

Students' motivations for studying French: Examining undergraduates' language orientations, expectancies, and values to promote advocacy

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Abstract

The purpose of this study was to investigate undergraduate French students' motivations for studying French and their intentions to continue studying French. The participants consisted of intermediate-level French students who enrolled in a college French course by choice. We used two instruments to survey students and compared the subscales of these instruments. The first instrument assessed students' language orientations, including Travel, Knowledge, Relationships, Instrumental, and Sociocultural. The second instrument measured students' expectancies for success and values. We documented that these students study French in college primarily because they find it enjoyable and because it is important to them. They also find the language to be useful for their future travels, and it allows them to learn more about French culture. Students are more likely to continue taking intermediate French courses when they believe that studying French is important and when they want to learn more about French language and culture. This information may be used to increase French enrollment through advocacy measures, including effective pedagogical strategies.

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French is a global, useful language to learn. Nadeau and Barlow (2006) state that “French is the number-two second-language choice of students across the planet...with two million teachers and a hundred million students worldwide” (p. 3).

The language is spoken on five continents and is one of the official languages for world organizations like the United Nations, the International Olympic Committee, and the International Red Cross. In addition, Canada, a nearby French- and English-speaking country, is the United States’ largest trading partner (Shryock, 2009). French can also be an excellent choice for students as a means to increase verbal achievement scores because French is the base of 50% of English words (French Language Initiative, 2007).

Yet, according to the Modern Language Association (Furman, Goldberg, & Lusin, 2007), French enrollment decreased in the 1990s, which parallels foreign language (FL) learning trends in general, as overall foreign language enrollment also decreased during that period. An exception to this finding was Spanish enrollment, which has been on the rise consistently, even during the 1990s. Between 1990 and 1995, the number of Spanish language learners surpassed the total number of learners of other languages (excluding Greek and Latin).

Although French is the second most commonly taught FL in U.S. colleges and universities, enrollments in French increased only 2.2% in institutions of higher education from 2002-2006, the smallest increase reported by Furman et al. (2007). Other languages experienced much greater increases in enrollment from 2002 to 2006, such as Spanish (a 10.3% increase), Arabic (a 126.5% increase), and Chinese (a 51% increase).

Recently however, French enrollment increased by 4.8% according to the 2009 MLA survey (Furman, Goldberg, & Lusin, 2010). This increase is more than double the increase in the previous study. Other languages of high enrollment increases experienced smaller increases in this survey as compared to the previous survey: Spanish increased by 5.1%, Arabic by 46.3%, and Chinese by 18.2% (Furman et al., 2010).

Although French is not declining in enrollment numbers, we wondered why enrollment rates were not increasing as much as for other modern languages during the period of the 2002-2006 MLA survey. An understanding of why undergraduate students study French could lead to advocacy measures that could be implemented to help increase enrollment. The link between the purpose and the implications makes this study unique. The aim of this study was to investigate intermediate French students’ motivations for studying French and their intentions to continue studying French. We chose to study this population at this particular school because these students were not required to study French in college, yet they chose to do so anyway. Thus, their motivations for studying French would not be solely to satisfy graduation requirements.

Student Motivation

To investigate university students’ motivations for studying French and their intentions to continue studying French, we used two theoretical frameworks: one that has been used more extensively in language learning settings (i.e., the Orientations in Foreign Language Learning) and another that has not been used as much in language

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learning settings but has been used in other domains for such purposes (i.e., the Expectancy-Value Model of Motivation). We define motivation as a process that is inferred from students' verbalizations (or written reports) and actions, whereby goal-directed physical or mental activity is instigated and sustained (Schunk, Pintrich, & Meece, 2008, p. 4). Understanding students' motivation is important because "motivated students tend to engage in activities that help them to learn and achieve highly in academic settings" (Jones, 2009, p. 272).

Orientations in Foreign Language Learning

Gardner and Lambert (1959) provided a motivational theory concerning the individual learner in social situations. Developed in the field of social psychology, they identified second language (L2) orientations, or reasons for learning a language, which were classified as either *instrumental* or *integrative*. Individuals are labeled as having an instrumental orientation when "the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation" (Gardner & Lambert, 1972, p. 3). College students have an instrumental orientation when they enroll in a FL course to fulfill a FL requirement. Individuals are labeled as having an integrative orientation when they commit to a target language and culture because they want to become a member of that culture. "[T]he orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group" (Gardner & Lambert, 1972, p. 3).

In an instructional setting such as an L2 classroom, many students are likely not committed to the target language culture by integrating themselves into it because they are not able to gain experience through significant contact with the target language culture. For this reason, Dörnyei (1990) posited that instrumental orientations should be regarded as important because the instrumental reasons need to be stronger than integrative reasons in instructed settings, as opposed to natural settings where the integrative reasons could be more important. A study of intermediate Spanish students in a Midwestern university in the U.S. supports this assertion by finding that students were more likely to enroll in courses to meet FL requirements and for reasons related to their future career than for reasons consistent with the integrative orientation (Hernández, 2006). In a global society,

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the term integrative takes on a new meaning from the original one. An integrative motivational orientation may exist even though the learner has never met someone from that L2 community (Dörnyei & Csizér, 2002). In addition, the term integrative has evolved and is associated with identity and self-concept as opposed to simply integrating oneself into the community of L2 speakers (Dörnyei, 2003). Following the original instrumental and integrative orientations (Gardner & Lambert, 1972), researchers investigated many other orientations, such as Career Instrumental, School Instrumental, Integration, Understanding/Identification, Travel, Knowledge, Social/

Cultural, Distant Interest, and Prestige (Clément & Kruidenier, 1983). Clément and Kruidenier's (1983) study in Canada examined these orientations of Francophones and Anglophones learning French, Spanish, and English. The researchers noted that, "Given their stability and generality, reasons related to the acquisition of knowledge, travel, friendship, or instrumentality should be considered as independent orientations in future studies" (p. 286). This conclusion formed the basis of many of the orientations examined thereafter. For example, Clément, Dörnyei, and Noels (1994) tested (a) Instrumental (e.g., necessity for a future career), (b) Knowledge (e.g., ability to read French newspapers), (c) Travel (e.g., spending time abroad), (d) Friendship (e.g., making friends with foreigners), (e) Sociocultural (e.g., learning more about various cultures), and (f) Integrative (e.g., being similar to people of the target language culture) as six orientations for a study of Hungarian students studying English as a foreign language. The orientations in this study are based on the orientations of the Clément et al. study with the exception of the integrative orientation. Identification associated with the integrative orientation "... can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2 itself" (Dörnyei, 2003, p. 6). Therefore, we feel that four of the six orientations mentioned in the 1994 study relate to concepts that make up the integrative orientation. For example, the travel and friendship orientations involve meeting or communicating with L2 speakers, and the knowledge and sociocultural orientations speak to the intellectual and cultural aspects of the definition. These narrowed orientations and the fact that the definition for integrative motivation is still widely debated are reasons why we do not include the integrative orientation as a separate part of our instrument.

Expectancy-Value Model of Motivation

Although researchers have studied the expectancy-value model of motivation in domains such as mathematics, English, and engineering (e.g., Feather, 1988; Jones, Paretti, Hein, & Knott, 2010; Meece, Wigfield, & Eccles, 1990), few researchers have examined the theory in the domain of FL (e.g., Tremblay & Gardner, 1995). The expectancy-value model of motivation (Eccles, Adler, & Meece, 1984; Eccles et al., 1983; Eccles & Wigfield, 1995; Wigfield, 1994; Wigfield & Eccles, 1992) expands on the expectancy and value constructs initially developed by Tolman (1932), Lewin (1938), and Atkinson (1957, 1966). However, Eccles and her colleagues' model "focuses on the social psychological reasons for people's choices in achievement settings; thus, expectancy and value are defined as cognitive rather than purely motivational constructs" (Wigfield & Eccles, 1992, p. 278). As such, their model predicts that student performance is directly affected by both expectancies and values.

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Researchers have tested the expectancy-value model empirically and found that students' expectancy for success relates strongly to their performance on a task, whereas their values relate strongly to their intentions and choice of activities (Eccles, 1984a, 1984b; Eccles et al., 1983; Jones et al., 2010; Meece et al., 1990). The power of the model is derived from the fact that students' achievement and motivation (e.g., their

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choice to engage and persist in something) can be assessed by examining their beliefs about their ability perceptions and values. For instance, Meece et al. (1990) found that junior high school students' performance expectancies predicted subsequent grades and their perceived importance of math predicted their future course enrollment intentions. Students' beliefs about their abilities and expectancies have been shown to be stronger predictors of their future grades than their prior achievement (Wigfield & Eccles, 2000).

Although expectancies for success and ability-related beliefs were initially conceptualized as being separate constructs (Eccles et al., 1983), confirmatory factor analyses using data from students in grades one to twelve have demonstrated that students' expectancies and ability-related perceptions are not empirically distinct (Eccles & Wigfield, 1995; Eccles, Wigfield, Harold, & Blumenfeld, 1993). As a result, Eccles and Wigfield (1995) combined both constructs into one expectancy/ability perceptions factor.

For task value, Eccles and Wigfield (1995) have used factor analysis techniques to demonstrate empirically that achievement task value can be separated into at least three factors: intrinsic interest value, attainment value, and extrinsic utility value. Intrinsic interest value is defined as either the enjoyment experienced from performing a task or the subjective interest an individual has in a task. Attainment value is defined as the importance of doing well on a task in terms of one's core personal values. The extrinsic utility value of a task is the usefulness of the task in terms of an individual's short- and long-term goals. Although Eccles and Wigfield (1995) identified three separate factors within the "value" construct, they also found positive correlations between these three factors. Further, they found that the task value factors were related positively and moderately strongly to students' expectancies/ability perceptions.

Research Questions

We surveyed students using (a) a Language Orientation Instrument (LOI) that assessed students' language orientations on five subscales (i.e., Travel, Knowledge, Relationships, Instrumental, or Sociocultural) and (b) an Expectancy-Value Instrument for French (EVIF) that measured students' expectancies for success and three values related to French (i.e., Intrinsic Value, Attainment Value, and Utility Value). The overall aim of the study was to better understand undergraduate French students' motivations for studying French and their intentions to continue studying French. Our specific research questions, with respect to undergraduate, intermediate French students, were:

The overall aim of the study was to better understand undergraduate French students' motivations for studying French and their intentions to continue studying French.

1. Are there differences between the mean values for the subscales of the LOI?
2. Are there differences between the mean values for the subscales of the EVIF?
3. To what extent are subscales of the LOI and the EVIF correlated?
4. Which, if any, of the variables measured with the LOI and the EVIF predict whether students will continue studying French?

Method

Participants

Of the 53 students enrolled in three sections of a 2000-level Intermediate French course at a large, public university, 46 students (86.8%) participated in this study by completing an online questionnaire in an on-campus computer lab during class time. Participants' ages ranged from 17 to 32 ($M = 19$, $SD = 2.28$). The ethnic backgrounds of the students were 34 Caucasian (74%), 3 Asian (7%), 3 Hispanic (7%), 3 Other (7%), 1 African American (2%), and two students who did not provide a response (4%). More females than males completed the survey, with 28 females (61%) and 17 males (37%) participating. One student (2%) did not provide gender information. The breakdown by college class was 14 freshmen (30%), 16 sophomores (35%), 8 juniors (17%), and 6 seniors (13%). Two students (4%) did not report their class standing.

Rationale for Studying This Population

The university from which students were sampled is a large, public institution in a mid-Atlantic state and was chosen purposefully because of the FL requirements. The registrar's office at the university states that "two units of a single foreign or classical language (or American Sign Language) during high school" (Office of the University Registrar, 2007) are required for graduation from the university. If these two units have not been met in high school, students must complete six credits (at three credits per course) of college-level foreign language study. Because many students achieve the two units of FL study in high school, the focus of this study was on students who chose to study a FL when it was not required of them. Furthermore, if the student is not a FL major or minor, additional FL requirements only apply to a couple of disciplines outside of the FL field. For global business minors, there is a three-semester FL requirement, and for international studies majors, there is a 12-hour requirement at the 3000 level (R. Shryock, personal communication, May 7, 2008).

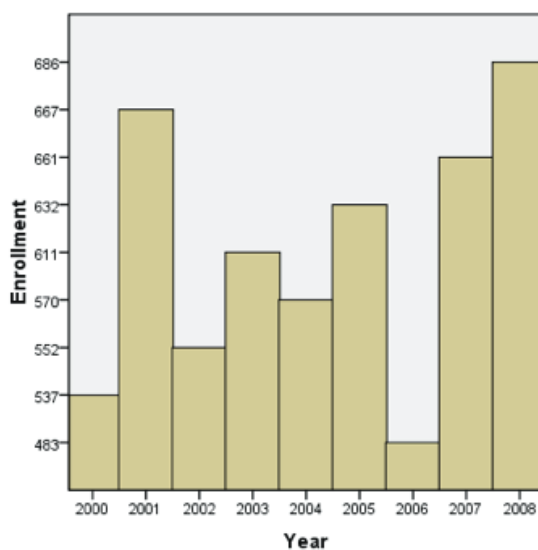
For the current study, we focused on the students in the 2000-level courses because this is typically a level beyond the basic graduation requirement. The students attempting to fulfill the graduation requirement usually enroll in 1000 level courses. In addition, the 1000-level courses would not meet the minor or major requirement, whereas the 2000-level courses fulfill part of the French minor requirements. We did not include the 3000-level students because they are likely to be majors and minors in French and are more likely to continue with the language. The 2000-level students are on the brink of a significant commitment to the language, thus making this level most interesting to us in terms of motivation and enrollment.

At the 2000-level of language learning, the students were probably not affected by the FL requirement of the university because they had generally studied French either at the university or high school levels prior to enrolling in this French course. These students were motivated to enroll in this course due to other factors besides a FL requirement. Yet, these students are not typically planning on having a major in the language. As a result, their reasons for studying French might not be to fulfill major requirements or to continue to a level that would ensure a major.

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As for French language enrollment at the university in this study, the enrollment totals from the fall of 2003 to the spring of 2007 indicate a fluctuation in enrollment (see Figure 1). The last fluctuation was an upswing from 483 total French students during the 2005-2006 school year to 661 students during the 2006-2007 school year, then up to 686 for the following 2007-2008 school year (R. Shryock, personal communication, March 12, 2008). This is in contrast to the miniscule increase presented in the MLA survey (Furman et al., 2007). However, in the fall of 2007, the percentage of students at this university who chose to take French was 1.5%, an extremely low percentage of the total students at the school.

Figure 1. French enrollment for school years 1999-2000 through 2007-2008 for all undergraduate levels 1000 through 4000.



Procedure

All students attending class on the day the questionnaire was administered were given oral and written instructions that completing the questionnaire implied their consent to participate in the study. The students did not report their names on the questionnaire in order to ensure anonymity. Instead, they provided the last four digits of their student identification numbers.

To ensure internal consistency, the same professor taught each class section and required the same assignments and assessments. The questionnaire was administered on the same day in October for the three sections of the course. During that week, students decided in which courses they wished to enroll for the next semester. We purposefully selected that particular period during the fall semester because the students had the opportunity to think seriously about whether or not they wanted to enroll in the next 2000-level Intermediate French course for the spring semester. Students were given a password to access the online questionnaire to ensure that no

one else could access the questionnaire website. With no time constraint, it took the students about 20-40 minutes to complete the online questionnaire.

Measures

Language Orientations Instrument (LOI). The items in the Language Orientation Instrument were derived from two previously tested instruments. We modified the instruments used in Clément and his colleagues' (1994) research by making minor additions and changes. We replaced the word "English" with the word "French" in each of the items. We also changed the initial wording for the items from "Studying English is important to me..." (Clément & Baker, 2001, pp. 28-29) to "I am studying French..." (see the Appendix for the 25 items used in the present study). In addition, the instrumental item of the State Language Exam for Canada was removed from the present study because it does not apply to FL study in the U.S. Due to family influences on FL choice (Bartram, 2006; Sung & Padilla, 1998), we decided that the friendship orientation should include items based on family, so it was renamed Relationships. The item concerning family was added to the Relationships subscale and appears in this category as item number 5 in the Appendix.

The orientations we used in the current study were (a) Travel, (b) Knowledge, (c) Relationships, (d) Instrumental, and (e) Sociocultural. The Travel subscale measured the extent to which students studied French because they wanted to study abroad or travel to French-speaking countries. The Knowledge subscale measured the extent to which students studied French because they viewed it as important to being an educated person or because they wanted to have the ability to read magazines, newspapers, and books in French. The Relationships subscale measured the extent to which students studied French because they wanted to make friends in foreign countries or relate better to others who know French. The Instrumental subscale measured the extent to which students studied French because it is expected of them or they might need it for school or a future job. The Sociocultural subscale measured the extent to which students studied French because they wanted to understand other cultures or the francophone world, including French TV, films, and music. Because this U.S. study was carried out in a monolingual and uncultural setting, the integrative items were not included in our instrument. Whether students realize they are studying a FL for substantial reasons or not, studies indicate that each one of these orientations lends relevance to them as FL motivators.

To enhance test score reliability, we did not classify the items by subscale on the actual questionnaire; instead, we mixed the order of the items. The Cronbach's alphas for internal consistency for each of the subscales ranged from .56 to .83, as shown in the Appendix. With the exception of the Sociocultural subscale, the alpha values were fairly low, indicating a low level of internal reliability. These values were consistent with the alpha values in the Clément et al. (1994) study in which they ranged from .50 to .80 (Clément & Baker, 2001).

Expectancy-Value Instrument for French (EVIF). We designed the four subscales of this instrument to measure the four constructs discussed previously in the expectancy-value model of motivation section, including expectancy/ability beliefs, intrinsic interest value, attainment value, and extrinsic utility value (Eccles et al., 1983; Eccles

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& Wigfield, 1995). The items for each subscale of this instrument are provided in the Appendix. In general, we designed the 12 items to be similar in format and content to those designed by Eccles and Wigfield (1995), because their items have been shown to have excellent face, convergent, and discriminate validity, as well as strong psychometric properties (Eccles et al., 1983; Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). Because the scales used by Eccles and Wigfield (1995) measured students' perceptions in the domain of mathematics, we changed the word "mathematics" in each item to "French" and reworded the items as needed for them to make sense to a student enrolled in a university French course. We also changed the response scale from the original 7-point scale to a 6-point scale to maintain consistency with the scales used in the LOI. For brevity, two of the items from the original Expectancy/Ability subscale were omitted for the current survey. One item was added to the Extrinsic Utility value subscale for the present survey to include the usefulness of the language in today's world. The Cronbach alpha values for each of the subscales were very good and ranged from .73 to .88, as shown in the Appendix.

Intention to continue studying French item. This item measured the extent to which students intended to continue studying French in the future. The item read "What is the likelihood that you will continue to study French in the future?" and was rated on a Likert-type scale ranging from 1 (*Not likely at all*) to 6 (*Very likely*).

Analysis

We assessed students' reasons for studying French using the LOI and the EVIF. We computed the means for each of the LOI and EVIF subscales by averaging the values of the items within each subscale. Using repeated measures ANOVAs, we compared the means for the LOI subscales separately from the means of the EVIF subscales because the instruments were derived from different theoretical frameworks. To determine the extent to which the LOI subscales and the EVIF subscales were correlated, we computed Pearson's correlation coefficients between all of the subscales. We conducted two linear regression analyses using the orientation variables from the LOI as the predictor variables in one regression model and the expectancy and value variables from the EVIF as the predictor variables in a second regression model. The intention to continue studying French item was the dependent (i.e., criterion) variable in both of the regression models.

Results

Comparison of Means

Language Orientation Instrument. Table 1 summarizes the mean values of each subscale of the LOI. To compare the mean values, we conducted a repeated measures ANOVA and documented a statistical difference, $F(4, 180) = 66.8, p < .001$, indicating a significant difference in the means of the scales. To identify which orientations differed from one another, we conducted a Bonferroni post hoc test and found that Travel was rated the highest and Instrumental was rated the lowest. Students generally agreed that they studied French for reasons related to travel; they agreed only to an extent that

they studied it for knowledge, sociocultural, and relationship reasons; and they had reservations about whether they studied it for instrumental reasons.

Table 1. Descriptive Statistics for the LOI Scales

Orientation	N	M	SD	SE	95% CI LB	95% CI UB
Travel	46	4.88a	.69	.10	4.67	5.08
Knowledge	46	4.16b	.79	.12	3.92	4.39
Sociocultural	46	4.07b	.99	.15	3.78	4.37
Relationships	46	3.73c	.83	.12	3.48	3.97
Instrumental	46	3.06d	.91	.14	2.79	3.33

Note. Mean values with the same superscript were not statistically different from one another ($p < .05$); *M* = Mean; *SD* = Standard Deviation; *SE* = Standard Error; *CI* = Confidence Interval; *LB* = Lower Bound; *UB* = Upper Bound.

Expectancy-Value Instrument for French. The mean values for each subscale of the EVIF are presented in Table 2. The mean values were compared using a repeated measures ANOVA, $F(3, 135) = 23.1, p < .001$. Mauchly’s test indicated that the assumption of sphericity was violated; therefore, the *F* value was recalculated adjusting for this assumption. The degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ($\epsilon = .94$). The adjusted calculation yielded $F(2.82, 127.13) = 23.1, p < .001$. This finding indicates a significant difference in the mean values of the EVIF subscales. A Bonferroni test revealed that the Intrinsic and Attainment values had similar and statistically higher mean values than Expectancy and Utility. Students generally agreed that they enjoyed studying French and that it was important to them to learn French. They agreed to a certain extent that they expected to do well in learning French and that French was useful in their life and in the world.

Table 2 . Descriptive Statistics for the EVIF Scales

Expectancy and Values	N	M	SD	SE	95% CI LB	95% CI UB
Intrinsic	46	5.20a	.76	.11	4.97	5.42
Attainment	46	5.11a	.82	.12	4.87	5.35
Expectancy	46	4.38b	.88	.13	4.12	4.65
Utility	46	4.35b	.98	.14	4.06	4.64

Note. Mean values with the same superscript were not statistically different from one another ($p < .05$). *M* = Mean; *SD* = Standard Deviation; *SE* = Standard Error; *CI* = Confidence Interval; *LB* = Lower Bound; *UB* = Upper Bound.

Intention to continue studying French item. The mean value of the intention to continue studying French in the future item was 5.16 (*SD* = 1.40), indicating that

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students reported that they were likely to continue studying French. Due to the fact that the criterion variable for the regression analysis of the LOI and the EVIF scales is heavily skewed, the potential correlation with other variables could be decreased.

Correlations among Variables

The results of the correlational analysis among the orientation variables documented that each of the orientation variables was positively and significantly correlated to the other orientation variables, with values ranging from .36 to .76 (see Table 3). All correlations between the expectancy and value variables were also significantly, positively correlated (except for the one between Expectancy and Attainment) and ranged from .29 to .56. The highest correlations involved Attainment, which was highly correlated with Intrinsic and Utility.

In examining the correlations between the orientation variables and the expectancy and value variables, we found a pattern in which the orientation variables were generally not correlated with the expectancy or value variables (see Table 3). In fact, Travel and Sociocultural were not significantly correlated with any of the expectancy or value variables. Relationships was significantly correlated with only Attainment; Instrumental was significantly correlated with only Utility. Knowledge was significantly correlated with Intrinsic, Attainment, and Utility.

Table 3. Pearson's Correlation Coefficients for Orientation, Expectancy, and Value Variables

	1	2	3	4	5	6	7	8
LOI subscales								
1. Travel	1							
2. Knowledge	.36*	1						
3. Relationships	.58**	.67**	1					
4. Instrumental	.46**	.54**	.49**	1				
5. Sociocultural	.69**	.70**	.76**	.57**	1			
EVIF subscales								
6. Expectancy	-.16	.27	-.02	.02	.01	1		
7. Intrinsic	-.05	.32*	.29	-.17	.20	.42**	1	
8. Attainment	.17	.42**	.32*	.26	.25	.29	.56**	1
9. Utility	.04	.38**	.21	.44**	.25	.44**	.37*	.60**

Note. For all scales, N = 46 and the significance is a 2-tailed test. * $p < .05$. ** $p < .01$.

Predictions of Intention to Continue Studying French

Orientations as predictors. The intention to continue studying French item served as the dependent (i.e., criterion) variable, and the independent (i.e., predictor) variables were the five subscales of the LOI. Because the five subscales were highly correlated, we examined the tolerance values as measures of collinearity for the regression analysis. A

small tolerance value can be problematic because it indicates that the variable is highly collinear with the other predictor variables, which can cause problems in estimating the regression coefficients. We considered tolerance values of less than 0.25 as indicating a problem with collinearity (Miles & Shevlin, 2004), but found that none of the tolerance values were less than 0.25 for any of our analyses. Table 4 presents the results of the General Linear Model regression analysis for the students' intention to continue to study the French language. The adjusted R^2 is reported with Tables 4 and 5 for this purpose because it takes into account the lower sample size and number of predictors. The Sociocultural orientation was the only predictor of continuation to study French ($B = .790$; $p = .04$); none of the other variables were significant predictors. It must be noted that the Sociocultural orientation exhibited the highest reliability of internal consistency among the orientation variables (see Appendix).

Table 4. Summary of the Regression Analysis for the Language Orientation Variables Predicting the Continuation of French Study

Variable	B	SE	β^a	<i>t</i>	<i>p</i>
Constant	3.30	1.67		2.00	.05
Sociocultural	.79	.38	.56	2.09	.04
Instrumental	.45	.26	.30	1.72	.09
Relationships	-.27	.38	-.16	-.72	.47
Knowledge	-.21	.38	-.12	-.55	.58
Travel	-.18	.41	-.09	-.43	.67

Note. $N = 46$; $R^2 = .282$; Adjusted $R^2 = .190$; SE = Standard Error B.

^a Standardized coefficient β

Expectancy and values as predictors. Because some of the expectancy and value variables were highly correlated, we examined the tolerance values as measures of collinearity for the regression analyses, but found that none of the tolerance values were less than 0.25 for any of our analyses. The results of the regression analysis using the expectancy and value variables as predictors are presented in Table 5. Attainment value was the only statistically significant predictor of students' intention to continue studying French ($B = .77$; $p = .03$); Expectancy, Utility, and Intrinsic were not significant predictors.

Table 5. Summary of the Regression Analysis for the Expectancy and Value Variables Predicting the Continuation of French Study

Variable	B	SE	β^a	<i>t</i>	<i>p</i>
Constant	2.47	1.51		1.63	.11
Attainment	.77	.33	.45	2.31	.03
Expectancy	-.30	.26	-.19	-1.16	.26
Utility	.17	.26	.12	.67	.51
Intrinsic	-.14	.33	-.07	-.42	.68

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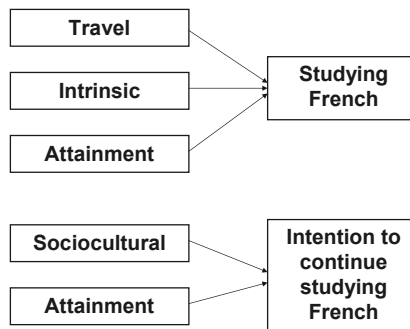
Note. N = 46; R² = .226; Adjusted R² = .149; SE = Standard Error B

^a Standardized coefficient β

Discussion

The main purposes of this study were to investigate students' motivations for studying French and for intending to continue to study French at a large, public university. Our findings are similar to those of other studies, yet they differ in some ways. We also recognize that a larger sample size would yield more accurate results. The main findings are presented in Figure 2 and are discussed in this section.

Figure 2. Variables that explain why students study French and intend to continue their study of French.



Research Questions 1 and 2: Differences in the LOI and EVIF Subscales

Based on the variables measured by the LOI, students reported that they study French because it will help them when they are traveling. This was also the top-rated reason by Hungarian students studying English in a study by Clément et al. (1994; in their study, they combined the travel orientation items with friendship items in the resulting factor labeled “Xenophilic”). To a lesser extent, students in the present study agreed that they studied French to become more knowledgeable, to learn more about francophone culture, and to speak with family or friends who know the language. This last reason is different from integrative orientation as integrative implies that the student would be in constant contact with a French-speaker. Living in the part of the U.S. where our study was conducted does not make this orientation a feasible reason for studying French. Finally, students had some reservations about agreeing that they studied French because it was useful for future studies or careers.

The results from the EVIF indicated that students enjoy the French language and francophone cultures and find them interesting. They also feel that it is important to learn French. Students did not rate the usefulness of French as highly as intrinsic interest and the value of importance (attainment), although they did find it somewhat useful in their life and in today's world. Similarly, their perceptions of how well they expected to do in learning French were average, and not rated as very high or very low.

Taken together, the results of the LOI and the EVIF portray intermediate French students as those who think that studying French is important and who study French for its value in traveling and the enjoyment they obtain from studying it. These students do not necessarily believe that the language has a lot of practical use in their life on a daily basis.

Research Question 3: Extent of Correlations among Instrument Subscales

The correlations among the subscales in the LOI were very high, indicating that there was significant overlap in the constructs that they measured. The correlations were especially high for the Sociocultural subscale, which makes sense given the type of items in the scale. For instance, one item on the Sociocultural subscale asks whether students are studying French because it will enable them to learn more about what is happening in the world, which appears to be similar to the item on the Knowledge subscale that asks whether they are studying French to become a more knowledgeable person. Another question on the Sociocultural subscale asks whether students are studying French because it will enable them to learn more about the francophone world, which is similar to the item on the Travel subscale that asks whether they are studying French to spend some time abroad. Learning about the francophone world would seem to help them if they spend some time abroad; thus, we would expect students who answer highly on one of these items to answer highly on another. Clément et al. (1994) also found a strong relationship ($r = .51$) between the travel/friendship orientation (which they combined to form a Xenophilic orientation) and the sociocultural orientation.

The fact that the subscales on the LOI are so highly correlated raises some broader questions, such as whether these subscales are indeed measuring separate constructs. We did not have enough statistical power with our sample size in the present study to run a confirmatory factor analysis, but such an analysis would be very helpful to determine whether these subscale constructs overlap to a large extent or not. We were also concerned about the internal consistency reliability of the subscales because four of the five subscales had Cronbach's alpha values of .63 or lower. The internal consistency reliability for these subscales is "questionable" at best (George & Mallery, 2003), making us believe that the scores obtained on the LOI have a low validity for the population that we studied. The alpha values for these scales in the study by Clément et al. (1994) were also low, with three of the five subscales having alpha values of .65 or lower and the other two with values of .72 (Sociocultural) and .80 (Friendship) (Clément & Baker, 2001). Future studies should examine the validity of the scores obtained with this instrument for different populations.

For the EVIF, we found positive and significant correlations among the three value constructs (ranging from .37 to .60), as well as between expectancy and intrinsic interest value ($r = .42$) and between expectancy and extrinsic utility value ($r = .44$). Eccles and Wigfield (1995) had also reported positive correlations among the three value constructs (ranging from .56 to .79) and, at two different time points (i.e., Year 1 and Year 2), that the task value factors were related positively to students' expectancies/ability perceptions (correlations ranging from .37 to .53). This suggests that the findings from Eccles and Wigfield (1995) can be generalized to college students in the domain

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of French. Because Eccles and Wigfield conducted factor analyses on the constructs comprising the expectancy and value subscales, we have assumed that the subscales are measuring the intended constructs. However, a study designed to test this assertion with a population of college-aged French students would provide more direct evidence.

The finding that expectancy and values are related is important because some of the original expectancy research hypothesized that there was an inverse relationship between these constructs (i.e., that they were correlated negatively) (Atkinson, 1957). Our study supports the idea that if students possess a high value for a domain, they also have a high expectancy for success.

As far as we know, no other L2 study has investigated the correlations between the subscales of the LOI and the EVIF. Our findings indicate that most of the subscales in these instruments are not correlated. For example, the sociocultural and travel constructs were not correlated with any of the constructs in the EVIF; and expectancy was not correlated with any of the constructs in the LOI. The knowledge construct was the only LOI construct correlated with all three value constructs. This indicates that students who want to learn French in order to have more general knowledge also find French interesting, believe that it is important for them to learn French, and find it useful. The fact that the instrumental and extrinsic utility value were significantly correlated makes sense because both subscales ask students about the usefulness of studying French as it relates to some aspect of their life (e.g., job, school, and daily life).

Most of the LOI and EVIF subscales are not correlated, indicating that these two instruments measure some different constructs. Based on the high correlations between the LOI subscales and the low reliability of the scores obtained from the LOI subscales, we question whether the scores obtained on the LOI with intermediate French students are valid. Further instrument development is needed to determine whether these scales can be used with this type of population. However, the EVIF might be a useful instrument for researchers interested in understanding the motivations of this population.

Research Question 4: Predictors of Intention to Continue Studying French

Our fourth research question was: Do any of the variables measured with the LOI or the EVIF predict whether students will continue studying French? We did not include the subscales from both the LOI and the EVIF in the same regression model because the models are based on different theoretical orientations and the constructs might overlap. Two constructs, one from each model, emerged as predictors of the likelihood that students would continue to study French. In the first regression model, sociocultural orientation predicted students' intention to continue and in the second regression model, attainment value predicted it (see Figure 2).

Students who study French for sociocultural reasons, such as watching films, listening to popular music, and learning about other cultures in the world are more likely to continue taking intermediate French courses. It is interesting that students rated travel as the highest reason for studying French, yet the sociocultural reasons were the ones that predicted whether or not they would continue their studies. Our finding is somewhat different from that of Noels, Pelletier, Clément, and Vallerand (2000) in that they found that travel correlated most significantly with students' intention to

continue to study French. However, they did not use a prediction calculation and did not include the sociocultural orientation in their analysis. In the present study, the travel and sociocultural orientations correlated highly ($r = .69$); therefore, our finding is likely not very different from that of Noels et al. It is reasonable that students who want to learn about French culture and people also want to travel to French-speaking countries.

The fact that attainment value predicted students' decisions to continue to enroll in French is not surprising given recent studies in other domains that have documented similar results. In a survey investigating prediction of further study in Spanish courses at a Midwestern university, Hernández (2006) documented that when considering instrumental, requirement, and integrative orientations, the integrative construct was the best predictor of continuation. The Hernández study differs from this study in that, unlike French, Spanish is a language that is common enough in the U.S. to attract students due to integrative motivation. It would be difficult to compare this portion of the Spanish course study and our study unless our study took place in a country with native French-speakers, such as Canada. Knowing what motivates students in an instructional setting is the aim of this study and is what makes it unique. Furthermore, the Hernández study combined other orientations such as friendship and sociocultural with the integrative orientation. We considered these as separate orientations from integrative; therefore, friendships or relationships and sociocultural are individual constructs in our study. The integrative or friendship/sociocultural items with the highest mean asked students about whether they found Spanish important, which is a similar construct measured by attainment value. Thus, the results of our study are consistent with those of Hernández.

A similar study, but conducted in the domain of music education, documented

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that undergraduate music education students who thought that music education was important and valuable to them (i.e., they had a high attainment value for music education) were the ones who were most likely to plan on having a career in music education (Jones & Parkes, 2010). Findings from studies such as these highlight the fact that students are more likely to intend to continue in a domain when they believe that the domain is important and valuable to them (i.e., when the students are identified with the domain, for a discussion see Osborne & Jones, 2011).

Recommendations for Further Study

Future studies could implement the LOI and EVIF with students studying other languages, such as Spanish. A study of students in intermediate Spanish from a similar university would be a relevant complement to this study. Spanish would be an interesting language to compare to French because it is the most popular language taught in the U.S. It would also be interesting to see if the reasons for taking Spanish are the same or different for choosing French.

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The present study documents undergraduate students' reasons for studying French, but if students began French language study in high school, this study does not allow us to understand why students initially began studying French. It would be interesting to survey middle and high school French students to determine what motivates students at these levels to study the language. This type of knowledge could help French teachers at the middle and high school levels adjust their curricula to better match students' motivations. If advocacy at the lower levels can influence students to study the language, then hopefully, more students will enroll in college-level French classes. Instructors might find the ideas in the following pedagogical implications section useful for attracting and retaining French students.

Students study French primarily because it is useful for their future travels, because they find it enjoyable, and because it is important to them. French language study also allows them to learn more about French culture. Given students' interest in travel, it would seem reasonable to provide opportunities to travel to French cultures. One obvious way to do this in a university course is through study abroad. In a study that compares studying French on-campus in the U.S. to studying abroad in France, a higher number of students studying abroad wished to continue studying French at the next level when they returned to campus (Ingram, 2005). Because studying abroad is not an option for all students, another suggestion is for instructors to consider developing activities that mimic real travel situations. Levi Altstaedter and Jones (2009) describe a curriculum in which Spanish language college students completed a WebQuest in which they took an imaginary, yet realistic, trip to Argentina. After doing so, students reported that they thought that the Spanish language and Hispanic culture were more interesting, more important, and more useful than they had believed previously (i.e., they rated their intrinsic, attainment, and utility values for the language and culture higher).

Students study French primarily because it is useful for their future travels, because they find it enjoyable, and because it is important to them. French language study also allows them to learn more about French culture.

Besides WebQuests, various forms of technology can be used to support students' interest in communicating with French speakers around the globe. Synchronous electronic interaction through computers and the Internet is a way to have conversations that are similar to face-to-face conversations (Shrum & Glisan, 2005). Known as telecollaboration, key pals, e-mail exchanges, real-time chats, and videoconferencing are classroom-based activities that might interest students and increase the likelihood that they will enroll in FL courses in the future.

Global simulation also offers a contextualized basis for language learning. In global simulation, students create fictive characters and interact with each other while learning through contextualized themes, such as "living in a community, the Montmartre quarter, French cuisine, healthy lifestyles, reality television, love stories, and murder mysteries" (Mills & Péron, 2009, p. 8). These cultural aspects of francophone countries, along with authentic films, books, and newspapers, can meet students' sociocultural curiosity and motivate them to continue studying French.

Because attainment value was also an indicator of whether students would continue studying French, instructors should consider how their course contributes to

students' long-term (a.k.a., individual) interests (see Jones, 2009). Experiences such as service-learning projects could provide this type of firsthand experience. For example, teaching young children as part of a community-based teaching project could support students' feelings that the language is important. A recent study showcased a service-learning course in which French language learners taught French in the community to preschool and K-5 children. Almost all of the university students indicated that the experience increased their motivation to learn French and improved their French (Grim, 2010). Involving students in service-learning projects could also be a means to connect students to local French speakers if there are any in the area. As an example, instructors could ask local refugee and immigration offices about student volunteering, especially with Haitian populations who speak French. Offering many conversational and exchange opportunities would seem imperative to encouraging students to study French and to maintain their interest.

Due to the fact that the instrumental orientation and utility value were among the least important factors for students to study French, it might be possible to show students how French can be useful in their lives in order to gain the types of students who are not considering French language study. Perhaps students are unaware of the usefulness of the language. Instructors could remind students of jobs and careers that use French, including ones that the students might not have considered (Shryock, 2009). Instructors could also have guest lecturers come into the classroom to speak to the students about how people in their jobs use French. These types of activities might change students' perceptions about the usefulness of French.

Conclusion

Students are more likely to continue taking intermediate French courses when they believe that studying French is important and when they want to learn more about French language and culture.

Intermediate-level French students, who have a choice in whether or not they enroll in a college French course, study French in college primarily because they find it enjoyable, important to them, and useful for their future travels. Studying French also allows them to learn more about French culture. Students are more likely to continue taking intermediate French courses when they believe that studying French is important and when they want to learn more about French language and culture. Given these findings, it seems reasonable for French instructors who teach lower-level French language students to show students why learning about French language and culture can be interesting and important to them through various pedagogical techniques. We hope that French instructors will be able to use the results of this study to attract and maintain future French students in their courses.

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Appendix

Questionnaire Items

Language Orientation Instrument (LOI)

The following Language Orientation items were adapted from Clément and Baker (2001, pp. 28-29). All items were rated on a Likert-type scale with the following response options: 1 = *Totally disagree*, 2 = *Generally disagree*, 3 = *I have reservations*, 4 = *Agree to a certain extent*, 5 = *Generally agree*, and 6 = *Totally agree*.

Travel ($\alpha = .63$)

I am studying French

1. because I would like to spend some time abroad.
2. because it will help me when traveling.
3. because without French, I would not be able to travel a lot.
4. because I would like to travel to countries where French is used.

Knowledge ($\alpha = .56$)

I am studying French

1. so that I can become a more knowledgeable person.
2. so that I can broaden my outlook.
3. because I would like to learn as many foreign languages as possible.
4. because an educated person is supposed to be able to speak French.
5. so that I can read French books, newspapers, or magazines.

Relationships ($\alpha = .63$)

I am studying French

1. because I would like to meet foreigners with whom I can speak French.
2. because I would like to make friends with foreigners.
3. so that I can keep in touch with foreign friends and acquaintances.
4. because it will enable me to get to know people from different parts of the world.
5. because a relative of mine knows French.
6. because my friends study French.

Instrumental ($\alpha = .58$)

I am studying French

1. because I may need it later on for a job/career.
2. because I may need it later on for my studies.
3. because without it, one cannot be successful in one's field.
4. because I do not want to get bad grades in school.
5. because it is expected of me or required.

Sociocultural ($\alpha = .83$)

I am studying French

1. so that I can understand French-speaking films, video, TV, or radio.
2. so that I can understand French popular music.
3. because it will enable me to learn more about what is happening in the world.
4. because it will enable me to learn more about the francophone world.
5. because it will enable me to learn about various cultures and peoples.

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Expectancy-Value Instrument for French (EVIF)

The following expectancy and value items were adapted from Eccles and Wigfield (1995, p. 224). All items were rated on a 6-point Likert-type scale with the endpoints as noted below.

Expectancy in French ($\alpha = .88$)

1. Compared to other students, how well do you expect to do in French? (Much worse than other students, Much better than other students)
2. How well do you think you will do in Intermediate French this semester? (Very poorly, Very well)
3. How good are you at French? (Not good at all, Very good)

Intrinsic Interest Value for French ($\alpha = .79$)

1. In general, I find French (Very boring, Very interesting)
2. How much do you like French? (Not very much, Very much)
3. In general, I find francophone cultures (Very boring, Very interesting)
4. How much do you like francophone cultures? (Not very much, Very much)

Attainment Value for French ($\alpha = .84$)

1. Is the amount of effort it will take to learn French worthwhile to you? (Not very worthwhile, Very worthwhile)
2. I feel that being good at French is (Not at all important, Very important)
3. How important is it to you to learn French? (Not at all important, Very important)

Extrinsic Utility Value for French ($\alpha = .73$)

1. How useful is knowing French for your daily life? (Not at all useful, Very useful)
2. How useful is knowing French to you in today's world? (Not at all useful, Very useful)

