L2 Motivational Self System and International Posture of Burundi Simultaneous Multiple Language Learners: A Mixed Methods Study

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A B S T R A C T

This mixed methods study compares L2 learning motivation of Burundi simultaneous learners of French, English and Kiswahili, mainly focusing on L2 Motivational Self System (L2MSS). A total of 348 junior high school students participated in a 60-item questionnaire survey, and 12 of those learners participated in a follow-up semi-structured interview. The quantitative data were analysed using structural equation modelling (SEM) while the interview data were analysed employing a thematic analysis method. The results support the validity of the L2MSS in comparing and explaining Burundi simultaneous multiple language learners' motivation. For all the three target languages, L2 Learning Experience appeared as the strongest predictor of the learners' intended learning effort, followed by the Ideal L2 Self only in relation to English and French learning. The role of the variable of International Posture on the three components of the L2MSS, which was assumed to be influenced by the Burundi socio-educational context, was also observed in the SEM analysis. The analysis indicated that the impact of International Posture on Ideal L2 Self was only significant in the models of both English and Kiswahili while its impact on L2 Learning Experience was only significant in the model of Kiswahili. The interview data also provided further insight into the quantitative findings. Pedagogical implications are provided based on these key findings.

Keywords: L2 motivational self system; mixed methods research; international posture; multiple language learning; Burundi socio-educational context

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Introduction

Motivation is one of the key individual variables considered to be very critical for second (L2) or foreign language (FL) learning success (Ushioda, 2019). Ever since Gardner and Lambert's (1959, 1972) seminal works laid the foundation of the field of L2 learning motivation, L2 motivation theory and research has been very dynamic as it has gone through four phases of conceptualization, namely the social psychological period, the cognitive-situated phase, the process-oriented period and, more recently, the socio-dynamic period (for an overview, see Dörnyei & Ushioda, 2011). Gardner and Lambert's socio-educational model of L2 motivation (see, Gardner, 1985; Gardner & Lambert, 1972), particularly its two prominent concepts of integrative and instrumental orientations, had highly been influential for many decades among L2 researchers and practitioners. Integrative motivation referred to the learner's desire to learn an L2 because of a genuine interest in the target language community, while instrumental motivation represented the utilitarian dimension associated with the learning of the target language.

Despite the unequalled importance of the notion of integrativeness in L2 motivation research for many decades, several voices against the concept have, starting from the cognitive-situated period (during the 1990s), been raised from scholars and researchers working in situations other than Gardner's bilingual Canadian context. In this regard, integrative motivation was found irrelevant in FL learning contexts due to the absence of opportunities to interact with native speakers of the target language (Lamb, 2004). It was also seen that learning global English whose ownership is not specifically associated with one ethnolinguistic community has brought more questions as to which L2 native speakers learners should identify with (Ushioda, 2017). In reaction to the shortcomings associated with the construct of integrativeness, Dörnyei (2005, 2009) proposed the L2 Motivational Self System (L2MSS) as an alternative motivation theory.

Developed based on psychological theories of the self and having integrated into its formulation important findings from the previous phases of L2 motivation research, the L2MSS has become the dominant theory in the field of L2 motivation (see, Boo et al., 2015). The model has been tested and validated in various language learning contexts (see, Dörnyei & Ushioda, 2009 for a review) and several studies have investigated relationships among its three facets, namely Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience or how the three components relate to other criterion measures such as learner motivated behavior and objective or subjective language attainment (see, Mendoza & Phung, 2019).

In spite of the large volume of L2 motivation research utilising the L2MSS, not only research projects focusing on motivation for learning multiple languages are still scarce (Henry, 2017) but also the scant available empirical research on the topic has almost exclusively been quantitative in nature (Ushioda, 2019). In fact, most of the previous motivational studies have mainly focused on a single L2 or FL, with studies in which English was the primary target language receiving the lion's share (Ushioda, 2017). To date, correlational comparative studies examining the role of the L2MSS in learners involved in multiple language learning are extremely rare. To overcome this imbalance, this study adopts a mixed methods research design to compare the role of the three components of L2MSS and the variable of international posture in a sample of Burundi junior high school pupils who have been simultaneously studying three FLs namely French (L2), English and Kiswahili (L3s).

Literature Review

L2 Motivational Self System

Up until the first decade of the 21st century, L2 motivation research lived in the shadow of Gardner's (1985) socio-educational model of L2 motivation which was based on the concepts of integrativeness and instrumentality. However, due to globalisation, the validity and usefulness of integrativeness in situations other than Gardner's Canadian bilingual context was challenged by L2 motivation scholars (e.g., Dörnyei, 2005; Lamb, 2004) as the notions of native speakers or communities together with the ownership of global English became greatly controversial. To fully account for the complex and context-dependent characteristics of L2 motivation and with due consideration of the relevant large body of L2 motivation research accumulated over the previous phases of motivation conceptualization, Dörnyei (2005, 2009) proposed, the L2 Motivational Self System.

The L2MSS paradigm, which has drawn upon 'possible selves' (Markus & Nurius, 1986) and 'self-discrepancy' (Higgins, 1987) - two fundamental psychological theories -, suggests that language learners' imagined future conceptions of themselves are the main motivational forces instead of their willingness of integration into the L2 community as previously held. The theory subsumes three components: (1) the Ideal L2 Self (the ideal L2 traits in terms of language competence that a person would like to possess), (2) the Ought-to L2 Self (qualities that an individual feels compelled to have in order to satisfy external expectations or to avoid possible negative L2 learning consequences), and (3) the L2 Learning Experience (which is pertinent to motivational aspects of the immediate L2 learning environment and experiences). According to this theory, motivation results from an individual's desire to reduce the gap between one's current self-state and a future wished for identity (Ideal L2 Self), on the one hand, and a person's intention to lessen the discrepancy between their actual and externally imposed L2 speaker identity (Ought-to L2 Self), on the other, with the L2 Learning Experience also being another main source of the learner motivated behavior. This theoretical model has empirically been validated in various, though mainly EFL, learning contexts (see, Dörnyei & Ushioda, 2009).

Since the proposal of the L2MSS, a large number of studies have investigated the relations between the three components of the model and different language learning-related criterion measures such as L2 proficiency, motivated behavior or intended language learning efforts in a range of socio-cultural contexts (e.g., Alqahtani, 2018; Taguchi et al., 2009; Zhao et al., 2022). Overall, results of those studies have largely upheld the explanatory power of the tripartite model in explaining L2 learners' motivation in various contexts. The impact of each of the three key constituents on learners' language learning efforts or language proficiency can be summarized as follows:

1. Ideal L2 Self: most of the studies in which the two possible future selves (i.e., Ideal L2 Self and Ought-to L2 Self) were among the measured variables reported significantly higher effects of the Ideal L2 Self on the criterion measures than the Ought-to L2 Self (e.g., Kong et al., 2018; Kormos & Csizér, 2008; Lamb, 2012; Lasagabaster, 2015).

2. Ought-to L2 self: the impact of this variable on motivated learning behavior or L2 proficiency in some studies was negative (Zhao et al., 2022), or insignificant (Kormos & Csizér, 2008; Lasagabaster, 2015), while it was positive but marginal in others (Kong et al., 2018).

3. L2 Learning Experience: in all the above mentioned studies, the impact of the variable on learners' criterion measure was always positive. Moreover, of the three components of the L2MSS, L2 Learning Experience was consistently the first strongest predictor of

students' intended effort in studies that involved secondary school students as their participants (Kormos & Csizér, 2008; Lamb, 2012; Papi, 2010).

Multiple Language Learning and Motivation

Although Dörnyei's (2009) L2MSS has been very popular, motivation research using the model has largely been concerned with learners involved in learning one single target language (Henry, 2017) with investigations in which English was the primary focus receiving the lion's share (Amorati, 2020). This is unfortunate in the current global context where L3 learning has become characteristic of the 21st century (The Douglas Fir Group, 2016). To redress this research imbalance, appeals have recently been made to incorporate multiple language learning into the study of L2 motivation (Ushioda, 2019).

Empirically, most of the previous studies conducted so far on the topic of multiple language learning motivation often point to how learning English decreases learners' motivation to learn additional and even local languages (e.g., Henry, 2010; Lasagabaster, 2017; Nizigama et al., 2023) due to its higher instrumentality and unparalleled global status. Contrary to the above studies, however, English was not found to have a negative impact on languages other than English (LOTEs) learning motivations in some few studies (e.g., Nakamura, 2015; Zaragoza, 2011) as some of the LOTEs were found to still attract the students' learning engagement. As Nakamura (2015) argued, in multiple language learning situations in which English is on offer, there can be a harmonious coexistence among the different language-related self-concepts only if the learning of each language is linked to specific domains (e.g., education, interpersonal, career) in the students' current and future self-images.

Despite the fact that L3 motivation has started to attract the attention of motivation researchers, correlational comparative studies examining the relationship between L2MSS and language-related criterion measures across multiple languages are extremely scarce (Kong et al., 2018). Besides, there is still a paucity of L3 motivation studies that adopt a qualitative or mixed methods approach (Ushioda, 2019). Moreover, in spite of widespread research into L2 motivation in a wide range of socio-cultural contexts, there are no mixed methods L2 motivation studies that have been conducted in the under-researched area of Burundi using the L2MSS, the current most influential L2 motivation theory. To fill this gap, the present study compares the predictive effects of the three components of L2MSS in a sample of Burundi junior high school simultaneous learners of three FLs, namely French, English and Kiswahili.

International Posture

Due to the untenability of the notion of integrative motivation in EFL learning contexts (see, Lamb, 2004; Norton, 2000), there has been an attempt to develop alternative concepts emphasizing the global community instead of a desire of identification with one specific L2 community for learners of global English. One of these concepts is international posture (IP), which was proposed by Yashima (2002, 2009) as a measure of how Japanese learners of English relate themselves to an international community rather than to one English native-speaker group. The construct refers to an "interest in foreign or international affairs, willingness to go overseas to study or work … [and] a non-ethnocentric attitude toward different cultures" (Yashima, 2002, p.57). This suggests that, in FL contexts, motivation to learn English might be neither instrumental nor integrative but rather can highly be associated with learners' visualization of an international community to which they are willing to become active members. As Yashima (2009) argued, learners with a higher level of IP show greater interest in global or international affairs and their English proficiency is a gateway to achieving such goals.

Since its proposal, IP has attracted considerable scholarly attention and several studies have examined the relationship between this construct and the three constituents of Dörnyei's L2MSS. The majority of these studies reported that the Ideal L2 Self was highly correlated with IP (Csizér & Kormos, 2009; Yashima, 2009; Zhao et al., 2022). As for the Ought-to L2 Self, no correlation with IP was found in some studies (e.g., Csizér & Kormos, 2009), while in others a weaker (Kim & Lee, 2015) or a negative (Kong et al., 2018; Zhao et al., 2022) correlation was reported between the two constructs, with the L2 Learning Experience always exhibiting a positive correlation with IP (Csizér & Kormos, 2009; Kong et al., 2018).

While the concept of IP was originally developed to explain the motivation of learners of English (Yashima, 2002), some studies have recently also shown that the construct is also relevant to some LOTEs (languages other than English), such as Chinese and Korean (Siridetkoon, 2015), Italian and German (Amorati, 2020), and Spanish and Arabic (Kong et al., 2018). However, studies examining similarities and differences in learners' aspirations to relate to a global community through their proficiency in English and LOTEs are still scarce (see, Amorati, 2020). The present study intends, therefore, to compare the applicability of the concept of IP among Burundi simultaneous multiple foreign language learners.

Purpose of the Study

Using the L2 Motivational Self System as the main theoretical framework, the purpose of this mixed methods study was twofold: (1) to compare the predictive effects of the three components of Dörnyei's (2009) L2MSS theory in a sample of Burundi junior high school students who have been simultaneously learning three foreign languages (i.e., L2 French, L3 English, and L3 Kiswahili) throughout their formal education, and (2) to examine the applicability of the concept of International Posture among the participants across the three target languages. This study, therefore, posed the following research questions:

1. Which of the three motivational components of the L2 Motivational Self System best predicts the students' efforts to learn each foreign language?

2. How does the impact of international posture on the three motivational components of the L2 Motivational Self System differ among the three target foreign languages?

Method

A convergent parallel mixed methods design was adopted in this research (Creswell & Plano Clark, 2011). In this design, each method is relatively independent and both quantitative and qualitative data are collected during the same phase of the research process (simultaneously or with some time lapse). The analysis of data is done separately and the results of each dataset are then triangulated during the interpretation/discussion phase of the study i.e., they are compared in order to confirm or corroborate the findings.

Research Context

This study was conducted in Burundi, a country located in East-Central Africa, with junior high school students (i.e., grades 7 through 9) from public schools in two research localities, the urban province of Bujumbura Municipality and the rural province of Kayanza. Although this African country is historically monolingual, four languages (i.e., L1 Kirundi, L2 French, L3 English and L4 Kiswahili) are simultaneously taught to learners attending the country's educational system

from grade one since 2007, a year corresponding to the Burundi formal adhesion into the East African Community (EAC) where English is the community's official language and where Kiswahili serves as a lingua-franca. At junior high school level, L2 French and L3 English are considered as the main school language subjects. In fact, French has five sessions per week and is also the medium of instruction from grade 7 upwards. On the other hand, English is taught for four hours while Kiswahili has only one session per week. Regarding Kirundi, the native language of almost every Burundian, the language has two sessions per week in each school grade. At this educational level, a session is 45 minutes long.

In Burundi, junior high school education is highly critical for students, teachers, and parents as the students prepare to take the national exam. The results from the exam for all students in the 9th grade determine both admission to senior high school education and eligibility to a particular stream (e.g., the general secondary which generally feeds into tertiary education, the pedagogical secondary where primary teachers (grades 1-6) are educated, etc.). The exam tests students on all content areas in the French language and on their Kirundi, French, English, and Kiswahili as content areas**.** It then follows that knowledge in the four languages plays a very important role for students to be admitted to senior high school education.

Quantitative Phase

The Hypothesised Model

To find answers to the research questions using the quantitative method, a hypothesized model was developed (see Figure 1). In this study, the measurement models and the relationship among the latent variables were drawn up based on the previous studies on the L2MSS and IP. The operational definition of L2 motivation in this research was the variable of 'Intended Learning Efforts', which examines the amount of effort the students are willing to invest into learning each of the three target FLs (see, Taguchi et al., 2009). Based on the literature, the initially hypothesized model was formed by five latent variables: Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, International Posture, and Intended Learning Efforts. The initial model, structured with three levels, contains eight causal directional paths. In accordance with Dörnyei's (2009) theoretical model and other SEM models presented in relevant studies (e.g., Alqahtani, 2018; Csizér & Kormos, 2009; Kong et al., 2018; Papi, 2010; Taguchi et al., 2009; Yashima, 2009; Zhao et al., 2022), the causal paths between the latent variables were hypothesized as follows:

1)   Three paths from the variables of Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience lead to the variable of Intended Learning Effort;

2)   Relations among the three components of Dörnyei's (2009) L2MSS were only drawn up based on previously validated paths;

3)   To investigate the impact of the variable of IP on the three constituents of Dörnyei's (2009) L2 motivation theory, this first level variable was linked to each of the three joint-level variables.

Participants

The participants were 348 Burundi junior high school students. They were sampled from state-owned schools from two research localities, the urban province of Bujumbura Municipality and the rural province of Kayanza. From each province, two public schools with a junior high level were chosen from one selected district (i.e., Ntahangwa District from Bujumbura Municipality and Matongo District from Kayanza).
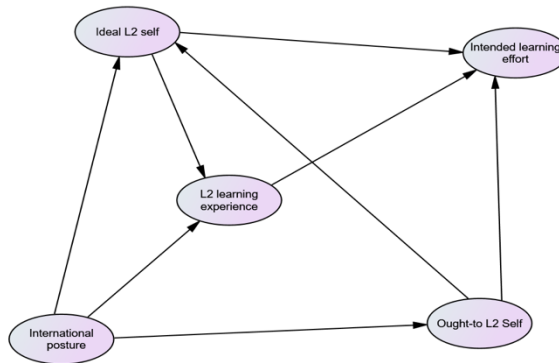
Figure 1. Schematic Representation of the Hypothesized Model to be Tested for Each Target Language

In selecting both the districts and schools, judgment sampling method was employed. As all the students had simultaneously been learning Kirundi (the native language to almost every Burundian) and three FLs since grade one of their formal education, no data were collected from learners whose native language was other than Kirundi. Among them, 208 pupils were from urban schools while 140 students were studying in the rural area. In this sample, 148 students were males and 200 were females. As shown in Table 1, the participants' mean age was 14.78 years.

Table 1
A Description of the Sample of the Study

		Urban	Rural	Total Sample
N of respondents		208	140	348
Gender	Male	94	54	148
	Female	114	86	200
Age (Mean)		14.53	15.13	14.78

Instrument

A questionnaire was developed to collect the quantitative data. It had two main parts, the first consisted of aspects of the participants' demographic information (i.e., gender, age, and name of their urban or rural school), and the second part contained 60 items on learners' motivation for learning the three target languages (see Appendix A). As the questionnaire was focusing on three target languages, the participants had to answer the same set of 20 items for each language. In designing the questionnaire, the four motivational factors (i.e., Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, and Intended Learning Effort) were adopted from Taguchi et al. (2009) and International Posture from Lamb (2012). A five-point Likert scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree). Table 2 shows, for each language, the number of items and internal reliability for each motivational factor. According to the results in the table below, all the scales have alpha values of .6 or more. Although in social sciences a minimum internal consistency coefficient should ideally be .7 or more (Cohen & Lea, 2004), the above obtained

results can be regarded as quite good. In fact, in the field of L2 motivation research, especially when scales contain a few items (e.g., less than 10 items), lower alpha scores (e.g., .5) are often judged as acceptable (see, Dörnyei & Csizer, 2002; Pallant, 2011). The questionnaire used in the present study can, therefore, be claimed to be reliable.

Table 2
Variables with Cronbach alpha coefficients for the whole sample

Variables	N of item	Language	Cronbach's α
Ideal L2 Self	5	French	.65
		English	.76
		Kiswahili	.80
Ought-to L2 Self	4	French	.60
		English	.63
		Kiswahili	.72
L2 Learning Experience	3	French	.61
		English	.67
		Kiswahili	.71
Intended Learning Effort	4	French	.66
		English	.72
		Kiswahili	.75
International Posture	4	French	.75
		English	.64
		Kiswahili	.79

Qualitative Phase

The qualitative data were collected using semi-structured interviews. In this phase of the study, 12 students were selected for the interview. As recommended by Dörnyei (2007), the interview participants were all chosen from the pool of students who responded to the questionnaire. The interview participants were all volunteers. In order to encourage equal representation, each school was represented by three students. Therefore, six males and six females were selected among the participants.

Data Collection

Both data collection instruments were first translated into Kirundi and piloted before the main administration. The questionnaire was piloted with 40 students while the interview protocol (see Appendix B) was tested by conducting interviews with four students. It is to be noted that both instruments had been piloted with high school students from public schools not participating in the main study. For both research instruments, no comprehension issues were reported, but, based on the students' feedback, the questionnaire format was changed. After seeking permission from the Education Directors in the two sampled districts, the final version of the questionnaire was administered to the students in March 2022. Hard copies of the questionnaire (in Kirundi) were filled in during the students' day lessons in their ordinary classrooms; the first author was always present at the administration, overseeing the procedure. The students took on average 27 minutes to complete the paper questionnaires and were always thanked for their cooperation.

Regarding the collection of the qualitative data, the interviews were carried out in April 2022 in Kirundi, the language that the students felt more comfortable using for self-expression. The semi-structured interviews were conducted individually within the school premises of each participant. The average length of each interview was approximately 15 minutes. With their explicit oral permission, the students' interviews were audio-recorded. They were later transcribed and translated into English for data analysis purposes.

As ethics observance is very critical in any research inquiry (Teddlie & Tashakkori, 2009), anonymity of the participants, confidentiality of the collected qualitative data and the principle of not coercing the subjects to participate in the study were some of the ethical issues that were observed in this study. In fact, prior to the administration of the two research instruments, permission was sought from the two relevant education authorities. Besides, the participants were informed about the aims of the study and were also told that their responses were to be treated confidentially. As a matter of fact, such a message was clearly stated in the introductory section of the questionnaire. On the questionnaires, to guarantee their anonymity, the participants were not needed to write their names. With regard to collecting the data using the interviews, participation was voluntary. Before using the audio-recorder, the researcher asked each interview participant his/her consent. Audio-recordings of participants who requested were also played to check for any sensitive information that could cause harm if ever reported. The interviewees were also assured that their interview responses would be reported confidentially.

Data Analysis

Regarding data analysis, the procedure consisted of two distinct phases: First, the collected quantitative data were initially submitted to IBM-SPSS - version 22 - for statistical analyses to create usable input for Analysis of Moment Structures (AMOS) version 24, which was used to run the Structural Equation Modelling (SEM) analysis. Prior to running SEM, however, because SEM only works with a complete dataset, missing data was handled by replacing missing values with the mean (see, Hair et al., 2009). Besides, when testing the validity of relationships between latent variables and their respective indicators, modifications were made and observed variables whose factor loading value was less than .50 were removed (see, Pahlevan Sharif & Sharif Nia, 2018). Second, after verbatim transcription and translation into English of the qualitative data, the interview data were analysed using a deductive thematic analysis method. Thematic analysis is a relevant method used when "identifying, analyzing and reporting patterns and themes" within qualitative data (Braun & Clarke, 2006, p.76) while the deductive approach precisely employs an organising framework, often referred to as a start list (Miles & Huberman, 1994), comprising of themes for the coding process. More specifically, the analysis involved an application of the deductive approach by "basing analysis on pre-existing theory" (Gale et al., 2013, p. 3), i.e., Dörnyei's (2009) L2MSS theory and Yashima's (2009) concept of international posture.

Results

Quantitative Findings

To evaluate the fit of the hypothesised model, several model fit indices frequently reported in the SEM literature (Hair et al., 2009) might be used. Chi-square statistics (CMIN) is one of the indices widely used. However, because the fit requirement of $p > .05$ for chi-square index is very difficult to meet for sample sizes that are larger than 200 (Schumacker & Lomax, 2004), other model fit indices were also used in order to achieve a comprehensive evaluation of the fit. These were CMIN/df, GFI, IFI, CFI, RMSEA and SRMR. On a scale of 0 to 1.0, the usually recommended value >.90 for GFI, IFI, and CFI is indicative of a good model fit (Bentler, 1990). For the RMSEA, values below .08 indicate an acceptable model fit (Byrne, 2001) while the accepted coefficient value < .09 for SRMR indicates a good model fit (Hair et al, 2009). With regard to the chi-square to degrees of freedom ratio (CMIN/df) index, a value below 3 is considered as acceptable (Byrne, 2001). In this study, all the above fit indices were analysed as presented in Table 3.

Table 3
Selected Model-data Fit Measures for the Final Models

Index	Current level			Accepted level	Evaluation
	French	French	Kiswahili		
CMIN	*p* < .001	*p* < .001	*p* < .001	*p* > .05	Very poor
CMIN/df	2.66	2.65	2.10	< 3	Very good
GFI	0.912	0.932	0.933	> .90	Very good
IFI	0.913	0.930	0.958	> .90	Very good
CFI	0.912	0.929	0.957	> .90	Very good
RMSEA	0.069	0.069	0.056	< .08	Very good
SRMR	0.051	0.057	0.039	< .09	Very good

Note. GFI = Goodness of Fit Index; IFI = Incremental Fit Index; CFI = Comparative Fit Index; RMSEA = Root Mean Square Error of Approximation; SRMR = Standardized Root Mean Square Residual.

As can be seen in Table 3, except for the chi-square test which was significant across all the three languages, all the remaining goodness-of-fit indices show very good levels. Therefore, it can be concluded that the proposed final models provide adequate representations of the collected datasets and that the final model was stable across the three FLs.

Figure 2 shows the final model with standardized estimates for English while Figure 3 contains the schematic representation of a comparison of standardized path coefficients among the final models of the three FLs. Moreover, results in Table 4 show significant and non-significant paths that were found among the various latent variables for each language model.
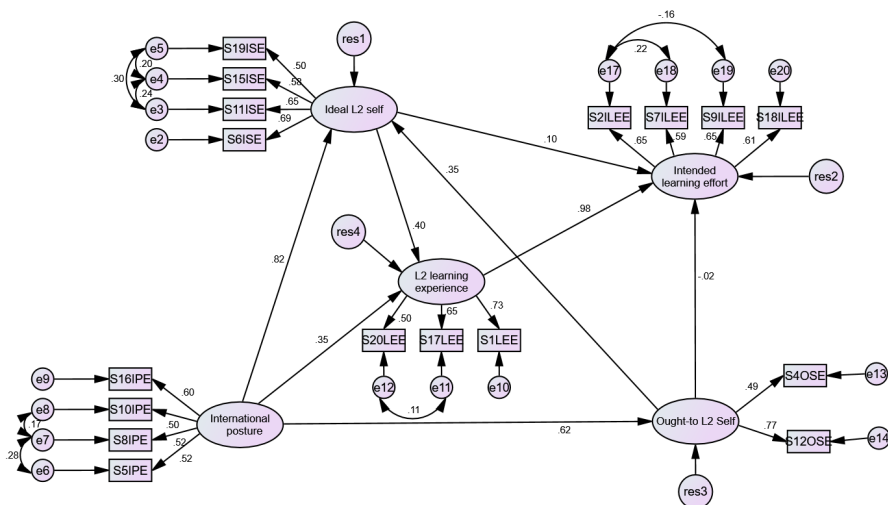

Figure 2. The Final Model with Standardized Estimates among the Latent Variables for English

As can be seen in Figure 3 and Table 4, three non-significant paths were found in each language-related model. As for which motivational factor among the three components of the L2MSS emerged to have the strongest impact on the learners' intended learning effort, L2 Learning Experience turned out to be the strongest predictor in each language-related model. Additionally,

it was revealed that the Ideal L2 Self had a stronger impact on the criterion measure than the Ought-to L2 Self in models of English and French.
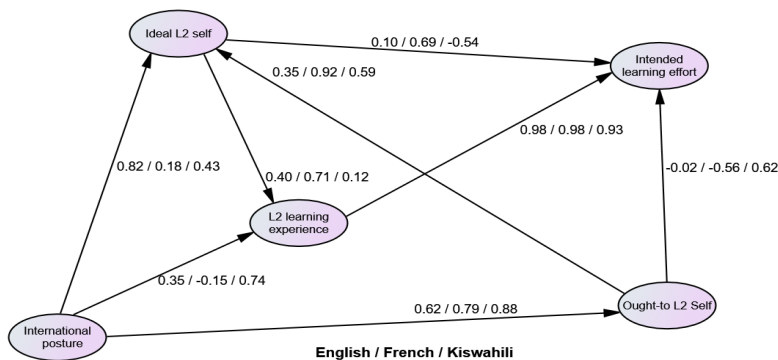

Figure 3. Comparison of Coefficients among the Models of English, French and Kiswahili

Some stark differences were, however, found among the three models in certain paths. First, the impact of Ideal L2 Self on the criterion measure was only statistically significant in the French model (γ=0.63), whereas the same path was not significant in the English model (β=0.10) and negative in the Kiswahili model (δ=-0.54). Second, Ought-to L2 Self had a significant impact on Ideal L2 Self across all languages, but its impact was the strongest in the French model (γ=0.92). Third, the effect of IP on Ideal L2 Self was significant only in the models of English (β=0.82) and Kiswahili (δ= 0.43). Finally, IP had a significant impact on L2 Learning Experience only in the model of Kiswahili (δ=0.74).

Table 4

The Inter-relationship of the Various Variables and Intended Learning Efforts in the Final Full Structural Models

	English	French	Kiswahili
International Posture → Ideal L2 Self	0.82***	0.18	0.43*
International Posture → Ought-to L2 Self	0.62***	0.79***	0.88***
International Posture → L2 Learning Experience	0.35	-0.15	0.74*
Ideal L2 Self → L2 Learning Experience	0.40*	0.71**	0.12
Ought-to L2 Self → Ideal L2 Self	0.35**	0.92***	0.59***
Ideal L2 Self → Intended Learning Efforts	0.10	0.69**	-0.54
Ought-to L2 Self → Intended Learning Efforts	-0.02	-0.56	0.62
L2 Learning Experience → Intended Learning Efforts	0.98***	0.98***	0.93***

Note. Path coefficients are significant at *p < .05. **p < .01. ***p < .001.

Qualitative Results

In addition to the quantitative findings, interviews were also conducted with twelve students to explore their multilingual learning experiences together with the roles of the three constituents of the L2MSS and IP in relation to learning each FL. Their responses are grouped into themes that seem to correspond to some of the motivational scales that were used in the questionnaire.

L3 English Ideal Self. Although the participants in the present study had been involved in compulsory multiple FL learning, they were found to have different attitudes towards the three FLs namely French, English and Kiswahili. Most of the interviewed students - 9 out of the 12 interviewees - spontaneously chose English when asked which FL they liked most. For the majority of them, their intrinsic interest in English was linked to their perception that the language is very necessary in terms of international communication. As the Ideal L2 Self is largely concerned with future selves an individual would like to possess in terms of L2 competence together with the L2-related promotion-instrumentality, the students' responses in relation to the professional use of English in the future indicated that the English Ideal Self for most of the interviewees was relatively obscure and indeterminate. Almost every single pupil said that English would be useful when travelling because it is an international language. Below is an excerpt instantiating that trend:

> *English is an international language; it will help me meet more people from all over the world. Besides, though I do not know the kind of job I will have, my dream job is the one that will make me travel and use English. (Interviewee 10)*

Since most of the interviewed learners said that English is extremely important in terms of international communication and traveling, whether this was the students' genuine English ideal self or ought-to self influenced by their significant others such as their parents or teachers is hard to tell.

L3 English Ought-to Self. When examining the interview data about the Ought-to L2 Self, a construct described as the attributes that a person feels compelled to have due to external expectations or to avoid future negative L2 learning outcomes, one has an impression that the high English ideal self of these learners had been influenced by their families' expectations. Some students seemed to put more effort into learning English because their significant others stressed its importance for their future. The following excerpt from their interviews highlight such a phenomenon:

> *My parents expect me to know English better than any other foreign language. They say that our country's membership in the East African Community where English is the main official language should be a reason for me to master it. (Interviewee 7)*

For other learners, the social position of their parents in the learners' social milieu made them feel that they were compelled to be good at English so that they may not bring disgrace to their families. Consider in this regard the following illustrative example from one such participant:

> *My parents are university graduates. They both know English and like it a lot. They sometimes help me with my English homework assignments. I cannot allow myself to fail in the English course. They would be disappointed in me. (Interviewee 2)*

For these learners, their English ought-to self is a combination of both promotion and prevention focus. They take their significant others' expectations as their own future goals. For most of the interviewees, their English ought-to selves seemed to be wrapped in the expectations of their families rather than in their fears of possible negative outcomes.

LOTEs Ideal Selves. Regarding LOTEs (i.e., French and Kiswahili) learning, only three students out of the twelve interviewed pupils chose French as their favorite FL and none selected Kiswahili. This finding was unexpected in the context where French is the dominant FL. This finding reflects that the students valued differently those target languages in terms of potential benefits each language would bring to them. Overall, those who valued French most did so

because of two reasons: learner experience of success in learning the language (e.g., better scores in the school subject) and its perceived utilitarian dimension in the Burundi context.

As none of the students selected Kiswahili to be their favourite FL, factors having negatively shaped the pupils' attitudes towards it were also discussed. However, most of the interviewed students who said to be liking Kiswahili the least seemed to be reluctant to give genuine reasons for having said so. Even the few reasons given looked somehow tentative. Reasons were among others (1) "Kiswahili is the language I like the least […] maybe because it has fewer lessons per week in comparison with other language subjects" (Interviewee 1), and (2) "For sure, I don't know why I am not into Kiswahili that much. Maybe because, with one or two periods a week, this gives an impression that the subject is not that important". (Interviewee 8). Only one pupil (interviewee 12) provided a genuine explanation for her not liking Kiswahili, a reason found in the literature regarding how Burundians perceive Kiswahili and Kiswahili speakers. The following is an excerpt from her interview:

> Although I am from an urban locality where Kiswahili is widely used, from my early childhood I never liked the language. And even today, despite the fact that we learn it at school, I don't invest much of my time and energy into studying it. (Why?) Because when speaking it, people around you tend to judge you negatively, thinking that you are a person of bad manners, a person not well-educated and of nasty behaviors.

In fact, negative attitudes towards Kiswahili is a legacy of the Belgian colonization (1919-1962). During this period of colonization, Kiswahili and Kiswahili speakers were marginalized and discriminated in Burundi. As a consequence, even today some Burundians still have negative attitudes towards the language and people speaking it (see, Toyi, 2016).

In comparison with their English ideal selves, these students seemed to have, however, relatively more vivid future images in relation to both LOTEs. Regarding future professional goals, despite their younger age, some learners such as interviewees 4 and 6 had clear plans for their future careers. They expressed passionate commitment in studying each of the two LOTEs and their intention to have jobs involving those languages. Below is an illustrative example of the points just mentioned from Interviewee 4:

> My dream job is to become a sports journalist. Kiswahili sports journalists are my role models. When learning Kiswahili, no matter how difficult lessons might be, I tell myself that it is worth my time and energy. My wish is to graduate from a school of journalism and, if God blesses me, I become one day a Kiswahili sports journalist. I use this picture as a driving force when learning Kiswahili.

From the above excerpt, it is obvious that role models are of great importance in shaping learners' Ideal L2 Self as some students based their wished for self-images on the person they desire to become.

LOTEs Ought-to Selves. For LOTEs learning, these students seemed to have lower ought-to self in both French and Kiswahili compared to English. Only two learners (Interviewees 10 and 12) reported to be pressured by their parents to invest more time and energy into learning French than in English and Kiswahili. However, the remaining interviewed students either said to be receiving equal encouragement to learn each language from their significant others (4 interviewees) or to be pressured to invest more into learning English (6 interviewees).

Overall, family expectations appeared to have less influence on the students' LOTEs ought-to selves compared to the learners' English ought-to selves. These Burundi adolescents did not seem to show the same degree of obligations towards family pride when learning LOTEs and when learning English. However, due to the compulsory multilingual learning, almost every interviewed learner indicated that one reason for investing into learning the LOTEs was to get grades that

would allow them not to fail in the course and therefore get promoted to the next higher school grades. Their LOTEs ought-to selves were mainly wrapped in their fears of possible negative L2 outcomes.

L2 Learning Experience. The role of aspects of the immediate learning environment (i.e., teacher, curriculum, materials, and peer group) in shaping the students' learning experiences was also discussed in the interview sessions with each student. Regarding the role of the teacher, almost every interviewed pupil acknowledged how important it was in triggering and sustaining the students' actual language learning effort regardless of the language. Only two learners (interviewees 2 and 3) mentioned that they were not that positive towards French due to their French teachers who were not responsive to weak or average learners' learning difficulties and whose teachings were not interactive.

Other aspects of the immediate learning environment such as peer group, learner experience of success (e.g., better grades in the subject, feeling of easiness in learning a given subject, perception of improvement in learning such as better pronunciation) were also reported by most of the learners in relation to any language. One aspect of the language learning experience which was perceived to be some kind of hindrance to their multilingual development was the absence or lack of enough teaching materials. Every interviewed student said that materials such as reading books, novels, audio-materials were not enough to allow them develop language skills in those FLs they were compulsorily learning.

International Posture. Regarding the relationship between motivation for learning each language and IP, i.e., what language these simultaneous learners thought was the most important to communicate internationally, most students (11 out of the 12 interviewed students) agreed that English was the most useful language for international communication. Most of them indicated a strong desire to improve their English knowledge because they strongly believe that when knowing English they can travel everywhere on the globe. In terms of international communication, knowledge of only English seemed enough for these students.

As for the role of the LOTEs in helping the students communicate internationally, the interviewed pupils did indeed perceive them as practical languages, though to a lesser extent when compared to English. These learners felt that French will also be useful when communicating with people from French-speaking countries. For Kiswahili, the pupils recognized that the language seems only to be important in Africa, particularly in its eastern and central regions. For these learners, French and Kiswahili are more useful in narrower circles compared to global English which is not only important in geographical areas where the LOTEs are traditionally dominant, but also across the globe. Despite both LOTEs being perceived as important for communication or when meeting foreigners, the students seemed not to think, however, that either French or Kiswahili was associated with something international.

Discussion

To gain insights into the motivational characteristics of Burundi junior high school learners of multiple foreign languages, the influence of the three components of the L2MSS on Intended Learning Effort was examined first. For these students, L2 Learning Experience consistently emerged as the strongest predictor of the students' intended learning efforts across all the three FLs as can be seen from the structural models. Besides, for both English and French, Ideal L2 Self was the second strongest contributor to the criterion measure. These results for both French and English are in line with the findings of a number of studies (e.g., Csizer & Kormos, 2009; Papi, 2010; Zhao et al., 2022) in which L2 Learning Experience and Ideal L2 Self were

respectively the strongest predictors of the criterion measure. Concerning the contribution of Ought-to L2 Self to the students' intended effort to learn each FL, its influence was insignificant in all the models and negative in both English and French models. This finding is similar to the results from several studies (e.g., Lamb, 2012; Lasagabaster, 2015; Zhao et al., 2022) in which the variable was found not to predict motivation for their English learners.

Overall, it was the L2 Learning Experience which appeared to have the most importance in motivating these simultaneous multiple language students to learn each language. This means that, although these young Burundians seem to have a desire to see themselves as future French and English competent users (Ideal L2 Self), what makes them more likely to invest effort in learning each FL is whether they feel positive about the process of learning. This suggests that the impact of the curriculum or the learner peer group, the role of the teacher and the learner experience of success are potentially the most important factors sustaining the actual language learning efforts for these learners. The qualitative interview data from the learners also seem to support this finding. Some aspects of the immediate language learning environment such the role of the teacher, the learner peer group and experience of success in learning each language were reported by most of the interviewed students to be among the most important factors positively influencing their language learning motivation. In the context of Burundi, the variable of L2 Learning Experience being the most powerful motivator is, however, extremely surprising given the denounced unsatisfactory language learning conditions such as inadequate competent English and Kiswahili school teachers, overwhelmingly large classes, and insufficiency of teaching materials (Mivuba, 2009; Nduwayo, 2014) at secondary school level. Interview data also highlighted that inadequate teaching materials was the major hindrance to the learners' multilingual developmentt. Nonetheless, such findings likely suggest that these younger learners involved in compulsory language learning rely so much on their teachers and classmates in the development of their language skills.

Although Ideal L2 Self was found to contribute to the students' motivation for learning both French and English, its importance was weaker in comparison to the influence exerted by L2 Learning Experience. A possible explanation behind the Ideal L2 Self contributing lesser than the L2 Learning Experience might relate to the subjects' younger age and to the compulsory nature of the learning process. These results accord well with findings of studies that involved secondary school students as participants (e.g., Lamb, 2012; Papi, 2010). They, nonetheless, diverge from the findings of studies conducted with more mature participants (e.g., Alqahtani, 2018; Lasagabaster, 2015) in which Ideal L2 Self was found to be the most influential component of the L2MSS. This may suggest that ideal selves of younger students from compulsory learning contexts are less realistic than their older counterparts'. For Kiswahili, the impact of Ideal L2 Self on the learners' motivated behaviour was both negative and weak. One plausible reason for this might be the negative attitudes that Burundians had -probably still have- towards both the language and Kiswahili speakers. In fact, negative attitudes towards Kiswahili in Burundi is a legacy of the Belgian colonization (1919-1962) that branded Kiswahili as a slang, a language of criminals, strangers, and dishonest and uncivilized people in reference to the bad manners displayed by the worthless tradespeople in Bujumbura, who were often Kiswahili speakers (Toyi, 2016). This finding was also corroborated by the interview data of the present study.

As the impact of Ideal L2 Self on Intended Learning Effort was positive but not significant in the model of English, the interview data were also found to support this quantitative finding. Results related to the professional use of English in the students' future indicated that most of the interviewees' English ideal selves were relatively obscure. Almost every single interviewee said that English would be useful when travelling because it is an international language. A similar phenomenon was observed in Lamb's (2012) study with his Indonesian high school participants. Moreover, Ushioda (2012) observed the same pattern among EFL students from various countries across the globe who seemed not to see a strong connection between English and its

real use in their future. She, therefore, suggested to use IP rather than Ideal L2 Self when explaining learners' views about global English. However, when examining the Ought-to L2 Self using the interview data, the high English ideal self of the learners in this study seemed to have been influenced by their families' expectations. Indeed, these students appeared to have lower ought-to self in both LOTEs compared to English and the LOTEs ought-to selves appeared to be related to the learner fear of negative L2 learning outcomes. This suggests that the students received more pressure from their significant others to invest more into learning global English. In comparison with their English ideal selves, however, these students seemed to have relatively stronger and clearer visions of both French and Kiswahili ideal selves due to the perceived immediate utility of both LOTEs in the context of Burundi.

As for the role of IP on the three components of the L2MSS in the Burundi multilingual learners, its impact on the Ought-to L2 Self was supported in all the three models as it was both positive and significant. Second, the influence of IP on Ideal L2 Self was only strong and statistically significant in the models of English and Kiswahili while its influence on L2 Learning Experience was only significant in the model of Kiswahili. Similar to previous EFL investigations (e.g., Kormos & Csizér, 2008; Yashima, 2009) whose findings showed that Ideal L2 Self and IP were closely related, this indicates that Burundi high school students who imagine themselves as competent English and Kiswahili speakers in the future do so because of their belief in the global position of both languages. Unlike English, which is the unquestionable global language, the importance accorded to Kiswahili by the participants when relating to the international community may be due to the fact that the language is the EAC lingua franca. Although French is the language of instruction and administration in Burundi, the participants appear, nonetheless, to have not found the language to be of much global significance as the regression weight between IP and Ideal L2 Self was weak and insignificant while the correlation between IP and L2 Learning Experience was both negative and nonsignificant. The interview data also partially corroborated these findings. Most of the interviewees (11 out of the 12 participants) agreed that English was the most useful language for international communication and acknowledged that the knowledge of English would allow them to travel everywhere on the globe. Regarding the role of the LOTEs in helping the students to communicate internationally, the interviewed pupils felt that French would also be useful when communicating with people from French-speaking countries while they recognized Kiswahili to be important in Africa, particularly in its eastern and central regions. For these students, the two LOTEs would be more useful in narrower circles compared to English which is not only important in geographical areas where the LOTEs are traditionally dominant, but also across the globe. Like in Kong et al.'s (2022) study in which the variable of IP was found to have a significant impact on both Ideal L2 Self and L2 Learning Experience in both CTL and LCTL Korean learner groups, the quantitative and qualitative results in this study about IP being related to Kiswahili were supported by Siridetkoon (2015) and Amorati's (2020) findings that IP is not strictly limited to learning English.

Conclusion

The insights of this mixed methods study can have several practical implications. First, since Intended Learning Effort was found to be primarily positively influenced by L2 Learning Experience in relation to the learning of all the three target languages, language teachers could therefore attempt to create a more enjoyable and motivating classroom environment. Besides, as the curriculum, teaching materials and learning activities are also highly important in shaping the students' positive language learning experience, these should equally be motivating and relevant to the learner. Second, as the variable of Ideal L2 Self was found to positively contribute to the learners' intended efforts in relation to learning only English and French, teachers should create positive classroom environment conducive to forming students' more vivid ideal L2 selves in each target language. There is a possibility for the Teachers to discuss in class with their students about

the future self-images they would like to possess in terms of competence in each target language and should specifically talk about the important benefits that competence in each language would bring to them as school students or in today's world at large. Such a technique can help develop positive and vivid images about each language and probably help learners not neglect any language as they are all important at least for their education. Finally, both English and Kiswahili were found to be linked to IP in this study. As Burundi is a French-speaking country which is also geopolitically located between the Francophone Central Africa and the Anglophone East Africa, teachers should take educational approaches conducive to strengthening their students' IP (see, Brown, 2009) in all the three target languages since each language might help these Burundi learners participate more meaningfully in the different regional and global communities of which the country is a full member state.

Regarding its limitations, it is worth noting that the obtained findings were from a study which used a questionnaire whose alpha reliability coefficient of some of its sub-scales was relatively low (i.e., alpha value was .6 on seven out of the fifteen measured scales). The study also used interview technique whose time was short. Replication of this study could involve the use of a questionnaire that includes scales containing several items (i.e., 10 or more items in each scale) and an interview protocol requiring more time to answer. Moreover, another limitation was that important demographic variables such as gender and geographical background were not tested in the quantitative phase of this study. These variables could, therefore, be considered in future studies in the context of Burundi.

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Appendices

Appendix A: Scales used in the administered questionnaire (English version)

1. *Ideal L2 self items*

- I see myself as a person who in the future is good at speaking French/English/Kiswahili.

- If my dreams come true, I'll one day use French/English/Kiswahili effectively.

- Studying French/English/Kiswahili can be important to me because I think it will someday be useful in getting a good job.

- The things I want to do in the future require me to use French/English/Kiswahili.

- Learning French/English/Kiswahili well can help me get into a good school when I finish grade 9 (e.g., Excellence school, boarding school).

2. *Ought-to L2 self items*

- I should learn French/English/Kiswahili because all my classmates are learning it.

- I have to learn French/English/Kiswahili because my family expects me to.

- I have to learn French/English/Kiswahili because without passing the French course I cannot get the Basic School certificate.

- Studying French/English/Kiswahili is important to me because, if I don't have knowledge of French/English/Kiswahili, I'll be considered a weak learner.

3. *L2 learning experience items*

- I really enjoy learning French/English/Kiswahili.

- I always look forward to French/English/Kiswahili classes.

- I would you like to have more French/English/Kiswahili lessons at school

4. *Intended learning effort items*

- I can honestly say that I am really doing my best to learn French/English/Kiswahili.

- I put a lot of time and energy into studying French/English/Kiswahili.

- If my teacher would give the class an optional assignment, I would certainly volunteer to do it.

- I put much effort into learning French/English/Kiswahili outside school.

5. *International posture items*

- I think that French/English/Kiswahili will help me meet more people from other countries.

- Learning French/English/Kiswahili is important to me because with French I will enjoy travelling abroad.

- Learning French/English/Kiswahili is necessary because it is an international language.

- French/English/Kiswahili is important in the world these days.

Appendix B: Questions from the Interview Guide

1. Of all the three foreign languages you are learning, which one do you like most and least? Why?

2. Do your parents and classmates affect the way you learn those foreign languages?

3. How have the other aspects of the immediate learning context contributed to your French/English/Kiswahili learning achievement or failure so far?

4. What language do you think will be useful to communicate internationally? Why?

5. Think about yourself in the future. What role does each FL have in your future?

6. Is there anything else you would like to add?

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