

# AAUSC Issues in Language Program Direction

## From Thought to Action: Exploring Beliefs and Outcomes in the Foreign Language Program

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Editor

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Exploring Beliefs and Outcomes in the Foreign Language Program**  
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# Chapter 5

## Instructors' and Administrators' Beliefs within a Spanish LSP Program

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### Introduction

The growth of the Latin American market, the increasing numbers of Spanish-speaking immigrants, and the consequent increase of the political weight of Latinos in the United States have all contributed to generate a heightened awareness among educated Americans of the need to learn Spanish. As a consequence, Spanish departments within U.S. institutions of higher education are confronted not only with much larger enrollments but also with a widely heterogeneous population in terms of its needs and goals. Should departments create different tracks to better fit those differences and teach Spanish for specific purposes, something that the Teachers of English to Speakers of Other Languages (TESOL) world has been doing for decades? This study focuses on what administrators and instructors believe about the need for and role of such programs in an institutional context currently housing three Spanish tracks: the School of Foreign Service (SFS) Program, the Intensive Program for language majors or minors, and the General Program for all other students. While the first program fits the Language for Specific Purposes (LSP) model and is the focus of this article, we include information on the Intensive and the General Programs to offer a counterpoint and to contextualize the results.

The impact that administrators' and teachers' beliefs may have on pedagogical practice has been widely recognized in language teacher cognition research. This study contributes to the field with a topic that has yet to be explored in LSP research, including English for Specific Purposes (ESP): administrator, teacher, and student beliefs within LSP programs. It also contributes to research in LSP, which has focused mostly on English. We maintain that the importance of Spanish in the United States is not matched by the level of attention it has received in the literature.

### Literature on Teacher Cognition

Around 1975, American and British researchers became interested in how teachers learned to teach and how their mental processes might shape their actions when teaching. The study of the role of teacher beliefs and assumptions (i.e., teacher cognition) took root in the 1980s, but the study of beliefs in the field of second and foreign language did not start to develop until the 1990s (Freeman,

2002). Most studies published since then have been conducted in the context of English as a second/foreign language (ESL/EFL) (Borg, 2003).

“Teacher cognition” could be seen as too general a construct, but researchers agree that an inclusive concept might be more relevant for the purpose of many studies in the field (Woods, 1996; Golombek, 1998) because “in the mind of the teacher, components of knowledge, beliefs, concepts, and intuitions are inextricably intertwined” (Verloop, Van Driel, & Meijer, 2001, p. 446). In the present study, the term *beliefs* is defined as underlying “personal theories that teachers hold regarding the nature of the broader educational process, the nature of language, how it is learned, and how it may be best taught” (Breen, Hird, Milton, Oliver, & Thwaite, 2001, p. 472). It is assumed that these beliefs are materialized in pedagogical principles and that they affect teachers’ actions.

Borrowing from the educational literature, second language (L2) and foreign language (FL) teacher education has determined three important factors that may affect teacher cognition: teachers’ L2 learning experience (Bailey et al., 1996), teacher education (Peacock, 2001; Almarza, 1996; Cabaroglu & Roberts, 2000; MacDonald, Badger, & White, 2001), and classroom practice. Studies on the relationship between teachers’ beliefs and classroom practice show how the former affects the latter (Breen, 1991; Bailey, 1996) and how components of classroom practice, such as instructors’ experience and context, may affect teachers’ beliefs (Richards, 1998). Contextual factors such as school policies, colleagues, materials, and curriculum requirements, among other components (Borg, 2003), may explain some of the conflicts observed between teachers’ beliefs and practices. Despite the central role that administrators play in the realities of classroom practice, their beliefs have received very little attention in the literature. However, because administrators make decisions regarding content, syllabi, materials, and evaluation criteria, looking more closely at the relationship between administrators’ beliefs and teachers’ beliefs should help us understand the interaction between classroom practice and teacher cognition.

Teachers’ beliefs, pedagogical context, and practice have been investigated in relation to grammar teaching (Borg, 2003; Basturkmen, Loewen, & Ellis, 2004), literacy and reading instruction (Meijer, Verloop, & Veijaard, 2001), learning (Spada & Massey, 1992), use of the target versus the first language (Macaro, 1997), use of technology (Lam, 2000), heritage learners versus non-heritage learners (Romero, 2000), and the sociopolitical conditions in which teaching takes place (Lacorte, 2006). More research is needed on many related topics, and this study attempts to address two of those areas: teacher beliefs within programs for specific purposes (Richards, 1997) and the interaction between teacher and administrator beliefs within LSP.

LSP is defined as “the language that is used to discuss specialized fields of knowledge” (Bowker & Pearson, 2002, p. 25), in contrast to “language for general purposes,” which is the language used for social communication. In relation to ESP, Dudley-Evans and St. John (1998) describe LSP as a pedagogical context designed to meet specific needs of the learner that uses the underlying methodology and activities of the disciplines it serves and that focuses on the language, skills,

discourse, and genres appropriate to those activities. Although not necessarily so in all cases, LSPs usually focus on adult intermediate and advanced learners.

According to Dudley-Evans and St. John (1998), ESP has traditionally been divided into two main areas: English for occupational purposes (EOP) and English for academic purposes (EAP). Research on ESP is rooted in needs analysis literature and has identified three relevant types for ESP course design: the target situation analysis, which provides information about objective needs; the learning situation analysis, which provides information about subjective needs; and the means analysis, which provides information about the educational contexts within the teaching institution or company (West, 1997). Teacher education is a central issue in ESP, and it is often discussed whether ESP teachers should have special preparation (Master, 1997). However, "in a field where an understanding of the target situation is centre stage and where the importance of the specialist is so clearly recognised, we have made no efforts to investigate the target situation of the ESP teacher" (Richards, 1997, p. 115). Research on teachers' cognition in ESP would be essential in developing appropriate teacher education programs as well as language programs.

LSP programs other than ESP programs have received very little attention in the research to date. Because of political and socioeconomic factors, however, Spanish has become the main FL in the United States and its importance in many professional contexts is strengthening. As a result, its popularity among college students is also growing. This fact led us to explore whether LSP programs should be implemented in American universities,<sup>1</sup> following the example of universities in Great Britain and Australia where language programs for specific majors, such as French for students of science and German for students of engineering (Howard, 1997; Dlaska, 1999), have been implemented.

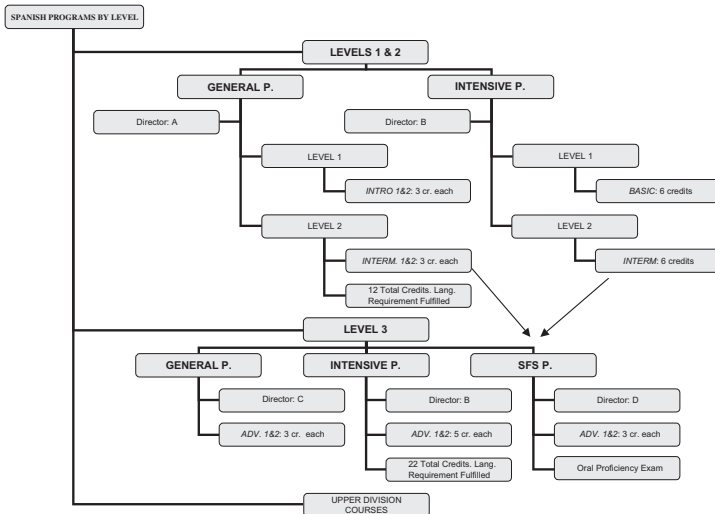
Although no one in the institution that houses the SFS program would apply the term LSP to this program, its characteristics fit the label: It is designed to meet specific needs of the learner and to use the underlying methodology and activities of the discipline it serves; and it focuses on the language, skills, discourse, and genres appropriate to those activities. Because LSP programs in foreign languages are not common in the United States,<sup>2</sup> we believe that conducting a study on administrators' and teachers' beliefs in this context would be of interest to foreign language supervisors and coordinators. Specifically, the present study tries to answer the following research questions: (1) Do administrators and teachers believe that students in the SFS have needs different from other students that can be met only by a specific program? (2) How are administrators' and teachers' beliefs related to classroom practice? (3) How do teachers' beliefs relate to administrators' beliefs? Although the main focus of the study is teachers' and administrators' beliefs, we decided to include students in the design in order to triangulate and contextualize the results. Language program analysis must include everyone involved: administrators, instructors, and students, which led us to add the last question: (4) Do students perceive a congruence between their beliefs and those of their instructors?

The context of the study is a Spanish department at a U.S. institution of higher education that maintains three parallel language programs at the advanced level, one of which we will call SFS, designed to serve specific student populations with their own motivations and goals. As we will see, administrators, teachers, and students differ widely in their expectations and in how they perceive the need to design and maintain different language programs.

## Institutional Context

Students at all schools and in all majors can choose between the intensive (N = 150) and nonintensive (Basic Language Program in addition to Advanced sections, N = 540) programs to complete the beginning and intermediate levels. These programs share textbooks and most other materials, as well as the approach guiding syllabi design. Of importance for this study is that once students reach the advanced level, they are divided into three different tracks, as described in Figure 1. Only students in the SFS can take courses in the Spanish SFS program (N = 160); each course is equivalent to 3 credit hours and meets 3 times a week. Majors and minors must enroll in intensive courses, although those courses are also the choice of students who want daily contact with Spanish, including some SFS students and students with different majors. Each course is the equivalent of 5 credit hours per semester. All other students (i.e., non-SFS and non-Spanish majors and minors) take advanced courses in the General Program (3 credit hours per semester), which is the default program. To better contextualize the commonalities and differences in the programs, we proceed to a brief description of each program, including class size, teaching assignments, administrators' background, and teacher education.

**Figure 1**  
Language programs organization.



All sections of the 3 language programs are limited to 18 students. Teaching assignments are made by the chair with input from language program directors based on teacher requests and course availability. Language courses are taught mostly by graduate students (about 50) who have completed a required methods course and, in a smaller proportion, by non-tenure track instructors holding advanced degrees who have not attended the methods course. This course provides a general overview of recent developments in L2 acquisition theory and focuses on the development of pedagogical and assessment materials for general language teaching, without specific LSP contents. As described in Figure 1, each program has one administrator—either a director responsible for more than one level, such as the director of the Intensive Program (Administrator B in Figure 1) who is responsible for basic, intermediate, and advanced courses, or a coordinator responsible for one level (Administrator D in Figure 1), as in the case of SFS courses, which are offered only at the advanced level. The General program has one director for introductory and intermediate courses (Administrator A) and one coordinator for advanced courses (Administrator C). Except for the SFS program administrator (Administrator D), who holds a Ph.D. in literary studies, all other administrators have an active research agenda in linguistics and are tenured members of the faculty.

## Methods and Procedures

The sample includes the 4 administrators, 15 teachers, and 129 students in all three language programs. The design of the study is made up of a combination of questionnaires, interviews, and classroom observations as well as analysis of pedagogical artifacts. This wealth of data should allow for triangulation within all program components and enable us to capture the multiple interactions or lack thereof among all program components. All materials and procedures were approved by the University Internal Review Board, reference 2005-456.

The interviews, 20-30 minutes in length and semistructured in nature, were conducted by one of the researchers with each of the four language program administrators. The topics guiding the interviews were students' motivations and purposes, emphasis on skills and topics, and goals and suggestions for changes in the different programs. Those data were triangulated with data collected from the analysis of textbooks, syllabi, and midterm exams and/or several tests—all products of administrators' decisions and therefore assumed to reflect administrators' beliefs.

The Pedagogical Views Questionnaire was administered to 15 instructors, who were given one week to complete it. Participants had experience in one or several programs: 11 instructors had experience in the General Program, 10 in the Intensive Program, and 4 in the SFS Program. These data were triangulated with field notes from nonparticipant observation of three classes, one from each program.

Students completed a questionnaire adapted in part from *Beliefs About Language Learning Inventory* (Horwitz, 1985) that included four sections, each focusing on learners' goals, perceptions, motivations, and beliefs. Of the

129 students who completed the questionnaire, 57 were in the General Program (S1-S57), 25 in the Intensive Program (S58-S82), and 47 in the SFS Program (S83-S129).

To assist the reader with the interpretation of the results, we have included all questionnaires (Appendix A and Appendix B), as well as a table summarizing the instructors' backgrounds (Table 1). Due to space limitations, results of the analysis of pedagogical materials are not reported in the following section, but they have been summarized in Figure 2.

**Table 1**  
Instructors' background

Sex	Female			67%
	Male			33%
Academic background	Ph.D. candidate in Linguistics			47%
	Ph.D. candidate in Literature & Culture			40%
	Ph.D. in Spanish Philology			6.5%
	<i>Licenciatura</i> in Philology			6.5%
Professional status	Graduate TA			87%
	Lecturer			6.5%
	Visiting Assistant Professor			6.5%
Teaching experience	Less than 5 years			47%
	5 years			33%
	More than 5 years			20%
Programs and levels in which has taught	General Program	73%	Basic	20%
			Intermediate	13%
			Advanced	40%
	Intensive Program	67%	Basic	7%
			Intermediate	13%
			Advanced	47%
	SFS Program	27%	Advanced	

## Results

This section includes three subsections, one for each program. First, we present a summary of results for the General Program and the Intensive Program in order to contextualize results for the SFS Program, which is the focus of our study. Subsequently, the fourth subsection presents a general summary of all students', instructors', and administrators' responses that are not related to the specific program in which they study or teach or that they administrate.

### General Program

In the General Program, the main reasons cited by advanced students to learn the language are "Travel" and "General knowledge," which are consistent with the general character of the program. Students' responses to the questionnaire show

**Figure 2**  
Analysis of textbooks, syllabi, and evaluation criteria in Advanced courses.

	General program	Intensive program	SFS program
Textbook	<ul style="list-style-type: none"> <li>• <i>Repase y Escriba</i> focus on formal vocabulary, grammar, and writing; mostly decontextualized.</li> <li>• Reader: 8 short stories from <i>El Cuento Hispánico</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Repase y Escriba</i></li> <li>• Reader: 12 short stories from <i>Los Cuentos de Eva Luna</i>, and <i>El Cuento Hispánico</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Repase y Escriba</i></li> <li>• <i>Culturas de España</i> or <i>Tradicción y Cambio</i>: focus on history of and contemporary society (economy, politics, art)</li> <li>• <i>El Espejo Enterrado</i> or <i>Nosotros somos Dios</i></li> </ul>
Goals stated in the syllabi	<ul style="list-style-type: none"> <li>• In-depth review of grammatical structures</li> <li>• Development of formal vocabulary</li> <li>• Improvement of oral and written production</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of all language skills</li> <li>• Development of grammatical, textual, pragmatic, and cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of all language skills, with special emphasis on speaking</li> <li>• Preparation for Oral Prof. Exam</li> <li>• Learning about the history, culture, and contemporary society of Spain</li> </ul>
Activities	Weight: 45%	Weight: 51%	Weight: 55%
Oral production	<ul style="list-style-type: none"> <li>• Weight: 15%</li> <li>• Weekly presentations of current events</li> <li>• One debate</li> <li>• Discussions of two films</li> </ul>	<ul style="list-style-type: none"> <li>• Weight: 22%</li> <li>• Weekly presentations of current events (8%)</li> <li>• Individual oral presentation (8%)</li> <li>• Debates (6%)</li> <li>• Discussion of four films</li> </ul>	<ul style="list-style-type: none"> <li>• Weight: 10%</li> <li>• Presentations of current events (10%)</li> <li>• Discussions of films and a theater play</li> </ul>
Written production	<ul style="list-style-type: none"> <li>• Weight: 20%</li> <li>• Six compositions (two rewrites)</li> <li>• Four writing workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Weight: 19%</li> <li>• Five compositions (two or three rewrites) (12%)</li> <li>• Participation in an online written forum (7%)</li> <li>• Two writing workshops, five summaries of current events, a diary (voluntary)</li> </ul>	<ul style="list-style-type: none"> <li>• Weight: 30%</li> <li>• Three compositions (two rewrites)</li> </ul>
Participation	10%	10%	15%
Exams	Weight: 55%	Weight: 49%	Weight: 45%
Tests	None	Four (14%) (reading, culture, grammar, vocabulary in all tests)	Four (30%); 2 grammar tests (15%), 2 tests with 1 on history/culture (15%)
Midterm exam	<ul style="list-style-type: none"> <li>• Weight: 27.5%</li> <li>• Components: grammar (66%), writing (66%), and vocabulary (66%)</li> </ul>	<ul style="list-style-type: none"> <li>• Weight: 15%</li> <li>• Components: reading (10%), grammar (30%), vocabulary (15%), culture (15%), writing (10%), and listening (10%).</li> </ul>	None
Final exam	Weight: 27.5%	Weight: 20%	Weight: 15% (Oral exam)

that 46% of students perceive that their teacher is unaware of their incentive to study Spanish. This fact can be taken as an indication of the wide diversity of students and of the general character of the program, as it is implied by some students' responses when asked if their teacher knew their motivation: "All students will use Spanish in a different way. My teacher does not know my personal situation" (S35). "Course is aimed toward general Spanish knowledge rather than one specific area or interest" (S15). It may also be a sign of a mismatch between what the instructors believe and what their students' real motivations are. All instructors, as well as the administrator of advanced courses, insist that these students study Spanish to fulfill a requirement (although completion of only Intermediate is required) and do not mention "Travel" or "General knowledge" as significant motives on the part of the students. This potential mismatch is not a surprising result, precisely because the General Program is the "default" program: Students are placed in it when they are not majors or minors in Spanish or students in the SFS. In addition, instructors and the administrator also believe that students want to study Spanish to improve their marketability, which is confirmed by students who often mention the growing Latino presence in the United States, although "Profession" does not seem to be students' main motivation. Instructors and the administrator are also aware that most students want to study abroad and believe, in general, that they will be prepared for that, as well as for everyday communication, which is one of the main goals pointed out by students.

Consistent with their aim to acquire general knowledge, most students indicate that they want to practice all skills (with a preference for oral skills versus writing), related no doubt to their main motivation (i.e., travel). Some students believe that this goal is, in fact, accomplished in the classroom: "My major goal is speaking properly and we do a lot of it" (S14). But others do not feel the same way: "My interests are to be able to speak fluently in a conversation, but I don't think we focus on that in this class; instead we have to write scrupulously on compositions" (S28). Since those students are in classes taught by different instructors, it seems that not all instructors conduct their class with respect to activities focused on all four skills. Instructors' responses to the questionnaire show that 90% of instructors believe there should be a balance among all skills; however, most of them indicate that they tend to focus more on writing in advanced courses due to programmatic demands, as the following statement reveals:

[The Intensive Program] truly tries to have a balance among all skills, and, I believe, is successful in doing so. . . . [However,] [in the General Program,] more writing than any other skill was required. Thus, I also concentrated more on the written part. (I9)

With respect to the changes that instructors would like to see in the General Program, all instructors agree that they would like a reduction of the importance given to writing and grammar in the advanced level in favor of a balance among all skills. In this regard, there is a clear mismatch between (1) students' goals and teachers' beliefs and (2) administrator's beliefs and decisions and classroom practice. Although the administrator is well aware that students are more interested in developing oral skills, he believes that writing and grammar explanation

and practice are more effective means of developing language competence—and consequently emphasizes those components in class time, syllabi, and materials (especially testing materials), requiring instructors to do accordingly.

Finally, the observation of one section of the General Program (specifically Advanced II, with seven students enrolled) in which class time was supposed to be spent on vocabulary and a short story from the reader (according to the syllabus) revealed that (1) cultural content was not very important in classroom practice, since only the last 5 minutes of class were devoted to discussion of the short story and (2) students did not enjoy the short story and did not participate much in its discussion. This lack of participation and interest in literature may justify instructors' general belief that students in this program study Spanish because it is a degree requirement. However, it might also be that students have other interests of which instructors are unaware. In addition, students' reaction to the story and their lack of participation might be related to the small weight given to literary/cultural content in the course's final grade, as shown in Figure 2.

## **Intensive Program**

In the Intensive Program, 71% of students perceive that their teacher knows their motivation to study Spanish: Some of them point out that they discuss it in class, and some refer to their career plans as being similar to those of all students in the group and even to those of their teacher, while 29% believe that their teacher “cannot know” this. The main motivations indicated by students are “General knowledge” and “Profession” rather than “Academic purposes.” Both the instructors and the administrator are aware of the students' professional goals, and most instructors also point to “General knowledge” as a reason to study Spanish; but 100% of them indicate “Academic purposes” as a main motivation, in contrast with students' responses.<sup>3</sup> This result could be regarded as a contradiction between students' responses, which give a higher rating to “Profession” than to “Academic purposes,” and instructors' and director's beliefs, who agree more in considering “Academic purposes” rather than “Profession” as a main motivation. However, these two categories could be seen as two sides of the same concept since academic background determines the profession. In addition, clues in the data suggest that students in the Intensive Program might actually have a high academic interest, as instructors indicate. First, most students refer to the reader when asked about the textbooks and many of them show a preference for the reader over the grammar textbook. Also, 80% of students affirm that they will use Spanish to read literature, in contrast to 56% in the General Program. Finally, classroom observation of one section (specifically Advanced II, with six students enrolled) revealed that students are interested in literature. The class observed, like the one in the General Program, focused on vocabulary and a short story from the reader. One-third of class time was taken up by discussion about the story, in which students participated quite actively. Most students showed interest in Julio Cortázar, the author of the short story, and some of them said they had read other books of his. While we do not consider that all academic preparation is completed with the ability to read literature as the exclusive end, we do believe that this interest in literature reveals an academic motivation. These students are also expected to continue on to

upper-level courses, focusing mostly on literary studies, as majors and minors are required to complete only two courses in Spanish linguistics.

The match between students' responses and instructors' and director's beliefs is also supported with regard to the situations in which students will use Spanish. Students indicate that they will study abroad, communicate in everyday and professional situations, and read literature, which are the goals that instructors and the administrator believe will be achieved in the course.

Finally, just like students in the General Program (and consistent with their goal of acquiring general language knowledge), most students indicate that they want to practice all four skills; but in contrast to students in the General Program, who seem to be more interested in *basic* communicative knowledge, students in the Intensive Program show an interest in *total* and in-depth knowledge in every area. When asked whether their goals are reflected in the syllabus, students state: "I aim to achieve fluency and perfection in speech and writing, and I feel that is the goal of the syllabus" (S70). "Speaking/writing/listening/grammar, etc., are all addressed on a weekly basis" (S82). "Although it [the syllabus] is very demanding, I know that I am in this class because I want to be challenged" (S62). "The variety of activities and evaluations combined with the intensity and high workload is vital to my goals at this high level of Spanish" (S81). Some of the students indicate their preference for oral skills; others, for written skills. But in any case, students believe that their goals are accomplished through the syllabus and classroom practice. In fact, both the instructors and the administrator believe that a balance of all skills (with different emphasis depending on the levels<sup>4</sup>) is necessary; and this belief is reflected in the classroom practice observed and in the administrator's decisions. The syllabus indicates the importance of the four language skills as well as grammatical, lexical, pragmatic, and cultural awareness. Oral and written activities have similar weight in the final grade; and all components, including the content of the reader, are developed through a variety of activities and evaluated in different tests and exams.

## **School of Foreign Service (SFS) Program**

### **Administrator's Beliefs and Pedagogical Decisions**

The coordinator of the SFS Program (Administrator D in Figure 1) is responsible for two advanced-level courses. SFS students may graduate from the Intensive Intermediate course or the General Intermediate course prior to entering the Advanced SFS courses. The coordinator believes that students in this program have a professional motivation and that about 70% study abroad in a Spanish-speaking institution. This coordinator points out that the goal of the program is to prepare students for the Oral Proficiency Examination, a graduation requirement set by the SFS, and to give students the necessary tools to communicate in their future professions. To meet those goals, the program is designed to emphasize oral and reading skills. According to the coordinator, reading is important because the first part of the Oral Proficiency Exam is based on a discussion of a written news item that students are given prior to the exam. According to this administrator, the emphasis on reading skills is also the reason a theater play with a historical

and political background is included in the syllabus of Advanced I—Spain in Context.

The coordinator finds that the Spanish program for SFS students is very different from the other two Spanish programs, namely because it includes topics on history and contemporary society of the Spanish-speaking areas. Regarding evaluation criteria, however, the coordinator placed greater importance on grammar in comparison to cultural content—75% and 25% of the final grade, respectively.

When asked about any necessary changes, the coordinator saw no need for immediate programmatic changes. The most recent change had been the unification of exams, a procedure already in place in the other programs, by which all instructors contribute to and administer one exam, rather than leaving instructors who teach the same course to develop their own evaluation materials. The selection of textbooks, syllabi, and evaluation criteria, in which the coordinator's decisions are reflected, is shown in Figure 2.

**Teachers' Beliefs and Pedagogical Decisions**

All instructors with experience in the SFS Program believe that these students learn Spanish for professional purposes. Quite unexpectedly, however, in contrast with instructors' perception and the program's main goal as stated by the administrator, 25% of instructors do not believe that the course will enable students to communicate in specific professional situations. In addition, all instructors agree that students in this program also study Spanish for academic purposes; but 25% do not believe students will be prepared to study abroad, and 50% do not believe students will be prepared to read literature. Although academic preparation is not necessarily directed specifically toward reading literature or studying abroad, we believe that any type of academic preparation should provide college students with the necessary tools to be able to read literature or study abroad successfully, especially since study abroad is a requirement for all SFS students. These results suggest one conclusion: Instructors do not believe that students in the SFS Program are given a strong academic preparation, in contrast to their beliefs regarding the Intensive Program. Finally, 75% of instructors also mention "Travel" and "Degree requirement" as important motivations; and 100% agree that students will be prepared to communicate in everyday situations, as shown in Tables 2 and 3.

**Table 2**  
 Students' motivations chosen by students and instructors in the SFS Program: Means for motivation (1 = least important, 5 = most important) and percentage of instructors who agree in the different students' motivations

Motivation	Profession	Academic purposes	General knowledge	Travel	Degree required	Friends
Students (N=41)	3.98 (SD 1.107)	2.78 (SD 1.541)	3.02 (SD 1.404)	3.49 (SD 1.028)	2.85 (SD 1.918)	1.12 (SD 1.487)
SFSP Instructors (N=4)	100%	100%	50%	75%	75%	0%

**Table 3**

Students' goals and goals achieved in the SFS Program: Percentage of students who chose each goal and percentage of instructors who agree with the goals achieved in each program

Goals		Study abroad	Professional situations	Everyday situations	Read literature	Watch TV
SFS P.	Students (N=47)	91%	100%	85%	70%	47%
	Instructors (N=4)	75%	75%	100%	50%	75%

With regard to the emphasis that different language skills receive in the courses, all instructors agree that they assign more importance to oral production in order to prepare students for the Oral Proficiency Exam, the SFS requirement. Reading is also given a great deal of importance because of the focus on content, as defined by the textbook. In the following statement, one instructor points out this focus on oral production and reading.

History of Spain is a big part of this program. Students learn from summarizing the content chapter more than from the teacher's lecturing, so they speak among themselves and often to the class as a whole. There are also fewer compositions than in Adv I (General), and the focus is not so much on grammar; content (i.e., history) is equally important in tests. It is much more communicative (I12).

Instructors point out that they use the textbooks because they are helpful or because they are required. Instructors complement the textbooks with other activities to make the class more enjoyable, interactive, and communicative, as they do in the other programs. When asked about the topics they introduce in the SFS courses, instructors indicate the following: history (75%), current events (50%), and gastronomy and customs (25%). The types of texts used in class are mostly primary sources, mainly legal and historical texts, news, and artistic and documentary films.<sup>5</sup>

No specific changes were suggested for this program, although 50% of current instructors did not answer this question. That lack of response is unique to this program. The remaining 50% would like to have more opportunities to share points of view, techniques, and activities. In terms of communication, 50% of instructors with experience in the various programs do not share their opinions with the administrators or do so with only some of the administrators. Regarding this interaction, although one instructor with experience in all programs refers to formal meetings at the beginning and end of the semester in the Intensive Program, another instructor with experience in the SFS Program and the General Program refers only to conversations "... at a very informal level. They [my observations] seldom have an effect on the program administrator's decisions anyway" (I12).

Nonparticipant observation of the section of Advanced I, with 18 students enrolled, showed that the instructor emphasized vocabulary that would be useful specifically for SFS students. This class focused on two students' presentations on

current events. After each presentation, the instructor commented on particular areas of vocabulary related to the fields of civil administration and the Spanish monarchy, both topics of the presentations. The second portion of the class consisted of a lecture in which the instructor related the news presented to historical events and brought up topics such as the Spanish Constitution and women in Spanish society 40 years ago. No discussion followed the presentations or the instructor's lecture. In fact—and in contrast with the classes observed in the other programs—there was an almost total lack of interaction, both instructor-student and student-student. Based on the administrator's and instructors' statements of the course goals, we would have expected more dyadic or group activities that promoted oral interaction.<sup>6</sup>

### **Articulation of Administrators', Teachers', and Students' Beliefs**

In the SFS Program, 70% of students perceive that their teacher knows their motivation to study Spanish. The questionnaire elicited statements such as "This is an SFS class, the objective is quite clear" (S87). "We use vocabulary suited for professional situations, although I would like more in-depth focus on vocabulary for refugee/development situations" (S101). "We discuss it regularly, especially in terms of being prepared for the proficiency exam" (S128). Thirty percent believe that their teacher cannot know this, mainly because they have not talked about it, as some students indicate: "We haven't talked about it much, but I believe the class has similar goals" (S85). "We have never discussed how we will use it" (S122).

The main motivations indicated by students are "Profession" and "Travel"; all other responses are very heterogeneous. Qualitative data on how useful Spanish will be for them indicate that these two motivations tend to be related: "I want to go abroad, travel and work with Spanish-speaking countries in my professional career" (S83). "Diplomatic-type work abroad" (S84). Both instructors and the administrator are aware of the professional aim behind these students' choice, and most instructors also point out "Travel" and "Degree requirement." In addition, all instructors agree that students study for academic purposes; as in the Intensive Program, there is disagreement among students in this regard, although by the percentage of students that will read literature in Spanish (70%), we could conclude that they have a stronger academic motivation than students in the General Program (where 54% state that they will read literature), but not as strong as that of students in the Intensive Program (where the percentage is 80%). The reason also could be that students plan to continue studying Spanish and that beyond the advanced level they will be required to take literature courses.

All instructors agree that students will be prepared to communicate in *everyday* situations (which is a very general goal for such a specific program). However, not all instructors agree that the course will enable students to communicate in specific *professional* situations or to study abroad, both main goals of the students. Although the small nature of the sample of instructors with experience in the SFS Program does not allow us to make a final conclusion in this regard, we believe that the apparent discrepancy might be related to the contradictions found in the syllabus. The goals outlined in the syllabus delineate foci on history/culture content, oral production, and interaction. Although the syllabus does not mention

grammatical competence or written production, we find that the weight in the final grade attached to compositions—in which grammar (and not content) is evaluated—is three times more than that of the oral activities and twice more than that of the history/culture exams or even the final oral exam. In addition, the materials analyzed reveal that the syllabus assigns a greater proportion of class time to content from the grammar textbook than from the history textbook or to oral production and that grammar is never integrated with the cultural content of the course.

In spite of these contradictions, students seem to believe that the program fulfills their goals because of its history/culture component and because of its emphasis on oral production, which makes it different from the other programs, as reflected in the following statements: “We don’t just learn vocabulary or grammar. We also focus on current events and cultural themes” (S104). “We learn things related to international relations” (S106). “The class provides us with speaking opportunities” (S86). When asked whether the textbooks fulfill their purposes, students clearly indicate their preference for the history textbook over the grammar textbook: “The history textbook is AMAZING” (S114). “*Culturas de España* offers a great, concise, accurate tool for something I haven’t learned before” (S125). This reveals that the needs and purposes of SFS students are different from those of non-SFS students and suggests that any change in the program should be directed to achieve a more accurate correspondence to the needs of SFS students. The possible improvements suggested by some students are directed at making the program more politically and business-oriented (including more vocabulary specific to these fields) and eliminating literature from the course, giving an important insight into how administrators and instructors should design and teach courses in specific programs such as the SFS Program: “It could be a bit more business or politically oriented” (S96). “The content is suitable, practically perfect for what I’m studying, except reading the literature is not pertinent” (S98). This evidence suggests a match between the administrator’s beliefs, instructors’ beliefs, and students’ purposes. The evidence also suggests a clear mismatch between the administrator’s beliefs and pedagogical decisions, as well as between the instructors’ beliefs and classroom practice. The lack of coherence between beliefs and pedagogy at the level of administration and instruction are, in fact, intrinsically linked, as it is the administrator’s decisions (e.g., choosing textbooks and establishing guidelines for the development of testing materials and final grade components) that may obligate instructors to make pedagogical decisions that run counter to their beliefs.<sup>7</sup>

### **Beliefs about Language Learning and Teaching and the Value of LSP Courses**

We close the results section with three paragraphs summarizing a general view of students’ and instructors’ views on language learning and language teaching and administrators’ beliefs in the virtues of maintaining language tracks that cater to different student interests.

Responses to those items that elicited students' beliefs on language learning did not show differences across programs except in terms of students' expectations: In general, all students believe they will ultimately learn to speak Spanish very well, although those in the Intensive and SFS programs seem to agree with this statement more strongly. Students in all three programs view language learning as a process that requires extensive repetition and practice and agree that it is important to speak a FL with a nativelike accent. They believe it is better to learn a FL by being immersed in the community that speaks it. Also, and in tune with their instructors' beliefs, students perceive language learning as a complex phenomenon involving more than the acquisition of grammar and vocabulary—and clearly unrelated to simply translating from the native language. For most of the instructors, communication is the main goal of the Spanish class, although they all mention culture as another important component of language teaching.

Teachers' responses on items related to LSP courses show that 73% of instructors would like to teach a course of Spanish for Specific Purposes rather than existing SFS courses such as Business Spanish or Spanish for the Health Professions. Thirty-three percent have experience teaching such courses at other institutions, and most of them refer to students' motivations and goals in this type of course to justify their preference for them: "Yes, [I would prefer teaching Specific Purpose classes] because the students' interests and motivation would be more homogeneous and so would the objectives of the course" (17). Other instructors refer to their experience as language learners: "As a student of foreign languages, I often felt that I would have greatly benefited from taking one of those courses" (18). Or they see the possibility of teaching one of these courses as a challenge and an opportunity for the teacher to learn something new: "Yes, it helps us widen our vision and perspective of what teaching is" (19). Only 27% of instructors are not sure or would not like to teach a course in Spanish for Specific Purposes, mostly because they believe that it requires specific training or more preparation: "I would like to but only if I was trained to do so" (15). Those responses show that most instructors believe that students' needs and motivation justify the design of courses directed to prepare students for specific purposes and agree that the more homogeneous the groups are, the more effective the teaching can be. This result is also consistent with the fact that 86% of instructors prefer to teach in either the Intensive or SFS Program, while 14% do not show any preference.

Finally, there is no total agreement among the administrators on whether different language tracks should be maintained to fit students' interests. While the director of the General Basic and Intermediate levels is of the opinion that students' motivations should not determine the program's characteristics (and therefore finds no justification for the design of specific programs<sup>8</sup>), all other administrators indicate that students' motivation justifies the differences in designs and goals for the programs.<sup>9</sup> Given the chance to administrate the SFS Program, the director of the Intensive Program would propose a content-based curriculum centered on history, geography, and sociocultural issues mostly related to Latin America, but also to Spain and U.S. Latinos, around which the

vocabulary characteristic of the discipline and a variety of representative genres would be organized and where the teaching of grammar would be only occasional and based on particular needs.

## Discussion

The present study investigates teacher beliefs within language programs for specific purposes, a topic that has received very little attention in the literature (Richards, 1997). It also examines the interaction between teacher and administrator beliefs.

Instructors agree that students' motivations and purposes are different in the three tracks: While students in the General Program have lower motivation as they study Spanish mainly to fulfill a degree requirement and to improve their marketability, students in the Intensive and SFS programs are believed to have more specific goals (professional as well as academic) and, in general, higher motivation. Those beliefs might not necessarily correlate with students' real motivations in all cases, but the differences perceived by instructors are in tune with the differences observed in classroom practice. For example, observation of the section of the SFS Program showed a focus on history and current events, with an emphasis on specific vocabulary of interest for students in politics and international relations. Likewise, the cultural component present in the short stories was given greater importance in the Intensive Program than in the General Program. In the General Program, discussion of the literary text took only 5 minutes at the end of the period. This shows that teachers' pedagogical decisions seem to be affected by their personal theories regarding the role of student motivation and goals in how language is learned and how it may best be taught (Breen et al., 2001; Bailey, 1996). But this evidence can also be interpreted as showing the important role that the institutional context plays in constraining teachers' actions. The administration's decision not to incorporate the cultural content from the short stories as part of the assessment materials probably guided the instructors' decision to devote the last 5 minutes of the class period to it (Borg, 2003).

Our data show that teachers in all three Spanish programs believe special tracks for students in diplomacy fields and for language majors or minors are inherently different and that having separate tracks is beneficial. Most instructors prefer to teach in those programs because they feel more comfortable in courses in which the motivation and purposes of the students are homogenous. This also justifies their interest in teaching Business Spanish or Spanish for the Health Professions if the department were to include them in its offerings; instructors regard them as beneficial and necessary.

In summary, teachers in this study believe that students' needs and goals should be met in specific programs, supporting the administration's decision to design and maintain three different programs. This result confirms that a teacher's context and experience (in particular, experience in the different programs) may have influenced the development of such a belief, as Richards (1998) suggests. In addition, instructors' own experience as language learners may be

another factor affecting teacher cognition (Bailey et al., 1996), as shown by those instructors who mention their experience as learners in order to justify the importance given to specific programs.

We were also interested in triangulating instructor and administrator data with information on students' beliefs as they are related to teacher and administrator beliefs and practice. Students in the Intensive and SFS programs believe that their teacher is aware of their motivation. In general, those students agree that the program components (textbooks, activities, syllabi) fulfill their purposes. In contrast with the Intensive and SFS programs, students in the Spanish General Program (Advanced) often do not think that their teacher is aware of their motivation and some indicate that their interest in developing verbal skills is not always met. This situation may be explained by the mismatch between the program's goals to develop grammatical and written competence and students' motivation to develop all skills, especially oral skills. In any case, the information provided by students also seems to give support to the administration's decision to maintain three different programs for students with different purposes and shows how the heterogeneous nature of students' beliefs and motivations in the General Program jeopardizes the chances of designing a program that works for all.

Finally, we were interested in the administrators' beliefs and decisions. Because administrators make decisions regarding content, textbooks, and evaluation criteria, the relationship between administrators' beliefs and teachers' beliefs should help us understand the interaction between classroom practice and teacher cognition. While three out of four administrators agree that students' motivations should determine program characteristics, the decisions of two do not completely reflect this belief. In the General Program (Advanced), the importance given to grammar and writing does not suit the motivation that the administrator and instructors think students have, nor the goals that students affirm having. In the SFS Program, there seems to be some contradiction between the goals of the program and the methodology proposed to reach those goals. While the administrator has taken into account the students' specific goals (i.e., the final exam is a mock Oral Proficiency Examination; and one of the textbooks teaches content, not language), the approach implemented is very traditional, as reflected, for example, in the weight assigned to the different components, more suitable for general language learning than for LSP courses. Following Dudley-Evans and St. John (1998), we consider that a course designed to meet specific learner needs should use the underlying methodology and activities of the discipline it serves and focus on the language, skills, discourse, and genres appropriate to those activities. In particular, we believe that an important part of a course designed to prepare SFS students for their future professional role should include the development of pragmatic competence, as well as systematic development of lexicon related to their professional activity, as some of the students would like to have. Those components are neither mentioned in the syllabus nor evaluated. When they are incorporated, it is the individual instructor's decision to do so. In addition, the importance given to grammar and writing as reflected in the weight of the different grading components in detriment of the development of oral proficiency is inconsistent with the goals stated in the syllabus as well as with students' personal goals.

## Conclusions and Further Research

In conclusion, the Spanish department studied here maintains three programs: the General, the Intensive for language majors and minors, and one for students in the SFS. Students' responses show that all participants consider Spanish useful for their future profession, related for some to the growing Latino presence in the United States. But students also show major differences in beliefs, goals, and motivations: Students in the General Program choose broad knowledge and travel as main motivations, students in the Intensive Program choose general knowledge and profession (where general knowledge can be understood as total and in-depth knowledge), and students in the SFS Program choose profession and travel (where travel is related to their specific future profession rather than to the more general travel motivation linked to leisure). Instructors are well aware of these differences in goals and motivations among students in the three programs and like the increased classroom homogeneity that having different language programs provides. In fact, when given a choice, instructors prefer to teach in the specific programs (Intensive and SFS). When choosing topics for discussion, reading, and audiovisual material, instructors with experience in these programs make decisions with their students in mind. In the General and SFS programs, instructors often feel constrained by the syllabus and make decisions (e.g., stressing writing, devoting extra time to grammar, discussing one specific literary piece) they know are not in tune with students' reasons for taking the course. Students' evaluation is, after all, determined by the administrators' decisions regarding assessment materials, so instructors believe the best way to serve their students is to teach them in accordance with those decisions, sacrificing their personal beliefs and disregarding their knowledge of students' specific goals. This conclusion confirms that contextual factors such as materials and curriculum requirements may cause conflicts between teachers' beliefs and practices, as it has often been stated in the literature (Borg, 2003).

In many cases, administrators' beliefs and/or practices clearly contradict students' and/or instructors' beliefs and do not support the administration's decision to have three different language programs. In clear contradiction with both students and instructors, one administrator does not believe that differences in students' goals and motivations justify the design and maintenance of different programs. In another case, the administrator acknowledges that students have different goals and motivations but believes they should not be taken into account given students' low motivation and lack of academic interest in that specific program. Another administrator is well aware of the students' goals and motivations; but upon analysis, the same administrator's pedagogical decisions show they run contrary to said aspirations and levels of interest.

In contrast, students' and instructors' responses give support to the decision to maintain LSP and general programs and suggest the need for more fluent communication between administrators and instructors, which would provide a greater possibility of building a bridge between administrators' practices and students' beliefs and motivations.

Finally, the limitations of this study suggest further research should be conducted that includes a larger sample of instructors, a more rigorous exploration of students' motivations and needs, and an increased number of classroom observations over a longer period of time. Nonetheless, the conclusions that can be inferred from this study should be intriguing to administrators at other institutions and may encourage them to explore the role of students' motivations and goals in guiding their programs. A needs analysis that includes not only the means and learning situation analysis but also the target situation analysis, providing information about the skills and language needed for the context in which learners will use their language of study, should be the first step in designing language programs within any institution of higher learning, including specific programs designed to meet the ever-increasing heterogeneity of students' goals.

### **Authors' Note**

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### **Notes**

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1. While courses in business Spanish and Spanish for the medical professions exist, a course does not make a program.
2. Spanish for heritage speakers courses, common at many institutions, do not fall under the LSP umbrella, as they are not designed to fit a specific discipline.
3. One instructor also added that students study Spanish because "they fall in love with the language and the culture," which seems to point to the integrative motivation that students in the Intensive Program have.
4. The director of the Intensive Program (Administrator B in Figure 1) believes that comprehension skills should be emphasized in the basic levels and that production skills should slowly become more important. In the intensive advanced courses, the focus is on academic preparation for literature, culture, and linguistics courses offered in the upper level as well as during the semester/year abroad. When asked about the need for changes in the program, the director discussed the advantages of a content-based curriculum in the advanced levels, where the teaching of grammar would be occasional.
5. In the General and Intensive Programs, instructors indicate a wide range of topics that are introduced in the courses: "history, politics (socialism, nationalism), sexual domestic policies (such as gay marriage), language policy (English only vs. multilingual Spain/Europe), immigration, arts (European vs. American), youth-related topics (*botellón*, family life, college-life)" (14). The types of texts mentioned more often in these programs are short stories, films, songs, and newspaper clippings. Some instructors specify that they use newspaper articles and TV news as they are required in the Intensive Program but not in the General Program.

6. However, this could be a result of the instructor's style, not the program design. Because only one class was observed, we cannot conclude that this class is representative. This limitation applies to observations in all three programs.
7. Only about 4% of students fail to pass the exam on their first try.
8. The director of the General Basic and Intermediate levels (A in Figure 1) considers both instructors and students involved in the program to be extremely well prepared, which, joined with the precept that students' motivations should not dictate program design, results in a position that precludes any need for changes.
9. In stark contrast with the director of the General Basic and Intermediate levels, the coordinator of the General Advanced level (C in Figure 1) believes that students' motivation in this program is much lower than that of students in the SFS and Intensive programs and that Advanced I students are actually at the low intermediate level; the coordinator believes that students complete two years of Spanish (Basic and Intermediate) just to fulfill a degree requirement and claims that they see in the semester abroad experience a time to enjoy a long vacation during which they learn to speak the L2 but not to write the L2. According to this administrator, this is the reason the advanced courses of the General Program should emphasize written production and grammatical competence, regardless of the students' motivations. Nevertheless, the administrator states that students' motivations justify the design of different language programs such as the SFS Program.

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## Appendix A: Questionnaire for Instructors

### Part 1: Biographical Information Data

Please indicate the following information: (1) Age, (2) Gender, (3) Nationality, (4) Native language, (5) Faculty/Graduate student, (6) If graduate student:

Linguistics/Literature & Culture, (7) Undergraduate major or *licenciatura*, (8) Academic area(s) of interest.

## Part 2: Background Information Data

A. Please answer the following questions regarding languages that you have learned in the past. If you answer no, please continue with section B.

1. Have you ever studied a second/foreign language in an instructional context?
2. Please indicate what languages you have studied and in what instructional contexts (high school/university/other).
3. Have you ever been enrolled in a second/foreign language course designed for students with your specific major or *carrera*?
4. What was your main reason(s) for studying second/foreign languages (friends/travel/work/degree requirement/academic purposes/general knowledge/other)?
5. Have you ever taken a language course for a specific purpose, such as Business Spanish or Spanish for Academic Purposes?

B. Please answer the following questions regarding your teaching education and experience.

1. Have you attended any formal or informal training in foreign/second language instruction? What kind of training?
2. How long have you been teaching Spanish?
3. Please indicate where and at what levels of Spanish (or other subjects: Spanish/Latin American Literature, Spanish Linguistics, etc.) you have taught. You can use the back of the questionnaire if you need extra space.
4. What courses are you currently teaching?

## Part 3: Pedagogical Views Questionnaire

*Please answer the following questions. This is an informal, individual, and personal task. We are not interested in what researchers or scholars think, but in what YOU think. You may write your answers in Spanish or English. Please feel free to use the back of the questionnaire or add more pages if you need extra space. To answer questions 2-13, please refer to the course(s) you are currently teaching. If you are not currently teaching any of the three programs mentioned (General Program, Intensive Program, SFS Program), refer to any course you have taught previously in one or more of these programs. If you are currently teaching in one of these programs and you have previously taught in (an)other program(s), refer to the courses you have taught in the other program(s). Please indicate the level to which you refer in your answers.*

1. Please briefly define what teaching a foreign language in a university context means to you.
2. Please order the following components (teaching approach, textbook, students' needs, syllabus, curriculum requirements) according to the importance that you give them in your own practice in each program (1 = most important, 5 = least important)
3. A successful attainment of the course's objectives will enable your students to (1) study abroad, (2) communicate with native speakers in everyday situations, (3) communicate in specific professional situations, (4) watch TV. (Specify program.)
4. Do you use a textbook in your class? Why or why not? (Specify level and program.)
5. Do you design your own activities for the class? Why or why not? (Specify program.)
6. Please order the following skills (reading, writing, listening, speaking, oral interaction) according to the attention that you pay to them in your class (1 = more attention, 5 = less attention) Give the reasons you pay more or less attention to some of them if you do so. (Specify program.)
7. What topics—such as cultural or sociological topics—do you introduce in your class? Why? (Specify program.)
8. What text genres (written or oral) do you use in your class? Why? (Specify program.)
9. Why do you think your students study Spanish: (1) Profession, (2) Degree requirement, (3) Travel, (4) Academic purposes, (5) General knowledge, (6) Friends, (7) Other? (Specify program.)
10. If you could, what would you change in the Spanish programs at this university?
11. Do you often share your opinions about the program with your colleagues and language program directors?
12. In which program do you prefer teaching? Why?
13. Would you like to teach a course in Spanish for specific purposes at the university? Why or why not?

*Thank you very much for your participation!*

## **Appendix B: Questionnaire for Learners**

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### **Part 1: Biographical Information Data**

*Please indicate the following information:* (1) Age, (2) Gender, (3) Nationality, (4) Native language, (5) Current Spanish course, (6) Previous Spanish courses at this

university, (7) Previous Spanish courses before enrolling in this university, (8) Freshman/sophomore/junior/senior, (9) Major, second major, or minor, (10) Are you a student in SFS?

## **Part 2: Learners' Motivations, Goals, Needs, and Beliefs Questionnaire**

*A. Please indicate in what situations you use and will use your Spanish:* (1) to study abroad, (2) to communicate with native speakers in everyday situations, (3) to read literature, (4) to communicate in specific professional situations, (5) to watch TV.

*B. Please indicate whether you agree with the following statements (strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, or strongly disagree = 1) and briefly explain why.*

1. My Spanish teacher knows in what situations I will likely use Spanish in the future.
2. I believe that what I am learning in the Spanish class is going to be very useful for me in my future personal and professional life.
3. My Spanish teacher believes that what I am learning in the Spanish class is going to be very useful for me in my future personal and professional life.
4. I like the Spanish textbook because it meets my expectations for learning Spanish. Please specify which textbook if you use more than one.
5. The activities that we do in the Spanish class take my interests and goals into account.
6. My goals are reflected in the Spanish course syllabus.

*C. Please indicate your main reason/s for studying Spanish (5 = most important, 1 = least important):* (1) Profession, (2) Degree requirement, (3) Travel, (4) Academic purposes, (5) General knowledge, (6) Friends, (7) Other.

*D. Please read the following statements and indicate if you agree (strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, or strongly disagree = 1).*

1. It is better to learn a foreign language in the country in which it is spoken.
2. I believe that I will ultimately learn to speak this language very well.
3. It is important to speak a foreign language with a nativelike accent.
4. It is necessary to know the foreign culture in order to speak that culture's native language.
5. The language I am trying to learn is (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, (5) a very easy language.
6. If I heard someone speaking the language I am trying to learn, I would go up to that person so I could practice speaking the language.
7. I learn foreign languages without effort.

8. Learning a foreign language is mostly a matter of learning many new words.
9. It is important to repeat and practice a great deal to learn a language.
10. I feel self-conscious speaking a foreign language in front of other people.
11. Learning a foreign language is mostly a matter of learning many grammar rules.
12. Learning a foreign language is mostly a matter of translating from English.
13. If I learn to speak this language very well, that skill will help me get a good job.
14. I would like to learn this language so that I can get to know its speakers better.

*Thank you very much for your participation!*

<sup>1</sup>Due to space limitations, the format of the questionnaires has been changed.