participants' thoughts on Belmont not requiring/encouraging a cultural prereq/language course before going abroad
 - But I do think it would help people get a better understanding of like culture and what they're walking into rather than just like getting, you know, going on a fun

trip, which it is, but also, I think there's a lot more to it than people give it credit for.

- if you're going to like a new country to study for an entire semester like that's great, but if you don't know the language, like you're kind of screwed
- You can't expect them to know English.
- But if I went to that Japan trip, with no further knowledge of the Japanese language, which is so different than the languages that I know, I wouldn't be able to go out by myself. I wouldn't be able to go do anything by myself. I would have had to rely on people who did speak the language, which I think is also not safe. In some aspects.
- I do think it would help people get a better understanding of like culture and what they're walking into
- I think to me, this is absolutely problematic.
- I think everyone should be required to take at least one semester or like some sort of something like I don't think that you should just go there and not be able to speak anything and just rely on everyone else.
- I definitely see that like they really pushed like, like English speaking study abroad, which is like, I feel like you're not gaining as much as you could where if you went to a country that speaks a different language than you

Category: Recommendations

- Memo: What Belmont could do to better advertise and help the foreign language department
 - advertise their foreign language not only more to freshmen but to upperclassmen, who are looking for electives that would benefit them.
 - trying to get the main Belmont account to like post if they're doing events,
 - I think that they should host more events to encourage people and like make it seem like a fun thing and make it more centered
 - maybe just like try and make themselves more well known, like, apart from like, study abroad
 - I wish there were things built out in the degree where you had to take one. So not only are you taking it with people in your major for the same purpose, you know, but also like, there's time to do it.
 - And if someone shows the initiative and the want to learn a language, it should be offered and I think it should be offered more in Maymester courses and more in the summer.

Category: Social media

- Memo: Participants engagement with Belmont social media
 - I think it'd be really funny to see [my professor] tweet.

Category: Would you take a foreign language

- Memo: If given the option would the participants who cannot take a foreign language due to their course take one
 - I do. Yeah, I think it'd be really cool and beneficial.
 - I think that I wish I could have time in my schedule for it.
 - Personally, I would love to have to take a foreign language. I wish there were things built out in the degree where you had to take one.
 - I think that there are a lot of other things more closely related to my major I might want to take but I think I would consider it for sure.

Category: Belmont recognition

- Memo: Does the participant feel as if Belmont recognized their achievements/major
 - No. No, I don't. I feel like, kind of like, it's not really successful, that I can speak all these languages and that I've learned how to sing this way.
 - I don't know if they like, do that much about it. It's more of like me, focusing on myself. I don't really like I don't know. Take note of other people or like Belmont as a whole.
 - I guess they really do like push music and like, I guess you could say they like celebrate all the music and stuff here. But I don't think it's that much of a big deal to me. Maybe to other people would encourage them more.

Category: Participants opinion on the foriegn language program

Memo: More personal than the recommendations (specific to the participant)

- I don't really have an opinion on it.
- But I think in general, they do a very good job.
- I think the Foreign Language Department does a good job of bringing people to see things from different perspectives.
- I just think that not a lot of schools push foreign language and I don't think Belmont is an exception to that rule exactly
- neutral, I guess nothing good or bad?
- I think that they could do more. I think that they focus a lot on Eurocentric languages But I think that they could do more about encouraging people to take Japanese language classes

Category: Belmont

- Memo: Whether Belmont is holding the participant back from taking a foreign language
 - I think so. I think, had a foreign language been implemented. into that. Or like, at least the opportunity, a lot of us would have done it.

- we need to see how we could maybe even expand the foreign language offerings. Because if we really want to transform the world, we can't do this with English only because you always need a translator
- I feel like that holds me back because when I tried to take a Japanese language course and I got so much fightback on it, it felt really disheartening because I was like, but I want to travel to those places, I get that that's where my job's gonna lead me. But I feel like learning a language can never be a bad thing.
- So they promote it to me, and they tell me how helpful it's going to be to me, but I think probably outside of me and maybe a couple other majors like I have friends that are English majors. That they do not promote to them all
- they like push study abroad, but they don't really push foreign language.
- But I feel like learning a language can never be a bad thing. And if someone shows the initiative and the want to learn a language, it should be offered
- When I tried to minor in German, I was again told I really couldn't do that. Because to do that, I would have had to have taken intermediate German at the same time. I'm taking elementary Italian, which would have been so confusing for me specific. Some people can do that and some people have which is great. But I think when also there's no way you can learn fluency in the language unless if you get immersed in the language or unless of you take more than a semester year so I think requiring me to take one semester of French, I don't really see how that's gonna help me. I can see that that's gonna get really confusing.
- Also think unfortunately, there are some people who are encouraging me to take languages to make me more marketable, which is a good reason, but it's not the best reason. You should be encouraging me to take languages so that when I get hired in those places, I can be an independent person. So I think some people for sure do but also I think a large majority don't.
- I do think that foreign language is important and a little underrated here at Belmont.

Category: Degree requirements

- Memo: If a foreign language fits in the participants schedule because of their degree requirements
 - My degree doesn't require it. And so I don't really have time in my schedule just to take an extra class
 - So I think just with nursing, it's so hard to fit extra classes in that aren't mandatory,
 - Nursing is obviously like very, like, structured and like you have to have certain requirements in order to get your degree. But I think, had a foreign language been implemented. into that. Or like, at least the opportunity, a lot of us would have done it.

- Some degrees that go for BS or BA, you can go songwriting, you can get a BA or BS, but somehow by default, when you say you go for songwriting major and you as incoming freshmen, don't pay attention.
- I feel like they should encourage you to pick one language and become actually fluent
- To have my international business degree you have to have a focus in a foreign language.

Category: Foreign language clubs

- Memo: Does the participant wish there were more clubs/ events put on by the department
 - I think optimistically I would say of course, I would realistically I wouldn't have time. But optimistically I absolutely would love to.
 - The only thing that I do right now is like German conversation. And it's not really a club.
 - I think some like clubs would be nice, just so you could put it on like a resume or have leadership roles within the Foreign Language Department.

Category: Website Recommendations

- Memo: Participants recommendations for the Belmont website
 - I would change Belmonts entire web infrastructure to allow individual departments and individual teachers to be able to dynamically add to kind of management system.

1. Secondary Research & Problem Statement -

Through secondary research on Belmont University's Foreign Language Department, the question of how the department is viewed by the Belmont community is called to question. With an observable lack of online presence and a relatively small department compared to other universities in the area, it raises the question of how many members of the Belmont community are impacted by these variables surrounding the Foreign Language Department. Through our quantitative research, we will utilize a survey that strives to answer how many members of the community feel that their cultural experience is suffering at Belmont due to some of the road blocks in students' way when pursuing a foreign language. For example, a student's chosen degree not only impacts whether or not it is required that they take a foreign language, but also whether they can take one at all. We want to understand how many students this topic affects. Additionally, quantitative research will allow us the opportunity to gather information about how the university may improve their department for the betterment of the campus and the student's education moving forward.

2. Quantitative Research Method

a. Quantitative Method:

For our quantitative research, we decided to implement a survey. We ended up using a survey because we felt like it would give us a broad understanding of the Belmont community and add data driven recommendations to our research as a whole. Using a survey gave us a cost effective way of collecting data, and also allowed us to reach a broader range of the Belmont community.

b. Sample & Data:

The population we took from for our quantitative research was the Belmont community as a whole. We could not, for obvious reasons, ask everyone at Belmont to take our survey, so we opted for something smaller with our sampling. We used a non-probability sample method along with purposive, convenience, and snowball sampling strategies. For purposive, we decided that the survey would be sent to those we interviewed as well as any other people we knew would be interested or who were students or faculty for Belmont. There was a variety of people and their experience with the department interviewed so it was a great start. In terms of convenience, we texted and sent the survey to friends or others that we already knew before the research project. Then we switched to a snowball strategy, asking everyone to send the survey to their friends and those in their classes to continue to get a variety of answers and perspectives for our data. One of the researchers also sent the survey out to some of her friends that were unfamiliar with the Foreign Language Department on campus as well as a group of Towering Traditions leaders. We knew nothing of the gender of the participants, instead, we asked specified questions about the

degree they were pursuing and if they were a student or a professor at Belmont University. There were a total of 46 surveys taken and distributed, 42 of those were completed. Four of the surveys were removed from the study because one participant did not agree to the consent form and three other participants did not complete the survey after agreeing to the consent forms.

c. Instrument/ Implementation:

For our quantitative research we utilized a qualtrics survey. We began our survey with a question marked zero, as it asked the participants whether or not they agreed to participate in the study, if they did the survey would pop up, if they did not they would receive a thank you screen. The survey itself had a total of 13 questions related to our research. The survey took approximately three minutes to complete. We chose to keep it under four minutes, as we felt that most people see three minutes as a small and reasonable amount of time, and we wanted to ensure as many people participated as possible.

In our survey, which can be found in the appendix, we wanted to include a variety of question types to ensure that we got as much of the relevant information as possible, while still keeping the survey brief for participants. With this goal in mind, we included one semantic differential in our survey, six questions at the nominal level of measurement and six questions at the interval level of measurement. This diverse mix of question types allowed us not only to identify what sort of individual felt the way they did, but also helped us to understand how they felt about the specific foreign language related questions. This diversity in our survey questions helped us to ensure validity in our survey.

For example, to identify the individuals we used the nominal level of measurement questions, a few examples of questions include, more can be found in our full survey located in the appendix:

- What degree are you pursuing at Belmont?
 - BA
 - BSN
 - BS
 - BBA
 - BM
 - Other
- Are you currently taking a foreign language course at Belmont University?
 - Yes
 - No

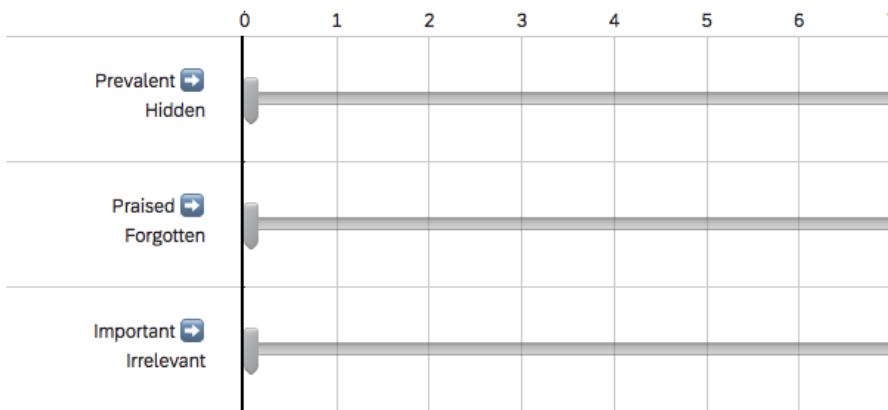
From there, in order to understand how these individuals felt about the certain aspects of the Foreign Language Department at Belmont University, we crafted questions at the interval level of measurement, a few examples include:

- I am aware of what Belmont's Foreign Language Department has to offer in terms of majors, and minors.
 - Strongly agree

- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Belmont University actively encourages students to pursue a second language.
 - Strongly agree
 - Somewhat agree
 - Neither agree nor disagree
 - Somewhat disagree
 - Strongly disagree

We included one semantic differential in our survey, with three sets of antonyms, in order to get even more of our participants feelings on the subject, our question was as follows:

- Belmont's Foreign Language Department is



After we created the survey questions in qualtrics, we moved on to formatting our survey. Our overall goal was to follow a funnel format that would leave our harder questions for the end of the survey.

We wanted participants to feel like the survey would be simple to complete from the very beginning, so we started out with a simple demographic question that was not too personal that they might not continue, we asked if they were a student or professor. From there, we tried not to have a bunch of the same question types back to back, in order for participants not to grow bored. It was also extremely important to us that our questions flowed in a way that did not potentially influence how the participant would view the following questions, while still trying to get them to engage fully with the interval level questions on the survey. By doing this, we ensured that our survey did not have question contamination and that we got truthful results. This was one of the main reasons that our semantic differential was near the end of our survey, we did not want our participants to have those words about the department in their heads until the previous questions had already made them form their own opinion around the topic. Our hope with doing this is to ensure that participants answered as truthfully as possible, and not in the way they thought the survey wanted them to answer.

Once we had settled on the questions and the format, we moved on to implementing our survey. We sent the survey via text message to friends and groups that we were involved in at Belmont, but not just to those involved in the Foreign Language Department. This variety in our sample helped us to ensure reliability. Additionally, we sent a message along with the survey that asked those people to forward the survey to any of their Belmont friends. We also reached out to a professor in the Foreign Language Department at Belmont and asked if they would be willing to share a link to our survey with their students. In the end, we got a total of 46 responses.

d. Analysis & Results:

We conducted a series of five statistical tests to analyze the data received from the survey. The first test ran was a Cronbach's Alpha test and it showed the reliability of our survey. We had 67.6% reliability with our survey; the charts are shown below.

The second test we ran was a correlation between the satisfaction of the participants with their major and whether or not they felt as if they received knowledge of other cultures within their academic experience. The correlation coefficient was .530. The data shows that there is a moderate positive correlation between students who are satisfied with their given major and feel as if they receive knowledge of other cultures in their academic experience. A moderate positive correlation means that not only are the variables influencing each other but they also have a moderate strength in correlation together.

The third test we ran was a crosstab between those who were aware of Foreign Language clubs on campus and whether or not the participants believe the department is prevalent within Belmont or hidden. The data shows no matter the opinion on whether the Department of Foreign Language is prevalent or not on campus, over half of the participants are not aware of the department's clubs. 51.3% of the people interviewed, no matter what they thought about the prevalence of the department on campus, were not aware of any foreign language clubs.

The fourth test we ran was another crosstab. This was between those who feel as if they receive knowledge of other cultures within their academic experience and what their degree path is. We found that a majority of people who feel as if they receive knowledge of other cultures are pursuing a BA and a BS. However, students pursuing a BS and a BSN learn about diversity and culture in different contexts which could explain why their answers were more on the agree side of the spectrum. We also found that interestingly enough that 40% of the participants pursuing a BM, strongly disagreed with the statement that they receive knowledge of other cultures in their academic experience. This was an interesting find because all students pursuing a Bachelor of Music are required to take a variety of languages.

The fifth and final test we ran was a frequency test based on a question asking the participants if they would follow social media directly related to the Department of Foreign Language. The data shows that more than half of the participants either agreed or strongly agreed, showing a majority interest in social media for the department. All of the charts and graphs can be seen below.

Charts and Graphs for Data Tests:

Reliability Statistics

Cronbach's Alpha	N of Items
.676	9

Case Processing Summary

		N	%
Cases	Valid	37	80.4
	Excluded ^a	9	19.6
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Correlations

		I feel satisfied with my major at Belmont University	I feel like I receive knowledge of other cultures in my academic experience at Belmont.
I feel satisfied with my major at Belmont University	Pearson Correlation	1	.530**
	Sig. (2-tailed)		<.001
	N	40	40
I feel like I receive knowledge of other cultures in my academic experience at Belmont.	Pearson Correlation	.530**	1
	Sig. (2-tailed)	<.001	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

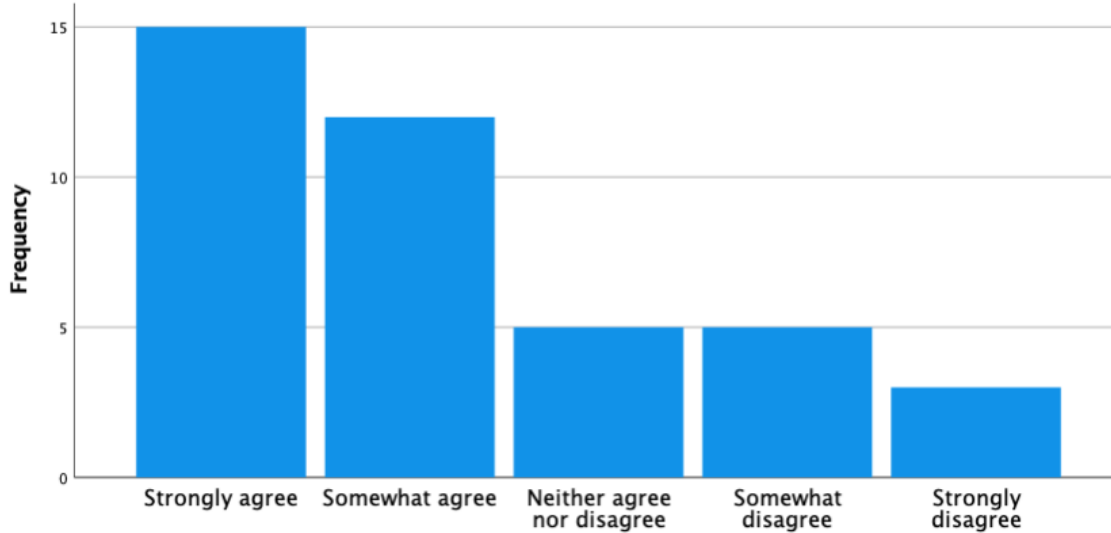
Belmont's Foreign Language Department is - Prevalent Hidden * Are you aware of the foreign language related clubs available on Belmont's campus? Crosstabulation

		Are you aware of the foreign language related clubs available on Belmont's campus?			Total	
		Yes	No	Somewhat		
Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	.00	Count	1	2	0	3
		% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	33.3%	66.7%	0.0%	100.0%
		% within Are you aware of the foreign language related clubs available on Belmont's campus?	12.5%	10.0%	0.0%	7.7%
		% of Total	2.6%	5.1%	0.0%	7.7%
1.00	Count	0	1	0	1	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	0.0%	100.0%	0.0%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	0.0%	5.0%	0.0%	2.6%	
	% of Total	0.0%	2.6%	0.0%	2.6%	
2.00	Count	2	2	1	5	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	40.0%	40.0%	20.0%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	25.0%	10.0%	9.1%	12.8%	
	% of Total	5.1%	5.1%	2.6%	12.8%	
3.00	Count	0	3	2	5	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	0.0%	60.0%	40.0%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	0.0%	15.0%	18.2%	12.8%	
	% of Total	0.0%	7.7%	5.1%	12.8%	
4.00	Count	2	4	5	11	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	18.2%	36.4%	45.5%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	25.0%	20.0%	45.5%	28.2%	
	% of Total	5.1%	10.3%	12.8%	28.2%	
5.00	Count	3	5	2	10	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	30.0%	50.0%	20.0%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	37.5%	25.0%	18.2%	25.6%	
	% of Total	7.7%	12.8%	5.1%	25.6%	
6.00	Count	0	2	1	3	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	0.0%	66.7%	33.3%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	0.0%	10.0%	9.1%	7.7%	
	% of Total	0.0%	5.1%	2.6%	7.7%	
7.00	Count	0	1	0	1	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	0.0%	100.0%	0.0%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	0.0%	5.0%	0.0%	2.6%	
	% of Total	0.0%	2.6%	0.0%	2.6%	
Total	Count	8	20	11	39	
	% within Belmont's Foreign Language Department is - Prevalent <input type="checkbox"/> Hidden <input type="checkbox"/>	20.5%	51.3%	28.2%	100.0%	
	% within Are you aware of the foreign language related clubs available on Belmont's campus?	100.0%	100.0%	100.0%	100.0%	
	% of Total	20.5%	51.3%	28.2%	100.0%	

I feel like I receive knowledge of other cultures in my academic experience at Belmont. * What degree are you pursuing at Belmont University? Crosstabulation

			What degree are you pursuing at Belmont University?						
			BA	BSN	BS	BBA	BM	Other	Total
I feel like I receive knowledge of other cultures in my academic experience at Belmont.	Strongly agree	Count	6	1	2	0	0	1	10
		% within I feel like I receive knowledge of other cultures in my academic experience at Belmont.	60.0%	10.0%	20.0%	0.0%	0.0%	10.0%	100.0%
		% within What degree are you pursuing at Belmont University?	40.0%	33.3%	16.7%	0.0%	0.0%	25.0%	25.0%
		% of Total	15.0%	2.5%	5.0%	0.0%	0.0%	2.5%	25.0%
	Somewhat agree	Count	7	1	6	1	2	3	20
		% within I feel like I receive knowledge of other cultures in my academic experience at Belmont.	35.0%	5.0%	30.0%	5.0%	10.0%	15.0%	100.0%
		% within What degree are you pursuing at Belmont University?	46.7%	33.3%	50.0%	100.0%	40.0%	75.0%	50.0%
		% of Total	17.5%	2.5%	15.0%	2.5%	5.0%	7.5%	50.0%
	Neither agree nor disagree	Count	1	0	3	0	1	0	5
		% within I feel like I receive knowledge of other cultures in my academic experience at Belmont.	20.0%	0.0%	60.0%	0.0%	20.0%	0.0%	100.0%
		% within What degree are you pursuing at Belmont University?	6.7%	0.0%	25.0%	0.0%	20.0%	0.0%	12.5%
		% of Total	2.5%	0.0%	7.5%	0.0%	2.5%	0.0%	12.5%
	Somewhat disagree	Count	1	1	1	0	0	0	3
		% within I feel like I receive knowledge of other cultures in my academic experience at Belmont.	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	100.0%
		% within What degree are you pursuing at Belmont University?	6.7%	33.3%	8.3%	0.0%	0.0%	0.0%	7.5%
% of Total		2.5%	2.5%	2.5%	0.0%	0.0%	0.0%	7.5%	
Strongly disagree	Count	0	0	0	0	2	0	2	
	% within I feel like I receive knowledge of other cultures in my academic experience at Belmont.	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	
	% within What degree are you pursuing at Belmont University?	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	5.0%	
	% of Total	0.0%	0.0%	0.0%	0.0%	5.0%	0.0%	5.0%	
Total	Count	15	3	12	1	5	4	40	
	% within I feel like I receive knowledge of other cultures in my academic experience at Belmont.	37.5%	7.5%	30.0%	2.5%	12.5%	10.0%	100.0%	
	% within What degree are you pursuing at Belmont University?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	37.5%	7.5%	30.0%	2.5%	12.5%	10.0%	100.0%	

I would follow Belmont's Foreign Language Department on social media to get information about how to get involved in cultural experiences offered by the department.



I would follow Belmont's Foreign Language Department on social media to get information about how to get involved in cultural experiences offered by the department.

3. Limitations:

There were some limitations within our quantitative research. The sample size we had for our survey was not completely representative of the Belmont population. We had a majority of people who were taking a foreign language take the survey, as well as the people we interviewed and gave it out to a few people we knew around campus. We could not however give every student and professor on campus an equal opportunity to participate in the survey and therefore cannot claim generalizability. We decided to use non-probability because we wanted to send the survey to people we knew and asked those individuals to send it to their friends, or in the professor's case, their students. Overall this resulted in us using a convenience, purposive and snowball sampling method. We were not able to ensure external validity because we used a non-probability method. This means our results are not applicable to the whole Belmont community but more specified to who we as researchers knew and could get in contact with. We were able to ensure internal validity within our own sample population.

4. Recommendations-

When looking back at the tests we ran to find data on our survey there was an immediate recommendation that stuck out. When it comes down to the correlation we found, a positive moderate correlation has a lot of weight behind it. We found that people who are more satisfied with their majors feel as if they have more cultural experiences within their academic settings. Belmont should continually immerse students in different cultures to keep academic satisfaction among students. Belmont can do this by hosting more cultural events as well as requiring professors to incorporate different cultures in their classroom agendas. This is important and impactful to students to see how many different cultures and be incorporated into different subjects and conversations. The world is such a diverse place, our classrooms should mirror that.

Additionally, after reviewing the data, it was also clear that a stronger social media presence would be beneficial to Belmont's Foreign Language Department. After running a frequency on the question of whether or not the survey participants would follow the Foreign Language Department on social media, the data shows that the majority of participants would. This is an important finding because it shows the interest that is already there for the department. Additionally, in our first crosstabs, we discovered that those who perceive the Foreign Language Department as hidden, also feel like they are either somewhat or not aware of the clubs offered by the department. The data showed that 51.3% of the people interviewed, no matter what they thought about the prevalence of the department on campus, were not aware of any foreign language clubs.

A social media presence could help the department engage with more students, and promote a campus environment that is rooted in enhancing students' cultural understanding and knowledge. A recommendation to help the department grow their social media presence would be to reach out to Tower Creative Communications (TCC), Belmont's own student-run Public Relations firm. TCC offers valuable services such as media relations, social media management, and branding all of which could help the department gain a following and engage with students. More information regarding TCC can be found in the appendix.

5. Appendix-

Quantitative Research Survey:

Here is the link to our qualtrics survey -

https://belmont.az1.qualtrics.com/jfe/form/SV_bdqjL9KTrHpWbA

Tower Creative Communications:

Tower Creative Communications, otherwise known as TCC, is Belmont's own student-run public relations agency. Not only is the agency run by Belmont students, it is also staffed by students, allowing young public relations professionals the opportunity to have real-world experience.

A link to the TCC website can be found [here](#). On the website one can view their services, read their blog, and get to know some of the students currently running the agency. If interested in working with TCC, a link to the application can be found [here](#). Additionally, TCC gives its clients the opportunity to request specific services, if the options offered do not fit what they are looking for. If this is the case, the agency can be contacted [here](#).

The agency also has a social media presence, with accounts on [Twitter](#), [Instagram](#), and [Facebook](#).

