

Motivations for Studying French:
Language Orientations and Expectancy-Value Theory

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Abstract

French enrollment is not increasing at the rate of other modern languages in higher education in the United States. This study attempted to bring to light the reasons for studying the language and focused on the orientations, expectancies, and values students have for studying French at a large, public university. The mixed methods research investigated students' reasons for enrolling in an intermediate French course with a self-report survey including short answer questions.

The aim of this principally quantitative study was to understand why students choose to study French by comparing the subscales within the orientations and expectancy-value scales. The foreign language orientation subscales used were: travel, knowledge, relationships, instrumentality, and the sociocultural orientation. For the expectancy-value scale, the subscales included: expectancy, intrinsic value, attainment value, and utility value. The mean values of the survey items were compared in an ANOVA framework. Relationships within the two scales were analyzed using a Pearson's correlation calculation. Finally, a linear regression was used to analyze the subscales as predictors of continuation of French study. Short answer responses supported the quantitative data through resulting themes and sub-themes. The data were merged in a validating quantitative data model of mixed methods.

Results for foreign language choice pointed to travel reasons, such as the desire to spend time abroad, and intrinsic interest in the language. Students were likely to continue studying French due to sociocultural reasons, such as understanding French films and

music, and due to instrumental reasons involving career and grades. The attainment or importance subscale of the expectancy-value scale was the best predictor of continuation.

The short answer qualitative data were transformed to show the significant subscale orientations with corresponding sub-themes. The triangulation offered insight into FL choice and communication with people in francophone countries. The findings also suggested that students continue studying French due to particular career choices.

Teaching implications and further study suggestions offer ideas for the significant subscales. The subscales that obtained low mean values in FL choice are also included in the implications section. This is due to the fact that the low scoring subscales are areas that have not been explored to encourage French study.

Further study is needed to provide more details about students' experiences through interviews and to implement educational suggestions with enrollment tracking. The mixed methods design offers a base for similar FL motivation studies in the future.

Dedication

This dissertation is dedicated to my loving, supportive husband Ben.

Ben: You have been by my side since I began writing this dissertation, and you still
married me! I am happy to share everything with you. Love, Paula

Acknowledgments

Anyone who has taught French knows the struggles of trying to keep a noble cause afloat. I hope and pray that the results of this study will spur on advocacy movements and have a positive impact on French enrollment in the United States.

First of all, I would like to acknowledge and thank my committee chair and advisor Dr. Judith Shrum. I do not think that the previous statement is heartfelt enough to begin to show my appreciation. From the beginning, you knew just the right questions to put me on a productive track. I am blessed to have worked with you during my undergraduate years and now as a doctoral student. Your wisdom and caring have influenced me more than you will ever know. Dr. Shryock, you have also been a major influence in my education for many years. I truly admire your love of the French language and culture. Whether you realized it or not, you were more of an advisor to me than my actual French major advisor as an undergraduate at Virginia Tech. I hope to give my students as much time and effort as you have given me. Dr. Tilley-Lubbs, from being a colleague at Glenvar High School during one of my first teaching jobs to being my committee member and professor, you have supported me and been a wonderful listener. You calmly watched and offered guidance while letting me hone my craft. Thank you for the opportunities you have given me. Dr. Jones, if I had not taken the Motivation and Cognition course, I am not sure if I would have narrowed my focus enough to have a dissertation worth writing! Thank you for all of the effort you have put into making sure my research questions, survey items, and motivation research were accurate and substantial.

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Chapter One Introduction

“Among international languages,
French is in a class of its own”
(Nadeau & Barlow, 2006, p. 3).

Why do people choose to study a particular foreign language? Motivation in foreign languages explains choice of foreign language, success in the second language (L2), and perseverance to continue to use the L2 skills (Oxford & Shearin, 1994). Choice of foreign language (FL) study affects the enrollment of foreign language classrooms. FL requirements at the high school and university levels also impact foreign language enrollment (Panetta, 1999). These enrollment numbers in the United States have been fluctuating from the end of the 19th century at the inception of school programs until now in the 21st century.

In the fall of 2006, 8.6% of higher education students in the United States were enrolled in FL courses (Furman, Goldberg, & Lusin, 2007). This was an increase from the preceding two decades as seen in Figure 1. However, a closer look reveals that the 1960s enjoyed enrollments that were twice as high. For 1960 and 1965, the enrollments were 16.1% and 16.5%, respectively. Then the late 1970s saw a decline to 7.8% (Welles, 2004).

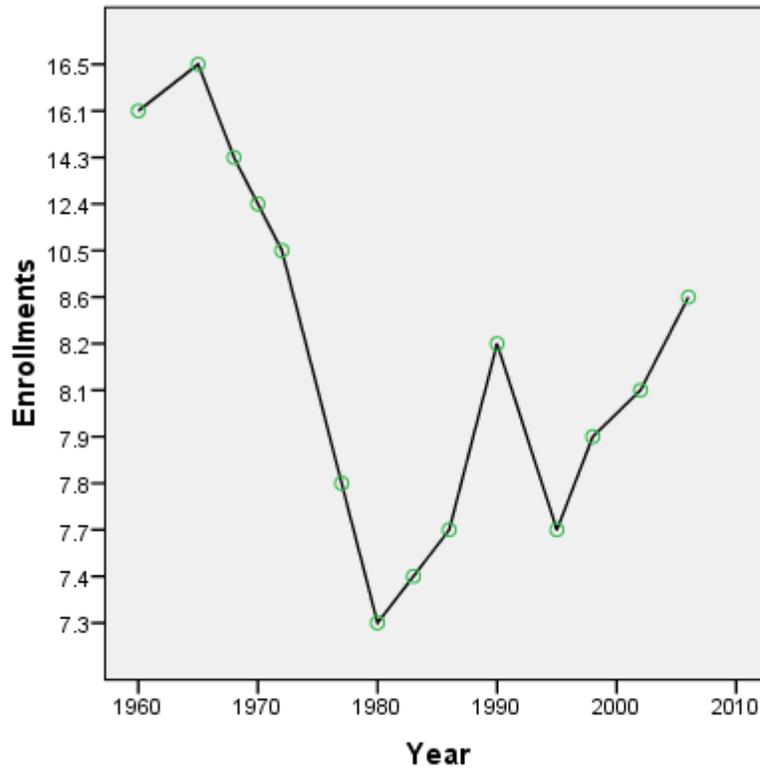


Figure 1. Modern language enrollments of higher education per 100 students from 1960-2006.

Adapted from Fuman et al., 2007, p. 18, Table 4. Figure created by author of dissertation.

The federal government supported language programs by funding the National Defense Education Act after World War II and the Korean War (Panetta, 1999). Furthermore, the federal government supported foreign language education in the 1960s when the Russians surprised the United States with the launch of Sputnik (Lantolf & Sunderman, 2001). However, language study in the 1970s suffered when these funds were cut. In response, localities at the time had to make sacrifices in their curricula. Additionally, their FL programs were rarely assessed and parents, teachers, and administrators did not see the benefits of FL study. By the end of the decade, the

President's Commission on Foreign Language and International Studies described America's inability to speak foreign languages as "scandalous" (Panetta, 1999, p. 1).

The situation of the 1970s led to the formation of the Joint National Committee for Languages (JNCL) and a revival of foreign language study in the 1980s (Lantolf & Sunderman, 2001). The National Council for Languages and International Studies (NCLIS) (Joint National Committee for Languages – National Council for Languages and International Studies, 2008) came about later in the 1980s. Both nonprofit organizations, the JNCL is an education policy association and the NCLIS is a public advocacy association or an "action arm" (2008, ¶ 2) for language educators.

Even with these advocacy groups in place, foreign language enrollment for undergraduates in the United States fell 6.2% during the first half of the 1990s. One reason for this decline may be due to low or nonexistent foreign language requirements in higher education (Panetta, 1999). The lack of articulation between high schools and universities resulted in low enrollment. As a matter of fact, during the past decade, over 70% of college students had taken two years or more of a foreign language in middle and high school to serve as entrance requirements for universities. This resulted in lack of motivation for studying a language once admitted to a college.

The creation and tailoring of national standards and their effective implementation could lessen FL enrollment fluctuation and encourage high school students to continue learning FLs in higher education. After all, the *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 2006) posit that language learning is beneficial for "all students" (p. 31). Bruce (2002) states:

[W]ithin an environment that values and assigns importance to FL learning, language teachers at schools can lead in the analysis of student enrollment data. They can urge their schools to examine the extent to which they encourage all students to participate fully and meet the world languages standards and prepare themselves for postsecondary choices. (p. 608)

The more recent focus on standards creation and global outlooks in higher education could explain the increase in overall FL study so far in the 21st century.

French Language Study in the United States

Offering a global perspective, 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. French 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 French- and English- speaking nation, is the United States’ largest trading partner (Shryock, 2007). French is an excellent choice for increasing verbal achievement scores since French is the base of 50% of English words (The French language initiative, 2007). This supports the American Council on the Teaching of Foreign Languages (ACTFL) category Connections whose Standard 3.1 states, “Students reinforce and further their knowledge of other disciplines through the foreign language” (NSFLEP, 2006, p. 9).

Although French is a global and useful language for Americans to learn, enrollments in French language classes in institutions of higher education in the United States are increasing only minimally when compared to other modern languages. According to the Modern Language Association (MLA), French enrollment decreased in the 1990s but has experienced an increase from 2002 to 2006 in institutions of higher education (Furman, et al., 2007). According to these statistics, French enrollment parallels foreign language learning trends in general as overall FL enrollment was down during the 1990s. This trend is shown in Figure 1.

By contrast, Spanish enrollment has been on the rise consistently, even during the 1990s. Between 1990 and 1995, the number of Spanish language learners surpassed the

total of learners of other languages in a study excluding Greek and Latin (Furman et al., 2007). Other languages are experiencing an increase in enrollment but not as much as Spanish. French is the second most commonly taught FL behind Spanish in U.S. higher institutions, experiencing a 2.2% increase from 2002 to 2006. However, this was the lowest percentage increase among modern languages in the survey.

A social factor influencing student FL choice of Spanish in the United States today is an increase in the Hispanic population. According to the 2000 census conducted by the United States Census Bureau (2008), over 35 million Hispanics or Latinos were living in the United States. The reason for the increase in Spanish enrollment is understood.

Although French is not declining in enrollment numbers and is still second behind Spanish in higher education institutions, one wonders why it is not increasing at a higher rate and what advocacy measures might be implemented to increase enrollment. For the purposes of this study, the step before advocacy is the focus. It is necessary to first look at students' reasons for choosing French in order to create and promote advocacy measures and to analyze enrollment trends in higher education.

Personal Experience

Because of this study, I recently reflected on my own reasons for choosing French. When I was in middle school, I was influenced by my mother and my sister who had both studied French. This was not a career path at the time as I was determined to become an architect, but I continued in college due to interest and decided to make it my major. I enrolled in education courses to complement my major. Ever since then, I have been teaching the language from the middle school to the university levels and putting lots of time and effort into the language from studying abroad for my masters to teaching abroad. I have many reasons for investing in the language now but the very first one was because my sister and mother took French.

As a French teacher, I saw enrollments in my school district decreasing. As a matter of fact, from the ACTFL survey in 1994 to the 2000 survey, French enrollments for 7th - 12th grades decreased from 9.3% to 8% (American Council on the Teaching of Foreign Languages Completes Survey of Foreign Language Enrollments In U.S. Public Secondary Schools, 2002, p. 477). Due to decreasing French enrollment, I experienced a five level teaching load, including the college level AP, and held other responsibilities such as the French honor society sponsor, club sponsor, and national exam administrator. Typically, there are no other French teachers in the school with whom the French teacher may share these responsibilities. Hearing “boost your enrollment” from those in supervisory positions is frustrating as French teachers are already doing extra work *and* trying to advocate for their program.

Administrators are not the only ones to misunderstand the importance of the language. I often received, “French is too hard; Spanish is easier” as a retort from

students. I always responded with, “The publisher would not make the French I book harder than the Spanish I book.” I remember hearing parents’ justifications for their son or daughter to take a language other than French. I heard, “French is not a global language” many times. I knew that French was still a global, thriving language. However, I could not understand why American students, parents, administrators, and guidance counselors did not think so.

I entered into my doctoral studies in Second Language Education wondering why more students do not take French and how we as French teachers and instructors could increase enrollment. Then during the summer of 2007, I went to a conference in Baton Rouge, Louisiana for the American Association of the Teachers of French (AATF). The AATF conference’s main objective was to promote and advocate for the French language. This is the focus in which I am most interested. I went to the conference hoping to find some supportive information. During one of the sessions, Kolb (2007) told us about her first day assignment. Interestingly, Kolb wanted the students to write their reactions to French advocacy from informational websites. The assignment went beyond the usual 3”x5” note card statements of why the students chose the course. The usual response is, “To fulfill a requirement.” In fact, I have gotten this response on my students’ note cards before. Kolb said that she wanted the students to get substance as to the importance and utility of this global language on the first day of class.

I liked this idea as it gives the students advocacy ammunition. However, by studying the advocacy websites, the students are not revealing their true reasons for choosing the language in the first place. My study puts an emphasis on the students’ motivations for studying the language according to FL motivation orientations or reasons

for taking a foreign language and the personal value that the student places on this global, useful language.

Statement of the Problem

Enrollment numbers for French are not increasing as they are for other foreign languages in higher education. This study seeks to investigate reasons for choosing French and reasons for continuing with the language. Both choosing French and continuing with the language affect enrollment figures and retention rates. Students studying French at Virginia Polytechnic Institute and State University, commonly known as Virginia Tech, are of particular interest for this study due to the fact that they may face circumstances that other university FL students do not. This study uses the term FL instead of L2 as the students at Virginia Tech might be studying a third or fourth language, and L2 means that it is the student's second language. Most research, on the other hand, uses the term L2.

Differing from the image the name portrays, Virginia Tech is not a strictly technological institute but rather a comprehensive university. Virginia Tech is one of the original land-grant institutions created by the Morrill Land-Grant Act of 1862 (McDowell, 2001). Through the original act, the U.S. government set aside land in all 50 states and Puerto Rico for these land-grant schools. The purpose of these institutions was to offer easier access to higher education and to serve the area through extension services, especially agriculture. Because Virginia Tech is located in a rural, monolingual area of southwestern Virginia, the occasion to participate in a French-speaking community is non-existent or rare. The students who choose French at this university possess other motivations for studying French.

Even though the university is located in a monolingual environment, the College of Liberal Arts and Human Sciences offers foreign language programs and specifically,

many French opportunities so that students may realize the benefit of studying the language. The school offers a French major, a French minor, three French business minors, study abroad trips, occasional digital exchanges with a French university, a small film festival at a local, historic theater, and an extracurricular group the *Cercle Francophone*. For spring 2008, the program had 100 French minors. In addition, 66 of the 105 French majors were double majors in another discipline. Approximately, 30% of the students who major in French are also International Studies majors (R. Shryock, personal communication, March 12, 2008) supporting the idea that language study furthers knowledge of other disciplines (NSFLEP, 2006).

In fact, Virginia Tech offers a wide variety of majors in the humanities including music, philosophy, and communications. However, the university does not offer as wide a variety of language major options as peer institutions nor does it meet the demand of course sections in the languages it does offer. Virginia Tech offers majors in French, Spanish, German, and Classical Languages compared to a peer university that offers as many as 18 different language majors. In fact, some Reserve Officers' Training Corps (ROTC) scholarship winners could not attend the program at Virginia Tech because their specialty languages were not offered. The offering of FL majors is lacking as well as the capacity to meet student demand for FL classes. Virginia Tech cannot meet student demand from 1000 to 3000 level courses. Even if interest exists, not enough sections are offered causing the students to be turned away from these levels for many of the languages at Virginia Tech. (R. Shryock, personal communication, May 7, 2008).

Similar to national trends, the surrounding area of Blacksburg, Virginia is experiencing an increase in the number of Spanish speakers. The 1990s saw an increase

of over 100% in the Latino population of Roanoke, a nearby city (Tilley-Lubbs, 2003). Also, the number of Spanish speakers in the workforce of southwestern Virginia has increased, especially due to the fact that some immigrants have to work two jobs in order to support their families. This lends credence to the study of Spanish at Virginia Tech attributed to integrative and instrumental reasons.

Another reason why this study takes place at Virginia Tech involves the FL requirement. The registrar's office (Office of the University Registrar, 2007, ¶ 2) states that "two units of a single foreign or classical language (or American Sign Language) during high school" are required for graduation from the university. If these two units have not been met in high school, students must take six credits of college-level foreign language study. Because many students achieve the two units of FL study in high school, the focus of this study is on students who choose to study a FL at Virginia Tech when it is 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, the focus will be on the students in the 2000 level courses as this is typically a level beyond the basic graduation requirement. The students attempting to fulfill the graduation requirement usually enroll in the 1000 level courses. In addition, the 1000 level courses would not count toward a minor or major, whereas the 2000 level courses do fulfill part of the French minor requirements. On the other hand, the 3000 level students are possible majors and minors and are more likely to continue

with the language. The 2000 level students are on the brink of a significant commitment to the language making this level most interesting in terms of motivation and enrollment.

As for French language enrollment at Virginia Tech, the enrollment totals from the fall of 2003 to the spring of 2007 indicate a fluctuation in enrollment from increasing to decreasing to increasing again (see Figure 2).

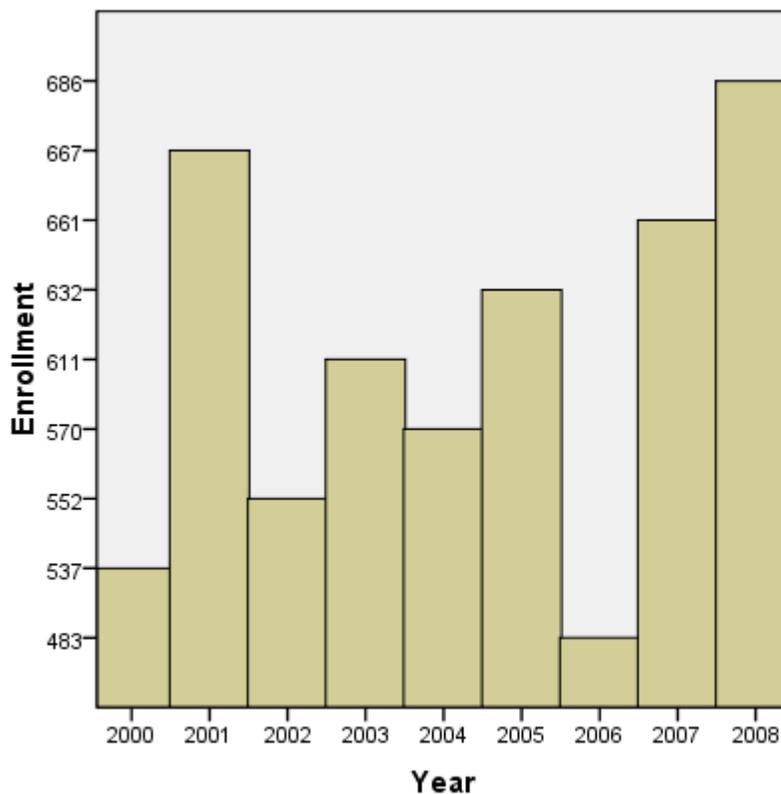


Figure 2. Virginia Tech French enrollment for school years 1999-2000 through 2007-2008 for all undergraduate levels 1000 through 4000.

The last fluctuation was an upswing from 483 total French students during the school year 2005-2006 to 661 students during the school year 2006-2007 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). Fortunately, the latest fluctuation was an increase, but fluctuating enrollment does not indicate stability.

In order to understand students' language choice at an institution located in a monolingual setting, administering low FL requirements, and possessing fluctuating enrollment figures, a study of the students' orientations and values is necessary. Using travel, knowledge, relationships, instrumental, and sociocultural orientations along with expectancy and the subjective values of attainment, intrinsic, utility, and cost, this research seeks to explain students' reasons for studying French at Virginia Tech.

Purpose of the Study and Research Questions

The main purpose of this mixed methods research study was to investigate students' motivation relation to their choice of and intention to continue French language study at a large, public university in the United States through a triangulation design (Creswell & Plano Clark, 2007). Quantitative and qualitative data were collected at the same time making it a concurrent mixed methods study. Then, the two data sets were merged to validate the quantitative data with the qualitative results. This is called the validating quantitative data model of mixed methods because the primary focus of the study is the quantitative data results.

For the quantitative portion of the study, a survey was used to explain what motivations students identify in French language choice, the relationships between these motivations, and the motivations that predict the intention to continue with the language. The survey was based on two previously tested surveys in the fields of L2 motivation and expectancy-value theory.

In FL study, Gardner and Lambert (1959; 1972) categorized reasons or orientations that students hold for taking a language into two approaches: integrative and instrumental. Integrative motivation involves the desire to participate in a culture and the instrumental approach involves a utilitarian desire to study a language. The instrumental orientation is applicable to this study as the students at Virginia Tech often pursue future international careers. However, the integrative motivation does not apply to students' current experiences in the monolingual setting of Blacksburg, Virginia as this area is not near a French-speaking location. Because current research suggests a need for more in-depth analysis of motivation beyond that provided by the terms integrative and

instrumental, five specific orientations, including instrumental, are used to evaluate motivation of French choice as a foreign language.

For this study, French language choice is also examined through four subscales of general motivation contained in expectancy-value theory, including expectancy and subjective task values. This theory takes into account choice, perceived competence, and intention to continue, all criterion variables addressed in foreign language motivational studies. These three variables make up the foreign language motivation definition as well. Competence as a criterion concept is not addressed in the research questions as motivational effort during a course does not affect enrollment. Expectancy of achievement affects enrollment and is included in the survey with the task values. In sum, the two important criterion concepts for this study are FL choice and intention to continue, in that order of importance.

Offering descriptive, elaborative reasons for studying French, the short answer items were based on the survey subscales from the quantitative portion of the survey. The findings of the qualitative portion of this study were necessary to compare and validate the quantitative findings of the same phenomena: French language choice and intention to continue with the language. The quantitative data were validated with the themes of the qualitative short answer responses. Even though it is a principally quantitative study, both quantitative and qualitative data collection were necessary to validate and compare the results.

The overarching question for this study is: What foreign language orientations, expectancies, and values are related to university students' choice of French as a foreign language?

1. Are there differences between the mean values for the FL orientation scales and for the expectancy-value scales?
2. To what extent are the FL orientation subscales and the expectancy-value subscales correlated?
3. What are some of the factors that predict whether students will continue studying French?
4. What are the experiences students describe regarding French as their foreign language choice?

For the quantitative research questions one through three of this mixed methods research study, the dependent variables are FL choice and intention to continue. The students have already chosen French, so research question one compares the independent variables. They are the five categories of the FL orientations: travel, knowledge, relationships, instrumentality, and sociocultural reasons and the four subscales of expectancy-value motivation: expectancy, intrinsic value, attainment value, and utility value. For research question three, the dependent variable is calculated as a prediction of further study.

The orientations, expectancy, and values are measured in the middle of the fall semester through a survey, available in Appendixes B and C, using a Likert-type scale with short answer questions (Clément & Baker, 2001; Eccles & Wigfield, 1995). The first research question involves a comparison of mean values. The second question demonstrates correlations among the orientations scale and among the expectancy-value scale. The correlation question occurs before the prediction question as this is the process of a regression calculation for prediction. The second question leads to the third question.

The third research question is reported through a regression calculation. The results are provided by predictions as to whether the students are likely to continue with the language in the future according to orientations, expectancy, and value. For the fourth research question, the short answer responses are coded for themes using grounded theory of qualitative research. The students elaborated on the nine subscales in the short answer part of the survey in a way that was not possible through Likert-type responses in the preceding part of the questionnaire. The research questions, data sources, and data analysis methods are provided in Table 1.

Table 1

Research Questions with Sources and Types of Analysis

Research question	Data source	Data analysis
1. Are there differences between the mean values for the FL orientation scales and for the expectancy-value scales?	Scale survey Short answer	Comparison of means
2. To what extent are the FL orientation scales and the expectancy-value scales correlated?	Scale survey Short answer	Correlation
3. What are some of the factors that predict whether students will continue studying French?	Scale survey Continuation item Short answer item	Regression
4. What are the experiences students describe regarding French as their FL choice?	Short answer	Constant comparison analysis

Assumptions and Limitations

An assumption for this study is that the participants represent typical foreign language and French students similar to students from peer institutions. The data and results will be pertinent only for similar settings. A second assumption is that students hold a variety of orientations and values for studying French. When language instructors ask students why they are taking a language in general or that particular language, many times, students respond that it is a requirement for graduation and do not offer opinions.

As for limitations concerning the survey, the two scales that make up the survey for this study have been tested separately in previous research studies. The combination of the FL orientation survey and the expectancy-value scale has not been attempted in previous research.

The fact that the survey was administered through a website and taken on computers was a limitation because students could only see the portion of the survey they were taking as opposed to the entire survey. Another instrument limitation was the presentation of the expectancy-value questions. The response choices were originally presented in a horizontal Likert-type response range but the survey tool only represented these choices vertically. In addition, the expectancy-value questions from the original survey did not offer explicit choices between the anchor points (1) through (6). Offering six discrete response choices for Likert-type survey items results in a limitation in that the subjects cannot elaborate or explain.

The short answer questions were based on the self-report items of the two scales as there were no original short answer questions to emulate. The wording of the short answer could result in student interpretation issues and evoke contrived responses. Also,

the subscales are quantitative in nature so this may be a reason why more answers fit into one of the more practical qualitative theme. Since the qualitative analysis is a secondary form of analysis, more extensive data collection like interviews would be necessary to develop the themes and sub-themes. In qualitative analysis, the researcher's bias and point of view influence coding. Furthermore, the fact that the design of the study is mainly quantitative in nature is a limitation. This is because the qualitative portion of the data might not be as strong as the quantitative portion.

Events in the news and history could pose a potential threat to the internal validity of the study due to changes in students' attitudes toward studying FLs and/or French. An attribution effect might be an external validity threat as this large, public university only has a few FL requirements for majors in fields other than the foreign language major. Also, because the FL requirement for graduation is rather low in view of comparable schools, one cannot generalize the findings for motivations to all universities. Finally, the small sample size poses another issue of generalization to other institutions.

Definitions

This list of definitions is provided as a supplemental guide of the terms used in L2 and motivation theory research. In some cases, the terms are defined to aid in the understanding of this study specifically and are not a general definition.

Amotivation. In SDT, it is when an individual lacks the motivation to act or engage in activities.

Antecedent criterion variable. A psychological variable or concept that exists before an event, such as language instruction. An antecedent criterion variable occurring before language instruction is L2 choice.

Attainment value. Sense of self involved in task; one of the four subjective task values in expectancy-value theory; also known as importance value.

Autonomy factor. Of Self-Determination Theory (SDT), this is a factor of intrinsic motivation that occurs when a person's behavior is identified as self-determined.

Competence factor. Classified as an intrinsic motivation factor of SDT, competency is associated with efficacy.

Consequential criterion variable. A psychological variable or concept that exists after an event, such as language instruction. A consequential criterion variable occurring after language instruction is intention to continue.

Cost. The perception that one must give up something in order to engage in the activity; a subscale of expectancy-value theory.

Expectancy-value theory. A theory to aid in the explanation of one's decision to partake in an activity based on expected outcome and/or value.

External regulation. When performance is due to external demands and rewards. This regulation is classified as extrinsic motivation of SDT. The least internal of all of the extrinsic motivation regulations.

Extrinsic motivation. The opposite of intrinsic motivation, extrinsic motivation of SDT results in an outcome that is separable from the self.

Identified regulation. Of SDT, this regulation is extrinsic in nature but the person may value the goal in a personal way.

Instructed setting. When students learn the target language in the classroom and not in the community.

Instrumental orientation. A utilitarian desire to study a language in FL motivation. This orientation includes learning a language for a school credit or for a job.

Integrated regulation. When the regulation becomes a part of the person's values or needs; the most internal regulation of the extrinsic motivation regulations in SDT.

Integrative orientation. A societal desire to integrate oneself into the FL community in order to learn the FL.

Interest theory. Focused attention classified as either situational or individual stemming from feedback to inner, basic needs.

Intrinsic motivation. From SDT, this is the opposite of extrinsic motivation. When a person's inherent tendency to assimilate and master a task involves autonomy, competence, and relatedness.

Intrinsic value. Interest in and enjoyment from an activity; of expectancy-value theory.

Introjected regulation. Of SDT, this extrinsic motivation results from avoidance of guilt.

Knowledge orientation. The desire to know more about other cultures and languages.

Locus of causality. The source of the motivation, whether internal or external, in SDT.

Motivation. In FL motivation, one exhibits effort through the direction of attention, persistence, and intensity.

Naturalistic setting. When the target language is used in the surrounding community by first language or heritage language speakers.

Orientations. Sources of motivation to learn a FL.

Relatedness factor. A factor in intrinsic motivation of SDT, this factor explains why people show motivation from feelings of security and relational support.

Relationships orientation. Parents' or friends' influences on language choice and attitude.

Self-determination theory. A motivational theory of beliefs that are debatably placed on a continuum of intrinsic to extrinsic subtypes. Intrinsic motivation is comprised of three needs: autonomy, relatedness, and competency. Extrinsic motivation is based on self-regulation of social or external influences.

Self-efficacy. A motivational theory related to expectancy in that both address the efficacy of the individual in accomplishing a task

Self-regulation. From the study of SDT, how people take on values as their own and develop self-motivation.

Sociocultural orientation. The orientation pertaining to appreciation of other cultures in FL study motivation.

Subjective values. Sometimes referred to as subjective task values (SVT) or valences of expectancy-value theory; take into account a person's desires and preferences or whether or not a person wants something.

Target language. A language one is engaged in to learn that is different from one's heritage language or mother tongue.

Travel orientation. FL study motivation based on living or traveling abroad.

Utility value. Participation in an activity with future plans in mind; part of expectancy-value theory.

Organization of the Dissertation

This research study consists of five chapters. Chapter One contains the introduction, the statement of the problem, the purpose of the study, and the research questions.

Chapter Two is the Review of Literature regarding L2 motivational orientations and expectancy-value theory and their respective subscales. In addition, this chapter discusses self-determination theory, a theory often used in L2 motivation research, and the criterion concepts that are related to L2 motivation study. The Review of Literature provides previous empirical research methods and results that served as foundations for this FL research.

Chapter Three, entitled Methodology, describes the population, sample, and instrumentation. This chapter also provides the procedures by which the data were collected. Specifically, this chapter contains the research design, explanations of the instrument or survey, and the proposed data analysis for the quantitative and the qualitative data. The explanation of how the two paradigms are mixed is also available in Chapter Three. In order to examine the quantitative research questions one through three, calculations through Statistical Package for the Social Sciences (SPSS, 2007) are explained. The coding method of grounded theory for the short answers research question is also provided, as well as the frequency calculation for the mixing analysis.

Chapter Four, entitled Results, addresses the findings for each research question. The quantitative data results are presented in order of the research questions with the subheadings Comparison of Mean Values, Correlations, and Predictions. For each subheading, the orientation subscale results are presented first then the expectancy-value

subscale results. The Descriptions subheading pertains to the short answer results and is presented by theme. The Validation subheading demonstrates the quantitative results with the corresponding themes.

Chapter Five contains the summary of the results in order of the research questions. The discussion of these results offers information in subcategories. This chapter discusses the results with an interpretation of the two data forms, compares past research to the current study, reveals unanticipated findings, indicates practical implications for French instructors and programs, and provides research ideas for further study.

Chapter Two
Review of Literature

“Expectancy value theory attempts to account for individuals’ choices of activities to do”
(Wigfield, Tonks, & Eccles, 2004, p. 166).

Overview

Keeping the main purpose of this study in mind, the review of literature logically separates into four major headings. This study’s main purpose is to investigate the orientations or reasons students have for choosing French as a foreign language at the university level. In addition, in the same survey, students report their expectancies and values associated with French language study choice. Since many L2 motivation researchers link the self-determination theory (SDT) of motivation with FL study, the chapter includes a section about SDT. For both the orientations and the expectancy-value models, FL choice and the student’s intention to continue are the criterion concepts analyzed in this study. The review of literature is divided into the following categories: Second Language Motivational Orientations, Expectancy-Value Theory of Motivation, Self-Determination Theory of Motivation, and Criterion Concepts. The three motivational models or scales are shown with their subscales in no particular order in Figure 3.

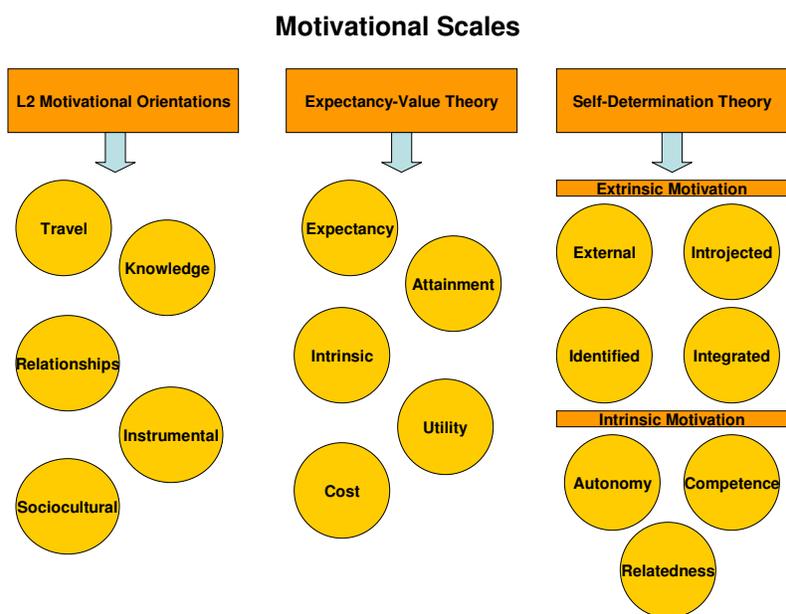


Figure 3. Motivational scales and subscales.

According to Krashen (1982), motivation is one of the top three affective conditions in learning a L2. Learning a second language occurs if the student is motivated, has self-confidence, and experiences low levels of anxiety. When the learner’s motivation increases, input increases (Scarcella & Oxford, 1992). Krashen’s input theory addresses the level of competence that a learner is capable of achieving while studying a language; however, motivation influences learners before they even begin to study a language. Motivational factors influence the learner in their choice of language or decision to “choose, pay attention to, and engage in one activity but not others” (1992, p. 52).

FL choice makes up the first part of a general definition of foreign language motivation. From a FL learning perspective, Kanfer and Ackerman’s (1989) concise definition states that: “Motivation refers to the direction of attentional effort, the

proportion of total attentional effort (intensity), and the extent to which attentional effort toward the task is maintained over time (persistence)” (p. 661). All three portions of the definition are the criterion concepts in Figure 4. These three concepts depend upon FL motivational orientations supported by developing framework (Dörnyei, 1994; Gardner & Lambert, 1972; Gardner & Tremblay, 1994; Oxford & Shearin, 1994). Outside of the foreign language learning scope, Atkinson’s (1957) broader achievement-related behaviors and modern expectancy value theories “link achievement performance, persistence, and choice most directly to individuals’ expectancy-related and task value beliefs” (Wigfield, Tonks, & Eccles, 2004, p. 167).

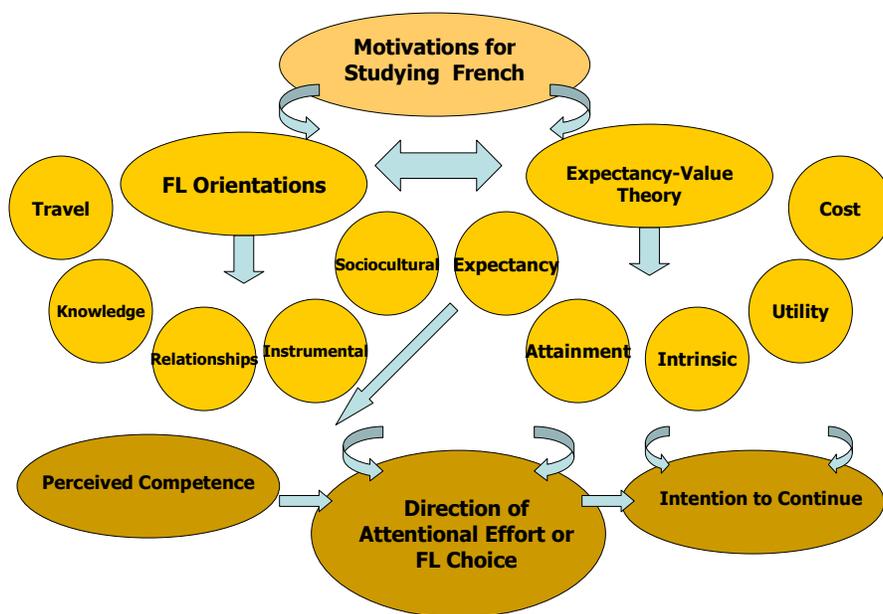


Figure 4. Motivational theories: FL orientations and expectancy-value theory with their subscales and the resulting criterion variables.

*Second Language Motivational Orientations**Original Approaches*

Although current language motivation theory encompasses a range of orientations, one must understand the origins of the current emerging orientation categories. Gardner and Lambert (1959) provided motivational theory concerning the individual learner in social situations. Developed from the social psychological field, orientations or reasons for learning a language may be classified as either *instrumental* or *integrative*.

Instrumental orientations occur 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). The instrumental approach also refers to academics but only in the sense of fulfilling a foreign language study requirement. Studies from the beginning of this framework’s development seemed to value integrative motivational orientations more than instrumental, but instrumental has its time and place, especially in what are called foreign language environments (Oxford & Shearin, 1994).

When language study occurs in a foreign language environment, the language spoken by the culture’s inhabitants is not the one of the classroom. This means that the students do not study the language in order to use it in the immediate society. French language study in most parts of the United States is an example of a foreign language environment where the instrumental approach would outweigh the integrative, depending on the inhabitants of the local community. Second language acquisition linguists label this foreign language learning environment an instructed setting as opposed to a naturalistic setting. An example of an instructed setting is a study occurring in a

monolingual area of the United States. In this case, the students are studying French as a FL in an instructed setting. However, an orientations study conducted in a bilingual community in Canada would be an example of a naturalistic setting because the target language is used in the surrounding community by first language or heritage language speakers (Saville-Troike, 2006).

In the instructed setting, students do not gain experience through contact with the target language culture, merely accessing the foreign language through the classroom. Dörnyei (1990) posits that instrumental orientations should be regarded as important since the instrumental reasons need to be stronger than integrative reasons in these instances. One study on intermediate Spanish students in a Midwestern university in the U.S. reported higher means for FL requirements and future career reasons than integrative orientations (Hernández, 2006). In a foreign language environment, the students are not committed to the target language culture by integrating themselves into it.

The integrating commitment to a target language and culture is classified as integrative motivational orientation. “[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). An extreme case involved a man who was so disillusioned with his home country that he identified with and purposefully integrated to the French culture. Interestingly, psychological tests proved that his use of French was dominant to his use of English. One way in which he integrated himself into the culture and language was by only reading French newspapers. Identifying more with another

culture, he admitted he was returning to France to live soon after interviews (Lambert, 1955). From the example, one sees the importance of the social dimension and setting in language learning motivation.

Evolution of the Theory

Some language motivation experts believe that the dominance of the social psychology movement and Gardner's original approaches stunted the exploration of alternative L2 orientations (Crookes & Schmidt, 1991). Instead of defending his original claims, Gardner has continued to develop his motivational theory under a socio-educational model focusing on attitudes in the classroom environment rather than on individual perspectives (Masgoret & Gardner, 2003).

Another issue in understanding L2 motivation is the lack of a clear definition for L2 motivation. This deficit possibly stems from the changing reasons for studying a language over time, from enrolling in a course to effort in the course (Dörnyei, 1994). Categorizing L2 motivation into a branch of psychology and pairing it with other theories makes for more confusion. Four broad branches of psychology claim L2 motivation: general psychology, industrial psychology, cognitive psychology, and educational psychology. For example, within these psychologies, L2 orientations are combined with psychological sub-theory studies on Attribution Theory, Need Theories, Equity Theories, and Sociocultural Theory, to name a few (Oxford & Shearin, 1994). Variation in theoretical framework indicates that researchers have yet to circumscribe a cohesive and satisfactory definition of motivation in L2 study.

Instead of combining orientations with a psychological motivational theory, some linguists actually create their own categories for L2 motivation, melding different theories with orientations. For instance, Dörnyei (1994) groups orientations under broader headings: language level, learner level, and learning situation level. Instrumental and integrative motivational subsystems are found under language level. Need for

achievement and self-confidence fall under learning level. Finally, course-specific, teacher-specific, and group-specific orientations reside under the title learning situation level. Psychological theories, various orientation pairings, and created categories are beyond the scope of this research. They are mentioned to demonstrate the vast possibilities of research studies.

In addition to the lack of a definition for L2 motivation, the field suffers from lack of consistent studies. Studies focus on different variables making comparisons between studies difficult in the FL motivation field. Dörnyei (1994) states “that a theoretical discussion should be followed by putting the suggested new components to the test” (p. 521). Lack of empirical research regarding these theories generates more questions (Gardner & Tremblay, 1994). Abundant theories and categories may have been created, but research to support these theories consistently is the new agenda. Making current research more practical and easier to replicate, the original instrumental and integrative orientations have evolved into many different orientations.

Subscales

After the original instrumental and integrative orientations (Gardner & Lambert, 1972), researchers investigated many orientations, such as Career Instrumental, School Instrumental, Integration, Understanding/Identification, Travel, Knowledge, Social/Cultural, Distant Interest, and Prestige (Clément & Kruidenier, 1983). The study of the mentioned orientations took place in a single study. Taking place in Canada, Clément and Kruidenier's (1983) study included various orientations of Francophones and Anglophones learning French, Spanish, and English. In the discussion section of their study, the researchers state, "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 is the basis of tested orientations today.

As a result, Clément, Dörnyei, and Noels (1994) used (1) Instrumental, (2) Knowledge, (3) Travel, (4) Friendship, (5) Sociocultural, and (6) Integrative as their six orientations for a study of Hungarian students studying English as a foreign language. The researcher chose to align the choice of orientations for her study with the Hungarian study because it separates Culture from Knowledge. The two resulting orientations are the Knowledge and the Sociocultural orientations. The questions for the two orientations clearly define two different reasons for studying the language (see Appendix B). In addition, the Hungarian study survey questions were easily obtained with item reliability information through the University of Ottawa's technical report (Clément & Baker, 2001). The orientations for the current study are (1) Travel, (2) Knowledge, (3) Relationships, (4) Instrumental, and (5) Sociocultural (see Figure 3). Whether students

realize they are studying a FL for substantial reasons or not, studies show that each one of these orientations lend relevance to them as FL motivators.

Reinforcing the choice of the five orientations for this study, other student-report studies find similar orientations as top motivators for language study. In three similar studies, the cultural, travel, instrumental (business, career, and school-related), and relationships/communication orientations were all listed in the top 10 reasons for studying a foreign language (Ely, 1996; Price & Gascoigne, 2006; Roberts, 1992).

Travel. Travel or study abroad proved to increase enrollment for the next level course in a study that compared studying French on-campus in the United States versus studying French in Avignon, France. A larger number of students studying abroad wished to continue studying French at the next level when they returned to campus as compared to the students who did not leave the campus for French study (Ingram, 2005). From Appendix B, an example of a travel survey item is “I am studying French because I would like to spend some time abroad”.

Knowledge. “I am studying French so that I can become a more knowledgeable person” is a sample of a knowledge orientation item (see Appendix B). Research supports the notion of FL study raising standardized test scores. In fact, verbal Scholastic Aptitude Test (SAT) scores increase with the number of FL years of study (Cooper, Yanosky, Wisenbaker, Jahner, Webb, & Wilbur, 2008). With one year of FL study, students scored 527; with two years of FL study, students achieved 528 on the verbal portion of the SAT. The average verbal score after three years of FL study was 533 (p. 208). In the same study, the researchers investigated SAT results per language and found that Latin study provided the highest mean verbal score, then German, then French, then Spanish. These

studies on SAT and FL study show that intellectual knowledge is a result of FL study and offer a valid reason for studying FLs.

Even though Clément and Kruidenier's (1983) study combined Knowledge and Culture, Clément, et al. (1994, p. 431) separated the two orientations in their survey due to the resultant factor of a sociocultural dimension. This separation was supported by a previous study that found knowledge to pertain to intellectual development (Dörnyei, 1990, p. 58). This study also separates the knowledge and sociocultural orientations.

Relationships. This study differs from both the Clément and Kruidenier (1983) study and the Clément et al. (1994) study as they investigated friendship as an orientation. For this study, the relationships orientation includes the influence of friends and parents on student's language choice. A study involving Asian heritage language speaking parents found that children's motives stemmed from parental influence. As a matter of fact, the parents were of the ethnic background associated with the FL their children were studying (Sung & Padilla, 1998).

Offering more support to parental influences on FL study, Bartram (2006) found that positive and negative parental attitudes about certain languages and the degree of importance assigned to language learning in general were reflected in the child's attitude even when the parents were not associated with the FL. Therefore, the relationships orientation takes into account that a student's motivation might stem from parental attitude toward the FL whether the parents speak the language or not. For example, a parent in the United Kingdom might have a negative view of the French culture but has never studied French. A family relationship item is "I am studying French because a relative of mine knows French." A relationship item pertaining to friendship reads, "I am

studying French so that I can keep in touch with foreign friends and acquaintances”. Both examples are found in Appendix B.

The current research looks at relationships instead of friendship because this study involves students at a monolingual university in an instructed setting (Saville-Troike, 2006). The current study survey contains items concerning friendship. Even though the Virginia Tech students might not have heritage French-speakers as friends, they may have had a foreign exchange student in the past who spoke French as a heritage language (R. Shryock, personal communication, March 12, 2008). This is an example of a friendship that motivates choice of language study. In short, the term “relationships” covers family and friends. I feel that this minute difference from past surveys will not interfere with the reliability of this orientation as part of the current survey.

Instrumental. Another tested orientation involves the professional usage of languages. Studies mention the recognized need for language study in the business world. One such study polled alumni from Thunderbird, the Garvin School of International Management and found that French placed third in languages that alumni would study if they had time (Grosse, 2004). More and more schools are offering business degrees with French. Auburn University in Alabama now offers three French majors: French, French and education, and French and international trade (Spencer, 2003). Instrumentality refers to jobs or requirements as in this example from Appendix B, “I am studying French because I may need it later on for a job/career.” Clearly, Instrumentality is a valid motivational factor for French language study in the United States where most settings for French study are monolingual. For similar reasons, the integrative orientation is not included in this study as the study does not take place in a target language community.

Sociocultural. Whether the study is in a surrounding community or far away, the sociocultural orientation might include a virtual study abroad experience, like a virtual exchange with a French university. As this is a new field, there is little research on virtual travel or digital foreign exchanges as a motivational orientation. However, one study advocates the use of digital video between U.S. students learning Japanese and Japanese students in Japan (Goulah, 2007). Students want to know more about other cultures, so FL study is the result of that motivator.

Another study connected American students in an upper-level French course at the university level through computer-mediated communication with students at a French university. The students chose U.S. and French articles to discuss through chats. The U.S. students learned about the French students' views on American articles. The students reported that they were more interested in this type of learning than regular classroom instruction (Johnson & English, 2003). This is classified as a sociocultural orientation. For example, a survey question for this subscale is "I am studying French because it will enable me to learn about various cultures and peoples" as found in Appendix B. Unlike the Goulah (2007) study, studies like the Clément et al. (1994) study investigate several orientations.

Research

Of the studies that test multiple orientations, this study identifies more with the Clément et al. study (1994) because both take place in monolingual settings. Their study took place in Hungary with students studying English. This study takes place in Virginia in the U.S. with students studying French.

One of the researchers' goals for the Hungarian study was to form factor paths or outcomes of the combinations of orientations (Clément et al., 1994). The results combine several orientations to form a factor. For example, the integrative orientation formed an "Identification" factor. From the student questionnaires, all of their orientations are supported except for the "Identification" factor formed from the integrative questionnaire items. Due to a low mean value for the "Identification" factor, "...identification as a goal for learning English is rejected here" (p. 433). Because this U.S. study is a unicultural setting as well, the integrative items are not included on the student questionnaire (see Appendix B).

Similar to the students in this study, the Hungarian students could only form friendships through travel. The researchers state, "... the unicultural Hungarian context only permits crosscultural friendships in the context of travel" (Clément et al., 1994, p. 432). The highest mean value of the factors was that of the "Xenophilic" factor and it was composed mostly of friendship and travel items. Another pairing was that of the knowledge and instrumental orientations making an "Instrumental-Knowledge" factor. Instead of factor paths as a goal, this study correlates the orientations. They are similar goals due to the fact that they group or pair similar orientations.

An additional goal of the Hungarian study was to investigate other influences on FL motivation, including English class anxiety, need for achievement, and attitude toward English speakers (Clément et al., 1994). In addition, unlike the current study, the study included the classroom dimension and teacher questionnaires. The classroom dimension is not needed for a study using expectancy-value theory to investigate FL choice and predict continuation of the language study. The current mixed methods study does, however, have a student response aspect in qualitative form that other FL orientations studies do not offer. Similarly, past expectancy-value studies lack the mixed methods of quantitative and qualitative data analysis.

*Expectancy-Value Theory of Motivation**Original Approaches*

When students decide whether or not to enroll in an elective course, they are weighing interest, usefulness, and how well they might do, especially with regard to past experience. Value and expectancy affect the choice of an activity or course enrollment in this case (Wigfield, Tonks, & Eccles, 2004). The original models of this theory from the 1950s in conjunction with criterion antecedent and consequential concepts have evolved into a cohesive predictor model.

Atkinson (1957) thought that expectancy and value were not positively related spurring many studies that did not recognize the relationships between the two models. However, empirical and theoretical studies over the past fifty years have proven the opposite to be true concerning the inverse relationship of the two behavior models (Meece, Wigfield, & Eccles, 1990). Studies like those by Meece et al. (1990) no longer focus on the dichotomy of the models; in fact, they have empirical results that prove that “the ability perception and task value factors are positively related” (p. 223).

Evolution of the Theory

Expectancy-value theory has also undergone sociocultural growth due to findings by Eccles, Adler, Futterman, Goff, Kaczala, Meece, & Midgley (1983). Individual beliefs and goals are not the only motivators to consider. Socializers', or parents', teachers', and peers', beliefs are also included. Achievement experience and cultural milieu affect motivation as well. The cultural differences may be gender or societal stereotypes (Eccles, 1984; Wigfield et al., 2004). Due to the influences of others and the cultural realm, the theoretical framework for the modern version of expectancy-value theory is sociocultural in nature.

Another major issue stemming from the original dichotomous relationship between expectancy and value is the fact that expectancy has been the main focus of empirical research. Value has not been defined or tested as much as expectancy. Furthermore, the relationship between the two models has not been researched until recently (Eccles & Wigfield, 1995; Graham & Taylor, 2002; Mori & Gobel, 2006).

In sum, Graham and Taylor (2002) offer a concise, understandable definition of expectancy-value theory: "From an expectancy-value perspective, motivation is determined by some combination of the perceived likelihood that a goal will be attained . . . and how much that goal is desired or wanted" (p. 121). The former part of the definition refers to the expectancy component and the latter to the value component of expectancy-value theory. Like L2 orientations, the expectancy component and the four subsets of subjective value contribute to the criterion concepts of FL study (see Figure 4). Detailed definitions and examples of the two phenomena and the subscales will now be presented.

Expectancy

Expectancies refer to a person's "expectations for success" (Eccles & Wigfield, 1995, p. 215) or "beliefs about how well [one] will do on an upcoming task" (Wigfield et al., 2004, p. 171). Competency and efficacy beliefs are keys in the expectancy model (Eccles & Wigfield, 2002).

Self-efficacy theory is related to expectancy in that both address the efficacy of the individual in accomplishing a task (Eccles & Wigfield, 2002). Table 2 shows the similar motivational theories and the corresponding expectancy-value subscales. Even though Bandura's (1977) self-efficacy model measures the effects of expectancy beliefs on achievement behaviors, it is different from expectancy-value theory in that self-efficacy does not include subjective value as an influence on achievement behavior (Wigfield, 1994). Only expectancy is a factor in self-efficacy. Expectancy-value theory takes value into account for explanations of enrollment.

Despite the fact that empirical studies linking language orientations and expectancy-value theory are lacking, one study linked self-efficacy and FL success. The researcher investigated self-efficacy, like expectancy of expectancy-value theory, through a questionnaire at the Foreign Service Institute (Ehrman, 1996). This study found that people with higher initial perceived ability or people with higher self-efficacy scored better on a language aptitude test. As many other expectancy-value studies, the Foreign Service Institute study did not focus on subjective values.

Another language study linked self-efficacy and adaptive language learning (Woodrow, 2006). The study found that students with higher self-efficacy and task goal

orientation performed better on oral proficiency assessments. Even though Woodrow's (2006) study focused on task goal orientation, it did not mention subjective task value.

Subjective Values

Subjective value or valence is the other component of the expectancy-value model. This review of literature refers to subjective values as opposed to subjective task values as the resultant action of the value is enrollment in a semester-long course not a specific task. Value takes into account a person's desires and preferences or whether or not a person wants something. This behavior model is "concerned with the perceived importance, attractiveness, or usefulness of achievement activities" (Graham & Taylor, 2002, p. 122).

Defining value started with Rokeach (1979) who thought that values were personal beliefs affecting behavior, such as career choice. His view was rather narrow in regard to cultures and value. Modern value theory posits that social norms and the individuals' psychological needs form their beliefs (Feather, 1988a). Encompassing societal influences, Eccles and her colleagues developed four major components to the expectancy-value subjective values: intrinsic value, attainment value, utility value, and cost (Eccles et al., 1983). The subjective values have similar qualities to other motivational theories as shown in Table 2.

Intrinsic value. Similar to interest theory in that there is a difference between situational and individual interest (Eccles, 2005; Hidi & Renninger, 2006), this value pertains to the enjoyment one derives from a situation (Wigfield et al., 2004).

Eccles (2005) points out that intrinsic value is not the same as intrinsic motivation. Her reasoning is that intrinsic motivation deals more with the decision to engage in the activity, whereas intrinsic value reveals the source of the value for the activity (Eccles, 2005; Ryan & Deci, 2000). Another theory surrounded by less debate as

to the similarity in construct is flow theory, the deep involvement in an intrinsically motivating activity (Csikszentmihalyi, 1990). Both the flow and the intrinsic value models involve deep engagement and persistence (Wigfield et al., 2004).

Attainment value. This component is also known as importance value. In this component, “tasks are important when individuals view them as central to their own sense of themselves, or allow them to express or confirm important aspects of self” (Wigfield et al., 2004, p. 171). Identity and self-schema theories influence this component (Eccles & Wigfield, 2002). In other words, a person may identify with a domain or activity. This may include an area in one’s life, such as sports or academics that helps to define the self or one’s identity (Osborne, Kellow, & Jones, 2007).

Because attainment value allows for expression and confirmation of self, autonomy, relatedness, and competence of SDT link to this component (Ryan & Deci, 2000). This is believed to be true because in SDT, engagement in an activity because of its importance meets these three human needs (Eccles, 2005). Individuals’ identities, needs, and attainment values influence achievement-related choices. People place higher importance on activities in line with their attainment values. For example, if individuals regard helping others as an important value, they will likely choose a helping career rather than a non-helping career. The same logic applies to subjective task value (STV) as a whole. The higher the person’s STV, the higher the person’s values toward a task (Eccles, 2005).

Utility value. Utility value refers to “how a task fits into an individual’s future plans” (Wigfield et al., 2004, p.171). This value is seen as being similar to the extrinsic motivations of SDT; specifically, it is similar to the introjected subscale of SDT (Ryan &

Deci, 2000). The introjected regulation is similar to utility value in that it “involves taking in a regulation but not fully accepting it as one’s own” (Ryan & Deci, 2000, p. 72). Taking a course to fulfill a requirement represents an example of a utility value-influenced activity (Eccles, 2005). This would also be considered an introjected reason.

Table 2

Expectancy-value Subscales and Similar Motivational Theories

Expectancy	Intrinsic	Attainment	Utility
Self-efficacy	Flow Theory	Identity	SDT: Extrinsic-Introjected Regulation
	Interest Theory	SDT: Intrinsic-Autonomy, Competency, Relatedness	

Cost. This component is the perception that one must give up something in order to engage in the activity. This could mean sacrificing another activity (Wigfield et al., 2004). By making one choice, individuals may have to eliminate another choice. Time and energy must be considered in this component. The loss of either is weighed when deciding between activities. Eccles (2005) explains cost in a simple example, “Do I do my math homework or call my friend?” (p. 113).

Cost involves another aspect: self-image. Cost is influenced by factors like fear of failure, fear of success, rejection by peers, or harassment. Cost involves “the desire to establish and maintain a positive self-image or sense of self-worth” (Eccles, 2005, p. 112). Children’s self-worth is preserved through strategies so that they do not seem to be failing or not doing what others think they should. Some of these strategies are

procrastination and making excuses (Covington, 1992). Cost is generally not included in expectancy-value survey questions and was not included in the model survey for this study (Eccles & Wigfield, 1995).

When students make decisions about elective enrollments, there are many complex motivational factors at work. The students may find potential usefulness for the course in the future or perhaps the student merely enjoys the subject matter. Wigfield et al. (2004) believe that “sometimes these choices can reflect more than one aspect of value” (p. 172). This means that the values do not lie on a continuum, a major difference between expectancy-value theory and self-determination theory. The expectancy-value model as compared to SDT does “not conceptualize the developmental sequence in such a linear way” (Eccles, 2005, p. 115).

As a model for the current questionnaire items, the Eccles & Wigfield study (1995) found that task values were positively correlated factors. The domain of the model study was mathematics. The researchers found that the value factors were distinguishable, but they are related in the overall subjective value of a domain.

Second Language Research

Since Eccles and her colleagues (1983) consolidated the four value components of the modern expectancy-value model, empirical research has been testing them against other variables in academics, such as gender, socioeconomic status, ethnicity, and course selection and enrollment, to name a few (Eccles, 1984; Feather, 1988a; Graham & Taylor, 2002; Meece, Wigfield, & Eccles, 1990). Meece et al. (1990) reported results concerning math anxiety among young adolescents using the Student Attitude Questionnaire (SAQ) containing the components of expectancy-value theory (Eccles, 1983). Since the expectancy-value model is often a predictor model, they concluded that expectancies of performance predict the math grade. More importantly, they also found that student perception of the importance of math predicts course enrollment (Meece et al., 1990). As with the interrelatedness of the two behavior models of expectancy and value in theoretical literature, the researchers concluded:

If efficacy-related judgments influence the perceived importance of mathematics, as the results suggest, they can have an indirect influence on course enrollment plans. Similarly, value judgments can influence performance outcomes, although they may do so indirectly through the influence they have on efficacy-related judgments. These findings emphasize the importance of examining both the direct and indirect effects of efficacy-related beliefs and value constructs on achievement outcomes. (Meece et al., 1990, p. 68)

For the purposes of the current study, the components of expectancy-value theory regarding enrollment and continuation of the language are also interrelated and complex.

Another enrollment study found that certain values and perceived competency levels predict whether a student would choose math or English at an Australian university (Feather, 1988b). The study basically sought to predict what portion of expectancy-value theory would be higher in students who sign up for either subject. The results show that perceived competence or ability would affect enrollment for math more than subjective values for math. On the other hand, high subjective values are what matters in enrollment in an English course (1988b).

Surprisingly, for expectancy-value theory studies, much attention has been paid to mathematics (Meece et al., 1990) and mathematics and English (Feather, 1988b) as domains or elective courses. FL is a true elective in many cases. However, few studies link expectancy-value theory with FL research.

Mori & Gobel (2006) claim that “there have been no empirical studies in the field of [English as a Foreign Language] EFL that directly examined an Expectancy-value theory model” (p. 196). Their study focused on 1) English language learning motivation and 2) gender differences in the motivational subsets of EFL students in Japan. Their EFL survey did not mention specific orientations but examined other FL motivation aspects, such as “Attitudes toward cultures” and “Effort”. In addition, the EFL study mainly focused on gender differences instead of using the survey to predict criterion concepts like choice, persistence, and performance.

Tremblay and Gardner (1995) performed a study that involved valence, but the researchers did not identify the theory by its full name. They used the terms “valence” or “subjective value” toward a task and “expectancies” or “self-efficacy”; in addition, the Tremblay and Gardner study focused more on goal setting than a study of expectancy-

value theory would. The research took place in a bilingual school of French and English where most of the students were learning French. The school was located in a monolingual environment of English-speakers. The study used the Attitude Motivation Test Battery (AMTB) results to compare to the dependent variables, the end of course grade, and an essay written in French (Gardner, 1982). The findings indicated that goals and frequent reference to the student goals result in higher FL motivation. As for valence, students have higher motivation when FL learning is valued. Thirdly, attitudes affect self-efficacy and higher self-efficacy results in higher FL motivation as well. Finally, the researchers concluded that FL motivation results from a combination of all three factors: goals, valence, and attitude (Tremblay & Gardner, 1995). Valence was referred to as a major part of their study, yet the researchers did not refer to expectancy-value theory.

*Self-Determination Theory of Motivation**Original Approaches*

More researchers have linked foreign language orientations and SDT together in the past than with expectancy-value theory. Previous research indicates that certain L2 orientations relate to specific SDT subscales (Noels, Clément, & Pelletier, 2001; Noels, Pelletier, Clément, & Vallerand, 2000; Schmidt, Boraie, & Kassabgy, 1996; Vandergrift, 2005). Most L2 studies seek to prove a difference in extrinsic and intrinsic motivation concerning achievement.

Mostly used with achievement studies, SDT stems from the mastery of a domain and intrinsic motivation (Harter, 1978). SDT is based on a psychological theory that humans possess a need to be autonomous and to engage in activities that one wants to do (Schunk, Pintrich, & Meece, 2008). Autonomy is a component of intrinsic motivation in SDT.

Another component of intrinsic motivation is competence. The need for competence is based on White's (1959) theories of mastery. Deci and Ryan (1985) identified competence as a need that affects behavior. Autonomy affects behavior due to choice. When humans feel that the locus of causality is oneself, they feel that they have been intrinsically motivated (deCharms, 1968). Likewise, if they feel that the locus of causality came from a different source, they feel extrinsically motivated. De Charms confirms this by stating that "some, rather than all, intentional behaviors ... are truly chosen" (p. 7).

Relatedness is the third component of intrinsic motivation. The need for affiliation is based on the achievement theory (Atkinson, 1958). Relatedness falls into the need for

affiliation. Autonomy, competence, and relatedness are the components that make up intrinsic motivation, the optimal type of motivation.

Evolution of the Theory

Cognitive evaluation theory (CET) falls under the SDT umbrella. This theory was developed to explain increases and decreases in intrinsic motivation and to describe an individual's perceived locus of causality (Deci & Ryan, 1985, pp. 64-65). Also classified under SDT, organismic integration theory (OIT) explains the process of internalization in extrinsic motivation and the effects of environmental controls (1985; Ryan & Deci, 2000). Both the loci of causality of CET and the regulatory processes of OIT are seen in Figure 5.

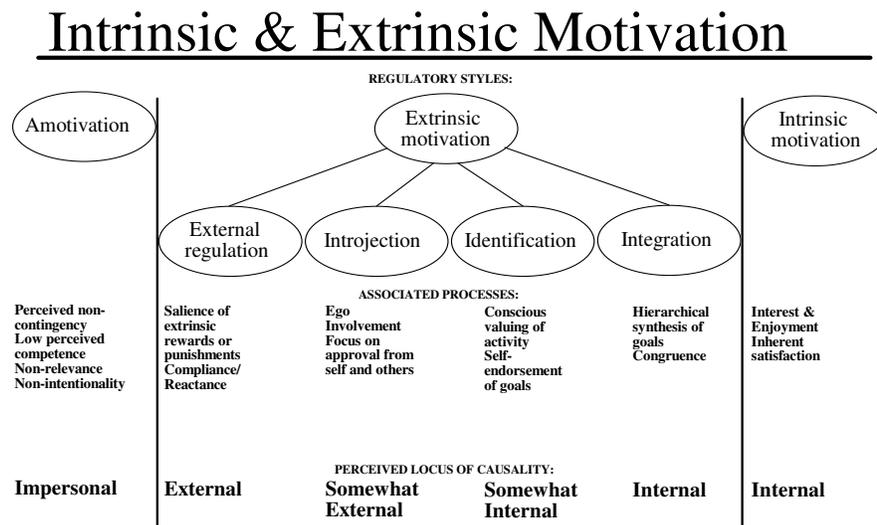


Figure 5. Self-determination theory and subscales showing regulatory styles, regulatory processes, and loci of causality.

Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), p. 72. Presented with permission of the first author.

Intrinsic Motivation

CET was developed to analyze external causes on intrinsic motivation. “CET is framed in terms of social and environmental factors that facilitate versus undermine intrinsic motivation...” according to Ryan & Deci (2000, p. 70). This theory divides intrinsic motivation into three factors: autonomy, competence, and relatedness.

Autonomy factor. This factor is derived from an internal locus of causality (deCharms, 1968). Choice and self-direction enhance peoples’ feelings of autonomy (Deci & Ryan, 1985). In fact, a study of teacher control proved that less teacher control resulted in higher student performance (Flink, Boggiano, & Barrett, 1990).

Competence factor. Individuals’ feelings of competence are accompanied by a sense of autonomy. When a person feels their actions are self-determined, they are more likely to seek out challenges (1990; Ryan & Deci, 2000).

Relatedness factor. Another factor of intrinsic motivation involves the security people feel in situations due to interpersonal contexts (2000). A study by Ryan and Grolnick (1986) found that students who perceived their teacher as unfriendly were not intrinsically motivated.

Extrinsic Motivation

When a behavior does not occur due to intrinsic motivation, it is said to be regulated by something external. Ryan and Deci (2000) describe this motivation as “the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation which refers to doing an activity for the inherent satisfaction of the activity itself” (p. 71). Even though the intrinsic and extrinsic motivations contrast, internalization and integration may occur. When people internalize, they start to value something externally regulated. By contrast, they integrate when they feel a personal attachment to the regulation. The extrinsic motivation regulation continuum is presented in Figure 5.

External regulation. This behavior occurs when a person does not want to do the task but does it in order to obtain rewards or to avoid being punished (Schunk et al., 2008). This regulation is the closest to amotivation.

Introjected regulation. This regulation refers to the feelings of guilt or shame that would ensue if the person did not perform the assignment (Schunk et al., 2008). Self-esteem and feelings of worthiness are involved with introjected regulation (Ryan & Deci, 2000).

Identified regulation. When an activity is deemed important, it is said to reflect identification on the part of the participants (Schunk et al, 2008). However, the activity and resulting behavior have not been totally assimilated into their values or beliefs.

Integrated regulation. This is the closest regulation to intrinsic motivation. Integrated regulation occurs when people “integrate various internal and external sources of information into their own self-schemas and engage in behavior because of its

importance to their senses of self' (Schunk et al., 2008, p. 253). However, it is influenced more by instrumentality as opposed to autonomy.

Second Language Research

Unlike extrinsic motivation, intrinsic motivation is the optimal motivation; so many studies focus on intrinsic as opposed to extrinsic motivation. Because autonomy, competency, and relatedness occur during a course, some FL studies using SDT involve classroom activity. For instance, Vandergrift's (2005) study examined L2 listening strategies in the classroom finding that maintaining concentration and avoiding translating correlated significantly with intrinsic motivation. Another study found that SDT intrinsic motivation extended beyond the classroom. English language learners in Hong Kong exhibited intrinsic motivation by voluntarily writing emails, using the internet, and watching movies in English (Spratt, Humphreys, & Chan, 2002).

Focusing on the student-teacher relationship to investigate intrinsic motivation, Noels (2003) found that the more controlling the students perceived the teacher's behavior, the less the students felt they were learning because they wanted to learn. The more choices the students had, the less they felt they were learning because they found the language fun.

A study in a monolingual environment also found that students who were allowed more autonomy and to learn more about each other through relatedness enjoyed the class (Jones, Llacer-Arrastia, & Newbill, 2009). For instance, one exercise in the study allowed students to create a shape of their choosing out of *Play-doh* to express something they found to be important. This was also a speaking and grammar exercise because the students were asked to talk about their models in the past in the target language. From the results of the questionnaire item at the end of the activity, students expressed a very high enjoyment rating due to the autonomy and the relatedness they experienced. Because the

current study does not focus on the classroom, a major reason for linking expectancy-value theory to orientations is because both exist before classroom instruction.

Expectancy-value theory is more appropriate to investigate the criterion concept of language choice.

Investigating another criterion concept, Noels and her colleagues (2000) surveyed students at a Canadian university. The bilingual setting study correlated multiple orientations with the students' intention to continue with the French language. Travel was the orientation that correlated the most of all four tested orientations: travel, friendship, knowledge, and instrumental. Unlike the Canadian study, the current study uses the orientations in a prediction of intention to continue. Since expectancy-value theory is a predictor model, the current study seeks to predict the criterion concept continuation of French study as opposed to correlating the subscales among two different theories.

Criterion Concepts

The idea of investigating the reasons why a student chooses French for this study was influenced by the Clément et al. (1994) and the Noels et al. (2000) studies. Actually, Noels and her colleagues' Canadian study correlated all four antecedent and consequential criterion variables or concepts with the four orientations of the survey. The criterion concepts "Freedom of Choice", "Perception of Competence" (Harter, 1982), "Intention to Continue", and "Anxiety" (2000) resulted from survey question items. Unlike the Canadian study that entailed two consequential criterion concepts, the current study only focuses on the intention to continue as a consequential effect since it is the only one of the four concepts that affects enrollment. Perceived competence is addressed somewhat as expectancy in expectancy-value theory, and Anxiety is beyond the scope of this research. In addition, even though the labels sound similar, "Freedom of Choice" and FL choice are somewhat different concepts. The "Freedom of Choice" concept in the Noels et al. study pertains more to autonomy from SDT. It is more appropriate to have a classroom evaluation aspect to autonomy, but in the Canadian study does not. The FL choice concept for the current study is investigated through an expectancy-value theory survey as it does not involve classroom evaluation. FL choice involves students' reasons for choosing French.

Foreign Language Choice

The Canadian study features the “Freedom of Choice” as an antecedent phenomenon meaning that it existed before the study. Autonomy occurs during classroom instruction because it implies that the classroom setting is more student-centered than teacher-centered or that students have more choice. On the other hand, FL choice, the criterion concept for the current study, is truly an antecedent concept as the students choose the language before FL study. FL choice is a direct result of L2 orientations and does not occur during class instruction.

FL choice and orientations are partners in the same theoretical framework. Oxford and Shearin (1996) divide motivations into categories according to the theory and/or the researcher. The choice of language would fall under Gardner’s social psychological theory. Language choice fits Oxford and Shearin’s description of Gardner’s theory: “Nature of the motivational orientation (goal); Attitude toward the L2 community...; Degree of general interest in languages and cultures ...; Effort (motivational intensity); Desire to learn the language (valence)” (p. 142). These caveats lend credence to Clément and Kruidenier’s (1983) four orientations of travel, knowledge, instrumental, and friendship because these orientations represent the nature of the goal or the desire to learn the language before instruction begins. Valence from expectancy-value theory fits into this framework as well. Valence and L2 orientations affect the person’s initial motivation of signing up for a course demonstrated in Figure 4. Like the intention to continue concept, FL choice affects enrollment.

Intention to Continue

Unlike FL choice, this criterion concept could change over the course of a semester. It also involves many outside factors. Noels et al. (2000) includes intention to continue in their survey based on previous research (Ryan & Connell, 1989). Unfortunately, through a survey, the students do not have an opportunity to elaborate on reasons for continuing with the language. However, for the current study, short answer items allow students to elaborate on the decision to continue or not as there are many factors that contribute to this decision. It is a sociocultural phenomenon involving classroom and teacher factors. This phenomenon brings a sociocultural view into the study. The students' needs and interests matter in their decision to continue, but students' perceptions of teacher's input is considered as well. "The great significance of the teacher as the provider of assistance to language learners is emphasized in the first stage of L2 learning" (Oxford & Shearin, 1996, p. 138). In sociocultural theory, interaction is a major component of language acquisition (Saville-Troike, 2006).

Interaction is the crux of Vygotsky's (1978) Zone of Proximal Development (ZPD) theory. This theory states that learning that occurs with the interaction of others exceeds the learning that takes place when the learner is alone. Development and learning are intertwined. In other words, when learning takes place, motivation and development take place (Newman & Holzman, 1993). The question of whether or not a student will continue with the language does not solely depend upon the clarity and value of the "learner's L2 goals" but also the "degree to which the learner's interests and goals are taken into account" and the "degree of assistance from the teacher or others to help others move along the zone of proximal development" (Oxford & Shearin, 1996, p. 143). These

are the caveats of sociocultural theory in L2 motivation pertaining to students' intentions to continue language study. The sociocultural factor of expectancy-value theory and L2 orientations affect students' intentions to continue of Figure 3. After FL language choice and time in the semester-long course, decisions to continue are made.

Other studies (Hernández, 2006; Ramage, 1986) have analyzed achievement outcomes with the intention to continue variable. These studies are very similar to the current study but do not mention the obvious fit of expectancy-value theory. Instead, Ramage analyzed the intrinsic and extrinsic forces as in SDT. In the study's findings, interest and achievement were important factors in prediction of continuation in Spanish and French classes. Unlike this study, grade or achievement as a predictor of continuation is another component of the Ramage and the Hernández studies. The Hernández (2006) study used only the integrative and instrumental orientations with FL requirement as a separate orientation. Using these three orientations as achievement predictors, Hernández found that integrative motivation was the only significant predictor. He also found that interest in culture and the desire to become proficient in Spanish were indicators of students' intention to continue. However, the current study does not include the criterion concept perceived competence as a separate criterion concept. It is analyzed only in the subscale expectancy of expectancy-value theory and its effect on FL choice and intention to continue.

Perceived Competence

Unlike the intention to continue concept reported after the course has begun, students hold perceptions of their competencies before choosing the course (see Figure 4). Like FL choice, it is an antecedent concept. Perceived competency is measured through survey questions on expectancy from expectancy-value theory. Expectancy-value theory in L2 learning involves: “Degree of expectancy of success in L2 learning; Amount of value offered by success in L2 learning; Clarity of L2 learning goals; Difficulty of L2 learning goals; Degree of personal responsibility in setting L2 learning goals; ...” (Oxford & Shearin, 1996, p. 142). Therefore, the perceived competence variable or expectancy is an antecedent concept or students’ ideas of what their expected success in the language will be. For this study, perceived competence is directly influenced by expectancy, one of the subscales of expectancy-value theory. This subscale serves as a reason for enrollment due to students’ perceptions of their own abilities in the language leading to their choice of French as an elective.

A current study is needed in order to link the prevalent orientations of FL motivation to the components of expectancy-value theory as this has not been performed in past research. The comparison of means within theories will reveal why students choose French language study.

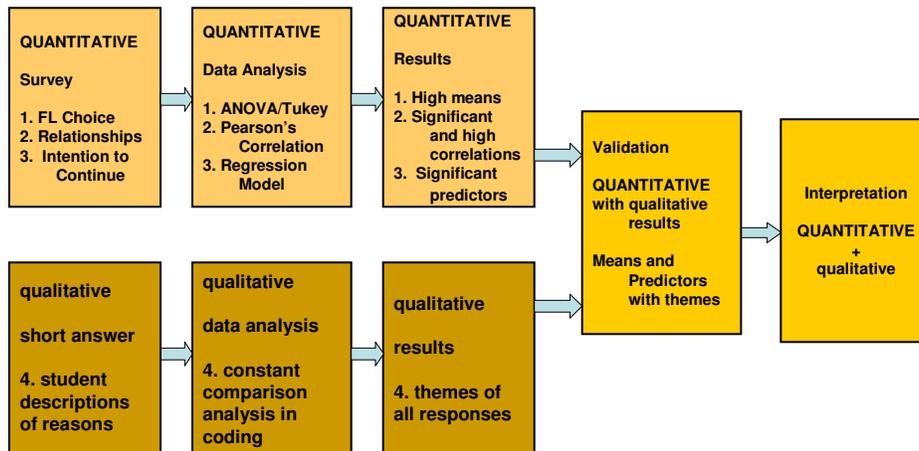
Chapter Three Methodology

Research Design

This mixed methods research study is mainly quantitative in nature using two approaches to explore students' motivations in studying French. This research focused on students' reasons for enrolling in French courses. In order to identify significant reports of certain orientations, values, and expectancies, this study implemented a non-experimental design of surveys with self-report items and short answer questions. The relationship among the different subscales of the two scales was important to analyze as they revealed connections. Students' intention to continue was also analyzed using the subscales from both theories as predictors. The short answer responses were coded for sub-themes and themes.

The ultimate goal was to use the means and the predictors from the quantitative data combined with the sub-themes of the qualitative data to reveal a broader view of students who choose French. The results could shape future advocacy measures and help enrollment predictions. These measures could serve to boost enrollment figures in the future through knowledge of exact areas of the two scales to target for advocacy. The schematic in Figure 6 demonstrates the triangulation design of validating quantitative data. The mixed methods diagram shows the data collection, data analysis, and the results stages taking place concurrently. The last analysis involves the validation of the quantitative data through the qualitative data then the interpretation of validation in Chapter Five (Creswell & Plano Clark, 2007, p. 63).

Triangulation Design: Validating Quantitative Data Model of Mixed Methods



Note: The words quantitative in all capital letters and qualitative in all lower case letters are purposeful (Adapted from Creswell & Plano Clark, 2007, p. 63). Figure created by author of dissertation.

Figure 6. Triangulation design of mixed methods.

The hypotheses and the null hypotheses for research questions 1-3 are listed.

Question 1: Hypothesis: There was a significant difference in the mean values of the subscales of both theories.

Null Hypothesis: There was no significant difference between the mean values of the subscales of the two theories.

Question 2: Hypothesis: There were significant correlations between the subscales of each theory.

Null Hypothesis: There were no significant correlations among the subscales of the theories.

Question 3: Hypothesis: The subscales significantly predict the intention to continue.

Null Hypothesis: The subscales do not predict the intention to continue.

Context

The research took place at Virginia Tech, a large, public university in southwestern Virginia. There were 22,894 undergraduates who attended this university during the fall of 2007 (Office of Institutional Research and Effectiveness, 2009). Of those students, 338 were enrolled in all undergraduate French courses for the fall of 2007 meaning that 1.5% of the student body took French during that semester. The percentage of students who chose to take French was extremely low compared to the student population.

In the fall of 2008, the Intermediate French 2105 course enrollment did not reach the maximum for each section. The maximum for a section is set at 25; however, there were 17, 19, and 17 enrolled in the three Intermediate French classes. Of the 53 total intermediate French students, 46 students ($N = 46$) were present and participated in the survey. For the first section, 16 of the 17 students were present on the day of the survey. For the second section, 17 of the 19 were present, and for the third, 13 of the 17 were present. The students participated in the survey in an on-campus computer lab during their French course.

Population

The population of the study consisted of students who were enrolled in the fall semester of Intermediate French 2105. The students had the same professor for each class section and had the same assignments and assessments. This ensured internal consistency. At this level the students are probably not affected by the FL requirement of the university. Students enrolled at this level have generally studied French previous to the Intermediate French 2105 course and were already motivated to enroll in the course for certain reasons. At this level, they typically may not be planning on majoring or having a minor in the language. This means that their reasons for studying French might not be merely to fulfill minor requirements or to continue to a level that would ensure a major requirement. Students who did not fulfill the graduation requirement for the university in high school would be enrolled in a 1000 level FL course. This information is provided in Appendix A.

Sample Selection

All students present in Intermediate French 2105 on the day of the survey were orally instructed that their participation in the survey was their consent. This was written at the top of the survey as seen in the student survey of Appendix C. The sample method for the survey was a convenience sample.

After the instructions portion, the students filled in demographic information. The students did not report their names on the survey in order to ensure anonymity. They did, however, provide the last four digits of their student identification numbers. Student ages ranged from 17 to 32, with most hovering around 18 to 22. This study allowed minors to participate. The Institutional Review Board approved the caveats of the study as seen in Appendix D. The ethnic backgrounds of the students in the three course sections were: 34 Caucasian (74%), 3 Asian (7%), 3 Hispanic (7%), 3 Other (7%), and 1 African American (2%). One student did not wish to respond to this question (2%) and another did not answer (2%). More females than males took the survey: 28 females (61%) and 17 males (37%). One student did not provide gender information (2%). In addition, mostly sophomores participated in the study. The amount per class were 14 freshmen (30%), 16 sophomores (35%), 8 juniors (17%), and 6 seniors (13%). Two students did not indicate in what year of study they were (4%).

For analysis purposes, the sampling method of the short answer portion only was purposive sampling (Pedhazur & Schmelkin, 1991). Since the aim of this study was to determine the more pertinent motivations of the subscales, the students' short answers were selected for analysis if the students had means above the average mean for that subscale plus the standard deviation. For example, students who had higher scores than

others for expectancy might not have scored highly for attainment. The students who obtained high scores on the self-report survey items were the focus of the short answer because their reasons for having a higher motivation could be analyzed along with others who scored highly for the same significant subscale. Similar themes could result giving specific reasons for that motivating subscale.

Procedures

The survey was administered on a single day making it a cross-sectional survey as opposed to a longitudinal survey (Creswell, 2003). It took place during the three course section times in one day during a week in October. During that week, students decided in which courses they wished to enroll for the next semester. The period during the fall semester was a purposeful decision as the students thought seriously about whether or not they wanted to enroll in the spring semester of Intermediate French 2106. An online survey was the only instrument used to gather the students' self-report data. Descriptive, correlation, and prediction statistics were statistical techniques used to investigate the first three research questions of the non-experimental study (Howell, 2007).

In addition to the self-report items of the online survey, the short answer items were created based on the subscales of the two scales. Because grounded theory involves continuing comparisons of categories or themes, this strategy was implemented due to the comparisons from the self-report items to the short answer questions (Creswell, 2003). The research "attempt[ed] to derive a general, abstract theory of a process, action, or interaction, grounded in the views of participants in a study" (p. 14).

Having both the quantitative and the short answer portions in one study was optimal to provide the consumer of the research with a broader picture of motivation to study French. As the self-report items were the main focus of the study, the secondary form of data provided a means of triangulation for the study. The qualitative analysis is informed by grounded theory as it seeks to strategically analyze and interrelate data (Charmaz, 2000). Grounded theory stresses the importance of the analysis and emergence of codes. Charmaz (2000) states, "Unlike quantitative research that requires data to fit

into *preconceived* standardized codes, the researcher's interpretations of data shape his or her emergent codes in grounded theory" (p. 515).

Grounded theory involves constant comparison in coding (Leech & Onwuegbuzie, 2007). For this study, constant comparison is done inductively meaning that the codes come out of the data. According to Miles and Huberman (1994), codes "are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p. 56). One mode of obtaining these codes and then themes is called constant comparison analysis. This is appropriate as this mode has evolved to include not only a series of rounds but also a single round, as in this study (Charmaz, 2000; Leech & Onwuegbuzie, 2007). In addition, constant comparison analysis may be used for documents, such as short answer responses.

The steps of constant comparison analysis involve reading the data many times, chunking or underlining key phrases of the data, allowing codes to emerge from constant comparison of the chunks, and finally, grouping codes into themes (2007). Memoing is also essential in all stages of grounded theory coding (Charmaz, 2000; Corbin & Strauss, 1990). Memoing is a process of analysis that occurs during coding and grouping the codes into themes. The researcher writes memos while coding in order to keep ideas, codes, phrases, and themes together as theories evolve.

There exists a need for quantitative and qualitative analysis in this study. Instead of providing different meaning to the results, the short answer questions "help ... explain relationships emerging from quantitative data" (Onwuegbuzie & Leech, 2004, p. 771). Through quantitative data alone, the results seem to be either significant or not (Kirk, 1996). This leaves no possibility of a continuum form of results.

The current study is a mixed methods research design with a quantitative survey as the main method of data collection. According to Creswell and Plano Clark (2007), mixed methods is a research design that “focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone” (p. 5).

Due to the limitations of one type of data analysis, qualitative approaches are implemented, enabling a concurrent mixed analysis. Concurrent mixed analysis means that the self-report items and the short answer questions were presented to the students at the same time. Then the data analysis occurs after data collection (Onwuegbuzie & Leech, 2004; Tashakkori & Teddlie, 1998). Triangulation design is accepted in educational research, but as far as the researcher knows, it has not been utilized in FL motivation studies.

The type of triangulation design for this study is called a validating quantitative data model for survey and short answer designs (Creswell & Plano Clark, 2007). After the quantitative and the qualitative results are established, the validating quantitative data model of mixed methods involves a further step. This is not a research question as it is validating the main quantitative research questions with the qualitative research question results. Because the quantitative results are the main focus, the validation mixes the two data forms to explain the quantitative. The process to merge the two results is called a transformation of data because the qualitative data are transformed into a quantitative representation of the two sets of results (2007).

The final analysis involves both the higher means of the FL subscales and the predicting subscales with themes and sub-themes of the short answer responses. Students with higher means from the pertinent subscales are of interest here. The researcher analyzes the short answers of the students with higher means scores from each of the subscales. If the student has at least one response from a sub-theme of the qualitative data, the researcher marks a 1 on a worksheet for that student under that sub-theme. If the student's response does not match the sub-theme, a 0 is recorded. Binary recording is preferable in this study to frequency recording, marking every time the student mentions a sub-theme. Using binary recording avoids counting the same student idea twice (2007). The denominator of the percentage calculation is the sample size of the higher scoring students in that subscale. After all of the students with high means have been recorded on a worksheet for each subscale, they are combined in a matrix with the qualitative sub-themes and represented by percentages. This matrix is presented in Chapter Four with the results.

The purpose of the matrix is to demonstrate the relationships between the subscales and the sub-themes. The interpretation of the quantitative data and the qualitative data from Chapter Five offer insight into FL choice and the intention to continue that may not be obvious from the self-report survey item results alone.

Variables

The reasons for studying and continuing with the French language were the dependent variables for this research. For research question one, FL choice was the antecedent criterion variable. In a predictor model, a criterion variable is the dependent variable and is the variable to be predicted (Howell, 2007). Intention to continue, for research question three, was the dependent variable. The independent, categorical variables were the subscales of the two major theories: travel, knowledge, relationships, instrumental orientation, sociocultural orientation, expectancy, attainment value, intrinsic value, and utility value.

Instrumentation

The survey was derived from two previously tested surveys. For the FL orientations, the survey used in Clément and his colleagues' (1994) research was replicated with minor additions and changes. Permission was obtained through email from the first author of the study. One major difference between the Clément et al. survey and the current research is that their survey contained an integrative orientation subscale.

For the current study, the word "French" replaced the word "English" and the initial wording for the Language Orientation items was changed. For instance, the original questionnaire started every item with, "Studying English is important to me..." (Clément & Baker, 2001, pp. 28-29), but this study does not investigate importance until the Attainment section of the expectancy-value portion of the survey. Each item for the current survey of Intermediate French 2105 begins with, "I am studying French...."

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. This study also differs in the friendship orientation as this study includes a family aspect and is named relationships. The items concerning family were added to the relationships subscale. They are included in Appendix B as numbers 5 and 6 and Appendix C as numbers 15 and 20.

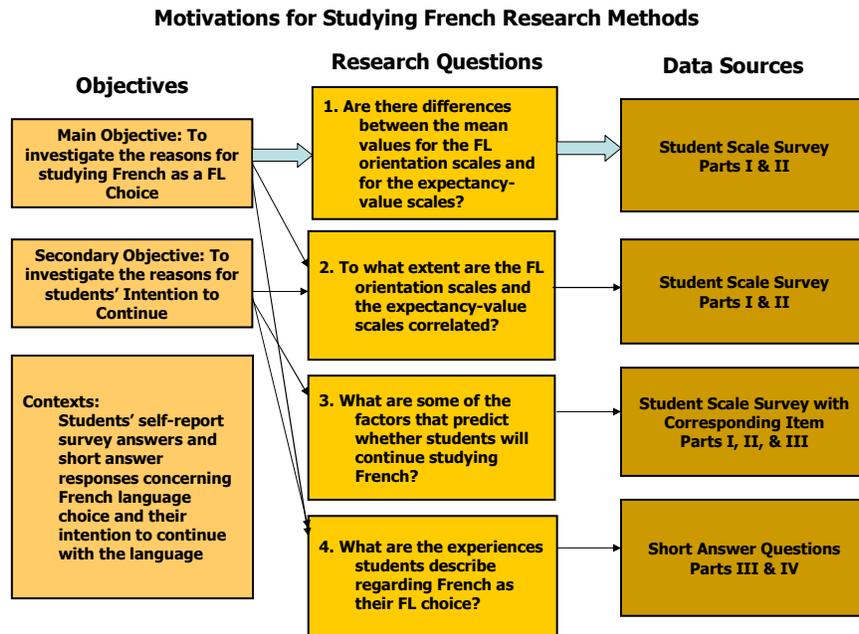


Figure 7. Objectives with research questions and data sources.

As seen in Figure 7, Part I of the survey contained the altered items from the previous L2 orientations survey. To ensure test reliability, the items were not classified by subscale on the actual survey. Appendix C shows the order of the items on the survey in which the students participated. Appendix B shows the items classified by subscale. Table 3 lists the numbers of the survey items from Part I of Appendix B with the corresponding item from Part I of Appendix C.

Table 3

Corresponding Item Numbers for Language Orientations

Item subscale and number from survey key	Item number from student survey
Travel 1	5
Travel 2	10
Travel 3	16
Travel 4	24
Knowledge 1	4
Knowledge 2	6
Knowledge 3	18
Knowledge 4	19
Knowledge 5	25
Relationships 1	2
Relationships 2	3
Relationships 3	9
Relationships 4	14
Relationships 5	15
Relationships 6	20
Instrumental 1	7
Instrumental 2	11
Instrumental 3	12
Instrumental 4	22

Table 3 Continued

Item subscale and number from survey key	Item number from student survey
Instrumental 5	23
Sociocultural 1	1
Sociocultural 2	8
Sociocultural 3	13
Sociocultural 4	17
Sociocultural 5	21

Just as permission was granted for the orientation portion of the survey, for the expectancy-value portion of the survey, permission was granted from the first author of a major study in the expectancy-value field (Eccles & Wigfield, 1995). Due to the fact that the original survey has not been replicated exactly in a FL study, the subject matter was changed to French. These items were included in Part II of the survey, shown in Figure 7. The item responses are in the original horizontal format in Appendix B but were presented in a vertical format for the students’ survey to remain consistent with the orientation answer choices of Appendix C. Unlike the orientation item responses, the expectancy-value response options vary from one item to the next. This survey contains the same response wording as the original survey seen in Appendixes B and C.

The original expectancy-value survey contained two additional sections entitled “Perceived Task Difficulty Items” and “Ability/Expectancy-Related Items”. This survey

does not contain these sections as this is not a difficulty or achievement study. Similarly, the two achievement items under expectancy were omitted for the current survey, so there are three expectancy items instead of five on the current survey. One item was added under utility for this survey to include the usefulness of the language in today's world. This is item 3 under the utility subscale in Appendix B and item 7 in Appendix C. The corresponding item numbers for the expectancy-value items are shown in Table 4.

Table 4

Corresponding Item Numbers for Expectancy-Value

Item subscale and number from survey key	Item number From student survey
Expectancy 1	8
Expectancy 2	6
Expectancy 3	9
Intrinsic 1	2
Intrinsic 2	3
Attainment 1	1
Attainment 2	4
Attainment 3	10
Utility 1	5
Utility 2	11
Utility 3	7

Since continuous scales were used successfully as model instruments in L2 orientations and expectancy-value theoretical studies, both portions of the survey for the

present study contained a continuous Likert-type scale (Creswell, 2003). For the original L2 orientations survey, the answer choices were on a 6-point scale (Clément & Baker, 2001); but the original expectancy-value survey had 7-point scale answer choices anchored at the end points (Eccles & Wigfield, 1995). The current survey changed the expectancy-value portion in Part II of the survey to a 6-point scale in order to maintain consistency with Part I and to alleviate issues with statistical data analysis.

It is essential to know the alpha coefficients of the subsets of previous surveys. A larger alpha coefficient per survey item or a coefficient closer to 1.0 is desirable to show internal consistency because the items in each subset should measure the same thing (Pedhazur & Schmelkin, 1991). An alpha coefficient approaching 1.0 is acceptable. The alpha coefficients of the items per subscale from the Clément et al. (1994) study are shown in Table 5 (as cited in Clément & Baker, 2001, p. 27). They are all acceptable.

Table 5

Reliability of Language Orientation Items from Original Survey

	Travel	Knowledge	Friendship	Instrumental	Sociocultural
Cronbach's Alpha	.65	.63	.80	.50	.72

For the expectancy-value portion of the study, the alpha coefficients are also provided from a math domain study in Table 6 (Eccles & Wigfield, 1995, p. 224).

Table 6

Reliability of Expectancy-Value Items from Original Survey

	Expectancy	Intrinsic	Attainment	Utility
Cronbach's Alpha	.92	.76	.70	.62

These alpha coefficient values or Cronbach's alpha values provide this study test reliability assurance to replicate the survey items.

There were no model items or short answer questions to replicate for Parts III and IV seen in Figure 7. Although the item about continuation of French study in Part III concerned any French study in the future, the short answer question in Part III was specific asking about continuation to Intermediate French 2106, the second semester of Intermediate French. These items are presented in Appendix C.

The short answer questions were created based on a specific aspect of a subscale or as a summary of the subscale. The short answer subscale questions constitute Part IV of the survey. Labeled in Appendix B, there is one short answer question per subscale plus the subscale of cost from expectancy-value theory. Appendix C shows the short answer questions as the students saw them on the actual survey. The short answer questions were based on either a summary of the items in Part I, like the short answer question for relationships; or they were based on one item from Part I in particular, such as the short answer question for knowledge. The knowledge question was based on item #4 from the survey under knowledge as seen in Appendix B. It is item #19 from the student survey in Appendix C (see Table 3). The short answer questions in Part IV were

not mandatory. Students could choose to answer all, some, or none of the short answer questions.

Data Collection

Previous to the data collection, the university Institutional Review Board provided the necessary permission to complete this study shown in Appendix D. The data collection for this study occurred on Wednesday, October 29, 2008. The instructor of the course was present during all three course sections, but the researcher conducted the survey. The instructor and researcher were positioned in the room so as not to see the students' computer screens. The instructor told the students in advance to come to a computer lab on campus for class.

The survey did not last the entire 50 minute class time. It generally took the students 20-40 minutes to complete the survey. The students provided their consent by participating in the survey. The instructions were paraphrased orally and written at the beginning of the survey (see Appendix C). The instructions stated that the students' names and responses would remain anonymous. The students were given the same password in order to enter the survey. This ensured that other students on campus could not enter the survey site. All 46 of the students present chose to take the survey. The researcher reiterated that students could choose the questions they wished to answer in Part IV. This choice indicated what experiences and views students really wanted to share.

Data Analysis

Table 7 shows the analyses for the four research questions.

Table 7

Research Questions with Data Analysis Calculations and Methods

Research question	Data analysis
1. Are there differences between the mean values for the FL orientation scales and for the expectancy-value scales?	Comparison of means in ANOVA framework using Tukey post hoc test
2. To what extent are the FL orientation scales and the expectancy-value scales correlated?	Pearson's correlation
3. What are some of the factors that predict whether students will continue studying French?	Linear regression model
4. What are the experiences students describe regarding French as their FL choice?	Constant comparison analysis

Quantitative analysis. The statistical analysis of research question one was a comparison of means. A comparison of mean values in an Analysis of Variance (ANOVA) framework was run using SPSS (2007). The goal of an ANOVA test is to tell the difference between levels. This was not a true ANOVA calculation as the survey dealt with discrete values. Descriptive statistics of mean and standard deviation were not enough to compare the mean values of the subscales. In order to see if the subscales of each scale varied significantly from the other subscales in the same model, a Tukey Post hoc test was necessary.

For research question two, Pearson's correlation calculations were analyzed in order to see if the subscales correlated with each other within the two scales. The aim was to see if two or more subscales were highly and significantly correlated.

For research question three, linear regression tests were conducted for each subscale in order to see if they were significant predictors of the intention to continue. The Likert-type item from Part III concerning continuation of French study served as the dependent continuous variable. The averages for each subscale were the independent variables. An expert was sought in order to review the statistical analysis and presentation of the findings.

Qualitative analysis. Research question four asks, "What are the experiences students describe regarding French as their FL choice?" To answer this question, themes were obtained through constant comparison analysis. An expert in qualitative data analysis was also sought for coding advice. This ensured strength of the internal validity (Merriam, 2001).

First, the researcher read and became familiar with the short answer responses. Next, she typed all of the short answer responses to all of the 11 questions that the 46 students answered. The researcher started memoing in order to begin assimilating chunks, words and parts of sentences, of the student responses and codes. In order to keep memos, she kept a small notebook of ideas, chunks, codes, and themes in order to keep track of and assimilate the data. Then after printing the responses, the researcher underlined the chunks of pertinent phrases. After cutting each response into a strip of paper, the researcher placed them all on a table and mixed them so that they were not grouped together by the question that the students answered (Tilley-Lubbs, 2009). Next,

the researcher wrote codes in the right hand margins according to the chunks. The codes were a result of constantly comparing the previously coded chunks. Memoing at this stage involved collapsing codes and the evolution of new codes. The act of memoing helped place groups of codes into themes and then again into new groups and encompassing themes.

As an example of the constant comparison coding, the chunks of actual student phrases that emerged from some data were: “jokes about it being feminine”, “friends”, “been told French is a frog’s language”, “how important it is to know French”, “a dirty look”, “father”, “a wimpy language”, “think I’m crazy”, “a lot of extra work”, “an important language to know”, “offended”, “corrected them.” The resultant codes, tags for recurring ideas from the responses, were Insulting Views of Others, Students Disagree and Defend, and Lack of Understanding of Others.

Because the students mentioned that they felt strong emotions toward French despite the insulting views and lack of understanding on the part of others, the sub-theme was labeled Student feelings of conviction toward French. The larger theme for this sub-theme is Aesthetic reasons because of the students’ feelings about their conviction to take the language despite others’ views. Other sub-themes mentioned performance-based reasons and examples of the usefulness of the language. These sub-themes were classified as Pragmatic reasons. The codes from the data are listed in Table 8. The codes were grouped to form the resultant five sub-themes and two overarching themes shown in Table 9.

Table 8

Codes and Sub-themes for Short Answer

Code	Sub-theme
Performance in Past French Classes Good Grades Encouraging Teachers and Teaching Styles	Positive Experiences from Past French Study
Types of Careers that Require French Distinguish Themselves for Jobs Living and Working Abroad	Usefulness of French According to Career
Communication with People in Francophone Countries Speaking Ability Study Abroad	Need French to Communicate Outside the U.S.
Insulting Views of Others Lack of Understanding of Others Students Disagree and Defend	Student Feelings of Conviction Toward French
Admiration of French Lifestyle Comparisons - English Language and American Culture Distinguish Themselves from Spanish Like Way French Sounds	Preference of French Culture and Language

Table 9

Sub-themes and Themes for Short Answer

Sub-theme	Theme
Positive Experiences from Past French Study	Pragmatic Reasons
Usefulness of French According to Career	Pragmatic Reasons
Need French to Communicate Outside the U.S.	Pragmatic Reasons
Student Feelings of Conviction Toward French	Aesthetic Reasons
Preference of French Culture and Language	Aesthetic Reasons

The next chapter demonstrates the arrival of these overarching themes through specific examples of the sub-themes derived from the qualitative data. The sub-themes were important for the validation portion of the triangulation design.

Validation. In order to validate the quantitative data with the themes of the qualitative data, the researcher transformed the sub-themes of the qualitative data into occurrences according to the quantitative subscales. Even though the subscales for FL motivation and expectancy-value theory were not a part of the qualitative analysis, they return for this quantitative transformation. Even though students chose what short answer questions to answer, the researcher did not calculate the percentage of questions answered. This was intentional as the sub-themes and the quantitative subscales merge are the focus of this mixed methods study. Counting how many students answered each

short answer would ignore the qualitative sub-themes and that is not in line with this study.

The subscales with high means for FL choice and the significant predictors of continuation were analyzed through the emergent sub-themes of the short answer portion of the survey. Not all of the students' scores were considered. Only the short answers of the students who had higher scores in the significant subscales were analyzed. The researcher identified the higher mean scorers by counting the students who had above the mean of the subscale plus the first standard deviation.

Next, the researcher gathered all of these students' short answer responses and counted each time the student response fell into a sub-theme. The binary codes of 1 or 0 were recorded on a worksheet for each subscale. The researcher then turned the frequencies into percentages according to the total number of students in that subscale. For this percentage, she did not count the number of times a student mentioned the same sub-theme more than once. The reason for using the number of students method over the frequency of times mentioned method is to avoid counting student responses that repeat the same experience (Creswell & Plano Clark, 2007). The method used in this validation calculation counted the number of students per subscale (N) as the denominator. The qualitative sub-themes are presented in a matrix with the significant subscales of FL orientations and expectancy-value theory under the headings FL Choice and Intention to Continue. This matrix was created in order to demonstrate to the reader the relationships between the significant subscales and the sub-themes. The final matrix and explanation are presented in Chapter Four.

For instance, travel had a high mean in FL choice and 12 students had high scores in travel from the self-report survey. Then each of the 12 students' short answers was analyzed for sub-themes. If a student in this group had a short answer response that corresponded with the Preference of French culture and language, the researcher marked a 1 on the travel worksheet. After the remaining 11 students' responses were recorded as 1 or 0 for Preference of French culture and language, the 1s were added and the total number of students for travel (N=12) was used as the denominator. Five of the 12 in travel matched the Preference sub-theme, so 42% was then entered for travel onto the matrix under the sub-theme abbreviation Preference. This means that 42% of the students who chose French as a FL due to travel reasons also chose it because they prefer the French language to other cultures and languages. The remaining subscales and sub-themes were examined in the same way and entered onto the matrix. The matrix in Table 22 shows the relationships between the quantitative and qualitative data.

Summary

This primarily quantitative mixed methods study focused on the reasons students enroll in an intermediate college French course and their reasons for continuing or not continuing. First, the mean values were compared among the orientations scales and among the expectancy-value scales. The means of these subscales were then correlated to find significant relationships. Next, the subscales were used to predict the future study of French. All of the statistical analyses were performed using computer software. The exact study and calculations have not been performed in previous research; but similar surveys and some of the same calculations were used to enact this study.

The written portion provided the students an opportunity to elaborate on the questions of their choice. The combination of survey self-report items and short answer items is important in the study of FL motivation as a mixed methods design is not common. The short answer portion provided information on students' feelings, past experiences, and current situations. Both forms of data collection ensured a way to compare and elaborate upon the reasons students hold for studying French and continuing to study the language. The resulting sub-themes were merged with the quantitative subscales in a transformation of data matrix from mixed methods design. The qualitative themes and sub-themes serve as points of comparison and validation for the quantitative data.

Chapter Four Results

Introduction

This chapter relates to the mixed methods purposes of the study. The purposes were to investigate students' reasons for choosing French as a FL, to determine how the subscales related to each other, and to predict students' likelihood of continuing with the language according to the subscales of the two scales. In addition, the students' short answer responses revealed descriptions that were coded and grouped into sub-themes and overarching themes. Finally, the subscales in FL choice and continuation were validated by merging them with qualitative themes. This last step of this triangulation study model was not a research question as it is a vehicle to interpretation. The interpretation of the validation matrix will be discussed in Chapter Five. Table 10 demonstrates the calculations and methods performed to analyze the four research questions and the subsequent findings.

Table 10

Research Questions with Data Analysis and Findings

Research question	Data analysis	Findings
1. Are there differences between the mean values for the FL orientation scales and for the expectancy-value scales?	Comparison of means in ANOVA with Tukey post hoc	Highest orientation mean: Travel; highest expectancy-value means: Intrinsic
2. To what extent are the FL orientation scales and the expectancy-value scales correlated?	Pearson's correlation	Significant correlations with other subscales of orientations: Sociocultural; significant correlations with other subscales of expectancy-value: Attainment
3. What are some of the factors that predict whether students will continue studying French?	Linear regression model	Significant predictor of orientations: Sociocultural; significant predictor of expectancy-value: Attainment
4. How do the students with high scores on the specific scales of the orientation and expectancy-value instruments describe their experiences?	Constant comparison analysis	Five sub-themes Two overarching themes

The first portion of this chapter pertains to the quantitative findings. They are in order of the quantitative research questions one through three as seen in Table 10. The mean values of the subsets for language orientations are shown through descriptive statistics then compared in an ANOVA framework using a post hoc test. The medians are shown through box plots graphs. Then the expectancy-value mean values are compared through descriptive statistics and an ANOVA calculation. The results are also shown in a box plot graph.

In order to find out what orientations relate to each other, a Pearson's correlation test was performed. Next, the expectancy-value subscales were analyzed for relationships through a Pearson's correlation calculation. A correlation step is done before a prediction calculation, so the next group of findings involves prediction of continuation of French study.

The predictions of the students' likelihood of continuing to study the language are presented through significance tables and probability graphs. First, the orientation subscales are used as independent variables in a linear regression model. Then the expectancy-value subscales are the independent variables for prediction of continuation of French study.

In the second portion of this chapter, the short answer responses of the students' descriptions of experiences are presented according to overarching themes and sub-themes.

In the third part of Chapter Four, the students who scored above the first standard deviation of the significant subscales were considered. Their responses were placed in a matrix according to the sub-themes from the qualitative analysis. This merging of data validates the quantitative data by transforming the qualitative results. As the focus of the study is reasons for French study from a quantitative survey, this chapter presents the quantitative findings first.

Quantitative Results

Comparison of Mean Values of Language Orientations Scale

Reliability of items. In order to demonstrate the reliability for the items of a subscale, an alpha coefficient or Cronbach’s alpha must first be calculated. This investigation counts Cronbach’s alpha scores of .5 or higher to be reliable. Table 11 shows that the items within the five orientations are reliable because each Cronbach’s alpha score is above .5. In order for other researchers to use the same or similar items, they must know if the items from a subscale are measuring the same phenomenon.

Table 11

Reliability of Language Orientation Items

	Travel	Knowledge	Relationships	Instrumental	Sociocultural
Cronbach’s Alpha	.63	.56	.63	.58	.83

Even though the alpha coefficients do not all approach 1.0, the consulted expert confirmed the reliability of the alpha coefficients and in turn, the reliability of the items for each subscale.

Mean values. Table 12 summarizes the mean values of each subscale for language orientations. The travel mean is highest with a mean value of 4.88 (M = 4.8750) and the instrumental orientation mean value is the lowest at 3.06 (M = 3.0598). These means are on a six point Likert-type scale ranging from (1) Totally disagree to (6) Totally agree. The response choices are shown in Appendixes B and C. The standard deviation for the travel orientation is the lowest (SD = .69272) and is the highest for the sociocultural orientation (SD = .9857).

Table 12

Descriptive Statistics of Orientations

Orientation	N	M	SD	SE	Conf. Int. LB	Conf. Int. UB
Travel	46	4.8750	.69272	.10214	4.6693	5.0807
Knowledge	46	4.1576	.78740	.11610	3.9238	4.3914
Relationships	46	3.7246	.83015	.12240	3.4781	3.9712
Instrumental	46	3.0598	.91236	.13452	2.7888	3.3307
Sociocultural	46	4.0728	.98566	.14533	3.7801	4.3655

Note. M = Mean. SD = Standard Deviation. SE = Standard Error. Conf. Int. = Confidence Interval. LB = Lower Bound. UB = Upper Bound.

In order to compare the mean values of the orientations, an ANOVA framework calculation is used. The $F_{(4,225)}$ critical value of 28.1 ($F = 28.057$) is found at a significance level of .001. The null hypothesis states that there is no difference in means of orientations to study French. However, this significance value indicates that there is a significant difference. The null hypothesis is rejected. In order to find the orientations that differ from each other, a post hoc evaluation must be done. The results are found in Table 13.

The Tukey method is the most appropriate post hoc test for this investigation of significant differences because it reduces Type I error. Type I error occurs when the researcher rejects the null hypothesis when it is actually true. The Tukey test allows for more confidence when rejecting the null hypothesis (Howell, 2007).

The null hypothesis must be rejected in this test as there is a significant difference between mean values. The mean values for three of the orientations, relationships, sociocultural, and knowledge, are similar to each other. However, the instrumental orientation mean is significantly different from the other four. The travel orientation is also significantly different from the other four orientations. Students clearly identify the travel orientation as the main reason for studying French.

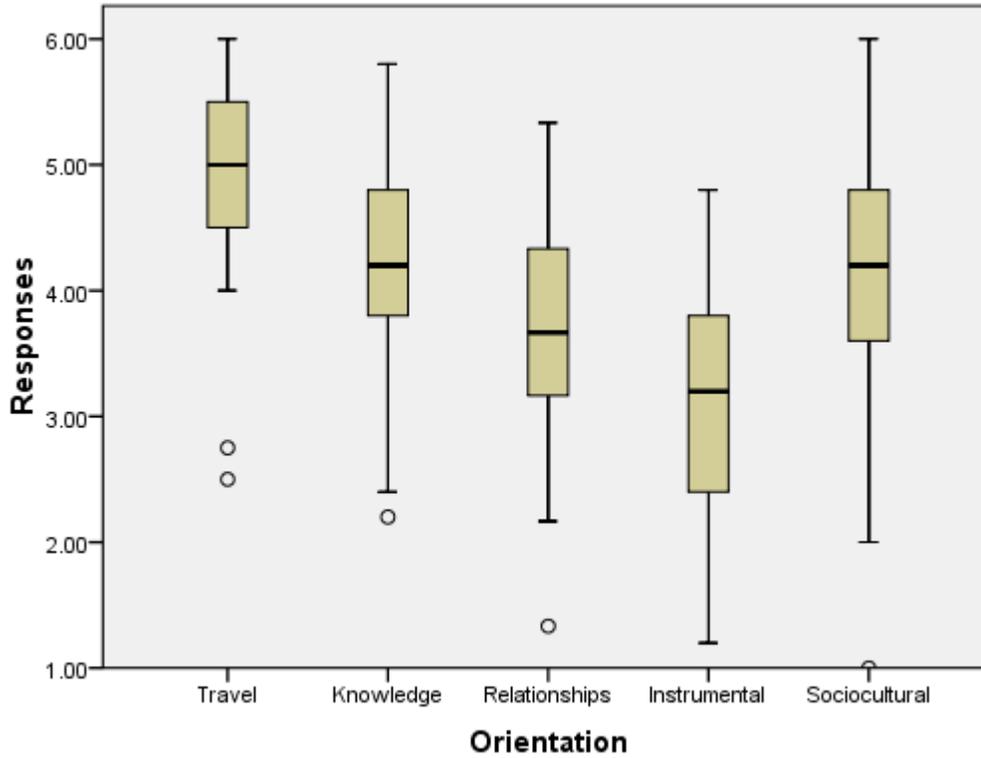
Table 13

Tukey Post hoc Test for Orientations

Orientation	N	M Subset 1	M Subset 2	M Subset 3
Instrumental	46	3.0598		
Relationships	46		3.7246	
Sociocultural	46		4.0728	
Knowledge	46		4.1576	
Travel	46			4.8750
<i>p</i>		1.000	.106	1.000

Note. Subset for alpha = .05
p = Significance.

Figure 8 shows the travel orientation with significantly higher scores and the instrumental orientation with significantly lower scores. The first two quartiles surrounding the median are in the shaded boxes.



Note. Outliers are shown by separate dots.

Figure 8. Values of orientation responses on a 6 point Likert-type scale.

Comparison of Mean Values of Expectancy-Value Scale

Reliability of items. Table 14 shows that all four of the expectancy-value subscale items are reliable. Each subscale has a Cronbach's alpha score of .5 or above. The expert sought for reliability and validity consultation confirmed the alpha coefficients as reliable.

Table 14

Reliability of Expectancy-Value Items

	Expectancy	Intrinsic	Attainment	Utility
Cronbach's Alpha	.88	.79	.84	.73

Mean values. Table 15 summarizes the mean values of each subscale for expectancy-value. From the table, the intrinsic subscale seems to have the highest mean value of 5.20 (M = 5.1957). The lowest mean reported is the mean value of the utility subscale at 4.35 (M = 4.3478) out of a 6 point Likert-type scale. The answers range in types of answers. For instance, for one item the range is from (1) Not at all important to (6) Very important. For another, the item response choices range from (1) Not at all useful to (6) Very useful. These responses are included in Appendixes B and C. The standard deviation for the intrinsic value is the lowest (SD = .75629) and is the highest for the utility value (SD = .97868).

Table 15

Descriptive Statistics of Expectancy and Values

Expectancy-Value	N	M	SD	SE	Conf. Int. LB	Conf. Int. UB
Expectancy	46	4.3841	.87762	.12940	4.1234	4.6447
Intrinsic	46	5.1957	.75629	.11151	4.9711	5.4202
Attainment	46	5.1123	.81199	.11972	4.8712	5.3534
Utility	46	4.3478	.97868	.14430	4.0572	4.6385

Note. M = Mean. SD = Standard Deviation. SE = Standard Error. Conf. Int. = Confidence Interval. LB = Lower Bound. UB = Upper Bound.

Using an ANOVA comparison of means, the $F_{(3,180)}$ critical value of 13.0 ($F = 12.956$) is found at a significance level of .001. The null hypothesis is rejected. There is a significant difference in the mean values of the expectancy-value subscales in French as a FL choice. A Tukey post hoc shows the differences between the subscales.

As seen in Table 16, the mean values for two of the four subscales are similar to each other and the other two of the four are similar to each other. Utility and expectancy have similar mean values but are significantly different from the mean values of attainment and intrinsic value. However, the mean values of attainment and intrinsic values are similar to each other and different from utility and expectancy. Attainment and intrinsic values are the main contributing factors for students to choose French.

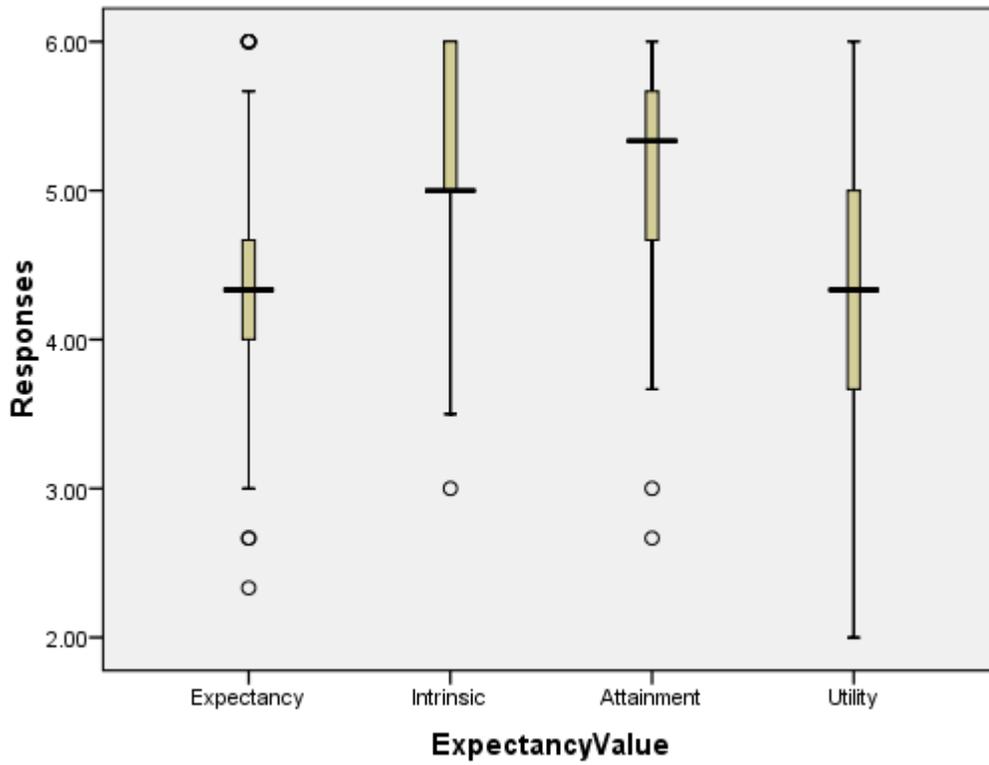
Table 16

Tukey Post hoc Test for Expectancy and Values

Expectancy- Value	N	M Subset 1	M Subset 2
Utility	46	4.3478	
Expectancy	46	4.3841	
Attainment	46		5.1123
Intrinsic	46		5.1957
<i>p</i>		.997	.967

Note. Subset for alpha = .05
p = Significance.

Figure 9 shows the intrinsic value as the highest of all of the expectancy-value subscales and utility as the lowest. The shaded boxes of the graph show the first two quartiles surrounding the median.



Note. Outliers are shown by separate dots.

Figure 9. Values of expectancy-value responses on a 6 point Likert-type scale.

Correlations of Language Orientations Scale

The results of the correlational analysis among the orientation subscales indicate that each of the subscales is positively correlated to the other subscales of Table 17. The sociocultural orientation is significantly correlated to three different subscales: travel, knowledge, and relationships ($p = .000$). Students experience increased sociocultural orientation levels for studying French with increased levels of travel, knowledge, and relationships. Of this correlation, the two subscales that correlated the most were sociocultural orientation and relationships. In addition, knowledge and relationships are highly correlated ($p = .000$).

Table 17

Pearson's Correlation for Orientation Scale

		Travel	Knowledge	Relationships	Instrumental	Sociocultural
Travel	Corr.	1	.357*	.584**	.461**	.693**
	<i>p</i>		.015	.000	.001	.000
Knowledge	Corr.	.357*	1	.669**	.538**	.695**
	<i>p</i>	.015		.000	.000	.000
Relationships	Corr.	.584**	.669**	1	.490**	.759**
	<i>p</i>	.000	.000		.001	.000
Instrumental	Corr.	.461**	.538**	.490**	1	.573**
	<i>p</i>	.001	.000	.001		.000
Sociocultural	Corr.	.693**	.695**	.759**	.573**	1
	<i>p</i>	.000	.000	.000	.000	

Note. For all subscales, N = 46 and the significance is a 2-tailed test

*Sig. level at .05

**Sig. level at .01

Corr. = Correlation. *p* = Significance.

Correlations of Expectancy-Value Scale

Table 18 summarizes the correlating relationships between the expectancy-value subscales. They are all positively correlated. The highest correlations involve attainment. Attainment is highly correlated with intrinsic and utility. Students experience increased attainment value levels for studying French with increased levels of intrinsic and utility values. Expectancy and attainment value are not significantly correlated ($p = .052 > .05$).

Table 18

Pearson's Correlation for Expectancy-Value Scale

		Expectancy	Intrinsic	Attainment	Utility
Expectancy	Corr.	1	.420**	.288	.436**
	<i>p</i>		.004	.052	.002
Intrinsic	Corr.	.420**	1	.557**	.371*
	<i>p</i>	.004		.000	.011
Attainment	Corr.	.288	.557**	1	.598**
	<i>p</i>	.052	.000		.000
Utility	Corr.	.436**	.371*	.598**	1
	<i>p</i>	.002	.011	.000	

Note. For all subscales, N = 46 and the significance is a 2-tailed test

*Sig. level at .05

**Sig. level at .01

Corr. = Correlation. *p* = Significance.

Predictions of Intention to Continue of Language Orientations Scale

Table 19 represents the results of the General Linear Model regression analysis for the students' intention to continue to study the French language. The item concerning the students' likelihood to continue to study the language in Part III was used as the dependent variable. The responses were used as the dependent variable and the independent variables were the nine subscales.

Instrumentality marginally contributes to the likelihood of students continuing to study French ($B = .451$; $p = .093$), but the sociocultural orientation is the best predictor of continuation due to the significance level ($B = .790$; $p = .043 < .05$). However, travel, knowledge, and relationships do not predict this likelihood shown by negative B values and high significance values. The sociocultural and instrumental orientations predict continuation of French study.

Table 19

Summary of Regression Analysis for Language Orientation Variables Predicting the Continuation of French Study (N = 46)

Variable	B	SE	β	T	p
Constant	3.319	1.672		1.985	.054
Travel	-.176	.411	-.087	-.429	.671
Knowledge	-.211	.381	-.119	-.554	.583
Relationships	-.273	.378	-.164	-.723	.474
Instrumental	.451	.262	.297	1.721	.093
Sociocultural	.790	.379	.560	2.087	.043

Note. $R^2 = .282$; $\Delta R^2 = .190$
 Sig. = Significance. SE = Standard Error B

The assumption is that the response is approximately normal. “A major assumption underlying the correlation coefficient is that the relation between the variables under consideration is linear” (Pedhazur & Schmelkin, 1991, p. 37). The graph depicts a straight line of the predictors or orientations on the X axis and the criterion or continuation of French study on the Y axis. Normal probability is an assumption that is not violated in this calculation. Figure 10 demonstrates that the data fits the normal probability line or the 45 degree line instilling confidence in this portion of the study.

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: What is the likelihood that you will continue to study French in the future?

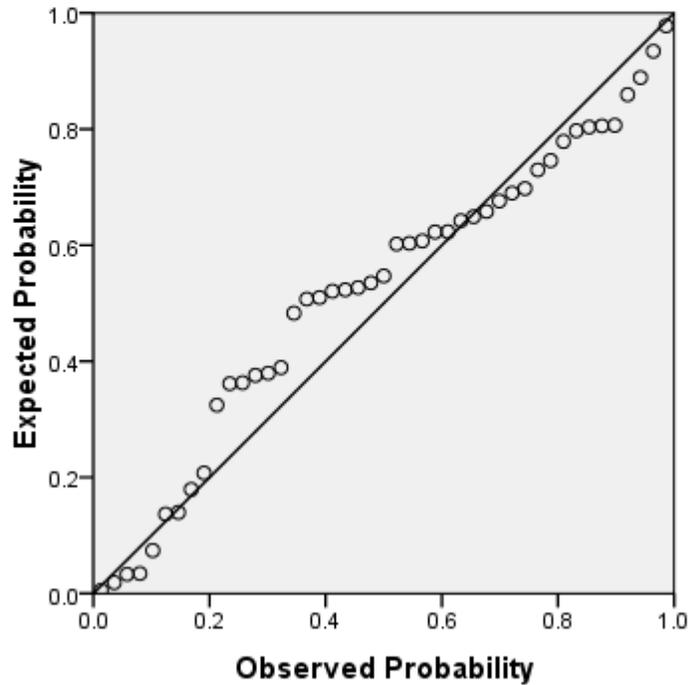


Figure 10. P-plot graph of all orientation subscales as independent variables and the dependent variable of the continuation of French study with a 45 degree line.

Predictions of Intention to Continue of Expectancy-Value Scale

Part III of the survey consisted of one Likert-type item asking, “What is the likelihood that you will continue to study French in the future?” Response choices ranged from (1) Not likely at all to (6) Very likely. This item served as the dependent variable.

The regression analysis for the expectancy-value subscales seen in Table 20 indicates that attainment ($B = .771; p = .026 < .05$) is the only significant motivator of the continuation to study French. The fact that the B values for expectancy, utility, and intrinsic are not significantly different from zero means that the negative or positive status is not important. Moreover, the fact that all subscale significance levels are much higher than .05 means that they are not significant motivators in the continuation of French study. Expectancy ($p = .255 > .05$), intrinsic value ($p = .679 > .05$), and utility value ($p = .508 > .05$) do not predict students’ likelihood to continue. Attainment or importance value predicts continuation of French study.

Table 20

Summary of Regression Analysis for Expectancy-value Variables Predicting the Continuation of French Study (N = 46)

Variable	B	SE	B	T	P
Constant	2.471	1.514		1.632	.110
Expectancy	-.298	.258	-.189	-1.155	.255
Intrinsic	-.137	.329	-.074	-.417	.679
Attainment	.771	.334	.453	2.312	.026
Utility	.174	.261	.123	.667	.508

Note. $R^2 = .226; \Delta R^2 = .149$
 Sig. = Significance. SE = Standard Error B

Figure 11 shows an S shape in the data along the 45 degree line. The normality is not optimal, but the regression is fairly robust to normality. The four expectancy-value variables and the variable the continuation of French study are related but not in a linear fashion. Increments in the subscales are associated with increments in the continuation of French study. In sum, the higher the levels of expectancy and value are, the higher the likelihood of continuation level.

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: What is the likelihood that you will continue to study French in the future?

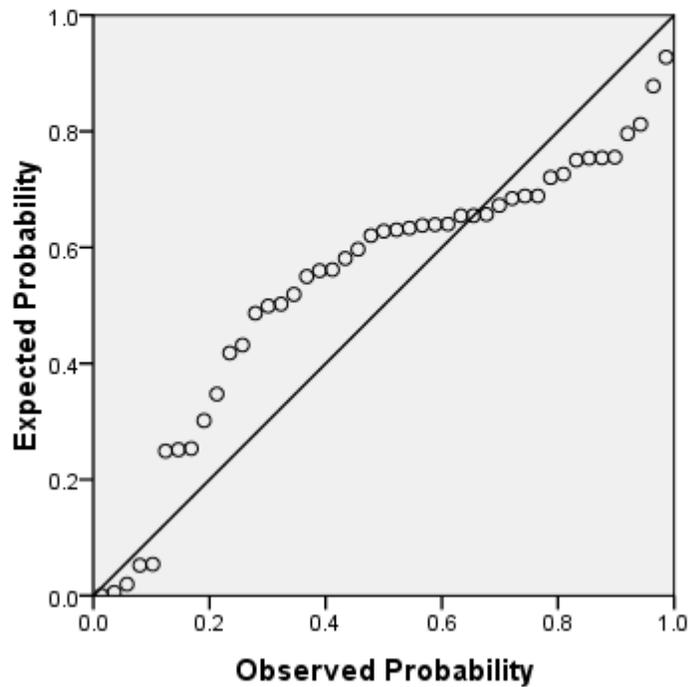


Figure 11. P-plot graph of all expectancy-value subscales as independent variables and the dependent variable of the continuation of French study with a 45 degree line.

Qualitative Results

The second item in Part III was a short answer question asking, “In the future, will you continue with FR 2106, the second semester of Intermediate French? Why or why not?” The short answers for this question were coded along with the rest of the short answers from Part IV (see Appendixes B and C).

To ensure that all of the short answer responses were coded in no pre-existing categories, each response was physically mixed with the rest during coding. The constant comparison analysis revealed five sub-themes: Positive experiences from past French study, Usefulness of French according to career, Need French to communicate outside the U.S., Student feelings of conviction toward French, and Preference of French culture and language. Due to the fact that the codes under Positive experiences from past French study, Usefulness of French according to career, and Need French to communicate outside the U.S. pointed to utilitarian or practical reasons for studying French, these sub-themes are described under the theme Pragmatic reasons. The two sub-themes Student feelings of conviction toward French and Preference of French culture and language contained codes dealing with emotions, convictions, appreciation, and beauty, so they are grouped under the theme Aesthetic reasons. The overarching themes are Pragmatic reasons and Aesthetic reasons.

Pragmatic Reasons

Positive experiences from past French study. Many students continued with French and will continue in the future due to their past French study experiences. Students wrote about performance and success saying things like, “I did well in my first few years of studying French, so I decided to continue because it came fairly easily to me.” Another student wrote

Throughout high school, I performed well in French classes and I am continuing to perform well in college so not only is it a class that I find interesting but also it is one that I am confident in and feel that I can have continued success in.

Students used words like “success” and “successful” when talking about grades and their past study. They also mentioned teachers and teaching styles. One student mentioned a particular teacher from high school who complimented her pronunciation comparing it to a native sound and regularly exchanged French music with her. The student was so inspired that even though she could not take French her senior year due to scheduling issues, she still signed up for a junior level class.

Usefulness of French according to career. Students indicated that French would be useful for certain types of careers. The types of jobs were mostly government jobs, business careers, and humanitarian type jobs. They also mentioned living and working abroad, traveling for business, and dealing with French speaking companies and agencies on a global level. Furthermore, they wrote about how they could distinguish themselves as marketable job candidates by knowing French.

Most of the jobs mentioned were government jobs, like working for the Central Intelligence Agency or the State Department. Students also wrote about business jobs and globalization. Some mentioned the Peace Corps and humanitarian jobs in other countries.

Well for me it is a little more complicated than just needing to know it for what i [sic] want to go into, I want to be a veterinarian but not in the small animal aspect, i am much more interested in conservation and traveling to countries that need help, and teaching the peoples there about animal health and safety, and i feel that knowing french [sic] can help me there, especially because so many foreign countries use french, especially [sic] in places like Africa, and Asia where conservation is needed the most.

Like this student, many others identified places they would like to work. Africa was a common location for the humanitarian jobs. The location of the jobs, dealing with francophone countries, and the usefulness of French for these jobs were recurring ideas.

Need French to communicate outside the U.S. Similar to the career sub-theme, many students wrote about the need for French outside the U.S. Students wrote specifically about speaking, conversing, and communicating with people around the world in French speaking countries, including with relatives. For instance, a student wrote, “It is important for me to learn French so I can communicate with my relatives that live overseas.”

Communicating while traveling and studying abroad were common notions. Travel in this sub-theme did not pertain to careers. The students indicated that their travels were for improving their communication skills like speaking and comprehension. They indicated that these skills were needed on past trips or would be needed in the

future when traveling and studying abroad. For example, a student wrote about a trip last summer to Belgium and France where “knowing something about French helped [him] communicate with people at restaurants, hotels [and] travel stations.” Another student wants to go to France and Switzerland specifically for conversational purposes.

Some students made a point to convey that French is needed while traveling but not here in the U.S. in a unicultural environment. “Currently, as a sophomore at VT, French is not useful at all. Everyone is English speaking and French isn’t really needed,” a male student wrote. Another student echoed his thoughts and said French would be useful when she studies abroad in the future.

Aesthetic Reasons

Student feelings of conviction toward French. This sub-theme consisted of student explanations of their desire to study French in the face of others' adverse views.

Students wrote about the fact that they do not mind putting so much effort into a subject that they find interesting. Some even called French their passion. They wrote about the amount of time they put into studying French and how they are not deterred by this because of their desire to continue with the language. They described French as one of their "hardest classes" and the fact that other classes are suffering because of the time they put into French study.

Moreover, they are not deterred by their friends' comments concerning their amount of time and effort they put into the language. One student commented, "I think my friends think I take on a lot of extra work by taking French." She even noted that her roommates go out in the evenings when she stays home to study French. Another student's friends said that she was wasting her time by putting so much effort into studying French. She then wrote, "I know that it will pay off in the long run."

In addition, students were not deterred by mockery of the language and culture. One student's response pointed to others' views of French being a "wussy or wimpy or girly" language. They also questioned why this student did not take Spanish. Another student reported that others say French is "a frog's language and useless in everyday life." One student shared that her father says it is a wimpy language due to his political affiliation. In all accounts, the students did not agree with the insulting views. They wrote that they continue with the language because they love it and think it is important.

A particular student went beyond disagreeing to defending. According to this student, some people cast a judgmental view on the French people and the culture as a whole.

At the beginning of the semester, I was eating dinner with my roommate and some people that she had met that day and they were talking about French people and French culture and just saying negative, stereotypical things about them. I had to correct them and also let them know that I was offended.

Students shared their feelings like being offended. They show their conviction by defending the language and culture and continuing to study French.

Preference of French culture and language. Students also shared their opinions about French culture by using words like “sophisticated”, “refined”, “style”, and “class”. They also used words like “laidback” and “carefree” when describing the French way of life. The deeper meaning behind these descriptions is that the students compared the French way of life to the American lifestyle. For example, one student declared, “I think ... the culture is so fascinating. I love their way of thinking about everyday life. It’s so much more laidback and understanding.” Another student had similar views.

I really like European culture overall. I think that it is much more open-minded and unique than American culture. A few things that I really like about the French culture is [sic] that they are much more sophisticated than most people in America in terms of art, food, and fashion. They are also just overall more open-minded than many Americans and while religion is relevant, it does not seem to be as much of a factor in government and things like that.

In addition to preferring French culture, they also indicated that they chose the language on purpose. Students reported a desire to distinguish themselves from the “norm” by choosing French instead of Spanish. One example relayed that “because everybody else was taking Spanish, I wanted to be different.” Some of these students are Spanish heritage speakers who “wanted to do something other than speak Spanish like [their] family.”

One student chose French over Spanish despite the fact that “Spanish and Chinese are the languages to know in the 21st century” and went on to say, “I think it [French] is beautiful.” Another student said that she started out in Spanish in high school because it was more useful in her hometown. However, she ultimately chose French because she thought it was a “pretty language.” Many students also commented on the beauty of the language and how it flows. The way the language sounds attracts students to study French as compared to other languages.

The feelings shared in the two sub-themes of Aesthetic reasons and the practicality reported in the sub-themes of Pragmatic reasons show a variety of student experiences. These five sub-themes are useful in understanding the students’ thoughts behind the self-report survey item answers.

Validation of Quantitative Data

The sub-themes of the qualitative data were used to validate the subscales of the quantitative data. The only subscales that were validated were the significant ones from the FL choice mean comparison and the prediction to continue calculation. The mean scores for each significant subscale plus one standard deviation provided the base scores for the student means. Table 21 shows the mean plus the standard deviation for the five significant subscales listed in the order they were presented in the Quantitative Results section of this chapter. The matrix in Table 22 shows the amount of students (N) who had mean scores above the mean plus standard deviation in each subscale. Through a validation matrix, Table 22 also demonstrates the percentages of students per quantitative subscale who identify with the qualitative sub-themes.

Table 21

Base Scores from Survey for Significant Subscales

Orientation	M	SD	M + SD
Travel	4.8750	.6927	5.5670
Intrinsic	5.1957	.7563	5.9520
Sociocultural	4.0728	.9857	5.0585
Instrumental	3.0598	.9124	3.9722
Attainment	5.1123	.8119	5.9243

Note. M = Mean. SD = Standard Deviation.

Table 22

Relationships between Significant Subscales and Sub-Themes

Significant Subscales	N	Qualitative Sub-Themes				
		Previous Study (%)	Pragmatic Reasons		Aesthetic Reasons	
			Career (%)	Outside U.S. (%)	Conviction (%)	Preference (%)
<u>FL Choice</u>						
Orientation:						
Travel	12	25	75	83	42	42
Value:						
Intrinsic	14	43	64	86	64	50
<u>Intention to Continue</u>						
Orientations:						
Sociocultural	6	33	67	83	33	17
Instrumental	8	13	100	63	63	25
Value:						
Attainment	11	36	91	82	36	46

Foreign Language Choice

Travel orientation. Students who had high mean scores in the travel subscale of FL orientations identified the most with the sub-theme Need French to communicate outside the U.S. 83% of the students wrote about communicating with people in francophone countries.

Another majority of these students, 75%, wrote about careers that required or would be helped by French knowledge. The usefulness of the language depended on the type of career. Government careers and working overseas were especially mentioned here. The majority of these students who chose French due to travel reasons wrote about pragmatic reasons.

Intrinsic value. The other subscale that indicated French as a FL choice was intrinsic value from expectancy-value theory. Like the travel orientation, 86% of the students who had high scores in intrinsic value identified with the thought that there is a need for French in order to communicate outside the U.S. Intrinsic value or interest is related to communication with French speakers around the world.

Like the travel students, a majority of them also thought that French would be helpful in their future careers. For both of the subscales that indicate FL choice, communicating with people in French speaking countries and the usefulness of French for their careers were reasons to learn French. However, the same amount of intrinsic subscale students also identified with Student feelings of conviction toward French, an Aesthetic reason. Their interest in choosing the language is linked to their conviction to study it.

Intention to Continue

Sociocultural orientation. A majority of the students from the sociocultural orientation commented on experiences that were in line with the Need French to communicate outside the U.S. (83%) and the Usefulness of French according to career (67%) sub-themes. Cultural reasons for continuing with the language lined up with speaking and working with people from French speaking nations.

On the other hand, not many students from this subscale expressed ideas about Preference of French culture and language. Only 17% of the students wrote about preferring the French language and culture. Students who wish to continue due to sociocultural reasons associated mostly with the Pragmatic reasons theme.

Instrumental orientation. All eight or 100% of the students from the instrumental category wrote about using French in their future careers. A majority (63%) also thought it is needed to communicate outside the U.S. Continuation with the language is associated with French being used in a career and when abroad.

The highest and the lowest percentages of students associated with a sub-theme occur with this subscale. The lowest amount of students per subscale was 13%. This is the amount of students in the instrumental category who wrote about Positive experiences from past French study, a pragmatic reason.

On the other hand, instrumentality is one of the two significant subscales that related to an aesthetic reason. In fact, 63% wrote about their feelings toward taking the language when others do not share the same views.

Attainment value. The students from this subscale had similar responses to those of the instrumental orientation. Students continuing to study French due to attachments of importance also wrote about the usefulness of French in careers (91%) and the need of French outside the U.S. in order to communicate (82%). These students will continue for reasons associated with importance and pragmatic reasons.

Summary

The results presented indicate that the null hypotheses for the first three research questions may be rejected as there were significant findings for each question. Some or at least one of the subscales were or was significantly higher in mean comparison. Several subscales correlated significantly with other subscales within the same scale. Finally, at least one of the subscales of each scale was a significant predictor of the intention to continue to study French.

As for the short answer portion, the students wrote about their experiences and ideas associated with French language study. From their responses, there were five sub-themes that could be classified into two overarching themes.

The qualitative results were transformed into a quantitative form to see the related subscales of the quantitative results and sub-themes. The quantitative results and the qualitative results were merged in a matrix for this triangulation study. The discussion of what the validation indicates is presented in Chapter Five as the interpretation phase of the validating quantitative data model of mixed methods.

Chapter Five
Summary and Discussion

First, the chapter restates the problem and reviews the methodology of the mixed methods study. Then the summary and discussion are presented. The summary contains the findings from the quantitative and the qualitative forms of inquiry and the validation of the quantitative findings. The discussion interprets the findings, links this research to previous research, provides implications for the educational field, and suggests recommendations for further study.

Statement of the Problem

French enrollments for higher education institutions are not increasing as they are for other modern languages, so this study investigated why students chose to study the French language (Furman et al., 2007). Through a triangulation design, the study attempted to bring to light the reasons for studying the language. These reasons are the possible basis of advocacy measures.

The setting was chosen due to the FL requirements of the university and the location. The FL requirements are such that if a student had a sufficient amount of FL study in high school, they would not have to study a FL in college. The actual FL requirement for Virginia Tech is stated in Appendix A. Because most students have already met the FL requirements before attending the university, the students who have chosen French possess other reasons for choosing this language. Furthermore, the location is in a unicultural setting where the students are not swayed to take a certain language due to integrative reasons.

Review of the Methodology

A primarily quantitative method was chosen because of similar surveys from past research. Students in three Intermediate French 2105 courses were administered an online survey during their French section during the fall of 2008. The survey was based on two previous surveys. Parts I through IV of the survey are shown in Appendixes B and C. Part I of the survey pertained to L2 orientations (Clément & Baker, 2001; Clément et al., 1994), and Part II was similar to a previous expectancy-value survey (Eccles & Wigfield, 1995). Part III contained a self-report item and a short answer item about the intention to continue studying French. These two items were used in the predictions calculations and the short answer analysis, respectively.

The analysis of the quantitative portion involved comparison of mean values, correlations, and predictions. The qualitative part involved constant comparison analysis for coding the short answer responses (Corbin & Strauss, 1990). The data were merged using a validating quantitative data model of mixed methods (Creswell & Plano Clark, 2007) . The significant quantitative subscales were categorized by qualitative sub-themes to compare results, generate new combinations, investigate relationships, and provide elaboration.

Summary of the Results

The statistical analysis indicated significant findings and the short answer coding revealed commonalities between student written responses. A compilation of all results per research question is featured in Figure 12. The last column contains the merge of data forms.

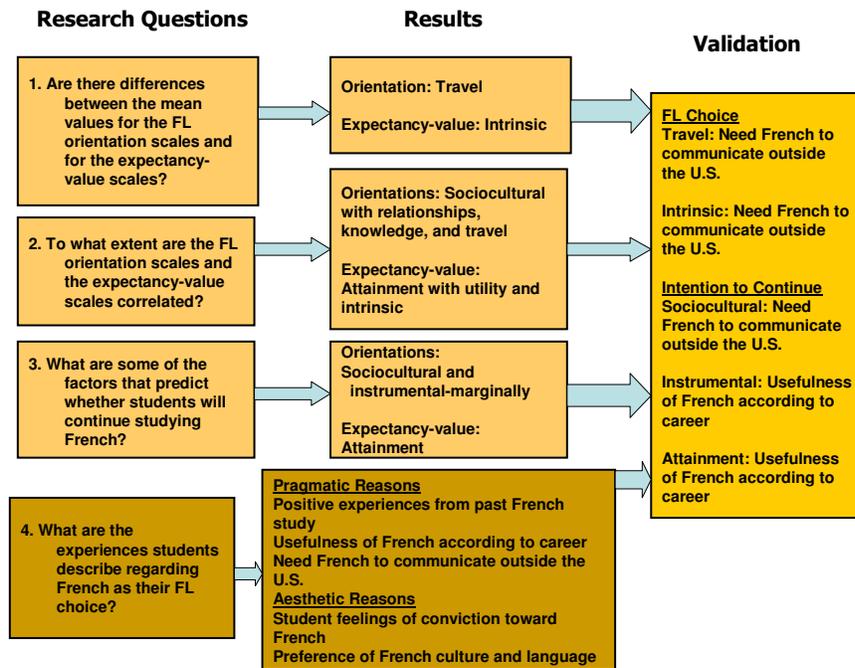


Figure 12. Research questions, results, and validation.

In the Summary portions of this chapter, the findings for research questions pertaining to FL choice, correlations, and predictions of continuation are listed per scale under subheadings Summary One, Summary Two, and Summary Three, respectively. The findings for research question four or the short answer questions are listed in Summary Four per subscale because this is the way they were presented to the students on the survey. The Interpretation of the data follows the summaries for the four research questions.

Summary One

Research question one: Are there differences between the mean values for the FL orientation scales and for the expectancy-value scales?

Orientations:

- Travel was the orientation with the highest reported mean value. The travel orientation mean value was significantly higher than the other four orientation mean values. Students study French due to travel reasons like spending time abroad and going to countries where French is used.

- The instrumental orientation exhibited the lowest mean. It was significantly lower and different from the other four orientations. Students do not choose French due to career, requirements, or grades.

Expectancy-value:

-The intrinsic subscale showed the highest mean compared to the other three subscales, but was not significantly higher than the mean value of attainment. Students choose French due to interest in the language.

Summary Two

Research question two: To what extent are the FL orientation scales and the expectancy-value scales correlated?

Orientations:

- All of the orientations were positively and significantly correlated.
- The sociocultural orientation was positively and highly correlated with knowledge and travel but especially with relationships. These were the highest correlations among the subscales. The students studying French for sociocultural motivators also study for reasons related to family and friends.

Expectancy-value:

- All of the subscales were positively correlated, but attainment and expectancy were not significantly correlated.
- Attainment value was positively and significantly correlated to utility value then intrinsic value. The students who study French for reasons of importance also study for practical reasons like using French in the world today.

Summary Three

Research question three: What are some of the factors that predict whether students will continue studying French?

Orientations:

-The best predictor of the students' intentions to continue to study French was the sociocultural orientation. Instrumentality was a marginal predictor.

Students who intend to continue to study the language have strong feelings associated to culture. This might include French films and music.

-Travel, knowledge, and relationships were not predictors of continued study. Students' attachments to these reasons do not necessarily mean that they will continue to study the language.

Expectancy-value:

-Attainment value was the only significant predictor of continuation of study. Students who find studying French worthwhile are more likely to continue to study it.

-Expectancy, utility value, and intrinsic value did not predict the continuation of study. Students do not continue to study French due to expectancy, utility value, and intrinsic value motivations.

Summary Four

Research question four: What are the experiences students describe regarding French as their FL choice?

Pragmatic reasons:

- Positive experiences from past French study was a sub-theme that emerged under the theme Pragmatic reasons. Students continue to study French due to past performance, grades, success, and positive experiences with teachers. This sub-theme pertains to continuation of study since students at this level have had French before and referred to past French classes in their writings.

- Usefulness of French according to career was another sub-theme under the Pragmatic reasons theme. Students study French because they want certain careers, such as government, business, and humanitarian jobs. They also want to have these careers overseas or to travel with their jobs.

- Need French to communicate outside the U.S. is a sub-theme indicating that students study French for the practical reason of communicating in francophone countries.

Students want to concentrate on speaking and comprehension skills in order to travel and study abroad.

Aesthetic reasons:

- Student feelings of conviction toward French was a sub-theme that fit under Aesthetic reasons to study the language. Despite others' opinions of effort and image of the language, students take French anyway because they find it important.

Motivations for Studying French131

- Preference of French culture and language was the second sub-theme to be classified as Aesthetic reasons. Feeling attached to the French way of life and the way French sounds, students are motivated to study French.

Summary of the Validation

From the merge of the quantitative and the qualitative data, the following groups formed.

FL Choice:

- Travel and intrinsic value both related to the Need French to communicate outside the U.S. sub-theme. This means that students choose French due to travel reasons, interest in the language, and a practical need to communicate in francophone countries. This is a likely group as students travel in order to communicate in the French language. Interest fits as well since students are interested in travel, study abroad, and speaking the language. Most of the students in this intermediate course took French in high school, so travel, intrinsic value, and the need to know French for travel were motivators from before college.

Intention to continue:

- Students who have a high affiliation with the sociocultural orientation also find that French is necessary to communicate in other countries besides the U.S. Students who will likely continue in the language have sociocultural and communication motivations to take more French.

- The instrumental orientation and attainment value also predict student continuation. Students from these two categories want to continue because French will be useful in their type of career, especially if they work with overseas companies or live abroad.

Discussion of the Results

From the summary of the results portion of this chapter, findings for the quantitative research questions were supported or elaborated upon by the short answer responses. The summaries were followed by the summary of the validation. This is discussed further as an interpretation. The findings from this mixed methods study lead to a comparison of past research in order to validate the current research and to propose theories that have not yet been investigated. Validated theories along with new, emerging theories lead to implications for practice and recommendations for further study.

Interpretation

Significant motivators. It must be noted that the same students who choose French for travel and interest reasons also choose French in order to communicate with people in other countries. This grouping supported by the merging of the data is logical as travel and communication abroad are obviously related. These motivators are important for enrollment studies. In order to attract students to French as a FL choice, travel opportunities should be available. Students' interests should be supported through the study of French and occasions to improve communication skills must be offered.

In order to retain students in French, the significant predictors should be highlighted in French courses. The findings suggest that students intend to continue taking French for career-related reasons, the opportunity to communicate with French speakers, and attachments of importance. Instrumental reasons are an obvious match to career-related reasons that students indicated in their writings. Students think French is important in certain types of careers like government and business jobs. To encourage

more students to continue studying French, instructors could present the importance of French for many different careers.

The validation of the quantitative with the qualitative data shows strong bonds between the two methods. Travel and interest, FL choice indicators, both correspond to the same sub-theme of communication and instrumentality and attainment, predictors of continuation, both correspond to careers. Travel and intrinsic value seem different yet they are linked by the same sub-theme. Likewise, the instrumental orientation and attainment value appear to be different predictors but they have careers in common. The qualitative short answer validates the quantitative self-report items.

Alternate motivators. Attempting to attract students who have other motivations than the ones mentioned changes the focus to alternate indicators of enrollment. Evidently, students find French useful for a career after they have taken a French class. They do not realize the benefits to a career until after they have taken a French course. Even though instrumentality was a marginal predictor of further study, it was the lowest motivator in FL choice. Likewise, utility was a low motivator for FL choice. The students who are interested in career reasons and usefulness of the language do not choose French.

Utility was low for FL choice and was not a predictor of further study. This is surprising as the students wrote experiences describing the utility of the language and the two most reported sub-themes regarding communication and careers present useful, practical reasons for studying the language. One idea is that the students could have been thinking of the utility of French in their everyday lives in the U.S. when answering the self report items about utility. Perhaps the focus should be on utility, what the students do not identify as a motivator. Administrators, department chairs, and instructors should

make motivators like utility the target areas for advocacy measures. If these advocacy target areas could be addressed, certain students who had not considered French might do so.

Past and Current Research

Foreign language choice. Confirming the notion that people do not initially recognize the instrumental benefits of French, the language survey at Thunderbird, the Garvin School of International Management found that alumni identified French as one of the top languages they would study if they had time (Grosse, 2004). In her own personal experiences, the researcher agrees that former students realize the job related benefits later in life. She taught a faculty French class at a university and there were so many people who signed up that she had to turn some away. They were from various disciplines: computer science, biology, and engineering. When they recounted their past experiences, most mentioned having to present or do research in Canada, France, or African countries.

Another study offered results that were in line with the current study. Using expectancy-value theory, Mori and Gobel's (2006) EFL study found attainment value and intrinsic value to be significant and separate motivational constructs. The two studies differ in that English was a required course in the Japanese study. They are similar though in that this study also found intrinsic to be a FL motivator. Like the Japanese study, students hold certain interests, such as travel, that affect their motivation for a FL.

Correlations. Many FL studies use factor paths to combine orientations. Clément et al. (1994) saw a strong relationship between travel and friendship among the Hungarian students studying English in their study. Similarly, the current study shows a significant correlation between travel and relationships. However, it is not recommended to combine the two orientations in future studies to form one orientation as they measure different phenomena. For instance, sociocultural orientation predicts future study but

relationships does not; so there is proof that they measure different motivational constructs.

The prior research also indicated a factor path combining instrumental and knowledge to create a new factor (Clément et al., 1994). The current study indicated a significant correlation between knowledge and instrumental but instrumental and sociocultural was stronger. Even though it is a different statistical analysis, the correlations of this study do not dispute the factor paths of the prior study; however, there were stronger correlations between other orientation subscales.

The results of the Eccles & Wigfield (1995) study and the Meece et al. study (1990) showed that the values were distinct subscales and correlated positively with expectancy. The findings are important as original expectancy research thought that they had an inverse relationship or correlated negatively (Atkinson, 1957). This study supports the idea that if students have a high value for a domain, they also have expectancy for success. Expectancy and values are positively correlated in this FL study.

Intention to continue. Students who studied abroad were more likely to sign up for the next level of French (Ingram, 2005). Interestingly, travel does not predict the intention to continue in the present study, but the sociocultural orientation does. The previous research is validated through a qualitative sub-theme. The students who identified with culture also thought French was necessary for communication in traveling and studying abroad. The triangulation serves to compare past research to current findings.

Noels et al. (2000) found that travel correlated most significantly with students' intention to continue to study French. For the Canadian study, the researchers did not use

a prediction calculation and did not include the sociocultural orientation. In contrast, this study chose to use a regression analysis to predict the intention to continue and found that sociocultural reasons were significant in predicting students' intention to continue studying French. The findings suggest that the sociocultural orientation is a reliable factor in FL study surveys in the U.S. In addition, regression models are better calculations for prediction than correlations alone because regression also conveys the subscales that are not predictors.

In a survey investigating prediction of further study in Spanish courses at a Midwestern university, the three factors were instrumental, requirement, and integrative. Integrative was the best predictor of continuation. Unfortunately, Hernández (2006) combined other orientations with the integrative orientation that could have been separate constructs or subscales of other motivational theories. It is surprising that instrumental was not a significant predictor as Spanish is spoken in many U.S. communities. The integrative items with the highest means were about finding Spanish important (attainment) and continuing to speak Spanish. After a closer look at the prior study results, the current study confirms the findings of the Spanish study. Attainment and communication with others in French speaking countries are predictors for this study.

An expectancy-value study of course enrollment showed that perceived competence influenced enrollment for math courses and values affected enrollment for English courses (Feather, 1988b). Since attainment had the highest mean value for the intention to continue in the current study, the process of choosing to continue with French must be similar to the process of choosing to continue with English.

As a whole, the prior research and the current research study are in line concerning FL choice, correlations, and predictions of further study. The similar findings show that the current study contains a reliable instrument. This is not the only outcome. The fact that the mixed methods design generated new ideas about communication and career choices in combination with the previously studied subscales inform implications for practice.

Implications for practice

Foreign language choice. Hopefully, the results of this survey may be used to improve enrollment for French programs in higher education. Students choose French because they find it interesting and want to travel. Perhaps since students did not indicate these two reasons for continuation of study, instructors should remind students of why they wanted to take French in the first place. The obvious recommendation is to offer travel opportunities. If this is not possible, instructors should also consider offering activities that mimic real travel situations in the classroom in order for students to improve their communication skills in case they do travel in the future. The students expressed a clear interest in developing their speaking skills. More speaking activities and oral assessments in the classroom would help develop them. The students who chose French out of an interest in travel also indicated that they wanted to improve their communication skills.

Students seemed to be under the impression that they needed French to communicate only outside of the U.S. In response to this perception, new methods of communication must be developed. For example, instructors could develop a relationship with a university in a francophone country so that their students could have conversations over the internet. The students would then have the opportunity to hear people in a francophone country. Synchronous electronic interaction through computers and the internet is a way to have conversations that are similar to face-to-face-conversations (Shrum & Glisan, 2006). Another idea would be to get the students involved in a community project. For instance, the researcher volunteers with a dance group for refugee and immigrant girls in a nearby community. Several of the girls are from Haiti

and they speak French and Creole. Instructors could ask local refugee and immigration offices about student volunteering. Offering many conversational and exchange opportunities is a must to encourage students to study French and to maintain their interest.

Intention to continue. Students wish to continue to study French due to cultural, instrumental, and importance reasons. This means that instructors need to foster these motivators by offering authentic materials like music, films, and journals. They should also remind students of jobs that use French, perhaps ones that the students had not considered. From the short answer responses, there were quite a few students who said that they would not use French in their particular jobs. Two of them specifically mentioned these jobs: an author and a lawyer. If instructors could have guest lecturers come into the classroom to speak to the students about how their jobs use French, perhaps this would change some perceptions.

This is an excellent idea for high school teachers because the instrumental construct needs to be addressed before students make choices about FLs. Teachers and professors should also promote the usefulness of French as utility is a low construct in choice and continuation. Teachers could lead students to advocacy websites that report facts about the usefulness of the French language.

If enrollment increases at the high school level, it will surely increase at the college level since students from Intermediate French 2105 tend to start French study in high school. An ACTFL survey (2008) of high school students indicates that French is the language that students would most like to study if given the option. Spanish was

second and Italian was third. Enrollment trends are likely to be affected by this encouraging information.

Recommendations for further study

Although numerous studies have used quantitative methods as the focus, little analytic attention has been paid to FL motivation as mixed methods. In fact, the previous research for the current study used surveys with quantitative analysis except for Bartram's (2006) study of family influences on language choice using a qualitative survey. Future study concerning the current analysis could involve interviews. Student interviews would offer new insight into the lived experiences of the participants who study French. Grounded theory suggests that analysis occurs in rounds (Charmaz, 2000) and that would be the case. The short answer findings would inform the interviews. Specifically, the generated ideas of the sub-themes and themes produced by the current study would shape the interview questions of a future study. Interviews are a form of data collection that is missing in FL orientation and expectancy-value motivation research.

Future orientation and expectancy-value research could benefit from a combination of quantitative and qualitative methods of inquiry. The validity of the quantitative subscales in FL choice and prediction is stronger as a result of the qualitative sub-themes and themes. Even though the qualitative portion of this study was a secondary form of inquiry, it provided cohesion between the significant subscales. While there has been extensive research in orientation and expectancy-value motivation, there is still room for more forms of inquiry, namely mixed methods. Perhaps this piece will serve as a foundational work for mixed methods FL motivation investigations.

Future studies could use the mixed methods approach for students studying other languages, such as Spanish. A study of students in Intermediate Spanish 2105 from the same university would be a relevant complement to this study. Spanish would be the

optimal language to survey compared to French because it is the most popular language taught in the U.S. and students seem to choose it for instrumental and utility reasons. A study is needed to verify if this is the case.

By the time students reach the university level, they continue with their FL from high school or do not study a FL at all if they attend a school with a FL requirement similar to that of Virginia Tech (see Appendix A). For this study, students reported why they chose French even if they started taking it many years prior to the survey. It would be beneficial to survey secondary students as they are making FL choices. In short, researchers need to perform similar studies with high school and middle school French students in order to find out what motivates students at these levels to study the language. Once those motivators are determined, French teachers at the middle school and high school levels may change their programs to fit the students' motivations. If advocacy at the lower levels can influence students to study the language, then hopefully, the university level French classes will experience an increase in enrollment. Instructors may use the advocacy measures set forth through this study to attract and retain French students.

It would be a worthwhile investigation to see if the strategies set forth in the implications portion of this chapter actually have an effect on enrollment numbers. A longitudinal study would require initial enrollment figures, implementation of the strategies, and finally, subsequent enrollment data. As for the other implications and suggestions, professors at the university level and teachers at the middle and high school levels can participate in the research and advocacy necessary to increase enrollment of French classes.

Conclusion

This study began in the hopes of finding advocacy answers to the enrollment problem facing French study in higher education. Using the findings of the survey data, recommendations are based on the quantitative outcomes of FL choice merged with qualitative outcomes. Students choose French due to an interest in travel and communication. University level students continue to study French because they feel that French is important for cultural and career-related reasons. French instructors are called upon to ensure that students discover or continue to study the language. Because the study exhibits internal strength in a mixed methods design, the suggestions for increased enrollment and retention can be implemented with confidence. Instructors, department chairs, coordinators, and administrators may participate in research and advocacy measures to increase awareness and enrollment of the French language.

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Appendix A

Foreign Language Requirement

In order to graduate, students must meet a language study requirement. The university requires two units of a single foreign or classical language (or American Sign Language) during high school. Students who do not satisfy the foreign language requirement in high school may do so by taking six credits of college-level foreign language (classical language or American Sign Language). These six credits do not count toward the total minimum hours required of the declared degree program.

However, graduation checksheets must reference this requirement and indicate that the six credits of college-level foreign language used to meet this requirement may not be used to satisfy the minimum number of credits required by the degree program. Those departments having an additional language study requirement must clearly define their additional requirement(s) on the checksheet. (Office of the University Registrar, Virginia Polytechnic Institute & State University, 2009, ¶ 2)

Appendix B
Survey Key

Part I. Language Orientation Items

Answer Choices for Part I only:

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

Travel

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

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

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

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

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.

(Adapted from Clément & Baker, 2001, pp. 28-29)

Part II. Expectancy-Value Items

Expectancy

1. Compared to other students, how well do you expect to do in French?

1 2 3 4 5 6
Much worse than Much better than
other students other students

2. How well do you think you will do in Intermediate French this semester?

1 2 3 4 5 6
Very poorly Very well

3. How good are you at French?

1 2 3 4 5 6
Not good at all Very good

Intrinsic Interest Value

1. In general, I find French

1 2 3 4 5 6
Very boring Very interesting

2. How much do you like French?

1 2 3 4 5 6
Not very much Very much

3. In general, I find francophone cultures

1 2 3 4 5 6
Very boring Very interesting

4. How much do you like francophone cultures?

1 2 3 4 5 6
Not very much Very much

Attainment Value for French

1. Is the amount of effort it will take to learn French worthwhile to you?

1 2 3 4 5 6
Not very worthwhile Very worthwhile

2. I feel that being good at French is

1 2 3 4 5 6
Not at all important Very important

3. How important is it to you to learn French?

1 2 3 4 5 6
Not at all important Very important

Utility Value

1. How useful is knowing French for your daily life?

1 2 3 4 5 6
Not at all useful Very useful

2. How useful is knowing French to you in today's world?

1 2 3 4 5 6
Not at all useful Very useful

(Adapted from Eccles & Wigfield, 1995, p. 224)

Part III. Multiple choice and short answer.

What is the likelihood that you will continue to study French in the future?

- (1) Not likely at all
- (2)
- (3)
- (4)
- (5)
- (6) Very likely

In the future, will you continue with FR 2106, the second semester of Intermediate French? Why or why not?

Part IV. Short answer. For the following questions, ONLY write about the ones that apply to your experiences.

Travel: 1. Have you needed or will you need French to travel? If so, write about your experience(s).

Knowledge: 2. How do you think you are viewed by others because you study French and French culture? Recount an incident demonstrating this.

Instrumental: 3. How will knowing French help you in your career, if at all?

Relationships: 4. Write about any reasons that you chose French involving your family and/or friends.

Sociocultural: 5. Describe the aspects of French culture that influenced your choice of French as a foreign language.

Expectancy: 6. Describe how your performance in French has influenced your motivation to study the language, if at all.

Intrinsic: 7. Explain what exactly you find interesting about French, if anything.

Attainment: 8. Specifically, describe the importance of learning French to you.

Utility: 9. How is French useful to you?

Motivations for Studying French164

Cost: 10. Did you have to sacrifice another course to take this class? Explain.

Appendix C
Student Survey

The survey as it appeared online to the students:

French Survey

My name is Paula Brown. I am a doctoral student in Foreign Language Education and would like some information from you in order to complete my dissertation on motivations for studying French. I would like to know students' reasons for choosing French as a foreign language and their reasons for continuing or not continuing to study French.

Through participating in the entire survey, you are giving your consent to the researcher. Participation is not mandatory and you may halt participation at any time. Your name and identifying information will not be used in the researcher's dissertation or in any publications.

Your grade is not part of the current research but may be part of future research involving this survey.

Your professor will not read your answers. The only people who have access to this survey are the researcher and her advisor.

If you have further questions, please contact the researcher at pbrown06@vt.edu or her advisor Dr. Shrum at jshrum@vt.edu.

Thank you so much!

Please give the last 4 digits of your Virginia Tech student ID number.

Provide your age.

Provide your ethnicity.

Caucasian

Asian

African American

Hispanic

Native American

Do not wish to respond

Other:

Please choose the appropriate box for gender.

Male

Female

Indicate your current year of study at Virginia Tech.

Freshman

Sophomore

Junior

Senior

Other:

Type your major(s).

Type your minor(s).

Choose one response per question. Please answer honestly. Your answers will remain confidential.

Part I. Multiple choice.

1. I am studying French so that I can understand French-speaking films, videos, TV, or radio.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

2. I am studying French because I would like to meet foreigners with whom I can speak French.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

3. I am studying French because I would like to make friends with foreigners.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

4. I am studying French so that I can become a more knowledgeable person.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

5. I am studying French because I would like to spend some time abroad.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

6. I am studying French so that I can broaden my outlook.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

7. I am studying French because I may need it later on for a job/career.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

8. I am studying French so that I can understand French popular music.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

9. I am studying French so that I can keep in touch with foreign friends and acquaintances.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

10. I am studying French because it will help me when traveling.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

11. I am studying French because I may need it later on for my studies.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

12. I am studying French because without it, one cannot be successful in one's field.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

13. I am studying French so that I can learn more about what is happening in the world.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

14. I am studying French because it will enable me to get to know people from different parts of the world.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

15. I am studying French because a relative of mine knows French.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

16. I am studying French because without French, I would not be able to travel a lot.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

17. I am studying French because it will enable me to learn more about the francophone world.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

18. I am studying French because I would like to learn as many foreign languages as possible.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

19. I am studying French because an educated person is supposed to be able to speak French.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

20. I am studying French because my friends study French.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

21. I am studying French because it will enable me to learn about various cultures and peoples.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

22. I am studying French because I do not want to get bad grades in school.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

23. I am studying French because it is expected of me or required.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

24. I am studying French because I would like to travel to countries where French is used.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

25. I am studying French so that I can read French books, newspapers, or magazines.

- (1) Totally disagree
- (2) Generally disagree
- (3) I have reservations
- (4) Agree to a certain extent
- (5) Generally agree
- (6) Totally agree

Part II. Multiple choice.

1. Is the amount of effort it will take to learn French worthwhile to you?

- (1) Not very worthwhile
- (2)
- (3)
- (4)
- (5)
- (6) Very worthwhile

2. In general, I find French ...

- (1) very boring.
- (2)
- (3)
- (4)
- (5)
- (6) very interesting.

3. How much do you like French?

- (1) Not very much
- (2)
- (3)
- (4)
- (5)
- (6) Very much

4. I feel that being good at French is ...

- (1) not at all important.
- (2)
- (3)
- (4)
- (5)
- (6) very important.

5. How useful is knowing French outside of class?

- (1) Not at all useful
- (2)
- (3)
- (4)
- (5)
- (6) Very useful

6. How well do you think you will do in Intermediate French this semester?

- (1) Very poorly
- (2)
- (3)
- (4)
- (5)
- (6) Very well

7. How useful is knowing French to you in today's world?

- (1) Not at all useful
- (2)
- (3)
- (4)
- (5)
- (6) Very useful

8. Compared to other students, how well do you expect to do in Intermediate French this semester?

- (1) Much worse than other students
- (2)
- (3)
- (4)
- (5)
- (6) Much better than other students

9. How good are you at French?

- (1) Not good at all
- (2)
- (3)
- (4)
- (5)
- (6) Very good

10. How important is it to you to learn French?

- (1) Not at all important
- (2)
- (3)
- (4)
- (5)
- (6) Very important

11. How useful is knowing French to you after you graduate and go to work?

- (1) Not at all useful
- (2)
- (3)
- (4)
- (5)
- (6) Very useful

Part III. Multiple choice and short answer.

What is the likelihood that you will continue to study French in the future?

In the future, will you continue with FR 2106, the second semester of Intermediate French? Why or why not?

Part IV. Short answer. For the following questions, ONLY write about the ones that apply to your experiences.

1. Have you needed or will you need French to travel? If so, write about your experience(s).
2. How do you think you are viewed by others because you study French and French culture? Recount an incident demonstrating this.
3. How will knowing French help you in your career, if at all?
4. Write about any reasons that you chose French involving your family and/or friends.
5. Describe the aspects of French culture that influenced your choice of French as a foreign language.
6. Describe how your performance in French has influenced your motivation to study the language, if at all.
7. Explain what exactly you find interesting about French, if anything.
8. Specifically, describe the importance of learning French to you.
9. How is French useful to you?
10. Did you have to sacrifice another course to take this class? Explain.

Appendix D



Office of Research Compliance
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FWA00000572 (expires 1/20/2010)
IRB # is IRB00000667

DATE: October 10, 2008

MEMORANDUM

TO: Judith L. Shrum
Paula Brown

FROM: Carmen Green 

SUBJECT: **IRB Exempt Approval:** "Motivations for Studying French: Foreign Language Orientations and Expectancy-Value Theory", IRB # 08-571

I have reviewed your request to the IRB for exemption for the above referenced project. The research falls within the exempt status. Approval is granted effective as of October 10, 2008.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in the research protocol. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.