Motivation towards learning French among undergraduate students

1. Introduction

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2. Socioeducational model

(Eiammongkhonsakun, 2016)

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2.1. Motivation

2.2. Integrativeness

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2.3. Attitudes toward a learning situation

3. Methodology

3.1. Sampling group

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Table 1. GPA for French courses of the participants

Student	Course											GPA
	FR 1	FR2	FR3	FR4	FR5	RW	BO	LS1	FC	FP	LIT	
S1	4	3.5	4	4	4	3	3.5	3.5	3.5	4	4	3.77
S2	3.5	4	4	4	4	4	3	3	4	4	3	3.68
S3	4	4	4	4	4	3.5	2.5	3	4	3	3	3.55
S4	3.5	3	3.5	3.5	4	4	3	3	4	4	3	3.50
S5	3.5	3.5	4	3.5	3.5	3	3	2.5	3.5	3.5	3	3.32
S6	3.5	3	3.5	3.5	4	2.5	3	3	3.5	3	3	3.23
S7	4	3	3	3.5	3.5	3.5	3	3.5	3	2.5	2.5	3.18
S8	3.5	2.5	3.5	4	4	3	2.5	2.5	3	3	3	3.14
S9	3	2.5	3	2.5	3.5	w†	2.5	3	4	1.5	2.5	2.80
S10	2	1.5	3	3	3	2.5	2	2.5	4	2.5	3.5	2.68
S11	2.5	1.5	2.5	1	2.5	3	3	2.5	2.5	3	3	2.45
S12	2	1	2.5	2	2.5	3	2	2.5	3	2.5	3	2.36
S13	2	1.5	2.5	2.5	2.5	3	2	2.5	3	1.5	2.5	2.32

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S14	2.5	1.5	2	1	2	1	2.5	2.5	3	3	3	2.09
S15	2	1	2.5	1.5	2.5	0	2.5	2	3.5	2	3	2.05

3.2. Interview

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4. Analysis

4.1. Motivation

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4.2. Integrativeness

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4.3. Attitudes toward a learning situation

5. Conclusion

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