



Motivation and International Posture of Simultaneous Multiple Language Learners: A Study of Gender Differences in the Burundi Context

Elvis Nizigama^{1*}, Arcade Nduwimana², Clément Nduricimpa³

¹²³English Language Education Study Program, Ecole Normale Supérieure, Bujumbura, Burundi

*E-mail: nizigamaelvis@gmail.com

ABSTRACT

Gender differences are a consistent finding in research on second or foreign language (L2) learning motivation, yet this important topic has been scarcely investigated in Burundi. Therefore, this study primarily aimed to examine gender differences in L2 motivation, framed by the L2MSS and International Posture frameworks, among Burundi junior high school students learning simultaneously multiple foreign languages (L2 French, L3 English, and L3 Kiswahili). A secondary aim was to assess whether the years of study (school grade level) moderated the link between gender and L2 motivation. The population was 594 junior high school students per class and per gender who completed and submitted the questionnaire. A sample of 210 students (94 boys and 116 girls) from Grades 7–9 across two public schools completed a questionnaire, and the data was statistically analyzed using SPSS-version 22. The overall results for the whole sample indicated no statistically significant gender differences in L2 motivation across all three target languages. However, the examination of the interaction effect revealed significant gender x school grade interactions on four of the five measured constructs (Ideal L2 Self, Ought-to L2 Self, Intended Learning Efforts, and International Posture), with all significant interactions relating only to English, but not for French or Kiswahili. Further analysis demonstrated that the statistically significant effect was confined only to Grade 7, where female learners consistently exhibited higher mean scores than their male peers, a difference that disappeared in grades 8 and 9. These results underscore the importance of including gender as a key variable in future L2 motivation research in Burundi, particularly with younger participants, such as primary school learners.

Keywords: motivation posture, international posture, simultaneous multiple, language learners, gender differences

Motivasi dan Postur Internasional Pembelajar Bahasa Multi Simultan: Studi tentang Perbedaan Gender dalam Konteks Burundi

ABSTRAK

Perbedaan gender merupakan temuan yang konsisten dalam penelitian tentang motivasi belajar bahasa kedua atau bahasa asing (L2), namun topik penting ini jarang diteliti di Burundi. Oleh karena itu, penelitian ini terutama bertujuan untuk meneliti perbedaan gender dalam motivasi L2, yang dibingkai oleh kerangka kerja L2MSS dan Postur Internasional, di antara siswa sekolah menengah pertama Burundi yang belajar beberapa bahasa asing secara bersamaan (L2 Prancis, L3 Inggris, dan L3 Kiswahili). Tujuan sekunder adalah untuk menilai studi memoderasi hubungan antara gender dan motivasi L2. Populasi adalah siswa SMP yang mengisi dan menyerahkan kuesioner per gender. Sampel sebanyak 210 siswa (94 laki-laki dan 116 perempuan) dari kelas 7–9 di dua sekolah negeri mengisi kuesioner, dan data dianalisis secara statistik menggunakan SPSS versi 22. Hasil keseluruhan untuk seluruh sampel menunjukkan tidak ada perbedaan gender yang signifikan secara statistik dalam motivasi L2 di ketiga bahasa target tersebut. Namun, pemeriksaan efek interaksi mengungkapkan interaksi gender x tingkat sekolah yang signifikan pada empat dari lima konstruk yang diukur (Diri Ideal L2, Diri L2 yang Seharusnya, Upaya Belajar yang Direncanakan, dan Postur Internasional), dengan semua interaksi signifikan hanya berkaitan dengan bahasa Inggris, tetapi tidak untuk bahasa Prancis atau Kiswahili. Analisis lebih lanjut menunjukkan bahwa efek yang signifikan secara statistik hanya terbatas pada kelas 7, siswa perempuan secara konsisten menunjukkan skor rata-rata yang lebih tinggi daripada kelompok laki-laki, tidak ditemukan perbedaan untuk kelas 8 dan 9. Hasil ini menggarisbawahi pentingnya memasukkan gender sebagai variabel kunci dalam penelitian motivasi L2 di masa mendatang di Burundi, khususnya dengan peserta yang lebih muda; siswa sekolah dasar.

Kata kunci: motivasi internasional, postur internasional, pembelajar bahasa, multi simultan, perbedaan gender

Submitted
01/12/2025

Accepted
03/01/2026

Published
10/01/2026

Citation	Nizigama, E., Nduwimana, A., & Nduricimpa, C. (2026). Motivation and International Posture of Simultaneous Multiple Language Learners: A Study of Gender Differences in the Burundi Context. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 1, Januari 2026, 1-18</i> . DOI: https://doi.org/10.55909/jpbs.v5i1.1016
----------	---

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Over the last six decades, there has been an abundance of research acknowledging motivation to be one of the most key factors influencing both the process and product of second (L2) or foreign language (FL) learning (Ushioda, 2019). Ever since Gardner and his colleagues' pioneering works (see, Gardner & Lambert, 1959, 1972) laid the foundation of the field of L2 learning motivation, L2 motivation research and theory has been extremely dynamic and has resulted in Gardner's (1985) socio-educational model of L2 motivation. Although the theory was highly influential across the subsequent decades, several voices against the model's prominent concept of integrative orientation have recently been raised by researchers working in contexts other than Gardner's bilingual Canada (Dörnyei & Ushioda, 2011). In response to the increasing and widespread discontent with the theory, especially its applicability in FL learning settings (Yashima, 2000) and situations involving a global language like English (Dailey, 2009), Dörnyei (2005, 2009) developed, therefore, the L2 Motivational Self System (L2MSS), a theory founded on personality psychological concept of future self-guides and the immediate situational context of language learning. The L2MSS has since been extensively tested and validated, especially in EFL settings (see, Boo et al., 2015).

Although the L2MSS has generated a substantial body of research, empirical evidence indicates that motivation regarding multiple language learning remains an overlooked area (Fukui & Yashima, 2021). This represents a significant gap given the current global prevalence of multilingualism (De Angelis, 2007). In Burundi, for instance, as a consequence to the country's formal integration into the East African Community (EAC) in 2007, its formal education system has, since then, simultaneously taught four languages—Kirundi (L1), French (L2), English (L3), and Kiswahili (L3)—beginning in the first grade despite the country being historically monolingual. At the junior high school level (grades 7-9), French and English are prioritized as the main FL subjects, receiving more weekly

periods. Furthermore, French also serves as the language of instruction (LOI) starting in Grade 7 (Mazunya & Habonimana, 2010).

Furthermore, research suggests that L2 motivation is significantly influenced by gender differences (Henry, 2009). This line of inquiry gained momentum following Gardner and Lambert's (1972) seminal work in Canada, which established that female learners possessed significantly higher motivation and more positive attitudes toward the target language (TL) community than their male counterparts. Since then, a surge of empirical studies has investigated this variation globally. A review of existing literature reveals a consistent trend: female learners demonstrate higher motivation for FL learning than males across diverse contexts, including Hungary (Dörnyei et al., 2006), Iran (Azarnoosh & Birjandi, 2012), Japan (Ryan, 2009), and Sweden (Henry & Apelgren, 2008). Although rare, some empirical studies have found no significant gender differences in L2 motivation (e.g., Henry & Cliffordson, 2013; Lasagabaster, 2015). Despite these exceptions, the consensus is that females possess higher L2 motivation. Common explanations include the perception of languages as "feminine" (Ryan, 2009), male preference for STEM/sports (Meece et al., 2006), and the "extramural paradox" where boys learn via gaming and subsequently find formal classes redundant (Djigunoviæ & Nikolov, 2019). However, because existing data is largely Euro-Asian centric, it is unknown if these patterns apply elsewhere. Investigating if these gender dynamics hold true in the Burundi's African context is therefore a necessary contribution to global L2 research.

In Burundi, only one study, to the researchers' knowledge, has investigated gender differences in language learning motivation. In a study conducted by Nduwimana (2019) on English attitudes of university sciences students from four departments, namely mathematics, physics, chemistry, and biology, the findings revealed that, though the students, overall, had positive attitudes towards L3 English, no statistically significant



gender-related difference in the students' attitudes was observed. With only 65 students sampled from the four departments, the failure of Nduwimana's study to reach the almost invariant pattern of higher levels of motivation/attitudes for females in L2 motivation/attitudes studies may be ascribed to the very small sample sizes used from the four departments.

In this follow-up study, inferential statistical analyses were undertaken in an attempt to help explain whether gender and school grade levels might have had an effect on the results. More specifically, the following research questions were addressed:

- 1) Is there a significant effect of gender on the L2MSS components, Intended Learning Effort, and International Posture among Burundi junior high school students learning three foreign languages simultaneously?
- 2) Does the effect of gender on students' multilingual learning motivation vary significantly across the different participating school grades?

This study has two objectives. First, to describe the influence of gender on the components of L2MSS, Expected Learning Effort, and International Posture among Burundian junior high school students studying three foreign languages simultaneously. Second, to describe the influence of gender variables on students' multilingual learning motivation, which varies significantly across participating school levels.

LITERATURE REVIEW

1. The L2 Motivational Self System

The foundation of L2 motivation research lies in the seminal studies conducted in Canada by Robert Gardner and his associates starting in the late 1950s (see, Gardner & Lambert, 1959, 1972). This early work resulted in Gardner's (1985) socio-educational motivation theory, which focused on integrative and instrumental orientations and served as the dominant framework for L2 researchers and practitioners for decades. Integrative motivation was defined as a learner's

genuine desire to engage with the target language community and culture, while instrumental motivation referred to the concrete, utilitarian benefits of language learning (Dörnyei, 2005). However, while effective in contexts like Canada, the integrative motive proved less valid in other settings (e.g., Yashima, 2000). This was due primarily to two factors: (1) the absence of native speakers for FL learners to interact with, and (2) globalization, which decoupled ownership of global languages like English from any single group of speakers (Widdowson, 1997). Facing these challenges, Dörnyei (2009) proposed, therefore, the L2MSS as an alternative theory to Gardner's (1985) framework.

Developed based on self-discrepancy theory (Higgins, 1987) and the notion of possible selves which act as future self-guides (Markus & Nurius, 1986), the L2MSS subsumes three specific dimensions: the Ideal L2 Self (the proficient L2 speaker a learner would like to become), the Ought-to L2 Self (which includes the attributes one believes they are compelled to have to meet the expectations of others), and the L2 Learning Experience (which consists of motives related to the immediate language learning environment). Far from rejecting previous work, the L2MSS was designed to incorporate the foundations of past L2 motivation research. Notably, it integrated Gardner's (1985) integrative and instrumental motives into the new model (Dörnyei & Ryan, 2015). The L2MSS is thus a two-part theoretical model that has been conceptualized at two different levels: Possible future selves (i.e., Ideal L2 Self and Ought-to L2 Self) synthesizing the concept of self (Higgins, 1987; Markus & Nurius, 1986) and the L2 Learning Experience focusing on the learner's immediate learning context. The theory shifts, therefore, the focus from the previous emphasis on the learner's identification with L2 native speakers to internal psychological and immediate contextual factors (Thompson, 2019). The paradigm has become very popular as it has been empirically tested and validated across various L2 and FL learning contexts, particularly in EFL settings (Boo et al., 2015).

2. Multiple Language Learning and Motivation

Despite a considerable volume of L2 motivation research over the past six decades, studies focusing on learners involved in multiple language learning remain scarce (Fukui & Yashima, 2021). The majority of empirical inquiries have historically concentrated on contexts where learners are learning a single L2 or FL, with research involving English as the primary target language receiving the overwhelming focus (Amorati, 2020). This is regrettable in the current global context where multilingual programs aiming to promote both multiliteracy and multilingualism are on offer in many schools across the world (De Angelis, 2007). To remedy this monolingual research bias, appeals have recently been made to include multilingualism into the study of L2 motivation (Ushioda, 2017). Overall, empirical studies specifically investigating future self-guides among multiple language learners consistently reveal competing motivational identities. Crucially, motivation for languages other than English (LOTEs) appears to be undermined when English is being learned concurrently (e.g., Csizér & Lukács, 2010; Lasagabaster, 2017; Nizigama et al., 2023a). This is attributed to the preeminent global status of English, which may diminish the drive to invest in LOTEs as the different TLs being learned simultaneously vie for the learners' finite pool of cognitive and motivational resources (Henry & Apelgren, 2008).

Contrary to this general trend, research evidence from other fewer studies (e.g., Nakamura, 2015; Nizigama et al., 2024; Zaragoza, 2011) revealed that global English does not necessarily weaken the desire to invest into learning other FLs. Nakamura (2015) argues that lower motivation for LOTEs may not solely be due to the presence of English. Instead, it might result from the inadequate promotion of multilingualism and LOTEs within educational programs. Nakamura links L2 learning motivation to specific domains such as career and education, suggesting a positive relationship between an individual's future self-concepts and the domains where the TLs are considered relevant. The assertion that L2 motivation positively correlates with specific domains of a learner's life (Nakamura, 2015) is empirically validated, especially in research involving

voluntarily multiple language learners (Siridetkoon & Dewaele, 2017; Zaragoza, 2011).

3. International Posture

The concept of international posture (IP) is an update of Gardner's (1985) traditional classification of L2 motivation into instrumental and integrative orientations. This classification was criticized for being unsuitable outside of English as a Second Language (ESL) settings, where learners have minimal or no opportunity for direct interaction with English native speakers (Dörnyei et al., 2006). Due to the lack of direct contact with native English speakers, EFL learners may struggle to clearly define their English learning motivation as either purely integrative or instrumental. Furthermore, Widdowson (1997) notes that globalization has detached English ownership from native speakers, making it a language shared by various non-native speaker communities. With English becoming a lingua franca, McClelland (2000) called therefore for a substitute for the notion of integrativeness as it became meaningless to consider the norms of one specific ethno-linguistic group.

Under these circumstances, Yashima (2002) developed the notion of 'international posture' as a radical alternative to the concept of integrative motivation in light of the new status of English. More specifically, IP refers to an individual's tendency 'to relate oneself to the international community rather than any specific L2 group' (Yashima, 2009, p. 145). The key sub-components of IP are described as an interest in international affairs or global issues, a willingness to travel overseas for work or study, and a readiness to interact with international people or foreign cultures. This suggests that, in the EFL context, the motivation of learners might be neither integrative nor instrumental, but is rather highly associated with their visualization of an imagined international community.



Since its development, IP has attracted sustained scholarly attention and has been included in several studies as a motivational dimension (Botes et al., 2020). In spite of the considerable research in which the concept of IP has been included, research projects exploring the relevance of IP to LOTEs learning are, however, extremely scarce (Amorati, 2020). In fact, most of the previous studies on IP have focused almost entirely on individuals involved in learning English (Botes et al., 2020). Although IP was initially developed to explain the motivation of global English learners (Yashima, 2002), recent studies suggest its relevance is not strictly limited to English but extends to some LOTEs (Amorati, 2020; Siridetkoon, 2015). The present study aims to address this gap by examining and comparing the applicability of IP among simultaneous FL learners in Burundi, while also accounting for gender and school grade levels as key variables.

METHOD

The participants in this study were Burundi junior high school students. They were sampled from two state-owned schools, both from the urban

province of Bujumbura Municipality. The two selected schools were Kinama and Gikungu municipal high schools and are both located in the District of Ntahangwa. In selecting the schools, judgment sampling method was employed. As all the students had been involved in the simultaneous learning of Kirundi (the native language to almost every Burundian) and three FLs (i.e., L2 French, L3 English and L3 Kiswahili) since grade one of their formal education, no data were collected from learners whose native language was other than Kirundi.

The population was 594 junior high school students per class and per gender who completed and submitted the questionnaire. This number is divided into students in grades 7, 8, and 9.

The sample was set at 240 students following Slavin's formula (Slavin & Smith, 2009). They are divided from three consecutive junior high school grades, namely 7, 8 and 9. Among them, 94 students were boys and 116 were girls. The participants' mean age was 14.5 years. The number of students sampled in each school grade is shown in Table 1.

Table 1
A Description of the Samples in the Study

	Grade 7	Grade 8	Grade 9	Total
Number	84	68	58	240
Gender (M/F)	37/47	28/40	29/29	94/116
Age (Mean)	13,3	14,9	15,4	14,5
Age Range	11-16	12-17	13-18	11-18

Note. *M* and *F* refer respectively to males and females.

The data was collected using a two-part questionnaire. The first section outlined the study's objectives, provided instructions, and collected demographic data (gender, age, school grade level, and native language). Given the young age of the participants (average age = 14.5 years) and their limited familiarity with questionnaires, the number of items was deliberately restricted. This limitation ensured the entire instrument could be completed

within 30 minutes, following recommendations by Dörnyei and Taguchi (2010) to prevent participant fatigue.

The second part of the questionnaire contained 60 items grouped into five motivational factors. These items were adapted from previous L2/FL motivation research (see Appendix). More specifically, four motivational scales (i.e., Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, and Intended Learning Effort) were adopted from Taguchi et al. (2009), while International Posture was sourced from Lamb (2012). Since the study

focused on three TLs (French, English, and Kiswahili), participants had to respond to the same set of 20 items for each language. Responses were measured on a 5-point Likert scale, ranging from 5 (strongly agree) to 1 (strongly disagree). To ensure clarity and avoid communication issues, the original English version of the questionnaire was translated into Kirundi before administration. The Cronbach's alpha reliability coefficient for each scale and language is presented in Table 2.

Participants were given printed copies of the questionnaire to fill out during class time in the students' ordinary classrooms in March 2022. Students were informed about the purpose of the study before they filled out the questionnaire and were also told that the information they give would be treated confidentially. The respondents took between 25 and 30 to complete the questionnaire and were thanked for their cooperation.

To address the research questions, collected data were analyzed using the Statistical Package

for Social Sciences (SPSS, version 22). After computing Cronbach's alpha for internal consistency reliability, independent samples *t*-tests were performed to examine statistically significant gender differences across the motivational variables. Additionally, two-way analysis of variance (ANOVA) tests were conducted to investigate the moderating effects of gender and school grade levels on the students' L2 motivation. Levene's test confirmed the assumption of homogeneity of variance in all analyses ($p > 0.05$), thereby meeting the parametric assumption required for conducting *t*-tests and ANOVA.

RESULTS

1. Scale Reliability

To assess the reliability of the questionnaire, the five multi-item scales were tested using Cronbach alpha reliability for the whole sample. Alpha coefficient scores for each scale and language are presented in Table 2.

Table-2
Reliability Coefficient for all the Measured Scales

Scale	Number of Items	Language	Cronbach's Alpha
Ideal L2 Self	5	French	.71
		English	.80
		Kiswahili	.59
Ought-to L2 Self	4	French	.64
		English	.70
		Kiswahili	.76
L2 Learning Experience	3	French	.60
		English	.68
		Kiswahili	.79
International Posture	4	French	.77
		English	.70
		Kiswahili	.82
Intended Learning Effort	4	French	.69
		English	.70
		Kiswahili	.71

As shown in Table 2, the instrument demonstrates generally good reliability. Ten of the scales achieved a Cronbach's alpha of 0.70 or higher, which is the ideal minimum for social science research



(Cohen & Lea, 2004). The remaining scales also yielded acceptable values: four scales ranged from 0.60 to 0.69, and only one had an alpha below 0.60. Despite a few coefficients falling below the standard 0.70 threshold, these results are considered acceptable within L2 motivation research, particularly when scales contain a limited number of items (Dörnyei & Csizér, 2002). Therefore, the research instrument can be regarded as reliable for this study.

2. Gender Differences

To determine gender differences in L2 motivation among Burundi junior high school students, an independent samples t-test was used. This analysis compared mean scores on the three L2MSS components, International Posture, and Intended Learning Effort across the three TLs. Table 3 below contains the results.

Table-3
 Descriptive Statistics, with Independent Samples t-test Results

Scale	Language	Gender	N	Mean	SD	<i>T</i>	<i>p</i>
Ideal L2 Self	French	Male	94	3,97	.73	-.042	.967
		Female	116	3,97	.87		
	English	Male	94	0,19	.89	-.720	.472
		Female	116	0,17	.84		
	Kiswahili	Male	94	0,15	0,04	-.249	.804
		Female	116	0,15	0,08		
Ought-to L2 self	French	Male	94	0,14	.89	.266	.790
		Female	116	0,14	0,05		
	English	Male	94	0,15	0,04	-.299	.765
		Female	116	0,15	0,04		
	Kiswahili	Male	94	0,14	0,04	.243	.808
		Female	116	0,14	0,05		
L2 Learning Experience	French	Male	94	0,17	.89	-1.622	.106
		Female	116	0,18	.82		
	English	Male	94	0,19	0,04	-2.033	.043*
		Female	116	0,18	.76		
	Kiswahili	Male	94	0,16	0,05	-.630	.529
		Female	116	0,17	0,05		
Intended Learning efforts	French	Male	94	0,18	.78	-1.267	.207
		Female	116	0,19	.82		
	English	Male	94	0,19	.86	-1.293	.197
		Female	116	0,18	.74		
	Kiswahili	Male	94	0,16	.88	-.995	.321
		Female	116	0,16	0,04		
International Posture	French	Male	94	0,19	.76	1.807	.072
		Female	116	0,17	0,04		
	English	Male	94	0,19	.78	-.280	.780
		Female	116	0,20	.63		
	Kiswahili	Male	94	0,15	0,05	-.507	.613
		Female	116	0,16	0,04		

* $p < 0.05$

As the results above indicate, female students consistently scored higher means than their male peers on nearly all motivational scales and across all three FLs. The only exceptions were the Ought-to L2 Self for both French and Kiswahili, and International Posture for French, where male students obtained higher scores. However, with only one scale related to learning English (i.e., L2 Learning Experience) where the difference was statistically significant, all the remaining differences between the two genders were not statistically significant. Nonetheless, the analysis of mean scores reveals a generally high level of positive motivation for learning all three TLs. Across all scales and genders, participants' mean values consistently exceeded the scale's midpoint of three, with the only exception being the Ought-to Kiswahili Self variable.

3. Gender x School Grade Level Interaction

The second objective of the present study was to test if school grade level (Grade 7, 8, or 9) moderated the relationship between gender and L2 motivation. To analyze the data, a 2 (gender) x 3 (school grade level) between-subjects ANOVA was therefore performed. This analysis was applied to the students' scores for the L2MSS, Intended Learning Effort, and International Posture across the three languages students were simultaneously learning (L2 French, L3 English, and L3 Kiswahili). The analysis results are presented separately for each dependent variable.

A two-way independent ANOVA was first conducted to specifically investigate the impact of gender and grade level on the Ideal L2 Self construct for each of the three TLs. The results of this ANOVA analysis are presented in Table 4.

Table-4
 A 2 x 3 Two Way ANOVA Test on Ideal L2 Self across the Three Target Languages

Source of variance	French				English				Kiswahili			
	df	Mean Square	F	Sig	df	Mean Square	F	Sig	df	Mean Square	F	Sig
Gender	1	.019	.031	.861	1	.013	.019	.890	1	.015	.009	.923
School grade	2	4.174	6.635	.002*	2	6.601	10.084	.000*	2	4.111	2.503	.084
Gender x school grade	2	.113	.179	.836	2	5.678	8.675	.000*	2	1.823	1.110	.332

* p < 0.05

As shown in Table 4, gender had no significant effect on the Ideal L2 Self. School grade, however, did have a significant main effect on the variable for both French (p = 0.002) and English (p = 0.000). Moreover, Post-hoc Tukey HSD tests revealed specific differences. For French, Grade 8 learners scored significantly higher on Ideal French Self (M=4.25, SD=0.74) than both Grade 7 (M=3.92, SD=0.87) and Grade 9 (M=3.73,

SD=0.70) learners. For English, Grade 7 (M=4.04, SD=0.89) and Grade 8 (M=4.32, SD=0.63) students both scored significantly higher on Ideal English Self than their Grade 9 (M=3.68, SD=0.94) counterparts.

Regarding moderation, the only statistically significant interaction found was between gender and school grade for learning English (F(2, 204) = 8.675, p = 0.000). To explore the nature of this



interaction, simple main effects were analyzed by conducting pairwise comparisons of gender at each grade level. The analysis revealed that the simple main effect of gender on Ideal English Self was statistically significant for Grade 7 ($F(1, 204) = 11.670, p = .001$) and Grade 9 ($F(1, 204) = 5.158, p = .024$), but not for Grade 8 ($F(1, 204) = 0.745, p = .389$). The post-hoc analysis indicated a significant gender difference in the Ideal English Self at two grade levels. In Grade 7, females had a significantly higher mean on Ideal English Self ($M=4.30, SD=0.11$) than males ($M=3.70, SD=0.13$). Conversely, in Grade 9, males scored significantly higher on the dependent variable ($M=3.92, SD=0.15$) than their female peers ($M=3.44, SD=0.15$).

The ANOVA was next conducted to examine the effects of the two independent variables on Ought-to L2 Self across French, English, and Kiswahili learning. These results are presented in Table 5.

Table-5
 A 2 x 3 Two Way ANOVA Test on Ought to L2 Self across the Three Target Languages

Source of variance	French				English				Kiswahili			
	df	Mean Square	F	Sig	df	Mean Square	F	Sig	df	Mean Square	F	Sig
Gender	1	.350	.365	.546	1	.256	.324	.570	1	.607	.569	.451
School grade	2	7.288	7.613	.001*	2	24.479	30.981	.000*	2	5.272	4.940	.008*
Gender x school grade	2	.498	.520	.595	2	3.139	3.973	.020*	2	2.730	2.558	.080

* $p < 0.05$

As indicated in Table 5, the main effect of gender on Ought-to L2 Self was not significant across all analyses. In contrast, school grade level had a statistically significant main effect on Ought-to L2 Self in all three languages examined: French ($p = 0.001$), English ($p = 0.000$) and Kiswahili ($p = 0.008$). Additionally, unlike for both French and Kiswahili, there was a significant interaction between gender and school grade level on Ought-to L2 Self for English ($F(2, 204) = 3.973, p = 0.020$). Moreover, regardless of the TL, the Tukey HSD post-hoc test showed consistent significant differences: Grade 9 learners scored significantly lower on the construct than their peers in both Grade 7 and Grade 8.

Looking at the simple main effects, pairwise comparisons of gender at each grade level were analysed in relation to Ought-to English Self. Results indicated that the simple main effect of gender on the variable was only statistically significant for Grade 7 ($F(1, 204) = 4.265, p = .040$), but not for Grade 8 ($F(1, 204) = 1.803, p = .181$) and Grade 9 ($F(1, 204) = 1.911, p = .168$). In Grade 7, as the post-hoc analysis revealed, female learners reported a significantly higher Ought-to English Self mean score ($M=3.76, SD=0.79$) than their male classmates ($M=3.35, SD=1.04$).

Thirdly, ANOVA analyses were also conducted to assess the effect of the gender and school grade on L2 Learning Experience. For each language, Table 6 shows the results.

Table-6
 A 2 x 3 Two Way ANOVA Test on L2 Learning Experience across the Three Target Languages

Source of variance	French				English				Kiswahili			
	df	Mean Square	F	Sig	df	Mean Square	F	Sig	df	Mean Square	F	Sig
Gender	1	2.314	3.155	.077	1	1.904	2.513	.114	1	.079	.064	.800
School grade	2	1.397	1.905	.152	2	4.151	5.481	.005*	2	1.731	1.402	.248
Gender x school grade	2	.238	.324	.724	2	1.210	1.598	.205	2	1.931	1.565	.212

* $p < 0.05$

The analysis of L2 Learning Experience scores showed no significant differences between male and female students across the three TLs, as detailed in Table 6. The variable of school grade had, however, a significant main effect on L2 Learning Experience, but only in relation to English ($F(2, 204) = 5.481, p = 0.005$). For English, more specifically, Grade 9 learners reported a significantly lower mean on the dependent variable ($M=3.83, SD=0.86$) than both Grade 7 ($M=4.04, SD=0.99$) and Grade 8 ($M=4.35, SD=0.72$) students. Additionally, no significant interaction effect between gender and school grade on L2 Learning Experience was revealed in any analyses.

A factorial ANOVA was fourthly conducted to examine the main effects of gender and school grade, along with their interaction effects, on the variable of Intended Learning Efforts. The results of this analysis are detailed in Table 7 below.

Table-7
 A 2 x 3 Two Way ANOVA Test on Intended Learning Effort across the Three Target Languages

Source of variance	French				English				Kiswahili			
	df	Mean Square	F	Sig	df	Mean Square	F	Sig	df	Mean Square	F	Sig
Gender	1	1.305	1.976	.161	1	.258	.443	.506	1	.285	.323	.571
School grade	2	.135	.204	.815	2	5.471	9.412	.000*	2	4.068	4.604	.011*
Gender x school grade	2	.645	.976	.379	2	2.397	4.124	.018*	2	2.259	2.557	.080

* $p < 0.05$

The results presented in Table 7 reveal the following about the main effects of the independent variables and their interaction on Intended Learning Efforts: First, there was no significant main effect of gender on the students' Intended Learning Efforts in any of the analyses conducted. Second, the effect of school grade on the dependent variable was significant only in relation to English ($F(2, 204) = 9.412, p = 0.000$) and Kiswahili ($F(2, 204) = 4.604, p = 0.011$). For English, Intended learning effort scores were highest for Grade 8 ($M=4.33, SD=0.63$), followed by Grade 7 ($M=4.00, SD=0.79$), and



lowest for Grade 9 (M=3.81, SD=0.88). For Kiswahili, Grade 9 students scored a significantly lower mean on Intended Learning Efforts (M=3.20, SD=0.88) than both Grade 7 (M=3.58, SD=0.99) and Grade 8 (M=3.68, SD=0.93) pupils.

As for the test of moderation, a significant interaction effect between gender and school grade was observed only in learning English ($F(2, 204) = 4.124, p = 0.018$). Following this significant interaction, the analysis of the simple main effects of gender on the dependent variable was tested across each school grade level. The analysis indicated that the simple main effect of gender on Intended Learning Efforts for English was only statistically significant for Grade 7 ($F(1, 204) = 8.263, p = .004$), but not for Grade 8 ($F(1, 204) = 0.104, p = .747$) and Grade 9 ($F(1, 204) = 1.068, p = .303$). At Grade 7, as the post-hoc analysis revealed, males scored significantly lower on the measured variable (M=3.73, SD=0.12) than females (M=4.21, SD=0.11) did.

Lastly, a two-way independent ANOVA was also performed to investigate the impact of two independent variables—gender and school grade level—on the dependent variable of International Posture across the three FLs. The results of this analysis are presented in Table 8.

Table-8
 A 2 x 3 Two Way ANOVA Test on International Posture across the Three Target Languages

Source of variance	French				English				Kiswahili			
	df	Mean Square	F	Sig	df	Mean Square	F	Sig	df	Mean Square	F	Sig
Gender	1	2.519	2.903	.090	1	.055	.130	.718	1	.036	.033	.856
School grade	2	1.565	1.804	.167	2	7.559	17.853	.000*	2	5.233	4.725	.010*
Gender x school grade	2	.373	.430	.651	2	1.436	3.391	.036*	2	.507	.458	.633

* $p < 0.05$

The results presented in Table 8, concerning the impact of gender and school grade level on IP, show that the main effect of gender on IP was insignificant for all TLs. Nonetheless, the main effect of school grade on the construct was significant for both English ($F(2, 204) = 17.853, p < 0.001$) and Kiswahili ($F(2, 204) = 4.725, p = 0.010$). Concerning the interaction effect, the effect between gender and school grade level was found to be significant only in relation to English learning ($F(2, 204) = 3.391, p = 0.036$).

Moreover, Tukey HSD revealed significant differences among the three school grades for both English and Kiswahili. For English, Grade 8 learners (M=4.77, SD=0.38) scored significantly higher on IP than both Grade 7 (M=4.22, SD=0.77)

and Grade 9 (M=4.21, SD=0.70) students. For Kiswahili, both Grade 8 (M=3.70, SD=1.04) and Grade 7 (M=3.45, SD=1.04) learners scored significantly higher than Grade 9 students (M=3.12, SD=1.05).

The significant interaction on English IP was further explored with simple main effects tests for gender at each grade level. A significant gender difference was found only among Grade 7 students ($F(1, 204) = 4.016, p = .046$), where females reported higher scores (M=4.351, SD=0.09) than their male counterparts (M=4.065, SD=0.10). Gender did not have a statistically significant effect on English IP at either Grade 8 ($F(1, 204) = 0.910, p = .341$) or Grade 9 ($F(1, 204) = 1.855, p = .175$).

DISCUSSION

Based on Dörnyei's (2009) L2MSS and Yashima's (2009) International Posture, this study investigated gender differences in multilingual learning motivation among Burundi junior high school students (Grades 7–9). The research primarily examined if gender significantly affects L2MSS components, Intended Learning Efforts, and International Posture. A secondary aim was to assess if school grade moderates the link between gender and L2 motivation. The study's research aims were achieved using descriptive statistics, an independent samples *t*-test, and a two-way independent ANOVA.

RQ1: Is there a significant effect of gender on the L2MSS components, Intended Learning Efforts, and International Posture among Burundi high school students learning three foreign languages simultaneously?

As shown in Table 3, female students consistently obtained numerically higher mean scores than their male peers across nearly all motivational scales and all three FLs. However, only one comparison reached statistical significance: female learners scored significantly higher than males on the English Learning Experience scale [$t(210) = -2.033$; $p = .04$]. Overall, the remaining gender differences in motivation across the TLs were not statistically significant. These findings largely fail to corroborate the majority of previous research (e.g., Azarnoosh & Birjandi, 2012; Dörnyei et al., 2006; Ryan, 2009), which typically reports that female learners exhibit significantly higher motivation towards FL learning than their male counterparts.

Nevertheless, the present results are consistent with the findings of a limited number of studies that did not detect gender differences in L2 motivation (e.g., Henry & Cliffordson, 2013; Lasagabaster, 2015). The current results also mirror those of Nduwimana (2019), whose study in the Burundi context likewise found no significant gender differences in L3 English attitudes among male and female university ESP science students.

This finding might, nonetheless, suggest that Burundi FL learners, regardless of gender, recognize the utility of each TL for both their educational advancement and their effective participation in global and regional communities of which Burundi is a member state.

RQ2: Does the effect of gender on students' multilingual learning motivation vary significantly across the different participating school grades?

To find results for this second research question, a two-way between-subjects ANOVA with *Tukey HSD* post hoc tests was conducted in order to examine the main and interaction effects of gender and school grade level (Grades 7–9) on the dependent motivational variables (L2MSS components, Intended Learning Efforts, and IP). The analysis was run separately for each of the three TLs (L2 French, L3 English, and L3 Kiswahili).

ANOVA results, as detailed in Tables 4-8, show first the main effects of gender and school grade level on the five measured motivational variables (i.e., Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, Intended Learning Efforts, and IP). Concerning the impact of gender on each dependent variable, the findings consistently indicate that its effect on each construct was always statistically insignificant across all the three TLs studied. This goes against the bulk of previous research on the subject, where female learners demonstrated higher scores than male students on measured motivational variables (e.g., Dörnyei et al., 2006; Henry & Apelgren, 2008; Ryan, 2009).

Regarding the main effect of school grade level on the measured motivational variables, on the other hand, the significant effect was found on Ideal L2 Self (for French and English), on Ought-to L2 Self (in all the three TLs), on L2 Learning Experience (only in English), on Intended Learning Efforts (for English and Kiswahili) and on IP (in both English and Kiswahili). Moreover, *Tukey HSD* post-hoc tests showed a significant pattern of significant differences among the three school grades, regardless of the TL or the dependent



variable. Grade 9 learners consistently registered significantly lower scores on every measured motivational construct compared to both Grade 7 and Grade 8, while Grade 8 consistently reported the highest scores on every measured construct. This suggests a peak in motivation at Grade 8, followed by a noticeable decline in Grade 9.

Overall, with ninth grade students scoring consistently lower than the two lower school grades, these findings indicate that, although it becomes more vivid in Grade 8, the motivation to learn the FLs nonetheless drops down in Grade 9 regardless of the FL. Though the students started learning simultaneously the three TLs from grade one of their formal education, these results reveal that 7th and 8th grade students are generally more enthusiastic about learning FLs than 9th grade learners. This aligns well with the general scholarly trend of temporal decline observed in L2 motivation (Dörnyei & Csizér, 2002; Henry, 2009; Nizigama et al., 2023a). Research consistently shows that school-age students in compulsory education typically begin learning an L2 or FL with enthusiasm. However, as they advance into upper classes, their motivation diminishes significantly and becomes increasingly less positive.

Since the main effect of school grade level on the motivational variables was the least significant in relation to French learning, this suggests that the participating school grades (Grade 7, 8, and 9) tend to almost equally value French. This uniformity in motivation may be due to French's crucial status as a language of instruction in the context of Burundi, which likely provides a consistent, high-stakes motivation across the different grade levels.

Concerning the interaction effects between gender and school grades on the motivational variables, significant effects were reported for four of the five measured motivational variables. Crucially, all these significant interactions occurred only in relation to English: Ideal L2 Self, Ought-to L2 Self, Intended Learning Efforts, and IP. This indicates that while the main effect of gender was insignificant on its own, its impact on these four

motivational factors depended on the student's school grade level when learning English. In contrast, no significant gender x grade interaction was found for French or Kiswahili, nor for the L2 Learning Experience variable in any language. In Burundi, unlike French, which functions as the primary medium of instruction or Kiswahili, which serves mainly as a practical tool for regional integration and commerce, English is uniquely positioned as the language of global modernity. The significant interaction observed for English indicates that students perceive it as a gateway to a different future (e.g., working in NGOs, technology, or opportunities abroad). This perception validates why school grade level interacts significantly with gender, reflecting the different social pressures and visions for international opportunities among male and female learners. This heightened appeal of English is consistent with previous research in Burundi showing overwhelmingly positive student attitudes toward the language compared to French and Kiswahili (see, Bigirimana, 2018; Nizigama et al., 2023b).

Exploring the significant gender x school grade interaction effects (which, as established, occurred only in English) through the analysis of simple main effects provided a detailed understanding of where the differences lay. A statistically significant effect was found for Grade 7 and Grade 9 on the Ideal L2 Self variable and for Grade 7 only on the remaining three variables (i.e., Ought-to L2 Self, Intended Learning Efforts, and IP). The analysis revealed contrasting patterns regarding which gender scored higher however. In Grade 7, female learners consistently got higher mean scores than male peers while, in Grade 9 for the Ideal L2 Self, male students scored higher than females. This finding according to which female students in Grade 7 consistently exhibited higher motivational scores is in line with previous L2 motivation research (see, Dörnyei et al., 2006; Henry & Apelgren, 2008; Ryan, 2009). The significant male advantage in the Ideal L2 Self in Grade 9 contradicts, however, the general trend. A

possible explanation lies in the high-stakes educational context: Grade 9 is where Burundi students take the national exam that determines admission to senior secondary education and eligibility to specific educational streams. This critical juncture may lead to increased pressure on male students to form a stronger, more vivid Ideal L2 Self as an English user, seeing English proficiency as crucial for securing a favourable educational or regional/international opportunities tied to success on that exam.

As the reported significant interaction effects, which occurred only in English, were almost exclusively in Grade 7, but not in Grades 8 and 9, this might suggest that relationship between gender and school grade level on the students' English learning motivation depends on certain factors unique to the Grade 7 experience. In Burundi, Grade 7 marks a pivotal transition point, moving from the primary school environment (Grades 1-6) into junior high level. This shift is characterized by environmental instability. Unlike Grades 8 and 9 students who have already adapted, Grade 7 pupils are simultaneously navigating a new, more complex school environment, adjusting to new teachers, unfamiliar school culture, and advanced curriculum. This heightened instability is likely to make Grade 7 students more susceptible to the influence of external factors thereby amplifying the interaction effect on their English learning motivation.

CONCLUSION

Utilising Dörnyei's (2009) L2MSS and Yashima's (2009) IP, this study focused on gender differences in L2 motivation among Burundi junior high school simultaneous multiple language learners. In contrast to many other studies in different social contexts, the results revealed, overall, no gender differences regarding the students multiple language learning motivation. It has been suggested that, as these findings mirror those of Nduwimana (2019), whose study was also conducted in Burundi, Burundi FL learners, regardless of gender or age, recognize the utility

of each TL for both their education and participation in global and regional communities where each language is believed more relevant. Since these two studies, despite employing different participant groups, converged on a non-significant gender difference in Burundi, further investigation is warranted. We recommend a need for both larger-scale quantitative studies and in-depth qualitative research to fully understand why male and female Burundi language learners seem to share similarly positive motivation toward FL learning.

However, results of the interaction effects between gender and school grades on the motivational variables revealed significant effects on Ideal L2 Self, Ought-to L2 Self, Intended Learning Efforts, and IP, but not on L2 Learning Experience. More specifically, all these significant interactions occurred only in relation to English while no significant gender x grade interaction was found for either French or Kiswahili. This suggests that, although the main effect of gender was insignificant on its own, its impact on the four motivational factors depended on the student's school grade level when learning only English. This distinct result aligns with established research indicating that English is the most popular FL among surveyed learners in Burundi (Bigirimana, 2018; Nizigama et al., 2023b).

For the reported significant interactions, which occurred only in English, the analysis of simple main effects indicated that a statistically significant effect was almost exclusively found in Grade 7 on four variables (i.e., Ideal L2 Self, Ought-to L2 Self, Intended Learning Efforts, and IP), but not in the two higher school grades. In this particular school grade, female learners consistently got higher mean scores than their male classmates, a finding which is in line with previous L2 motivation research. This might indicate that, unlike with Grade 8 and Grade 9 learners, the relationship between gender and school grade level on the students' English learning motivation depends on certain factors unique to the Grade 7 experience. As Grade 7 is at the intersection



between primary and secondary school education levels, this class is characterized by environmental instability with new experiences such as a new school environment, unfamiliar school culture with new teachers, and advanced curriculum. This heightened instability might therefore be the cause for the significant interaction effect on Grade 7 learners' English learning motivation. Studies in Burundi involving primary school learners are, therefore, needed to clarify the developmental trajectory of gender differences in FL learning motivation. Specifically, future studies should determine whether L2 motivation profiles of younger learners in Burundi align with those found in early adolescents (Grade 7 students) or if they reflect the motivational structures reported in adolescents (Grades 8 and 9) and university students (Nduwimana, 2019).

REFERENCES

- Amorati, R. (2020). Accessing a Global Community through L2 Learning: A Comparative Study on the Relevance of International Posture to EFL and LOTE Students. *Journal of Multilingual and Multicultural Development*, 41(1), 1-16. <https://doi.org/10.1080/01434632.2020.1850746>
- Azarnoosh, M., & Birjandi, P. (2012). Junior High School Students' L2 Motivational Self-System: Any Gender Differences. *World Applied Sciences Journal*, 20(4), 577-584. DOI: 10.5829/idosi.wasj.2012.20.04.2732
- Bigirimana, C. (2018). Enseignement des Langues: Représentations et Construction Identitaire. *Synergies Afrique Des Grands Lacs*, 7, 15-28.
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 Motivation Research 2005-2014: Understanding a Publication Surge and a Changing Landscape. *System*, 55, 147-157. doi:10.1016/j.system.2015.10.006
- Botes, E., Gottschling, J., Stadler, M., & Greiff, S. (2020). A systematic narrative review of International Posture: What is Known and What Still Needs to be Uncovered. *System*, 90, 102232. <https://doi.org/10.1016/j.system.2020.102232>
- Cohen, B. H., & Lea, R. B. (2004). *Essentials of Statistics for the Social and Behavioral Sciences*. Hoboken, NJ: John Wiley & Sons.
- Csizér, K., & Lukács, G. (2010). The Comparative Analysis of Motivation, Attitudes and Selves: The Case of English and German in Hungary. *System*, 38(1), 1-13. <https://doi.org/10.1016/j.system.2009.12.001>
- Dailey, A. (2009). *Key Motivational Factors and How Teachers can Encourage Motivation in Their Students*. (Unpublished Master's Thesis), University of Birmingham, U.K.
- De Angelis, G. (2007). *Third or Additional Language Acquisition* (Vol. 24). Clevedon, UK: Multilingual Matters.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. University of Nottingham: Routledge.
- Dörnyei, Z. (2009). The L2 Motivational Self-system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 self*, 29-42. Bristol, UK: Multilingual Matters.
- Dörnyei, Z., & Csizér, K. (2002). Some Dynamics of Language Attitudes and Motivation: Results of a Longitudinal Nationwide survey. *Applied Linguistics*, 23(4), 421-462. doi:10.1093/applin/23.4.421
- Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes and Globalisation: A Hungarian perspective*. Clevedon, UK: Multilingual Matters.
- Dörnyei, Z. & Ryan, S. (2015). *The psychology of the Language Learner Revisited*. New York: Routledge.

- Dörnyei, Z., and T. Taguchi. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2nd ed.). New York/London: Routledge.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation* (2nd ed.). Harlow, UK: Pearson Education.
- Djigunoviæ, M. J., & Nikolov, M. (2019). Motivation of Young Learners of Foreign Languages. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), *The Palgrave Handbook of Motivation for Language Learning* (515-533). Cham, Switzerland: Palgrave Macmillan.
- Fukui, H., & Yashima, T. (2021). Exploring evolving Motivation to Learn Two Languages Simultaneously in a Study Abroad Context. *The Modern Language Journal*, 105(1), 267-293. <https://doi.org/10.1111/modl.12695>
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The role of Attitudes and Motivation*. London: Edward Arnold
- Gardner, R. C., & Lambert, W. E. (1959). Motivational Variables in Second-Language Acquisition. *Canadian Journal of Psychology/Revue Canadienne de Psychologie*, 13(4), 266.
- Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Henry, A. (2009). Gender Differences in Compulsory School Pupils' L2 self-Concepts: A Longitudinal Study. *System*, 37(2), 177–193. <https://doi.org/10.1016/j.system.2008.11.003>
- Henry, A., & Apelgren, B. M. (2008). Young Learners and Multilingualism: A Study of Learner Attitudes before and after the Introduction of a Second Foreign Language to the Curriculum. *System*, 36(4), 607–623. <https://doi.org/10.1016/j.system.2008.03.004>
- Henry, A., & Cliffordson, C. (2013). Motivation, Gender, and Possible Selves: Motivation, Gender, and Possible Selves. *Language Learning*, 63(2), 271–295. <https://doi.org/10.1111/lang.12009>
- Higgins, E. T. (1987). Self-Discrepancy: A Theory Relating Self and Affect. *Psychological Review*, 94(3), 319.
- Lamb, M. (2012). A self-System Perspective on Young Adolescents' Motivation to Learn English in Urban and Rural Settings. *Language Learning*, 62(4), 997–1023. doi:10.1016/j.system.2003.04.002
- Lasagabaster, D. (2015). The Relationship between Motivation, Gender, L1 and Possible Selves in English-Medium Instruction. *International Journal of Multilingualism*, 13(3), 315– 332. doi:10.1080/14790718.2015.1105806
- Lasagabaster, D. (2017). Language Learning Motivation and Language Attitudes in Multilingual Spain from an International Perspective. *The Modern Language Journal*, 101(3), 583-96. doi:10.1111/modl.12414
- Markus, H., & Nurius, P. (1986). Possible Selves. *American Psychologist*, 41(9), 954. doi:10.1037/0003-066X.41.9.954.
- McClelland, N. (2000) Goal Orientations in Japanese College Students Learning EFL. In S.D. Cornwell and P. Robinson (eds) *Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence, and Motivation* (pp. 99115). Tokyo : Japanese Association for Language Teaching.
- Mazunya, M., & Habonimana, A. (2010). Les Langues de Scolarisation Dans l'enseignement Fondamental en Afrique Subsaharienne Francophone: Le cas du Burundi. *Bujumbura: Agence Universitaire de La Francophonie*
- Meece, J. L., Glienke, B. B., & Burg, S. (2006). Gender and Motivation. *Journal of school Psychology*, 44(5), 351-373. doi:10.1016/j.jsp.2006.04.004



- Nakamura, T. (2015). Motivations for Learning Japanese and Additional Languages: A Study of L2 Self-Image across Multiple Languages. *New Voices in Japanese Studies*, 7, 39–58. doi:10.21159/nvjs.07.03
- Nduwimana, A. (2019). Pure Sciences Students' Attitudes towards Learning English: The Case of University of Burundi. *International Journal of Research in English Education*, 4(2), 1-13. doi:[10.29252/ijree.4.2.1](https://doi.org/10.29252/ijree.4.2.1)
- Nizigama, E. (2023). *Language Learning Motivation and Multilingual Acquisition: A Mixed Methods Study on Junior Secondary School Students in Burundi*. (Doctoral dissertation), Yazd University, Iran.
- Nizigama E., Fazilatfar A.M. & Jabbari A.A. (2023a). Junior Secondary School Students' Motivation for Learning Multiple Foreign Languages in Burundi: a Cross-Sectional Study.
- Nizigama, E., Fazilatfar, A. M., Jabbari, A. A., & Rezai, M. J. (2023b). Motivation and International Posture of Multiple Language Learners in Burundi Urban and Rural Settings. *International Journal of Foreign Language Teaching and Research*, 11(46), 29-48. <https://doi.org/10.30495/jfl.2023.706286>
- Nizigama, E., Fazilatfar, A. M., & Rezai, M. J. (2024). L2 Motivational Self System and International Posture of Burundi Simultaneous Multiple Language Learners: A Mixed Method Study. *Iranian Journal of Language Teaching Research*, 12(2), 55-76. 10.30466/ijltr.2024.54785.2562
- Ryan, S. (2009). Self and Identity in L2 Motivation in Japan: The Ideal L2 Self and Japanese Learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self*, 120-143, New York/Bristol: Multilingual Matters.
- Slavin, R., & Smith, D. (2009). The Relationship between Sample Sizes and Effect Sizes in Systematic Reviews in Education. *Educational Evaluation and Policy Analysis*. Vol. 31, No. 4, Dec 2009, 500-506, DOI: 10.3102/01623737093523
- Siridetkoon, P. (2015). *Motivation, Anxiety and International Posture of Multiple Language Learners in Thailand*. Unpublished Doctoral Dissertation, University of London.
- Siridetkoon, P., & Dewaele, J.-M. (2017). Ideal Self and Ought-to Self of Simultaneous Learners of Multiple Foreign Languages. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2017.1293063>.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 Motivational Self-System among Japanese, Chinese and Iranian Learners of English: A Comparative Study. *Motivation, Language Identity and the L2 Self*, 36, 66.
- Thompson, A. S. (2019). Motivation for Formal Learning of Multiple Languages. In M. Lamb, K. Csizér, A. Henry & S. Ryan (Eds.), *The Palgrave Handbook of Motivation for Language Learning* (641-660). Cham, Switzerland: Palgrave Macmillan.
- Ushioda, E. (2017). The Impact of Global English on Motivation to Learn other Languages: Toward an Ideal Multilingual Self. *The Modern Language Journal*, 101(3), 469-482. doi:10.1111/modl.12413
- Ushioda, E. (2019). Researching L2 Motivation: Past, Present and Future. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave Handbook of Motivation for Language Learning*, 661–682. Cham: Palgrave Macmillan.
- Widdowson, H. G. (1997). EIL, ESL, EFL: Global Issues and Local Interests. *World Englishes*, 16(1), 135-46. <https://doi.org/10.1111/1467-971X.00054>

- Yashima, T. (2000). Orientations and Motivation in Foreign Language Learning: A Study of Japanese College Students. *JACET bulletin*, 31(1), 121-133.
- Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *Modern Language Journal*, 86, 54–66. doi:10.1111/1540-4781.00136
- Yashima, T. (2009). International Posture and the Ideal L2 Self in the Japanese EFL Context. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 self*, 144–163. Bristol, UK: Multilingual Matters.
- Zaragoza, E. D. C. (2011). Identity, Motivation and Plurilingualism in Self-Access Centers.

Appendix

Scales of the Administered Questionnaire (English Version)

1. *Ideal L2 self items*

- If my dreams come true, I'll one day use French/English/Kiswahili effectively
- The things I want to do in the future require me to use French/English/Kiswahili.
- Studying French/English/Kiswahili can be important to me because I think it will someday be useful in getting a good job.
- I see myself as a person who in the future is good at speaking 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 have to learn French/English/Kiswahili because my family expects me to.
- 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.
- I should learn French/English/Kiswahili because all my classmates are learning it.
- I have to learn French/English/Kiswahili because without passing the French course I cannot get the Basic School certificate.

3. *L2 learning experience items*

- I would you like to have more French/English/Kiswahili lessons at school
- I always look forward to French/English/Kiswahili classes.
- I really enjoy learning French/English/Kiswahili.

4. *Intended learning effort items*

- I put much effort into learning French/English/Kiswahili outside school.
- I put a lot of time and energy into studying French/English/Kiswahili.
- I can honestly say that I am really doing my best to learn French/English/Kiswahili.
- If my teacher would give the class an optional assignment, I would certainly volunteer to do it.

5. *International posture items*

- Learning French/English/Kiswahili is necessary because it is an international language.
- Learning French/English/Kiswahili is important to me because with French I will enjoy travelling abroad.
- I think that French/English/Kiswahili will help me meet more people from other countries.
- French/English/Kiswahili is important in the world these days.