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Motivation and demotivation in second language learning at Australian universities

Mr Giuseppe D'Orazzi
http://orcid.org/0000-0002-1647-3385

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School of Languages and Linguistics
The University of Melbourne

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Abstract

This research aims to identify the main factors underlying the motivation and demotivation of beginner students learning French, German, Italian and Spanish at Australian universities considering the context in which L2 learners are embedded. The theoretical basis for this research project is provided by previous studies on motivation and demotivation as listed by Dörnyei (2001b; 2020b). The analysis of psychological/internal, pedagogical and socio-contextual/external variables involved in L2 learning (for an overview see Dörnyei & Ushioda, 2011; Ushioda, 2020) is structured into three levels: micro, meso and macro (cf. Gayton, 2018; Gruba et al., 2016). The three levels correspond to three factors which emerged from a principal components analysis: the Psychology of the Language Learner (PLL), the Learning Experience (LE) and the Socio-cultural Environment (SCE).

The continuous interaction of L2 learners with dynamics of power, trends and social fashions within the society (Larsen-Freeman, 2001) where they actively construct their own identities (Norton, 2013) aligns with mainstream poststructuralist views of learning processes (McNamara, 2011).

Mixed methods design was utilised to explore students' motivation and demotivation over two semesters. A questionnaire (cf. Oakes, 2013; Sakai & Kikuchi, 2009; Kikuchi, 2015) was completed by 719 students enrolled in a number of Australian universities in April/May 2018. 206 students out of the 719 students who participated in the first phase of the data collection then completed a second questionnaire in September 2018. A small group of students enrolled at the University of Melbourne were interviewed after the end of the first (June 2018) and the second semesters (October/November 2018).

Both quantitative and qualitative data analysis support the idea that all three factors at the three levels of analysis play a crucial role in student motivation and demotivation. Changes in motivation and demotivation were also observed during a year of L2 studies at university. Psychological and pedagogical reactions to the L2 learning process are deemed increasingly important for students over time, while the socio-cultural environment affects students' interest in learning an L2 depending on their personal experience of an L2 in a specific context. Differences across the four L2 cohorts were also identified and explored.

Declaration

I declare that:

a) This thesis comprises only my original work towards the Doctor of Philosophy degree;

b) To the best of my knowledge, due acknowledgement has been made in the text to all other material used;

c) Full ethics procedures and guidelines have been followed;

d) This thesis is fewer than 100,000 words in length exclusive of tables, figures, bibliography and appendixes.

Signature

Date

4th December 2020

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This thesis is not the result of my individual work isolated from the environment which surrounds me. This thesis has been profoundly and constantly influenced by the support received before and during my doctoral experience in multiple creative ways. My PhD journey has been by far the most social and interactive experience of my life.

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List of abbreviations

CCs= Contextual Components

CDCs= Course-specific Demotivational Components

CMCs= Course-specific Motivational Components

DE= German

ES= Spanish

ESL= English as a Second Language

F= Female

FLE= Foreign Language Enjoyment

FLS= Feared L2 Self

FR= French

GPA= Grade Point Average

I= Interviewee

ID= Intrinsic Demotivation

ILS= Ideal L2 Self

IM= Intrinsic Motivation

INSTRD= Instrumental Demotivation

INSTRO= Instrumental Orientation

INTD= Integrative Demotivation

INTO= Integrative Orientation

IT= Italian

LE= Learning Experience

M= Male

M= Mean

N= Number

NCCs= Negative Contextual Components

NOLS= Negative Ought-to L2 Self

NUC= Negative University Context

O= Other Gender

OLS= Ought-to L2 Self

PCA= Principal Component Analysis

PF= Performance Frustration

PLL= Psychology of the Language Learner

RQ= Research Question

S1= Semester One

S2= Semester Two

SCE= Socio-cultural Environment

SD= Standard Deviation

SP= Students' Performance

SQ= Survey Question

STEMM: Science, Technology, Mathematics and Medicine related degrees.

TDCs= Teacher-specific Demotivational Components

TMCs= Teacher-specific Motivational Components

UC= University Context

WAM= Weighted Average Mark

WTC= Willingness To Communicate

Chapter 1 Introduction

This thesis examines the motivation and demotivation of beginner students learning French, German, Italian and Spanish primarily at the Group of Eight (Go8) Australian universities. It contributes to the increasing body of literature on understanding the factors involved in motivation and demotivation in learning a second language (L2) in Australia and elsewhere within an increasingly globalised English-speaking context (Busse, 2013; Lanvers & Chambers, 2020; Ushioda & Dörnyei, 2017).

Nettelbeck et al. (2007) claimed that 'overall fewer than 25% of [university] students beginning a LOTE [Languages Other Than English] complete a third year' (p. 3). Lo Bianco and Slaughter (2009) emphasise that 'a deep and persistent malaise afflicts language education in Australia, regrettably shared with other English-speaking nations' (p. 1). More recently, Martín, Jansen and Beckmann (2016) confirmed this trend as ongoing, underlining that 'the most striking characteristic of L&C [language and culture] programs in Australian universities is the relative scarcity of students' (Martín et al., 2016, p. 5). This low uptake and retention amongst L2 students have led to a need for studies on L2 motivation and demotivation in Australia to understand better the dynamics experienced at Australian universities.

Moreover, it is noted that relatively few studies on L2 learning motivation and/or demotivation are longitudinal (see chapter three). Mendoza and Phung (2019) emphasise the need for more longitudinal studies 'to complement the mainly cross-sectional literature on L2 motivation' (p. 14). Dörnyei (2020b) also highlights the importance of conducting research which portrays the 'ups and downs' of student motivation in learning an L2.

According to Williams and Burden (1997), motivation is 'a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort' (p. 120). Dörnyei and Ushioda (2011) assert that 'the word motivation derives from the Latin verb *movere* meaning "to move". What moves a person to make certain choices, to engage in action, to expand effort and persist in action' (p. 3). Both definitions are based on the concept of action. Motivated individuals act for different reasons in order to be engaged to do something that they feel is important. They carry on an activity to reach their goals and objectives (Lantolf & Pavlenko, 2001) constantly creating new and unpredictable patterns of motivation. Ushioda (2009) argues that motivation is 'an organic process that emerges through the complex system of interrelations' (p. 220). L2 learners are not isolated from the context where they are situated. Contact and interactions with other people model learners' perception of an L2 learning process. Moreover, this process is in continuous movement. It changes

constantly depending on the situations met by L2 learners. 'Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do' (Dörnyei, 2001a, p. 1). In this thesis, 'motivation is seen as not only interrelated to a dynamically changing social environment external to the learner but also to learner-internal cognitive and effective attributes' (Dörnyei & Ushioda, 2011, p. 37). Thus, learners' actions and psychological reactions are embedded in, and consequently influenced by, the society in which an L2 learning process takes place (see chapter eight). Internal and psychological tensions are in continual interaction with external factors which are not under the control of the L2 learner (see chapter six).

Demotivation when learning an L2 is also part of the focus of this thesis. 'A "demotivated" learner is someone who was once motivated but has lost his or her commitment/interest for some reason' (Dörnyei, 2001a, p. 142). 'Demotivation is the negative process that pulls learners back' (Kikuchi, 2015, p.1). Thus, it is important to understand the reasons why students are firstly motivated and later lose their motivation and interest in learning an L2. More recent research emphasises the need to consider the multiple and dynamic factors which influence students' demotivation in learning L2s (Thorner & Kikuchi, 2020). Dörnyei and Ryan (2016) state that 'what would be needed to revitalize the domain is a new emphasis on the dynamics of demotivation, exploring how certain demotivational causes interact with personal and situational characteristics, leading to a decrease in motivation in some cases but not in others' (pp. 100-101). Therefore, it is necessary to address demotivation and not only motivation when students learn an L2 as recently completed by Kikuchi (2017; 2019) with English as a second language (ESL) learners in Japan.

The focus on the continuous reshaping of motivation and demotivation over time and on the environment where L2 learning processes take place is in line with theories embedded in the so-called socio-dynamic period (see 2.4). Dörnyei and Ushioda (2011) sum up the characteristics of this period stating that it explores 'how motivation develops and emerges through the complex interactions between self and context' (p. 70). Sakai and Kikuchi (2009) recognise the importance of internal and external sources of motivation despite the current tendency to focus on the Ideal L2 Self and the Ought-to L2 Self (Boo, Dörnyei & Ryan, 2015). Theories embedded in the socio-dynamic period constitute the main theoretical framework for this thesis research to analyse together students' psychology, the formal learning environment and the macro social context (cf. Dörnyei, 2020a). In similar fashion, the 'L2 Motivational Self System' (L2MSS) (Dörnyei, 2009a) includes internal motivational drivers (Ideal L2 self), external social drivers (Ought-to L2 self) and drivers embedded in the formal learning

environment (Learning Experience) (see 2.4.2). Variation in motivation and demotivation over time in a particular social context during an L2 learning process are the core focuses of this thesis, which utilises multiple theories to 'conceptualise learner motivation through a multidimensional prism' (Oakes & Howard, 2019, p. 11). The variables involved in these dynamics are organised into three level of analysis – micro, meso and macro. This structure was initially inspired by Gruba, Cárdenas-Claros, Suvorov and Rick's (2016) research on language program evaluation and policies, and subsequently by Gayton's (2018) and the Douglas Fir Group's (2016) studies which also use a three-level structure to explore very different topics (see 2.5). Hence, their models, especially the last two, were adapted and modified to explore L2 learning motivation and demotivation which differ from their research scope. This frame is applied in order to 'analyse complex and multifaceted relationships between motivation, self, and context, highlighting the agency of L2 learners and taking into account the fact that learners are located in particular social and cultural contexts' (Wen & Piao, 2020, pp. 1-2). The three-level model provides a structured and simplified way to include different aspects of student motivation and demotivation at the same time. Each level corresponds to a factor detected via a Principal Components Analysis (PCA) where three main factors were revealed to be influential in terms of motivation and demotivation (see chapter four).

1.1 Research questions

The socio-dynamic period of L2 learning motivation research inspired the researcher to raise three research questions (RQs):

RQ1: What sustains beginner students' motivation to study French, German, Italian and Spanish at Australian universities during their first year of L2 studies?

RQ2: Which demotivators affect beginner students' interest in learning French, German, Italian and Spanish at Australian universities during their first year of L2 studies?

RQ3: How do beginner students' motivation and demotivation differ across L2 cohorts?

These RQs aim to understand how motivation changes over time and which factors improve or hamper students' interest in learning an L2 – French, German, Italian and Spanish.

RQs were designed to provide a representation of the factors at stake in the field of motivation and demotivation when learning most widely taught European languages at tertiary level in Australia.

Similar research questions were formulated by Campbell and Storch (2011) who explored motivation and partially also demotivation of students who studied Chinese (Mandarin) at an Australian university. They aimed to understand which 'factors shape choice and ongoing (executive) motivation to learn Chinese as a second language' (Campbell & Storch, 2011, p. 169). The two researchers also analysed the change of motivation over time with such a RQ: 'how does ongoing motivation change over time and which factors are associated with this change?' (Campbell & Storch 2011, p. 169). In this thesis, two RQs investigate the change of 'ongoing' (executive) motivation over time from a positive (RQ1) and a negative (RQ2) perspective. The temporal component is explored using the longitudinal survey which was administered in two stages, and two rounds of interviews (first semester and second semester in 2018).

1.2 Benefits of the research

In recent research on motivation involving L2 learning at tertiary level in the Australian context (Amorati, 2019; Campbell & Storch, 2011; Doucet & Kuuse, 2017; Fraschini & Caruso, 2019; Martín et al., 2016; Nakamura, 2016; Schmidt, 2011; 2014; Xu & Moloney, 2020) and overseas (Berardi-Wiltshire, 2016; Busse, 2013; Busse & Walter, 2013; Kong et al., 2018; Nagle, 2018; Oakes, 2013; Oakes & Howard, 2019; Sugita McEown, Sawaki & Harada, 2017; Thompson, 2017), scholars have mainly underlined the positive internal and external factors that boost motivation in individuals (see 3.1, 3.3 and 3.4).

Although these aspects are essential for the analysis of the factors that keep students motivated to learn an L2 (so-called motivators), it is crucial to complete such analysis with the exploration of the negative factors that discourage students from continuing learning an L2 (i.e. demotivators) (see also Kikuchi, 2017; 2019; Thorner & Kikuchi, 2020). Thus, it is hoped that through this research the entire community of L2 learners and instructors, together with tertiary educational institutions in Australia, could benefit from new research in the field by understanding what impacts positively and/or negatively on adult language learners and their motivation.

This thesis intends to respond to Dörnyei's (2019) invitation to explore students' learning experience within the formal learning environment because it has often been neglected in

studies on L2 learning motivation, leading him to define the learning experience as the 'Cinderella of the L2 Motivational Self System'. Hence, it aims to shed light on the interconnection between environmental factors and students' psychology when learning a language in a formal environment (cf. Henry, 2020). Such a holistic approach allows the researcher to consider teachers as major stakeholders, but not the only ones responsible for students' motivation and demotivation given the multiple variables which influence their agency within an L2 classroom (see also Crozet & Díaz, 2020).

Overall, the possible benefits of this thesis could allow:

- students to reflect on and be aware of the psychological/internal, pedagogical and socio-cultural/external variables at stake in their L2 learning processes,
- instructors to apply new strategies and techniques to maintain the enthusiasm of students who undertake an L2 learning path based on the findings of this study,
- subject coordinators and language departments to better tailor their course offerings and programs to the needs of students,
- universities and adult language centres to improve their policies and marketing campaigns to maintain students enrolled in their L2 courses based on the motivators and demotivators which influence individuals who learn L2s in Australia.

From a theoretical point of view, the distinction among three levels of analysis, as it will be noted, that align with three major factors identified through statistical analysis (cf. chapters six, seven and eight), might help researchers to structure future studies and explore multiple complex and dynamic factors in different ways within the socio-dynamic period of motivational research (cf. Dörnyei & Ushioda, 2011). The design of the multifaceted and multidisciplinary questionnaire used here might also encourage future studies on motivation and demotivation learning L2s when a multidisciplinary and multifaceted study is required (see also Oakes & Horward, 2019). This study also sheds light on contextual variables that have been ignored by multiple studies on motivation mainly learning ESL in line with Csizér's (2020) argument. The combination of quantitative and qualitative data collection during a year of L2 studies could also enrich the analysis of relevant and significant factors at stake in L2 learning processes (cf. Schmidt, 2011; 2014 on the benefits of quantitative and qualitative research).

1.3 The Australian context

Due to the relative lack of recent studies in Australia on both motivation and demotivation on L2 learning, further studies are warranted. More generally, Ushioda (2017) asserts that 72.67% of the most recent studies between 2005 and 2014 on motivation and demotivation worldwide are focused on ESL learning and often undertaken in 'educational settings characterised by the authors as primarily monolingual' (p. 470). Australia is something of a paradox: It is strongly characterised by a growing and widely recognised multiculturalism due to a long history of immigration (Baldwin, 2019) which makes Australian society very multicultural in its nature. Yet it is also often referred to as a fundamentally English-speaking society (see, e.g. Hajek & Slaughter, 2014; Lo Bianco, 2016; Mascitelli & O'Mahony, 2014; Ozolins, 1993) with a monolingual mindset (Clyne, 1991; 2007). These cultural contradictions may influence students very differently depending on their family history, education level, language capital (Bourdieu, 1986) and general contextual circumstances which may have a positive or negative affect on their motivation (see Saito et al., 2018) as investigated with the first two RQs.

Despite potentially having an influence on students' formal learning environment, this study does not investigate (a) the policies set by Australian governments and university administrations and (b) the attrition and retention rates of L2 learning and teaching in the Australian context (Martín, 2003; Martín et al., 2016). Hence, it does not fully explore the macro level of analysis in the same way as Gayton (2018), Gruba et al. (2016) and the Douglas Fir Group (2016), where political values intermingle with governmental and institutional policies and decisions. Instead, for the purpose of this study, the macro level mainly focuses on the societal influences on students' motivation and demotivation in learning an L2 (see 2.10 and 2.11), and the meso level explores the dynamics experienced by students within the formal learning environment (see 2.8 and 2.9). Quantitative and qualitative tools have been chosen from previous studies on motivation and demotivation (cf. Oakes, 2013; Sakai & Kikuchi, 2009; Schmidt, 2011; 2014) to understand what motivates and/or demotivates students when learning an L2, but not specifically on the policies and decisions at a political and administrative level which directly influence students' interest in learning an L2.

This thesis gives a foundation for further discussions in understanding how the most widely taught European L2s, such as French, German, Italian and Spanish, are perceived by Australian university students despite the 'frequent societal perception of languages as being without value, or only of narrow instrumental value' (Nettelbeck, Hajek & Wood, 2012, p. 60) and the role of English which 'occupies a unique place in Australia's linguistic ecosystem' (Martínez

Expósito, 2014, p. 75). Commonalities but also differences in motivation are expected to emerge from the analysis of the four European languages chosen for this study.

1.4 European languages vs. Non-European languages

Baldauf and White (2010) as well as Baldwin (2019) report that seven languages are taught widely across universities in Australia: Chinese (Mandarin), French, German, Indonesian, Italian, Japanese and Spanish. French, German, Italian and Spanish are considered the 'easiest' languages among the most widely taught languages in Australia (Kirkpatrick, 1995, p. 7). Although none of these four appears among the first five "languages spoken at home" in Australia according to the 2016 Census (ABS, 2017), they all have a longer historical and cultural importance in Australia (see 8.6.2) than other linguistic and cultural groups relatively more recently arrived in the country (Jupp, 1995; Lo Bianco, 2016).

It was decided to concentrate primarily on data collected from the eight Australian universities which form the so-called Group of Eight (Go8) and have similar status and roles in their respective cities. This was done in order to provide greater consistency to the data analysis and outcomes discussion in a similar fashion also to Ohashi and Ohashi (2019) when analysing Japanese learning and intercultural learning at Go8 universities (see chapter four). In addition to this, all Go8 universities offer the four languages to their students. For reasons of space and time, it was not possible to include the other major languages taught in the sector.

1.5 Thesis overview

The phenomena of motivation and demotivation in L2 learning are not simple ones. Therefore, a strong theoretical framework is necessary to better explain the results of the empirical research of this thesis.

Chapter two presents multiple theories on motivation in L2 learning and different research approaches in the field of motivation. The current socio-dynamic period of research in L2 learning motivation strongly influences the choice of the framework to be used when exploring student motivation in learning L2s in Australia (see 2.4). As a result, complex dynamic systems theory, person-in-context and the L2MSS are considered when designing this study and analysing the data collected. As previously noted, all factors and variables of motivators and demotivators analysed are structured into three levels of analysis – micro, meso and macro levels. These three levels are not hierarchical in the traditional sense and are expected to influence each other and to be strongly and dynamically interconnected (see 7.2).

Results obtained in similar contexts are compared with this study to find validation for the outcomes brought to light by this thesis. For instance, Oakes (2013) undertook a similar study in the UK which is also reported to have an essentially 'monoglot culture' (e.g. Busse, 2013; Oakes, 2013) similar to Australia's.

Chapter three explores several studies at tertiary level not only on motivation but also on demotivation in L2 learning in different socio-cultural and educational contexts. This decision was made to take into consideration societal dynamics (Lantolf, 2006) given the social nature of learning which 'is an integral part of generative social practice in the lived-in world' (Lave & Wenger, 1991, p. 35). Previous studies on motivation and demotivation in learning an L2 in Australia and overseas are also explored to choose which methods and tools might be more effective in empirically investigating motivation and demotivation. Theories used in some relevant prior studies on motivation and demotivation are mentioned because 'the relationship between theory and practice is key to any applied linguistics, but for language learning motivation research these connections are perhaps even more crucial' (Lamb et al., 2020, p. 9).

Chapter four describes which methods are utilised and why they were chosen for this study in line with commonly accepted research guidelines in the field of L2 learning motivation (Dörnyei, 2003; 2007; Dörnyei & Taguchi, 2010) and demotivation (Kikuchi, 2015; 2017; Thorner & Kikuchi, 2020). The multiple variables and stakeholders involved in L2 learning are considered during the course of the investigation. Moreover, the methodology must be appropriate to answer the three RQs of this study. Even though the methods used in this thesis have already been trialled and used previously by many researchers in social sciences, it was decided to pilot the survey before starting the empirical study (cf. Evans, Gruba & Zobel, 2014). The final version of the questionnaire was completed by beginner French, German, Italian and Spanish university students of the Go8 in two rounds. After each round of questionnaire, the outcomes of the analysis were discussed with a selection of the same students in interviews conducted, for practical purposes, at the University of Melbourne only. Once surveys and interviews findings were preliminarily analysed, one round of focus groups with university instructors for each L2 cohort at the University of Melbourne was organised. This longitudinal research was necessary to observe students' changes of motivation across one year of L2 studies. Due to time and space constraints, focus groups discussions with teachers are not analysed for this thesis, but they will be explored in future studies.

Chapter five describes the demographic data of the research population, both survey participants and interviewees. The results of the empirical investigation are analysed in four different chapters.

Chapters six, seven and eight analyse the research outcomes for each level of analysis. Quantitative and qualitative data analysis outcomes are explored in each chapter with the support of statistical tools. Differences among the four language cohorts are highlighted in these three chapters. Since each language is differently perceived in a given society (Busse, 2017), the results of the surveys for each language diverge in relation to the general recognition of that language/culture. Therefore, a very short introduction of how the Australian population perceives each of the three languages is presented throughout chapter eight, as previously done by Kretzenbacher (2011) for German and Martín (1997) for Spanish in Australia.

Although the learners of the four languages under investigation may be differently motivated or demotivated, there might have occurred commonalities in their choices and in the factors involved in their L2 learning processes. Indeed, they may be similarly influenced by the socio-cultural environment, including media representation (Mason & Hajek, 2018) where they live and the socio-economic, political and strategic importance of each language in a similar fashion to ESL learning in different countries within a globalised world (Ushioda & Dörnyei, 2017). It is also hypothesised that the role of English as a global language (Busse, 2017; Gayton, 2018; Lanvers, 2017; Lanvers & Chambers, 2020) might 'affect the worlds of L2 learners and users' (Douglas Fir Group, 2016, p. 26).

Chapter nine aims to answer the three RQs of this thesis and to provide a comprehensive overview of the motivators and demotivators which influence beginner students of French, German, Italian and Spanish at Australian universities during a year of L2 studies. This final chapter of this thesis includes a discussion of the results of the data analysis and the conclusions of this study. Chapter nine also considers limitations of this thesis and possible future research to apply the findings of this study to new pedagogical methodologies and innovations.

1.6 Terminology

Some instructions are necessary to clarify the use of terms in this thesis. Numerous abbreviations are utilised to reduce the number of words of this work and facilitate the reader to understand the different points raised throughout the entire thesis (see abbreviations above). In the applied linguistics field, it is not always clear when a language, that is not the official language – or one of the official languages of a country, is defined as a 'second language' (L2)

or a ‘foreign language’. According to Oxford (1996), a ‘foreign language’ is intended to be the language learnt where this language is not ordinarily spoken. Contrarily, she states that a ‘second language’ (L2) is the language learnt by immigrants where this language is spoken in the ordinary life. However, foreign language might be interpreted as ‘discriminatory and inadequate’ (Clyne, 1991, p. 3), especially in the Australian context. In Australia, the presence of many migrant groups which speak their own native language motivated governments to use the term ‘community language’ from the late seventies instead of ‘foreign language’ or ‘second language’. Nevertheless, ‘community language’ might also acquire a negative connotation given languages’ ‘symbolic power’ and ‘material consequences for their users’ (Lo Bianco, 2010, p. 38). In Australia, some languages with large migrant communities, such as Italian, were more easily considered community languages because they ‘typically have local institutional presence’ (Lo Bianco, 2014, p. 320). However, perceptions of ‘community language’ and the current trend in Australian educational circles is to avoid the risks of any restrictive definition and to use the simple term ‘languages’, as in for instance ‘languages education’. Furthermore, the term ‘community language’ does not apply to all four languages under analysis given the very different impact of them on the Australian society.

The Douglas Fir Group (2016) also introduces the term ‘additional language’ to convey the earlier traditional but potentially ambiguous meaning of ‘second language’. Thus, they take into consideration the presence of more and more people who are bilingual or even multilingual. Given all these aspects and the widely accepted terminology in the most recent literature of L2 learning motivation, ‘second language’ (L2) is the term used in this thesis. L2 is also interpreted as a system of socio-cultural components. Nettelbeck et al. (2012) specify that language learning is ‘a pathway to other dimensions of human experience which may embrace everything from social behaviour to works of literature and cinema, as well as across spectrum of geographical, historical, economic and philosophical domains, among others’ (p. 61).

A further remark is necessary to understand why the words ‘motivators’ and ‘demotivators’ instead of ‘motives’ and ‘demotives’ are employed to identify factors of motivation and demotivation as most of previous studies do (e.g. Dörnyei, 2001a; Hirvonen, 2010; Trang & Baldauf, 2007). In this thesis, Sakai and Kikuchi’s (2009) study is followed. The agentive ending ‘-ator’ is supposed to give the idea of movement and change. In fact, motivation and demotivation reflect a constant dynamic process of change ‘across time and space’ (Norton & McKinney, 2011, p. 75) in line with the position taken in this study and most recent research (Dörnyei, 2020a; Hiver & Papi, 2020; Lamb et al., 2020).

At the University of Melbourne and at the University of Western Australia, students can choose a small number of extra optional/elective subjects at each year level outside of their primary faculty and degree, e.g. a beginner's language subject offered by the Faculty of Arts in a science degree. They are called 'breadth subjects' and 'broadening units' respectively. The University of Melbourne defines them as:

> *'a subject from a different area of study to the degree that you are enrolled in. It allows you to expand your knowledge, meet other people, and prepare for graduate or career pathways. Breadth subjects are only available to undergraduate students'* (University of Melbourne website, 2020).

The University of Western Australia utilises a very similar system (Brown & Caruso, 2016). To facilitate the understanding of these subjects which are not core subjects for students' degrees, 'breadth subjects' and 'broadening units' are identified as optional/elective subjects in the quantitative data set. Nonetheless, some clarifications will be necessary throughout the thesis to specify the role of these subjects in students' motivation and demotivation when arranging their study plan (see 7.6.3 and 7.7.3).

Chapter 2 Theoretical framework

Many different theories have been formulated to understand second language (L2) learning dynamics in terms of motivation and demotivation. In this chapter, an historical overview of some of the most influential theories in the field of L2 learning motivation is presented to apply them to this thesis data analysis. Dörnyei and Ushioda (2011) distinguished four main periods where different studies on motivation share similar theoretical approaches and common views on research theories. Each is referred to here, as they inform in different ways this research project:

- the socio-psychological period (1959-1990),
- the cognitive-situated period (during the 1990s),
- the process-oriented period (the turn of the century) and
- the socio-dynamic period (the current period).

Moreover, from the second period beginning in the 1990s, an extensive body of studies has been undertaken by Zóltan Dörnyei who has led the field and has presented multiple ways to approach the topic of motivation in L2 learning. Therefore, particular attention is given to his research, given his strong impact to this study.

2.1 The socio-psychological period

The socio-psychological period witnessed the birth of studies on motivation in L2 learning (Dörnyei & Ushioda, 2011). The most active researchers in this period were Robert Gardner and Wallace Lambert, who believed that individuals learn an L2 for two primary reasons: (a) to integrate themselves in the society where the language they are learning is spoken and/or (b) for utilitarian purposes such as working, studying or making more money. In their most cited works (Gardner & Lambert, 1959; 1972), they empirically validated instrumental and integrative motivation in Canadian society. The latter has attracted criticism by researchers such as Kim Noels, Luc G. Pelletier, Richard Clément and Richard J. Vallerand (e.g. Noels et al., 2000) who believe that Gardner and Lambert's model could not be applied in contexts other than the Canadian one. Thus, integrativeness would only explain motivation of those students whose L2 learning process 'takes place in the host environment' (Dörnyei, 1990, p. 48), i.e. where the language is spoken in everyday life activities. Indeed, French Canadian students' necessity to learn English was a strong instrumental factor which, for instance, might not motivate students learning French, German, Italian and Spanish in Australia, because these four languages are not official languages in Australia. In two different

studies, Gardner (1985; 2001) established that the integrativeness and instrumentality are two orientations influencing students who would like to learn an L2 independently from the context where the L2 learning process takes place.

In this regard, recent studies on L2 learning motivation in Australia (e.g. Amorati, 2019; Palmieri, 2019; Schmidt, 2011; 2014) have validated Gardner's (1985; 2001) idea that integrativeness and instrumentality are two orientations which motivate students to learn an L2. Gardner and Lambert's (1959; 1972) view of motivation has also informed the recent studies by Busse and Williams (2010), Oakes (2013) and Oakes and Howard (2019) who included items in their questionnaires which explore Gardner and Lambert's (1959) dichotomy. The questionnaire used in this thesis also includes three items which investigate integrative orientation and six items which test students' instrumental orientation (see 4.2).

In the socio-psychological period of studies on L2 learning motivation, self-confidence theory (Clément, 1980; 1986) was also formulated. The correlation of L2 learners' self-confidence with their L2 proficiency was found to be very significant in different studies of Clément (1980; 1986). For instance, only students with proficient language levels were found to be confident when talking in public situations. This theory was later expanded by MacIntyre, Clément, Dörnyei and Noels (1998) with the concept of Willingness to Communicate (WTC) (see also MacIntyre, 2007; Yashima, 2020) which is related to L2 learners' intention 'to acquire a means of communication with those who do not share the same L1 and who often have different cultural backgrounds' (Yashima, 2020, p. 218).

2.2 The cognitive-situated period

A second period of research on motivation in L2 learning is recognised by Dörnyei and Ushioda (2011) as the cognitive-situated period in which researchers focused more on the particular learning situations. The attitude of L2 learners towards the L2 learning process is thought to be influenced by the context in which they are embedded. As a result, cognitive processes are not detached from the context in which they take place. Intrinsic and extrinsic motivation (Deci & Ryan, 1985) are categories of motivators at play which belong not only to the psychology of a learner, but also to the surrounding environment, where L2 learning processes are situated, e.g. social contextual components and classroom dynamics. In particular, intrinsic motivation is based on L2 learners' feelings and emotions (cf. Feldman Barrett, 2017). Extrinsic motivation consists of the external factors and dynamics which influence L2 learners' attitude towards the language that they would like to study in the future,

or they are currently studying. Extrinsic motivation is consequently often associated with instrumental orientation and here identified with the label 'Contextual Components' which consider more variables belonging to the society in which L2 learners are members at the macro level (see 2.10 and 2.11). This model started with the work of Deci and Ryan (1985) and was used mostly in the 1990s.

Deci and Ryan (1985) also formulated self-determination theory which 'addresses the energization and the direction of behaviour and it uses motivational constructs to organise cognitive, affective, and behavioural variables' (p. 7). Therefore, motivation becomes more an individual 'capacity' of self-management rather than a 'need' as theorised in the previous phase of studies on L2 learning motivation. Similar to Deci and Ryan's (1985) paradigm, Williams and Burden (1997) also recognised how crucial the interplay between internal and external factors is. Psychological and contextual variables influence an individual in their cognitive process. Dörnyei (1994) distinguished three levels of analysis to describe the interrelation of internal and external factors. At the three levels, internal and external factors directly and/or indirectly contribute to the L2 learners' motivation (figure 2.1).

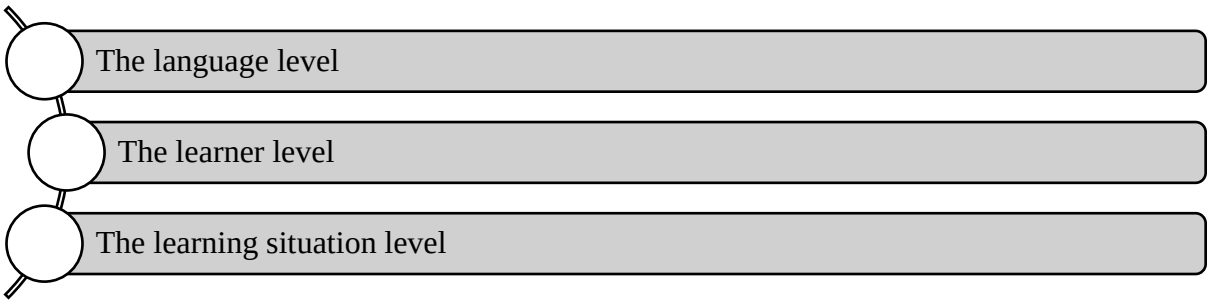


Figure 2.1: Dörnyei's (1994) 'three-level framework of L2 learner motivation'.

The language level consists of all properties that belong to a language system. Thus, a learner chooses a particular language based on how much that language appeals to their interest. Socio-cultural features are also essential components of a language and are part of this thesis' analysis of the macro-level context (see chapter eight). The learner level involves all attributes that belong to a learner. Individual psychological traits and differences (a concept later developed in Dörnyei, 2005 and Dörnyei & Ryan, 2016) as well as learning styles and cognitive processes play a role when learning an L2. Hence, the learner level corresponds to the micro level of analysis of this thesis which focuses on psychological and cognitive characteristics and dynamics experienced by L2 learners (see chapter six). The third component of Dörnyei's

(1994) 'Three-level Framework of L2 Motivation' is the learning situation level. It emphasises the importance of the numerous constituents in a formal learning environment which impact an L2 learner: Course-specific motivational components; teacher-specific motivational components; group-specific motivational components (see also Dörnyei, 1998; Dörnyei & Muir, 2019). The three components are explored in previous studies on motivation (e.g. Busse, 2013; Dörnyei & Csizér, 2002; Trang & Baldauf, 2007; Ushioda, 1998) as well as in this thesis where the learning situation level is identified as the meso level of analysis (see chapter seven). The latter consists of teacher-specific motivational components and course-specific motivational components which are combined with group-specific motivational components for the purposes of this thesis.

In Dörnyei's (1994) and Williams and Burden's (1997) work, the role of people who surround an L2 learner, known as 'significant others', is highly influential. These people are commonly called 'significant others' (Chartrand, Dalton & Fitzsimons, 2007). In particular, Dörnyei (1994) emphasises the role of teachers and peer students in L2 learning dynamics. The role of teachers' and classmates' influence on students' motivation and demotivation is here explored in chapter seven (the Learning Experience) while the role of friends, family members, acquaintances and neighbours is explored in chapter eight (the Socio-cultural Environment) (see also 2.8, 2.9, 2.10 and 2.11). In contrast to the previous studies mentioned above, more recently, the term 'people around students' (Oakes, 2013; Oakes & Howard, 2019) has been used to identify 'significant others' who influence student motivation and demotivation in multiple manners.

2.3 The process-oriented period

A third phase in L2 learning motivation research is called 'the process-oriented period' (Dörnyei & Ushioda, 2011). Dörnyei and Ottó's (1998) 'action sequence' strongly influenced this period. A learner experiences three main stages in their L2 learning process which are also identified as the preactional, actional and postactional phases (Dörnyei & Ottó, 1998, p. 47) (figure 2.2).

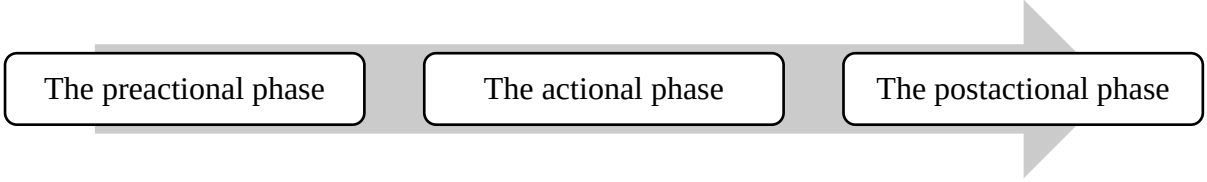


Figure 2.2: Dörnyei and Ottó's (1998) 'action sequence'.

In the ‘preactional phase’, an individual decides to learn an L2. The ‘actional phase’ is considered to be the phase in which an L2 learner constantly seeks new motivation and sets new sub-goals to carry on their L2 learning path. Conversely, initial goals might not be achieved within the formal learning environment (Ames, 1992) and/or within students’ socio-cultural environment. Hence, an L2 student might quit learning an L2 which would lead to the ‘postactional phase’.

Similar to Dörnyei and Ottó’s (1998) ‘action sequence’, Williams and Burden (1997) identified different stages in an L2 learning process. They claimed the existence of three distinct phases as seen in figure 2.3.

Figure 2.3: Williams and Burden’s (1997) stages in L2 learning.

Such a model allows William and Burden (1997) to describe the process behind an individual’s choice of learning an L2. In addition to this, they underlined the importance of ‘a state of arousal’ that ‘needs to be maintained to enable someone to put in the necessary effort to complete an activity satisfactorily’ (William & Burden, 1997, p. 126).

Furthermore, Ushioda (1996) emphasised the change and, at the same time, the stability of motivation which is perceived by an L2 learner during a learning process. She brought in the concept of ‘motivational control, or self-motivation’ which helps an L2 learner to rediscover the motivation that has been lost or waned with time (Ushioda, 1996, p. 245). However, this thesis considers motivation as a non-linear complex and dynamic process which the learner cannot always control. Hence, the process-oriented period does not inform this thesis (cf. also Dörnyei, MacIntyre & Henry [2015b] who critique the process-oriented period static and linear perspective when analysing L2 learning motivation).

2.4 The socio-dynamic period

The current period of studies on L2 learning motivation is identified as the socio-dynamic period by Dörnyei and Ushioda (2011) who indicate three main theoretical

orientations commonly used: (a) 'Complex Dynamic Systems' theory (CDS); (b) person-in-context construct; and (c) the 'L2 Motivational Self System' (L2MSS).

2.4.1 Person-in-context construct

Based on the person-in-context construct, Ushioda (2009) depicts L2 learners as 'people who are necessarily located in particular cultural and historical contexts' (p. 216). In this way, she emphasises the 'mutually constitutive relationship between persons and contexts in which they act' (Ushioda, 2009, p. 218). Furthermore, Ushioda (2009) underlines the importance of the interaction between the learner and the 'multiple micro- and macro-contexts in which the person is embedded, moves and is inherently part of' (p. 220). In particular, she acknowledges that the context can in various ways increase or decrease student motivation. At the same time, Lave and Wenger (1991) emphasise the concept of 'person-in-the world' which they identify 'as member of a sociocultural community' (p. 52). These two researchers recognised the interconnection of the different contextual factors with the learner's 'activities, tasks and functions' (Lave & Wenger, 1991, p. 53). Therefore, this thesis aims to understand the multiple variables at stake when students learn L2s at Australian universities.

Dörnyei (2001a) has previously argued that 'human motivation is to a large extent socially shaped and this contextual dependence is particularly prominent when the target behaviour is the learning of an L2, due to the multifaceted nature and role of language itself' (p. 65). Hence, the socio-cultural environment which surrounds L2 learners appears to be of crucial importance for the analysis of the data collected for this thesis specifically in Australia (see chapter eight).

2.4.2 The L2 Motivational Self System (L2MSS)

The 'L2 Motivational Self System' (L2MSS) (see Csizér, 2020; Ushioda & Dörnyei, 2009) had originally been formulated by Markus and Nurius in 1986, who hypothesised that individuals learn an L2 because they imagine different and more knowledgeable future selves thanks to their proficiency speaking an L2 or more than one. Possible selves are past and future representations of a learner self. They are different from the learner's vision of self before they learn an L2. Markus and Nurius (1986) highlighted the importance of the possible future selves which 'represent specific, individually significant hopes, fears, and fantasies' (p. 954). Later, Higgins (1987) used this theory concentrating on the difference between ideal self and ought-to self. The possible selves model has been largely developed by Dörnyei (2005; 2009a) who

emphasised the central role of vision in the construction of future selves. The possible selves are sensorially perceived as 'people can "see" and "hear"' them (Hadfield & Dörnyei, 2013, p. 2). Dörnyei (2009a) distinguished three components of the L2MSS: ideal L2 self, ought-to L2 self and L2 learning experience. The ideal L2 self is what an L2 learner would like to become (see chapter six); the ought-to L2 self 'concerns the attributes that one believes one ought-to possess to meet expectations and to avoid possible negative outcomes' (see chapter eight); and the learning experience relates to the multiple factors which belong to the learning environment in which an L2 is learnt (Dörnyei, 2009a, p. 29) (see chapter seven).

Despite the validity and applicability of this model in different social contexts and learning environments (Csizér & Kormos, 2009; Ryan, 2009; Taguchi, Magid & Papi, 2009) and the numerous pieces of research which focus on the ideal L2 self and the ought-to L2 self (cf. Boo et al., 2015; Csizér, 2020; Dörnyei, 2019; 2020a; Oakes & Howard, 2019) this thesis is not exclusively based on the L2MSS. As previously noted, this thesis focused on the multiple motivators which influence students when learning an L2 following studies based on different theories and models, e.g. intrinsic motivation, instrumental orientation etc. (cf. Oakes, 2013; Oakes & Howard, 2019; Palmieri, 2019; Schmidt, 2011).

2.4.3 Complex Dynamic Systems and socio-cultural theory

Both complex dynamic systems and sociocultural theory inform this thesis which considers motivators and demotivators as dynamically interrelated within a complex socio-cultural environment. CDS theory (e.g. Hiver & Papi, 2020; Larsen-Freeman & Cameron, 2008) in L2 learning motivation is the result of a mix of different elements of complexity theory, chaos theory (Larsen-Freeman, 1997; 2015) and dynamic systems theory (Ellis, 2007; Van Geert, 2007; Waninge, Dörnyei & de Bot, 2014). Dynamic systems theory consists of different factors which communicate with each other changing over time and space. In complexity theory, systems consist of a large number of elements. Larsen-Freeman (1997) gives the example of the human brain which comprises 'billions of neurons' where agents constantly act and react to what the other agents are doing (p. 143). Chaos theory explores 'the period of complete randomness that complex nonlinear systems enter into irregularly and unpredictably' (Larsen-Freeman, 1997, p. 143). Similarities and differences between complexity theory and dynamic systems theory were explored by de Bot (2017) while positive aspects of this methodology were identified by Dörnyei (2014) and Chan, Dörnyei and Henry (2015).

CDS components have a strong connection with the socio-cultural context in which they are situated. In this regard, the socio-cultural theory considers the social context and the culture where the L2 learning happens as crucial elements (Dörnyei, 2017). Indeed, learners are influenced by 'concrete circumstances of their specific history as language learners and as members of the communities of practice to which they belong and to which they aspire' (Lantolf & Pavlenko, 2001, p. 155).

Lantolf (2006) argues that CDS theory and socio-cultural theory have two main commonalities. The first one is the interaction between the learner and the 'social environment' and the second is that 'neither theory is exclusively a theory of second language acquisition' (p. 718). However, the main difference between CDS theory and socio-cultural theory is that the latter considers the learner to be the agent of regulation in their activities. Indeed, 'humans develop the capacity to intentionally control, or regulate, biologically specified functions' (Lantolf, 2006, p. 719). As originally theorised by Vygotsky (1981), individuals have the ability to control themselves through psychological means. Human consciousness is the capacity for 'voluntary control over biology through the use of higher level symbolic artefacts' such as rationality and logic (Lantolf, Thorne & Poehner, 2015, p. 208). In contrast to this, CDS 'have only limited predictive power' (Dörnyei, 2014, p. 99). They consist 'of a number of interacting subsystems, none of which will be completely stable during any length of time' (Verspoor, Lowie & Van Dijk, 2008, p. 215). As a result, learners are not totally able to totally control their L2 learning processes.

There have been some recent attempts to apply CDS theory to L2 learning motivation research (Hiver & Papi, 2020; MacIntyre et al., 2017; Ortega & Han, 2017). Chan et al. (2015) shed light on the importance of 'recurring patterns' in a class where students show common behaviours and attitudes repeated over time. Dörnyei, Ibrahim and Muir (2015a) tried to combine 'Directed Motivational Currents' (DMCs) with CDS system theory – DMCs are powerful combinations of emotions, feelings and events experienced by individuals who start to learn an L2 (Dörnyei, Henry & Muir, 2016; Muir & Dörnyei, 2013). DMCs are also strong and intense impulses which stimulate and support L2 learning processes and long-term behaviours (Dörnyei, Muir & Ibrahim, 2014).

Even with the support of the notion of DMCs, Dörnyei et al.'s (2015a) mixed model has not been entirely empirically validated (see also Henry, 2020). Another attempt to use CDS in L2 motivation has been carried out by Dörnyei (2014) with his 'retrodictive qualitative modelling'. The retrodictive qualitative model aims to find 'recurring patterns' only after data are collected in contrast to a normal predictive model in which results are predicted at the

beginning of a research project with an initial hypothesis. Chan et al. (2015) described this model as a way to 'track back to the reasons why the system might have ended up with a particular outcome, thus producing a retrospective qualitative model of its evolution' (p. 240). Their attempt to use CDS has also found 'methodological challenges in identifying' learners who correspond to the archetypes formulated by teachers in a retrospective model. This seems to confirm what Dörnyei et al. (2015b) define as 'an attractive but ultimately unrealisable idea' to use the CDS theory in L2 learning motivation (p. 5). Although motivation and demotivation in L2 learning in this thesis are theorised as complex and dynamic phenomena in a complex and dynamic context (Dörnyei, 2017), it is still challenging to find a feasible research methodology with CDS theory to implement to the comparative investigation here proposed. Nevertheless, CDS theory is useful to analyse the interrelations between the factors emerged from the data analysis of this study. Such dynamicity is explored with two phases of questionnaires and interviews over one year of L2 studies. Both complexity and dynamicity are structured in the three levels of analysis as presented in section 2.5 below.

2.5 A three-level model

In this thesis, the analysis of motivation and demotivation in L2 learning is structured into three levels: micro, meso and macro, which is consistent with previous research, e.g. Gayton (2018) and the Douglas Fir Group (2016). This model is intended to provide a simpler and more structured way to analyse data, given the many theories and models that existed in the research literature before data were collected. Results of a Principal Components Analysis (PCA) on the quantitative data collected for this study allows us to identify three factors, at three different levels, that most influence students' interest in learning an L2 at university in Australia (see 4.4). It is argued that each of the three factors corresponds to one of the three levels of analysis theorised in this model (see 6.1, 7.1 and 8.1). Motivators and demotivators for each level were chosen through the assessment of previous L2 learning studies on motivation and demotivation (see chapter three) to 'explore L2 motivation through a multifaceted prism' (Oakes & Howard, 2019, p.13) with the support of multiple theories given the complex phenomenon of L2 learning motivation (Hiver & Papi, 2020; Lamb et al., 2020). Thus, the micro level corresponds to the Psychology of the Language Learner (PLL) factor (see 2.6, 2.7 and 6.1), the meso level to the Learning Experience (LE) factor (see 2.8, 2.9 and 7.1) and the macro level to the Socio-cultural Environment (SCE) factor (see 2.10, 2.11 and 8.1).

When exploring L2 learning motivation in the literature, the distinction between different levels of analysis has been developed on multiple occasions, although, as seen in 2.5.1 below, the internal content and organization of each level can differ across studies. For instance, Dörnyei's (1994) 'three-level framework of L2 motivation' is an early attempt to analyse L2 motivation from different perspectives, in which the learner level is intended as the micro level, the learning situation level correspond to the meso level and the macro level is partially linked to students' instrumentality to achieve certain goals and personal needs (see 2.2).

In 2001, Dörnyei (2001a) stated that there are two possible perspectives when L2 motivation is studied in relation to the social world – the 'macro-perspective, focusing on broad societal processes, and the micro-perspective, focusing on the individual's idiosyncratic perception of the social world through the individual's eyes' (p. 68). Dörnyei (2009b) argues that 'dynamic processes are obviously involved in human learning/growth or social change, but they can also be associated with various interactions of different levels of an issue (e.g. micro and macro)' (p. 110). In both cases, Dörnyei's macro level appears to be strongly related to this thesis macro level where the broader society influence on motivation is taken into account, whereas Dörnyei's micro level informs what is also here identified as the micro level (see 2.6, 2.7, 2.10, 2.11, 6.1 and 8.1).

Crookes and Schmidt (1991) analysed L2 learners' motivation from four main perspectives – the micro level, the classroom level, the syllabus/curriculum level and the so-called 'outside the classroom level'. Their micro level, like the micro level in this thesis, explores internal psychological perceptions and attitudes of a learner together with the dynamics inside the classroom (see 2.6, 2.7 and 6.1). The classroom level and the syllabus/curriculum level are similar to the meso level assumed here, where dynamics experienced in the formal learning environment are under study (see 2.8, 2.9 and 7.1). The last level analysed in Crookes and Schmidt's (1991) research is the 'outside the classroom' level which is associated with the macro level in this study (see 2.10, 2.11 and 8.1). At this level, the learner is motivated by the possibility to speak the studied language with native speakers and be exposed to their language and the culture(s) related to the L2. Crookes and Schmidt (1991) claim the existence of the possibility for L2 'learning to continue beyond the classroom' (p. 494). This aspect has been underlined by Ushioda (2017) who specifically inserts social activity into her micro level of analysis. She also introduced a meso level of analysis which is the level of 'institutional structures' which exercises pressure on the 'micro level of social activity where language learning and interaction take place' (Ushioda, 2017, p. 471). Indeed, chapter seven

shows the strong relationship between the micro and the meso level where students learn an L2 at the institutional level, i.e. at university.

2.5.1 Previous interactive three-level structural models

The structural frame to this research on motivation and demotivation in L2 learning has its initial roots in the studies of Gruba et al. (2016) who used it as a research tool for English testing evaluation. However, the development of this frame in this thesis is different from the one presented by Gruba et al. (2016). In their book *'Blended language program evaluation'* (Gruba et al., 2016), they did not entirely consider the micro level as the individual's internal world of emotions, feelings, ideas, thoughts and cognitive capacities. Rather, they considered the micro level as 'the extent, variety, and effectiveness of technology integration into language learning activities in the classroom' (Gruba et al., 2016, p. 47). In this thesis, however, the environment of the 'language learning activities' is analysed at the meso level and not at the micro level. Similarly, however, Gruba et al. (2016) also analysed the choices made by language departments at the meso level.

In the area of applied linguistics research, a three-level frame was developed by the Douglas Fir Group in 2016 when analysing language learning and teaching at three levels – micro, meso and macro. Whilst they did not analyse L2 learning motivation in their research, it is possible to draw parallels between their description of the three levels to that theorised in this thesis. Their micro level deals 'with individuals recruiting their neurological mechanisms and cognitive and emotional capacities and engaging with others in specific multilingual context of action and interaction' (Rymes, 2010 as cited in Douglas Fir Group, 2016, p. 24) (see 2.6, 2.7 and 6.1).

Their meso level consists of 'sociocultural institutions and particular sociocultural communities, such as those found in the family, school, neighborhood, places of work, places of worship, social organizations like clubs, community sports leagues, political parties, online forums of various kinds, and so on' (Douglas Fir Group, 2016, p. 24) which is a mix of what is referred in our work as meso and macro levels. The meso level, in particular, includes dynamics experienced in the university environment as noted in sections 2.8 and 2.9 below.

The Douglas Fir Group (2016) noted that at the macro level 'there are large-scale, society-wide ideological structures […] that both shape and are shaped by sociocultural institutions and communities' (p. 24). This level 'has a powerful influence through the politico-economic system that impacts schools, work, civic, and religious institutions, etc.' (p. 28).

Despite not considering the three levels as structured in a traditionally hierarchical way, this thesis also defines the macro level as the socio-cultural environment where students are influenced by external forces 'beyond the classroom' using Crookes and Schmidt's (1991) terms.

Very similarly, Williams and Burden (1997) focused on the internal and external factors which influence students' motivation in learning an L2. They analysed the dynamics in 'the physical environment; the whole school ethos; the wider social environment; the political environment and the cultural setting' that externally influence students' interest in learning a language' (Williams & Burden, 1997, p. 44). However, they do not deeply investigate how different external factors influence students' interest in learning an L2.

Dörnyei (2001a) emphasised the presence of a 'macro context-related dimension, referring to broad, societal and socio-cultural factors such as multicultural, intergroup and ethnolinguistic relations' (p. 65). Busse and Williams (2010) also referred to a macro-level of analysis which is defined as the learner's social context, which is also the macro level of analysis in this thesis.

Gayton (2018) also attempted to theorise a similar tripartite framework, analysing L2 learning motivation at the micro-meso-macro levels. However, her model appears to be unclear when describing the variable involved in the phenomenon – 'the micro level of the immediate classroom; the meso level of home; and wider school, influences; and the macro level of more global influences' (Gayton, 2018, p. 385). Nevertheless, Gayton's (2018, pp. 387-388) three-level model helps researchers to better understand the interaction among variables in L2 learning processes. In attempting to include components, which belong to (a) psychological reactions to the *'immediate classroom'* activities – micro level, (b) the *'wider'* learning environment – meso level, and the *'more global'* socio-cultural context – macro level, into L2 learning motivation research, Gayton's (2018) work is a helpful source of inspiration here (see 6.2, 6.6, 6.7, 7.2, 7.6, 7.7, 8.2, 8.6 and 8.7).

2.5.2 A new three-level model

A reworked three-level model builds on previous studies (see 2.5.1) to combine components understood differently by different scholars. Figure 2.4 presents the interaction amongst three different factors in L2 learning motivation and demotivation. The absence of a strictly hierarchical structure, supported also by statistical analysis in chapters six, seven and eight, indicates how the differences across the three-levels are not always clear-cut and factors

could in some cases potentially be assigned to different levels according to different interpretations and how specific contextual variables are taken into account.

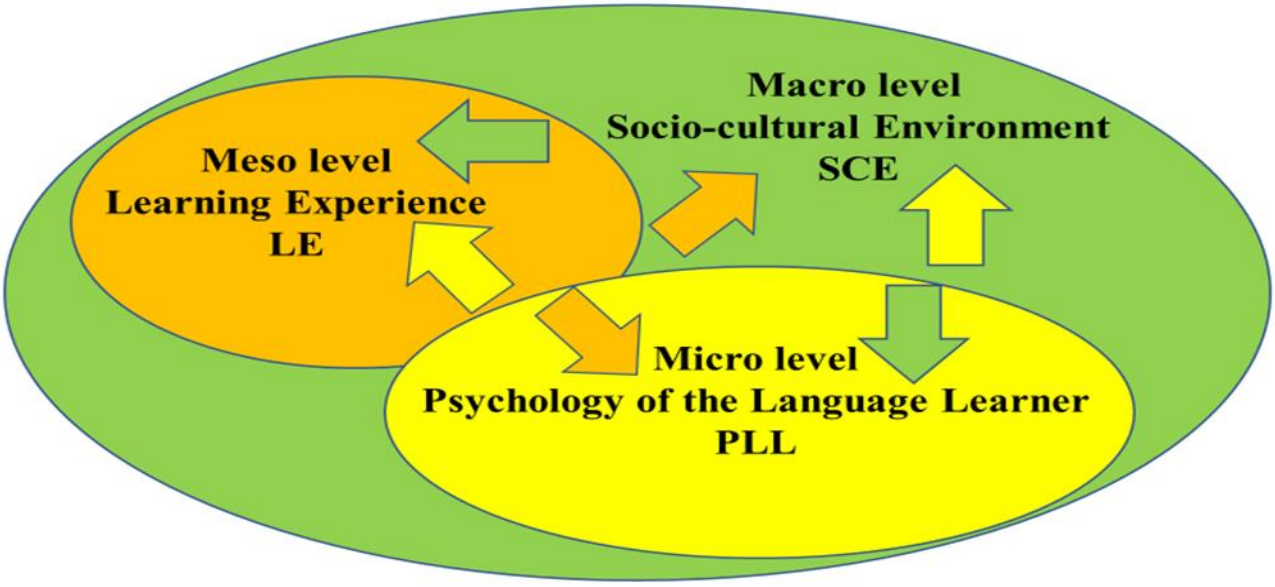


Figure 2.4: A three-level model.

The different arrows in figure 2.4 identify the continuous and multidirectional relations among the three factors (found via a PCA) which correspond to the three levels of analysis – micro, meso and macro. As already noted, they dynamically communicate with each other (Larsen-Freeman & Cameron, 2008) as 'no level exists on its own. […] Each gives shape to and is shaped by the next, and all are considered essential to understanding' L2 learning motivation and demotivation (Douglas Fir Group, 2016, p. 25). The micro level PLL factor overlaps with the meso level LE factor since psychological and cognitive reactions to the L2 learning process, i.e. teachers' behaviour, class activities, classmates, facilities, explanations, drills, etc., are strongly influenced by the dynamics observed in an L2 classroom as discussed in chapters six and seven.

Motivation and demotivation are hypothesised not to be static since L2 learners face a 'dynamically changing social world' (Dörnyei, 2014, p. 90) which represents an element of continuous change and 'flow' (De Bot, Lowie & Verspoor, 2007, p. 8). Therefore, the three levels experience a continuous communication between L2 learners and the society in which L2 learners are embedded (Larsen-Freeman, 2015, p. 228). Each single learner's identity as future L2 speakers is modelled by the macro level social environment (see chapter eight). Therefore, figure 2.4 above depicts both circles of the micro-level PLL factor and meso-level LE factor embedded in the bigger circle of the macro level SCE factor. In this regard, Norton

and McKinney (2011) emphasised that learners 'are negotiating and renegotiating a sense of self in relation to the larger social world' (p. 73). Norton (2013) argued that L2 learning can be considered 'as a socioculturally situated social practice' as theorised by Lantolf (2000) and Zuengler and Miller (2006). Therefore, given the strong interaction of L2 learners with the social milieu (Clément & Kruidenier, 1983; Dörnyei, Csizér, & Németh, 2006) in which they live and study, it can be asserted that this three-level model of L2 learning motivation analysis shares elements with socio-cultural theory (see 2.4.3).

In taking a poststructuralist stance, phenomena are explored considering their relations with the surrounding environment like systems which 'involve relationships between or among categories within the system' (McNamara, 2012, p. 477). This is the case of L2 learning motivation and demotivation where 'learners negotiate and sometimes resist the diverse positions those contexts offer them' (Norton, 2013, p. 1). Each level is essential for the whole system as system components 'are often sensitive to changes in context and adapt dynamically to them' (Larsen-Freeman & Cameron, 2008, p. 239). This is the reason why variables of all levels interact and communicate with each other changing over time and space.

The time dimension has been also highlighted by Van Geert (2008) who introduced the concept of 'time evolution', i.e. the change of systems over time. The three-level model of this thesis sheds light on the relationships among 'many components that interact, meaning that they codetermine each other's time evolution' (Van Geert, 2008, p. 181). Therefore, longitudinal research which considers different variables belonging to individuals, the learning environment and the society, is needed for this theoretical framework which is situated in the socio-dynamic period of L2 learning motivation research (see 2.4.3).

2.6 The micro level of motivation

The first level of analysis of L2 learning motivation is the micro level which is identified here with and linked to the Psychology of the Language Learner (PLL) factor (see Dörnyei, 2005; 2009b; Dörnyei & Ryan, 2016). The PLL focuses on personal and psychological variables that boost and/or hamper students' motivation during their learning process as agreed by the Douglas Fir Group (2016) in their statement: 'language learning is an emotionally driven process at multiple levels of experience' (p. 36). It involves personality, temperament, intelligence, aptitude and individual differences which belong to the L2 learner (Dörnyei, 2005, 2009b; Ryan, 2020). As noted before, the focus of this level of analysis is not exclusively on psychological variables such as individual differences which are 'characteristics

or traits in respect of which individuals may be shown to differ from each other' (Dörnyei, 2005, p. 1); or personality which is 'the part of the field of psychology that most considers people in their entirety as individuals and as complex beings' (Pervin & John, 2011, p. 3). Part of this level of analysis also includes temperament which is considered as 'a stable tendency for an individual to experience certain moods and emotions' (MacIntyre & Gregersen, 2012, p. 197) such as enjoyment, love, etc. (Dewaele, 2011). Indeed, emotions in their multiple facets (Dewaele, 2005; 2010; 2011; 2013; MacIntyre, Ross & Clément, 2020) belong to this level of analysis despite a rigid distinction of four types of positive and negative emotions – achievement, epistemic, topic and social emotions, offered by Piniel and Albert (2018) drawing on the work of Pekrun (2014 as cited in Piniel & Albert, 2018). In addition to the analysis of psychological features, the focus of the micro level of analysis is on students' 'language aptitude which is related to the broader concept of human abilities, covering a range of cognitively based learner differences' (Dörnyei & Ryan, 2016, p. 35).

Psychological and cognitive dynamics are also deemed to be 'socially constructed in inequitable relations of power, changing over time and space, and possibly coexisting in contradictory ways in a single individual' (Norton Peirce, 1995, p. 12). This is the reason why the Douglas Fir Group (2016) called this level 'the micro level of social activity', which implies a connection between learners' internal, intrinsic and psychological characteristics with the socio-cultural environment and the formal learning environment where their L2 learning activities take place. Such an interaction is validated in this thesis by statistically significant correlations among factors as discussed in section 7.2.

The micro level, like the other two levels of analysis, is structured with different sub-components to distinguish among motivators and also among demotivators (see 2.7).
Trajectories of L2 learning motivation at micro level are organised in four categories – Intrinsic Motivation (IM), Integrative Orientation (INTO), Ideal L2 Self (ILS) and Student's Performance (SP) (figure 2.5).

Motivators at the micro level The Psychology of the Language Learner			
Intrinsic Motivation IM	Integrative Orientation INTO	Ideal L2 Self ILS	Student's Performance SP

Figure 2.5: Categories of motivators at the micro level.

2.6.1 Intrinsic Motivation (IM)

The first category within the PLL factor is Intrinsic Motivation (IM), that is 'the energy source that is central to the active nature of the organism' (Deci & Ryan, 1985, p. 11). Students who are intrinsically motivated develop a special interest in the L2 itself and obtain an internal reward without 'obvious or appreciable external rewards' (Deci & Ryan, 1985, p.11), when they use the L2 they study (see 6.2.3.1 and 6.6.1). IM includes positive emotions which 'promote resilience by triggering productive reactions to stressful events' (MacIntyre & Gregersen, 2012, p. 197). Therefore, students with IM like the challenge of learning an L2 and enjoy the learning process. At the micro level of analysis, enjoyment is considered to be a motivator which 'captures the personal reactions to learning that reflect relatively inner thoughts and feelings' (Dewaele & MacIntyre, 2014, p. 223). Enjoyment and the pleasure of being challenged are two variables which have been included in the category IM in previous studies on L2 learning motivation (cf. Busse & Williams, 2010; Oakes, 2013; Oakes & Howard, 2019). Dewaele and MacIntyre (2016) defined enjoyment as foreign language enjoyment (FLE) – private, opposed to FLE–social. FLE–private is similar to intrinsic motivation as it includes students' enjoyment in learning the L2 itself (see chapter six). FLE–social is the enjoyment that students experience thanks to the learning environment, e.g. classroom dynamics and teachers' performances (see chapter seven). When learners are intrinsically motivated, they do not learn because of an expected future material reward. They look for 'the pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it' (Noels, 2001, p. 45).

2.6.2 Integrative Orientation (INTO)

Another category of motivators of the PLL factor is Integrative Orientation (INTO) (Gardner, 1985). INTO is identified when students appear 'to stress interaction with members of' a particular 'community for social-emotional purposes' (Gardner, 1985, p. 11). Gardner (1985) referred specifically to the French-speaking community in Canada. However, this concept can be utilised for any other language learnt in the Australian context. Indeed, 'integrative orientation toward learning the second language is a favourable attitude toward the language community, and an openness to other groups in general (i.e. an absence of ethnocentrism)' (Gardner, 2001, p. 5). As in previous studies on motivation in Australia (Amorati, 2019; Palmieri, 2019; Schmidt, 2011; 2014), adult L2 learners are often motivated

by their desire to travel to other countries so that they can fulfil an emotional desire to communicate with native speakers (see also Lo Bianco, 2010).

INTO also includes main features of the so-called willingness to communicate (WTC). WTC is the desire of L2 learners to communicate with a specific target of people – mostly native speakers of the language they are studying (MacIntyre et al., 1998; Denies, Yashima & Janssen, 2015). MacIntyre et al. (1998) defined WTC 'as a readiness to enter into discourse at a particular time with a specific person and persons, using a L2' (p. 547). They made clear that the WTC 'is based on a lack of anxiety combined with a sufficient level of communicative competence' (MacIntyre et al., 1998, p. 548). WTC was also proved to be boosted by learners' internal and external factors (Dewaele & Dewaele, 2018; Yashima, 2002; 2020; Yashima, MacIntyre & Ikeda, 2018) (see 6.2.3.2 and 6.6.2).

2.6.3 Ideal L2 Self (ILS)

A further category within the PLL factor is the Ideal L2 Self (ILS) (Dörnyei, 2009a; Ushioda & Dörnyei, 2009; Csizér, 2020) which is the ideal image that learners have of themselves as future fluent L2 speakers. Students intend to reach a certain level of L2 knowledge which would help them to construct a different self characterised by 'not just any set of imagined roles or states of being. Instead […] specific, individually significant hopes, fears, and fantasies' (Markus & Nurius, 1986, p. 954). With Dörnyei's words, (2009a, p. 13) the ILS 'refers to the representation of the attributes that one would like to possess (i.e. representation of hopes, aspirations, or wishes)'. Students aspire to a different and more skilful self in terms of multilingual knowledge and multicultural competence (Dörnyei & Al-Hoorie, 2017; Henry, 2017). This image can be constructed either in the formal learning environment or in virtual spaces online (Henry, 2019) or through digital innovations and technology (Adolphs et al., 2018). Ideal L2 selves do not only exist in learners' imagination, but 'they are a reality for the individual: people can "see", "hear" and "smell" a possible self' (Dörnyei, 2009a, p. 12). They are often stimulated by real life situations when learners are exposed to L2 related cultures or L2-speakers as discussed at the macro level (see 2.10.2, 8.2.3.2 and 8.6.2). A 'Seasoned Tourist L2 Self' (Amorati, 2019) can be triggered by situations experienced or that will be experienced during time spent overseas, e.g. holidays and exchange programs in foreign universities. At the same time, students might see themselves working in different countries where they would be able to communicate with colleagues in their L2. Such a self was named 'International Professional L2 Self' by Amorati (2019) and is strongly related to

Instrumental Orientation (see 2.10.1, 8.2.3.1 and 8.6.1). Hence, ILS is an integral part of L2 students' identity construction (Norton, 2013) and 'sense of self' (Weedon, 1987) which is socially constructed given the social meaning that students associate to the new multilingual and multicultural self (Norton Peirce, 1995). The social identity imagined by students when learning an L2 is expected to be particularly powerful for students who learn their heritage language as observed in similar contexts, i.e. Australia (Xu & Moloney, 2020); New Zealand (Berardi-Whiltshire, 2016) or the United States of America (Xie, 2014). Therefore, MacIntyre, Baker and Sparling (2017) theorised a Rooted L2 Self which is a new L2 learner identity influenced by their cultural background.

2.6.4 Student's Performance (SP)

Cognitive abilities are explored through the category Student's Performance (SP). This category includes multiple L2 learner's psychological and cognitive characteristics as described further in chapter six (see 6.2.3.4 and 6.6.4). In particular, it is noticed that:

> 'motivation is typically treated as an 'affective' variable and is thus contrasted with the cognitive variable of language aptitude. However, almost all influential contemporary motivation theories in psychology are cognitive in nature and affective (i.e. emotional) issues hardly ever feature on motivation research agendas' (Dörnyei, 2009b, p. 183).

Therefore, SP benefits from psychological and cognitive variables and it is also influenced by students' self-confidence level (Clément, 1980) which can change over time and space depending on students' results and capacities to retain knowledge.

2.7 The micro level of demotivation

Previous studies on demotivation at tertiary level have mainly explored factors belonging to the learning environment (e.g. Falout, Elwood & Hood, 2009; Kikuchi, 2019; Kikuchi & Sakai, 2009; Thorner & Kikuchi, 2020; Ushioda, 1998). However, a different school of studies on L2 learning demotivation focuses more on negative emotions than on demotivation itself, e.g. MacIntyre and Gardner (1994) or Gardner et al. (2004), who analysed the role of anxiety when learning an L2 and its correlation with other affective variables. More recently, Gkonou, Daubney and Dewaele (2017) and MacIntyre et al. (2020) offered an overview of studies on anxiety and other negative emotions which hamper students' interest in learning an L2 drawing upon Horwitz, Horwitz and Cope's (1986) pioneering study which explores anxiety in its multiple aspects. In addition to this, 'emotions such as fear, anger,

distress, and joy are a salient part of our everyday lives, affecting both our thinking and our behaviours' (Dörnyei, 2009b, p. 184) and students' L2 learning paths (see 6.7).

In this thesis, negative psychological and cognitive reactions to the L2 learning process are analysed at the micro level of analysis. The four categories seen in figure 2.5 and described above were used to code the themes of students' positive responses which belong to the PLL factor. However, new categories are here theorised to code the demotivators found in students' responses for the PLL factor, using the same categories conventionally used for motivators (see 2.6). All categories are transformed with a negative connotation as in figure 2.6 – Intrinsic Demotivation (ID), Integrative Demotivation (INTD), Feared L2 Self (FLS), Performance Frustration (PF).

Demotivators at the micro level **The Psychology of the Language Learner**			
Intrinsic Demotivation ID	Integrative Demotivation INTD	Feared L2 Self FLS	Performance Frustration PF

Figure 2.6: Categories of demotivators at the micro level.

2.7.1 Intrinsic Demotivation (ID)

Intrinsic Demotivation (ID) consists of a lack of enjoyment and the loss of interest in learning an L2 because not anymore relevant in students' lives (see Sakai & Kikuchi, 2009) (see also 6.2.3.1 and 6.7.1). Within the same category, intellectual challenge is an important component. The challenge of learning an L2 can stimulate students' productivity (IM) or in some other cases, it can be detrimental to students' motivation in carrying on learning an L2 (ID). This category explores students' lack of pleasure in learning an L2 which was previously noticed in another study on demotivation of learners of French in Ireland (Ushioda, 1998).

2.7.2 Integrative Demotivation (INTD)

Integrative Demotivation (INTD) is a demotivator when students are not eager to immerse themselves in an L2-speaking country and/or mingle with L2 speakers in a specific community. Students who experience cultural shock or a traumatic event in a foreign country might be affected by INTD. However, qualitative data analysis did not identify the emergence of themes related to this category of demotivators (see 6.7.2).

2.7.3 Feared L2 Self (FLS)

The Feared L2 Self (FLS) has been theorised by Fryer and Roger's (2018) recent study on the transformations in the L2 self construct. The FLS refers to the L2 learner's experience of 'not being able to perform linguistically as [he/]she had hoped' (Fryer & Roger, 2018, p. 164). Students might lose their hope in becoming fluent and proficient multilingual and knowledgeable individuals, or they might fear becoming an incompetent L2 speaker as already suggested by Markus and Nurius (1986) (see 6.2.3.3 and 6.7.3).

2.7.4 Performance Frustration (PF)

Performance Frustration (PF) is experienced by L2 students when they face difficulties in learning an L2 in terms of their result expectations and cognitive capacities, i.e. memorising words. This frustration is sometimes caused by students' lack of progress in learning an L2 and consequently in receiving very low marks in tests and exams (see 6.2.3.4 and 6.7.4). A lack of positive results impacts students' self-confidence as well as their positive attitude towards the L2 learning process and the L2 itself (Trang & Baldauf, 2007). Hence, students might experience lack of confidence in acquiring an L2 which entails different acquisition methods than other subjects (Cai & Zhu, 2012).

As a result, demotivated students might experience a spectrum of negative emotions (cf. MacIntyre, 2017; MacIntyre et al., 2020), e.g. shame (Galmiche, 2018), guilt (Teimouri, 2018), fear and preoccupation (MacIntyre & Doucette, 2010), anger, sadness, disappointment and hopelessness (Piniel & Albert, 2018). The most studied negative emotion in the field of L2 learning is anxiety (Gkonou et al., 2017), which is associated to feelings such as 'tension, nervousness, worry, dread, upset, and similar terms' (MacIntyre & Gregersen, 2012, p. 195).. According to Horwitz et al. (1986), anxiety can represent 'a major obstacle to be overcome in learning to speak another language' (p. 125). Anxiety is 'the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning' (MacIntyre & Gardner, 1994, p. 284). Şimşek & Dörnyei (2017) asserted that learners might become affected by anxiety when creating and imagining their L2 self, i.e. the 'Anxious self'.

2.8 The meso level of motivation

The meso level of analysis corresponds to the factor labelled as the Learning Experience (LE) (Dörnyei, 2009a), which includes dynamics experienced by L2 learners

within the L2 classroom. Using Dörnyei's (1994) 'three-level framework of L2 learner motivation', the meso level corresponds to the 'learning situation level' (see 2.2). The analysis of the meso-level LE factor mainly focuses on teachers' and subject coordinators' decisions. These decisions might directly influence students' L2 learning motivation and demotivation echoing what was theorised for the meso level by Gayton (2018) and the Douglas Fir Group (2016) (see 2.5.1 and 2.5.2). This level also includes the role of structural decisions made by university L2 departments which indirectly influence students' motivation and demotivation (cf. Martín et al., 2016) (see also 7.2.3.3, 7.6.3 and 7.7.3).

The LE has been largely ignored in L2 learning motivation studies (Dörnyei, 2019), but very strongly analysed in demotivational studies (cf. Thorner & Kikuchi, 2020). As Dörnyei (2019) advised: 'it appears that the interest in the potentials of the self-approach has overshadowed this research need, thereby leaving the L2 Learning Experience the Cinderella of the L2 Motivational Self System' (p. 22). There still exists a need to better understand how the LE motivates students despite the strong emphasis on its negative effects as previously discussed and highlighted by MacIntyre and Gregersen (2012). Hence, it deserves more attention in terms of positive emotions experienced by learners in the formal class environment (Dewaele, Magdalena & Saito, 2019).

Three main sub-component categories of motivators belong to the LE – Teacher-specific Motivational Components (TMCs), Course-specific Motivational Components (CMCs) and University Context (UC) (figure 2.7).

Motivators at the meso level The Learning Experience		
Teacher-specific Motivational Components TMCs	Course-specific Motivational Components CMCs	University Context UC

Figure 2.7: Categories of motivators at the meso level.

2.8.1 Teacher-specific Motivational Components (TMCs)

Teacher-specific Motivational Components (TMCs) include 'teacher's personality, teaching style, feedback, and relationship with the students' (Dörnyei, 1994, p. 277). This category is meant to describe how teachers provide explanations, create a comfortable environment and get along with students. Teachers' agency is an essential element in an L2

class environment (cf. Crozet & Díaz, 2020). Teachers are considered the principal factor of students' motivation and demotivation in the learning environment (e.g. Dörnyei & Csizér, 2002; Kikuchi, 2015). Teaching quality is recognised to be an essential component in L2 motivation (Irie, Ryan & Mercer, 2018). Recently Li, Jiang and Dewaele (2018) theorised FLE-Teacher and FLE-Atmosphere in order to categorise the enjoyment linked to teachers' way of teaching and classroom inclusive contexts (see 7.2.3.1 and 7.6.1), drawing on the concepts of FLE-private and FLE-social (see 2.6.1). Teachers are consequently deemed principal stakeholders in creating a positive attitude of L2 learners towards their L2 (Dewaele et al., 2017). However, Cowie and Sakui (2011) have underlined the excessive focus on teachers' performances when it comes to L2 learning motivation. The interplay of different factors is typical for students' learning processes but also for teachers' work. A constant 'dynamic interaction of diverse and interconnected agents in the social cognitive systems in which teachers' activity is embedded' is observed here (Kubanyiova, 2012, p. 191) e.g. teachers' agency limitations due to university departments and administration decisions and policies.

2.8.2 Course-specific Motivational Components (CMCs)

Course-specific Motivational Components (CMCs) consist of 'the syllabus, the teaching materials, the teaching method, and the learning tasks' (Dörnyei, 1994, p. 277). Some aspects of teachers' work are directly influenced by CMCs (see 7.2.3.2 and 7.6.2). Much of the time instructors have to follow programs and directives from their departments, e.g. an L2 course syllabus. Crookes and Schmidt's (1991) 'syllabus/curriculum level' of analysis specifically focuses on the important variables which closely impact L2 courses, lessons, assignments and assessment. Different L2 teaching approaches are also included in this category of motivators (Celce-Murcia, 1991; Ehrman, Leaver & Oxford, 2003).

Content, materials and topics are analysed together with the 'Group-specific Motivational Components' which explore group dynamics in an L2 class (Dörnyei, 1994; Dörnyei & Murphey, 2003). More recently, Dörnyei (2019) labelled this aspect as 'one's peers' which consists of 'relevant areas of group dynamics/classroom management, particular social acceptance, group cohesiveness, norms of operation and tolerance' (p. 25). Course components are also expected to create the so-called FLE-social theorised by Dewaele and MacIntyre (2014; 2016) and/or FLE-atmosphere as in Li et al. (2018) to describe the enjoyment experienced by students in the environment where they study an L2, e.g. their L2 class (see also Hye-Kyoung, Hiver & Al-Hoorie, 2017).

2.8.3 University Context (UC)

University Context (UC) includes motivators stemming from decisions made by L2 departments when it comes to L2 course organisation and provisions, e.g. number of teaching hours, facilities, number of students per class and extra-curricular activities. Students might be motivated by the small amount of class participants and the state-of-the-art facilities provided by their university institution (see 7.2.3.3). Dörnyei (2019) expressed this concept with the term 'school context' which is defined as the 'various aspects of belonging to the school community, adopting school norms and developing general academic confidence' (p. 25). In this model, it is changed into University Context given the focus on university norms and environment. In this sense, Ushioda (2017) defined this component as the institutional structure which influences students' motivation in multiple ways.

In addition to this, extra-curricular activities and exchange programs overseas are considered as university strategies to develop 'general academic confidence' among L2 learners (see 7.6.3). Students who have the possibility of studying for a semester or a year overseas might benefit from this opportunity and increase their interest in learning an L2 (Yashima, 2002).

2.9 The meso level of demotivation

The LE factor at the meso level has been extensively analysed in studies on L2 learning demotivation as listed by Kikuchi (2015) and Thorner and Kikuchi (2020). Teachers' strategies, course design and university facilities were identified as the main demotivating components for students who were learning an L2 (cf. Falout et al., 2009; Kikuchi, 2015; 2017; Thorner & Kikuchi, 2020). Horwitz et al. (1986) explored the negative emotions stemming from the learning environment such as classroom and test anxiety. These two types of anxiety were also analysed in Dewaele and MacIntyre's (2014; 2016) more recent studies and in other recent studies (cf. Dewaele & Li, 2018; Gkonou et al., 2017).

It is hypothesised that teachers cannot be exclusively 'blamed as a source of demotivation. [They are] also influenced by the school curriculum, which is part of a bigger system' (Kikuchi, 2017, p. 142). Hence, three categories were created for demotivators to include the largest number of variables involved in students' LE and mitigate the 'vagueness of how experience [LE] should be understood and operationalised' (Dörnyei, 2019, p. 23). This coding system is intended to provide a framework which includes elements under and out of teachers' control.

The same categories for motivators are also used to code demotivators. Sakai and Kikuchi (2009) found five demotivating factors within the formal learning environment: (a) learning contents and materials; (b) teachers' competence and teaching styles; (c) inadequate school facilities; (d) lack of intrinsic motivation and (e) test scores (see 3.2). These five components are combined into three broader sub-component categories of demotivators at the meso level of analysis – Teacher-specific Demotivational Components (TDCs), Course-specific Demotivational Components (CMSs) and Negative University Context (NUC) (figure 2.8).

Demotivators at the meso level The Learning Experience		
Teacher-specific Demotivational Components TDCs	Course-specific Demotivational Components CDCs	Negative University Context NUC

Figure 2.8: Categories of demotivators at the meso level.

2.9.1 Teacher-specific Demotivational Components (TDCs)

Teacher-specific Demotivational Components (TDCs) entail teachers' teaching styles, methods and approaches which negatively affect students' interest in continuing learning an L2 (see 7.2.3.1 and 7.7.1). In previous research, their teaching styles and clarity in explanations were considered as main demotivating variables (see e.g. Afrough, Rahimi & Zarafshan, 2014; Daif-Allah & Alsamani, 2013; Meshkah & Hassani, 2012; Uhl Chamot, 2001). Instructors' own demotivation might hinder students' motivation (Kikuchi, 2019; Kubanyiova, 2014; 2020; Oxford & Shearin, 1994). Instructors' lack of personality and manners (Song & Kim, 2017) might also be seen as an element that disadvantages learners' L2 acquisition enjoyment. The use of the target language in the class (Castellotti & Moore, 1997; Littlewood & Yu, 2011; Rolin-Ianziti & Varshney, 2008) and the absence of native speaker instructors (Doucet & Cowan, 2015) are also factors related to teachers' performances which play a role in students' motivation. Dörnyei (2001a) argues that 'two-thirds of the reported sources of demotivation' are 'teacher-owned' (p. 145). This entails what teachers do or do not do in an L2 classroom.

2.9.2 Course-specific Demotivational Components (CDCs)

Course-specific Demotivational Components (CDCs) demotivate students who do not like the content, materials and topics chosen for an L2 course (see 7.2.3.2 and 7.7.2). Indeed, it is not always appropriate to praise teachers for motivating students and their 'interactive support' (Ushioda, 2014, p. 44) and blame teachers for demotivated students despite their crucial and essential role in L2 learning (Gayton, 2018). Syllabus and curriculum choices by language departments and universities exercise a strong control on L2 teachers who need to follow their subject coordinator and L2 department guidelines. Strategies applied to L2 lessons are also considered as demotivators for students who would like more communicative teaching approaches (see e.g. Arai, 2004; Kikuchi, 2015; Thorner & Kikuchi, 2020). Unpopular topics and materials proposed in class are also deemed strong demotivators echoing previous studies on L2 learning demotivation (cf. Trang & Baldauf, 2007; Yadav & BeniAta, 2013).

2.9.3 Negative University Context (NUC)

Negative University Context (NUC) is also a demotivational category (see 7.2.3.3 and 7.7.3). It appears that the classroom size, the equipment used and the number of students in a lesson might reduce the efficiency of L2 teaching and consequently demotivate students (Chambers, 1993; Gorham & Christophel, 1992; Hirvonen, 2010; Kikuchi, 2019; Muhonen, 2004; Sakai & Kikuchi, 2009). NUC can be seen as detrimental for students who would like to benefit from such aspects as more services, better facilities, extra-curricular cultural activities and/or accessible exchange programs overseas in order to improve their LE. In contrast to the previous two categories, this category of demotivators is found to be strongly related to structural issues which might be ingrained in L2 learning regulations and policy within the Australian university system as widely discussed by Martín et al. (2016). Nevertheless, the scope of this thesis and space limitations do not allow a detailed discussion of these aspects throughout this thesis.

2.10 The macro level of motivation

The macro level corresponds to the Socio-cultural Environment (SCE) factor. It encompasses societal components which motivate students (Ushioda, 2020). Busse and Williams (2010) define this level of analysis as the 'macro-context', while Crookes and Schmidt (1991) refer to it as the context 'beyond the classroom' (p. 494). This level of analysis investigates the interrelations between students and the context and community where they

live, study and work. The macro level SCE factor answers the need to 'take the social context into account' (Larsen-Freeman, 2001, p. 24). Learners find in the context where they are embedded 'energy sources and motivational forces' (Dörnyei & Ottó, 1998, p. 47). The SCE focuses on variables belonging to the socio-political environment where relations of power and social trends might play a role in student motivation (see 2.4.1 and 2.4.3). It refers to the 'society-wide ideological structures with particular orientations toward language use and language learning (including belief systems and cultural, political, religious, and economic values) that both shape and are shaped by sociocultural institutions and communities' (Douglas Fir Group, 2016, p. 24)

Vallerand (1997) explored the multiple contextual factors which improve L2 learners' motivation with a 'hierarchical model of intrinsic, extrinsic motivation and amotivation' (pp. 295-296). With this model, he demonstrated that 'situational level', 'contextual level' and 'global level' factors play a crucial role in L2 learning motivation. Therefore, Vallerand's (1997) study informs the macro level of this thesis because of his strong emphasis on the context and situations where L2 learning dynamics take place, in line with Vygotsky's (1981) socio-cultural theory which argues that all forms of behaviours are socially and culturally constructed (see also Tolman, 1999). Swain, Kinnear and Steinman (2011) expanded on this theory supporting 'the fundamental assumption that people are social beings who embody their contexts and are merely influenced by them' (p. 111).

Previous studies outcomes and theoretical frameworks contributed to creating three sub-component categories to code motivators involved in L2 learning processes at the macro level – Instrumental Orientation (INSTRO), Contextual Components (CCs) and Ought-to L2 Self (OLS) (figure 2.9).

Motivators at the macro level The Socio-cultural Environment		
Instrumental Orientation INSTRO	Contextual Components CCs	Ought-to L2 Self OLS

Figure 2.9: Categories of motivators at the macro level.

2.10.1 Instrumental Orientation (INSTRO)

Instrumental Orientation (INSTRO) includes pragmatic reasons for learning an L2 (see 8.2.3.1 and 8.6.1). Gardner (1985) described students who are instrumentally orientated as those who are learning an L2 'because it would be useful in obtaining a job or' it would make 'them better educated' (p. 11). Based on the economic, political, strategic and social needs of a certain society, some languages might be more useful to learn than other ones, e.g. Asian languages in Australia (Lo Bianco, 2010). INSTRO 'reflects the more utilitarian value of linguistic achievement' (Gardner & Lambert, 1959, p. 267). If in a society a language is more requested and prized, individuals tend to learn that language. Grin (2003) argues that 'the relative prices of different language-specific goods and services […] are likely to affect patterns of language use' (p. 4). On a different level 'patterns of international trade are likely to influence language dynamics, both informally, in interaction between economic actors and formally, through the choices made by large organisations […] to favour certain languages for internal communication' (Grin, 2003, p. 3). This means that learners know from which languages they might receive 'a valued reward' (Oxford & Shearin, 1994, p. 18) and from which languages they would not see benefits in terms of future professional career and money earnings. Students who are instrumentally oriented might also learn an L2 to satisfy university requirements in terms of credit points for their subjects or to apply for exchange programs overseas (see 7.6.3 and 8.6.1).

In any field of study, 'conscious human behaviour is purposeful' (Latham & Locke, 1991, p. 212). Aristotle used the term 'final causality, that is, action caused by a purpose' (Locke, 1996, p. 118). The goal setting component is very important for INSTRO as it is 'the object or aim of an action' (Locke, 1996, p. 118). Latham and Locke (1979) performed different empirical studies to understand more on goal setting and achievement. Among the others, the goal of being a more knowledgeable person is part of INSTRO as proposed in previous studies on L2 learning motivation (e.g. Busse & Williams, 2010; Oakes, 2013 and see e.g. Schmidt, 2011 for an alternative view).

INSTRO is also linked to the concept of investment intended as 'an investment in a learner's own social identity, an identity which is constantly changing across time and space' (Norton Peirce, 1995, p. 18) (see also Darvin, 2020).

2.10.2 Contextual Components (CCs)

The category Contextual Components (CCs) includes a vast range of variables which are linked to the influence received from the environment where students live and study (see 8.2.3.2). CCs represents the context that Dörnyei et al. (2006) call the 'milieu' (see also Clément & Kruidenier, 1983). In the milieu, individuals are influenced by trends, fashions and dynamics of power which change learners' perception and attitude towards certain L2s and their related cultural communities (see 8.6.2). Depending on the perception of an L2 speaking group in a society, individuals feel social distance (Brown, 2000) or, contrarily, cultural affinity. In this sense, the role of the media and social networks is considered very influential. Della Chiesa (2012) explained how the power of the media 'in shaping people's perceptions goes beyond imparting an image of culture, thus strongly affecting motivation to learn' (p. 42). Ushioda (2003) emphasised this aspect highlighting that motivation itself is a 'socially and culturally mediated' process (p. 92), which becomes controlled, suppressed or distorted by external forces' (Ushioda, 2003, p. 93). Therefore, the L2 learner is considered as a 'person-in-context' as theorised by Ushioda (2009) and a 'person-in-the-world' theorised by Lave and Wenger (1991) (see 2.4.1). This theoretical construct helps 'to capture the mutually constitutive relationship between persons and the contexts in which they act – a relationship that is dynamic, complex and non-linear' (Ushioda, 2009, p. 218). Such an approach is in line with post-structuralist theories where social, political and cultural constructs influence individuals' choices and behaviours (McNamara, 2011). The role of the society surrounding L2 learners is part of the CCs focus. Indeed, 'a rich, stimulating environment enables the learner to develop cognitively, and a deprived environment stunts this development' (Oxford & Shearin, 1996, p. 135). Accordingly, MacIntyre, Baker and Sparling (2017) investigated the 'Rooted L2 Self' which is the identity that L2 learners construct based on their deep ties and relationship with an L2 community. In particular, heritage language learners envision more than others a 'Rooted L2 Self' given the influence of their family environment (see e.g. Armillei & Mascitelli, 2017; Rubino, 2002; 2014; 2019; Schüpbach, 2008). As a result, people around students are expected to influence learners' motivation as in Berardi-Wiltshire (2016), Wen (1997), Xie (2014) and Xu and Moloney (2020).

2.10.3 Ought-to L2 Self (OLS)

The Ought-to L2 Self (OLS) does not simply take into consideration the role of external variables which influence L2 learners (see 8.2.3.2 and 8.6.3). The OLS 'refers to the

representation of attributes that one believes one ought to possess' (Dörnyei, 2009a, p. 13). L2 students are motivated by the OLS when they feel that people around them ought them to learn an L2. Both Williams and Burden (1997) and Dörnyei (1998) identified three categories of people around students: Parents, teachers and peers. Individuals who surround an L2 learner are supposed to create an image of the L2 learner and the attributes of their new identity starting from Markus and Nurius's (1986) possible selves theory (see 2.4.2 and 2.6.3). Accordingly, L2 learners feel direct and explicitly declared pressure from people around them about the L2 they ought-to learn. This pressure sometimes results in fear of failure in L2 learning (Csizér, 2020).

In contrast to this, Oakes (2013) and Oakes and Howard (2019) have reported based on their findings that the OLS is not a motivator for adult learners who supposedly make independent decisions (see also de Burgh-Hirabe, 2019). The role of people around learners is explored within the CCs category given the broader spectrum of external influencing variables included in CCs (see 2.10.2).

2.11 The macro level of demotivation

The three sub-component categories of motivation at the macro level become demotivators when they have a negative influence on student motivation in learning an L2 – Instrumental Demotivation (INSTRD), Negative Contextual Components (NCCs) and Negative Ought-to L2 Self (NOLS) (figure 2.10).

Demotivators at the macro level The Socio-cultural Environment		
Instrumental Demotivation INSTRD	Negative Contextual Components NCCs	Negative Ought-to L2 Self NOLS

Figure 2.10: Categories of demotivators at the macro level.

2.11.1 Instrumental Demotivation (INSTRD)

Whenever students realise that the L2 is not useful for their future professional and academic career, they feel demotivated by Instrumental Demotivation (INSTRD). Demotivated students give up with their goals to achieve a certain level of L2 knowledge for multiple reasons, e.g. work position, credit points either for compulsory or optional/elective L2 subjects

etc. (see 7.7.3, 8.2.3.1 and 8.7.1). Lack of opportunities to use the L2 for future job applications is nevertheless, not automatically considered as a demotivator. Qualitative data are used to explore this aspect and understand how many students felt demotivated by the dynamics presented above. INSTRD might be detrimental for those students who fulfil university requirements or prioritise different goals not related to their L2 learning process as observed by Nagle (2018). INSTRD might also be triggered by failing to obtain an exchange program scholarship overseas where students are supposed to speak the L2 that they are studying.

2.11.2 Negative Contextual Components (NCCs)

Negative Contextual Components (NCCs) demotivate students when external variables hamper or do not facilitate students' L2 learning processes, e.g. when an L2 is negatively perceived and undervalued (see 8.2.3.2 and 8.7.2). While the focus of the thesis is not on outlining in detail government policy, languages other than English have historically has been perceived as representing potential disloyalty towards the British crown in Australia, undermining multilingualism and language education (Dutton, 2001; Ozolins & Clyne, 2001). This attitude was also reflected in the infamous 'White Australian Policy', 'officially known as the restrictive immigration policy, under the Commonwealth Immigration Restriction Act of 1901' (Jupp, 1995, p. 207). It strongly favoured assimilation of non-English-speaking (European) migrants and rapid language shift to English only. It was eventually stopped by the Whitlam federal government (1972-1975) in a move that 'massively boosted funding to public education […] supplying the first orientation in multicultural education' (Lo Bianco, 2016, p. 20). In addition to Lo Bianco's (1987) National policy on language, further governments influenced L2 learning in different ways in Australia. The Fraser coalition (1975-1983), the Hawke (1983-1991) and Keating (1991-1996) federal governments funded new language educational programs to boost Asian languages teaching in particular (to the perceived detriment by many to European languages) and multiculturalism in Australia. Soon after, the Howard federal government (1996-2007) stopped funding plans like 'National Asian Language and Studies in Australian Schools' (NALSAS) because 'languages was [sic] one of the hardest hit disciplines' within the government budget (Martín, 2005, p. 69). Only after the arrival of the Rudd (2007-2010/2013) and Gillard (2010-2013) federal governments was funding for Asian language learning restored (Lo Bianco, 2016) through the 'National Asian Languages and Studies in Schools Programs' (NALSSP) from 2008-2009 to 2011-2012. With the Abbott

(2013-2015) government ‘the New Colombo Plan’ was set to foster the learning of Asian languages among Australian students by encouraging them to study in Asia.

In addition to this, media representation of certain languages and cultures (Della Chiesa, 2012; Mason & Hajek, 2018) can be detrimental for students who do not have a strong intrinsic motivation. Family members and peers might demotivate students with their comments and thoughts on the importance of an L2 in the Australian context and worldwide. Lack of opportunities to speak the L2 might also decrease students’ interest in proceeding with the L2 studies.

2.11.3 Negative Ought-to L2 Self (NOLS)

Negative Ought-to L2 Self (NOLS) demotivate students when people around them strongly and explicitly oppose their decision to study an L2 (see 8.7.3). People around students construct an image of learners who are expected not to learn a specific L2, but, instead, a different L2 or no L2s at all. Since student participants were adult learners in this study, NOLS is expected not to be influential in student demotivation (cf. de Burgh-Hirabe, 2019; Oakes, 2013; Oakes & Howard) (see also 2.10.3 above).

Chapter 3 Previous studies on second language (L2) learning motivation and demotivation in Australia and overseas

While the previous chapter explored the different periods of research in L2 learning motivation and demotivation and also provided a description of the theoretical framework chosen for this thesis, in this chapter, a selection of the most relevant outcomes of previous studies on L2 learning motivation and demotivation in Australia and overseas is provided to deliver an overview of research methods previously adopted. The results obtained in recent studies may also vary depending on the sample population under investigation. The social context or milieu appears to be an important factor to take into account (Clément & Kruidenier, 1983; Dörnyei et al., 2006) because studies undertaken in rich westernised countries (e.g. Busse & Williams, 2010; Oakes & Howard, 2019; Okada, Oxford & Abo, 1996) might have for instance different outcomes to those studies undertaken in developing countries (e.g. Kormos & Csizér, 2008; Schmidt, Boraie & Kassabgy, 1996). Moreover, the motivation of students learning English as a second language (ESL) might be different from students learning any other language due to the current important role of English as a dominant language in the world (e.g. Lanvers & Chambers, 2020; Oakes & Horward, 2019; Ushioda & Dörnyei, 2017).

Although several studies show the general state of French, German, Italian and Spanish learning and teaching at primary, secondary and tertiary levels in Australia (e.g. Cryle, Freadman & Hanna, 1993; D'Aprano, 1994; Di Biase, 1994; Fernandez, Pauwels & Clyne, 1993; Fornasiero, 1997; Kretzenbacher, 2011; Martínez Expósito & López, 2007; Schmidt, 2015; Sirna, 1989), there is still a relative lack of general studies on motivation and demotivation when learning French, German, Italian and Spanish at all levels of education in Australia. Only a few studies explicitly focus on motivation and demotivation in French, German, Italian and Spanish learning at university in Australia (see 3.3 and 3.4) and overseas (see 3.1 and 3.2).

Since it is important to acknowledge how and to what extent motivation and demotivation in L2 learning has been researched based on Ushioda's (2020) suggestions, this chapter focuses on research undertaken at university level both in Australia and elsewhere. These studies contributed to deciding which methods would be more appropriate to analyse the motivation and demotivation of beginner university students in Australia (see chapter four).

3.1 Prior research on motivation in L2 learning at tertiary level in contexts other than Australia

Boo et al. (2015) and Al-Hoorie (2017) have reported a bourgeoning number of studies on motivation in the last twenty years focusing mainly on ESL and using part of the 'L2 Motivational Self System' (L2MSS), i.e. the ideal L2 self and the ought-to L2 self. Taguchi et al. (2009) stressed the relevance of some studies on L2 learning motivation but to a smaller scale than Dörnyei's (2001a; 2020a) Dörnyei and Ushioda's (2011), Lamb et al.'s (2020) and Ushioda's (2020) analysis of the theoretical frameworks used in L2 learning motivation research in the last decades. However, few of these studies have been undertaken at tertiary level. Indeed, 'although motivational research has been booming in recent years, students' motivation to pursue a modern foreign language beyond school level has not received much attention' (Busse & Williams, 2010, p. 67). Some of the most relevant pieces of research at post-secondary and/or university level for this thesis are listed here (table 3.1).

Author(s)	**Year**	**Country**	**Participants**	**Methods**	**Target Language(s)**
Clément	1986	Canada	293	Questionnaire	ESL
Okada et al.	1996	USA	36 Japanese 36 Spanish	Questionnaire	Japanese & Spanish
Schmidt et al.	1996	Egypt	1,464	Questionnaire	ESL
Ushioda	1996	Ireland	20	2 rounds of interviews	French
Gardner et al.	1997	Canada	102	3 rounds of questionnaires	French
Wen	1997	USA	77	Questionnaire	Mandarin
Yashima	2000	Japan	389	Questionnaire	ESL
Noels et al.	2000	Canada	159	Questionnaire	French
Noels, Clément & Pelletier	2001	Canada	59	Questionnaire	ESL
Gardner et al.	2004	Canada	197	2 rounds of AMTB, questionnaire, grade history, four sessions.	French
Kormos & Csizér Csizér & Kormos	2008 2009	Hungary	230	Questionnaire	ESL
Gu	2009	China	4	Questionnaire Interviews, diary study & audio-recorded interactions	ESL

Ryan	2009	Japan	2,397 (mixed sample)	Questionnaire	ESL
Busse & Williams	2010	UK	97	10 preliminary interviews & questionnaire	German
Anya	2011	USA	6	Autobiography	Portuguese, French, Spanish, Latin, Arabic & Japanese
Cai & Zhu	2012	USA	44	Questionnaire	Mandarin
Islam, Lamb & Chambers	2013	Pakistan	1,000	Questionnaire	ESL
Oakes	2013	UK	378	Questionnaire	French & Spanish
Busse	2013	UK	59 12	Questionnaire & interviews	German
Busse & Walter	2013	UK	97	Questionnaire	German
Okuniewski	2014	Poland	121	Questionnaire	German
Xie	2014	USA	208	Questionnaire	Mandarin
Huang, Hsu & Chen	2015	Taiwan	1,132	Questionnaire	ESL & French as L2, German, Japanese & Korean as L3
You & Dörnyei	2016	China	5,905	Questionnaire	ESL
Berardi-Wiltshire	2016	New Zealand	5	Case study with interviews	Italian
Thompson	2017	USA	195	Questionnaire	Several L2s
Kikuchi	2017	Japan	17	Questionnaire & focus group interviews	ESL
Sugita McEown et al.	2017	Japan	250	Questionnaire	ESL & other L2s
Nagle	2018	USA	19 learners & 18 listeners	Longitudinal questionnaire & speaking tasks	Spanish
Kong et al.	2018	South Korea	1,296	Questionnaire	ESL, Mandarin, Spanish & Arabic
Oakes & Howard	2019	Sweden & Poland	522	Questionnaire	French & ESL
Amorati	2019	Germany & Italy	161	Questionnaire, interviews and diary entries	ESL
Wen & Piao	2020	China	20	Two rounds of interviews	Mandarin

Table 3.1: A selection of relevant studies on motivation in L2 learning at tertiary level conducted overseas.

Clément (1986) argued that contact with native speakers was a strong motivator for his Canadian research participants. Okada et al. (1996) highlighted that intrinsic motivation and desire to use the language outside of the class were correlated with learning strategies, meaning 'that overall strategy use is directly tied to motivation' (p. 115). In this regard, Schmidt et al. (1996) analysed the correlations between classroom environment and students' motivation. Their data suggest that students were motivated by a strong instrumental goal orientation and expectancy of success, which is a common finding for ESL students because English is the world lingua franca.

Goal orientation and ambitions at university motivated the participants of another study in an English-speaking country, i.e. Ireland. Ushioda (1996) emphasised the importance of the L2 learning experience and of 'particular goals and incentives which qualitatively modify the learner's original motivation' (p. 243). Her research is important for this thesis because she aimed to trace the evolution in students' motivation and the negative factors which hamper students' interest in learning an L2 taking into account students' society and learning experience (see Ushioda [1998] for the analysis of student demotivation) (see 2.2). In her second round of interviews content analysis, Ushioda (2001) showed that the changes in motivation were related to 'particular language-learning or language-related experiences' (p. 110).

Gardner, Tremblay and Masgoret (1997) highlighted that 'language anxiety, self-confidence, and "can do" (writing, reading, understanding and speaking abilities) evidence much higher correlations' with students' achievement learning French 'than do indices of language aptitude, motivation, or language attitudes' (p. 355). This justifies the strong focus on psychological and cognitive reactions of students to an L2 learning process (see 1.6 and 1.7).

In the same year, Wen (1997) underlined that heritage language learners were motivated by their desire to understand and appreciate Chinese culture. Similarly, Yashima (2000) identified a larger number of categories of motivators such as, among others, the affinity of Japanese learners to the Anglo/American culture, a 'willingness to interact with people in foreign countries' (p. 125) and the instrumental use of English for academic and professional opportunities. Internalised reasons to learn an L2 also motivated Noels et al.'s (2000) and Noels, Clément and Pelletier's (2001) students who felt less anxious and carried on studying an L2 more easily than those students without intrinsic motivation.

Gardner et al. (2004) demonstrated that the class environment was a very strong motivating factor which influenced, more than other factors, students' positive attitude towards

the learning of French when using the Attitude Motivation Test Battery (Gardner, 1985). Kormos and Csizér (2008), as well as Csizér and Kormos (2009), showed that their student participants in Hungary felt mostly motivated by the image they had of themselves as English fluent speakers – ideal L2 self, and by the role of the milieu where students learnt ESL, including their positive attitude towards the learning process.

Special attention to the milieu in which learners study an L2 has been given by Gu (2009) with a longitudinal study of two years who observed that motivation is a complex phenomenon influenced by multiple factors internal and external to the learner. In the same country, You and Dörnyei (2016) emphasised the strong influence of the ideal L2 self, but also the ought-to L2 self on Mandarin students who feel the 'principle of reciprocal duty' towards parental expectations in learning English (p. 512).

The ideal L2 self was found to be intrinsically linked to integrativeness by Ryan (2009) who argued that Japanese students constructed a self-image of English speakers as a tool to access to English-speaking communities and claim membership. Gardner and Lambert's (1959) integrative and instrumental orientation also inform Busse and Williams's (2010) study which investigates, as in this thesis, Deci and Ryan's (1985) intrinsic and extrinsic motivation and Dörnyei's (2009a) ideal and ought-to L2 self. The results of their questionnaire quantitative data analysis present a general agreement that five categories played a role in students' motivation except the category ought-to L2 self echoing Oakes's (2013) and Oakes and Howard's (2019) research outcomes in similar settings, which make these studies closely related to the results of this thesis.

Busse and Williams's (2010) distinction between macro and micro levels in L2 language learning is also relevant for this thesis. However, their distinction is slightly different. They interpret the macro level, or their 'macro-context', as the 'largely monolingual society' (p. 82). Contextual components are also analysed by Oakes (2013) who distinguished between students born in the UK and those born in other countries, in order to test the influence of a 'monoglot culture' on their different L2 learning experiences. Oakes (2013) argued that his research shows 'a clear rejection of the "monoglot attitude" by the participants' (p. 189) in line with this thesis outcomes where students considered an L2 as a 'cool' skill to possess in a monolingual society such as Australia (see 8.6.2). Similar to Busse and Williams (2010), Oakes (2013) explored the largely monolingual nature of the English society. His student participants were mostly influenced by a desire to learn a language only for their interest in it. Integrative orientation was also a very strong motivator. In addition, 'despite the recognised importance

of English as a global lingua franca, French and Spanish were […] still perceived to have instrumental value' (Oakes, 2013, p. 189).

Very similarly, Busse (2013) expanded her analysis of Busse and Williams's (2010) quantitative analysis showing that 'the enjoyment of learning German remained an important motivator for students to continue their studies' (p. 956). However, some students encountered some problems which caused demotivation as they did not enjoy German lessons anymore. Among the demotivators, students emphasised the negative influence of: 'reading German literature, writing essays in German and coping with explicit grammar tuition' (Busse, 2013, p. 957).

Busse and Williams's (2010) research was further developed by Busse and Walter (2013). In their analysis of the same data of Busse and Williams (2010), Busse and Walter (2013) stressed how students' motivation was hampered by 'lack of opportunities to engage actively with the language' (p. 444). This included a lack of possibilities to practise the language, confirmed in this thesis, and negative experiences with teachers. Nevertheless, the desire and willingness to achieve proficiency kept the level of students' motivation high during their first year at university.

Exposure and possibilities to practise characterised Anya's (2011) college students' motivation across a range of languages in the USA. Students who had more exposure to L2s were more motivated and obtained better results. Nevertheless, the main source of motivation was represented by the dynamics experienced in the formal learning environment which were also crucial for Cai and Zhu's (2012) Mandarin learners. These two researchers discovered that students who participated in an online community project experienced an increasing internal motivation because they could benefit from additional learning tools and meet other Mandarin speakers as experienced by those participants of this thesis research who discovered ways to expose themselves to L2-speaking people over time.

Islam, Lamb and Chambers (2013) found that attitudes to learning English were stronger than the ideal L2 self image constructed by student participants. Attitudes were discovered to be closely influenced not only by dynamics experienced within the formal L2 learning environment, but also outside of it, namely the Pakistani society and the people around students. Contrarily to other studies at university level (cf. Oakes & Howard, 2019), the ought-to L2 self was deemed of great importance since students felt anxiety to be negatively evaluated by people around them who built an image of students as fluent L2 speakers as also discovered by Kong et al. (2018) in South Korea.

Attitudes towards L2 learning, together with the effect of age and gender on motivation, were also explored by Okuniewski (2014), whose students developed different attitudes towards the German learning process and German culture depending on the immediate social context in which they lived. In particular, it was found that German was widely recognised as an important language worldwide which stimulated cultural interest among students mirroring what this thesis German cohort also perceived.

Cultural interest was a prominent motivator for Xie's (2014) heritage learners and non-heritage learners of Mandarin. Xie (2014) discovered that heritage learners built a stronger ideal L2 self and ought-to L2 self strongly influenced by their family members' perception of the attributes that learners should possess as also found by (a) Berardi-Wiltshire (2016) who investigated the identity constructed by heritage learners of Italian and (b) Huang et al. (2015) who explored the desire to reconnect with an ethnic community or to be part of a language group of learners of several languages.

Thompson (2017) discovered that despite a strong influence of the ideal L2 self and the ought-to L2 self especially in multilingual and bilingual student participants, students in the USA were motivated by the Anti-Ought-to L2 Self. Motivation of the latter group was triggered by a psychological reaction against people's idea that they should not learn the L2 they chose (see also Thompson & Vásquez, 2015).

Among the few longitudinal studies undertaken at tertiary level, Nagle (2018) pointed out that students' motivation decreased over time due to students' prioritisation of other approaching goals over time. Nevertheless, over time, motivated research participants became closer to their ideal fluent Spanish-speaking self envisaged in work- or holiday-related situations. These dynamics were also recorded for Japanese students of ESL (Kikuchi, 2017) whose strong ideal L2 self and deeply engrained intrinsic motivation kept them motivated for two semesters.

In the same country, Sugita McEown et al. (2017) discovered that students were particularly attracted by English given the importance of this language worldwide. Students' motivation was shaped by the social identity, including ideal and ought-to L2 self, that they were endorsing when choosing to learn an L2.

In contrast to some of the previous studies on motivation in L2 learning, Oakes and Howard (2019) discovered that the ought-to L2 self was 'a less relevant source of motivation for language learners at university' (p. 10), while several other factors influenced student motivation in Sweden and Poland. English students were strongly motivated by instrumental orientation while French students showed more integrative orientation. In line with these

results, Amorati (2019) also collected data from different countries – Australia, Germany and Italy. Differences were also found across language cohorts and countries. ESL students were found to be motivated by instrumental reasons which were linked to the construction of their ideal L2 self within a specific society confirming research outcomes of Wen and Piao (2020) when analysing motivation of students of Mandarin.

3.2 Prior research on demotivation in second language learning in contexts other than Australia

In recent decades, there have been relatively few studies on L2 learning at university focusing on demotivation around the world (cf. Kikuchi, 2015; Thorner & Kikuchi, 2020). No studies specifically on demotivation in L2 learning appear to have been undertaken in Australia. However, empirical research undertaken in countries other than Australia is important, in order to discover more about learners who have lost their motivation when learning an L2 and understand the methods used in this field.

One common aspect of studies on demotivation in L2 learning is a particularly strong focus on demotivators which are observed in the formal learning environment that surrounds an ESL learner, and in which teachers and teaching methodologies are mostly considered principal demotivators. Studies on L2 learning 'demotivation […] concern specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action' (Dörnyei, 2001a, p. 143). Thus, one of the aims of this thesis is to discover the multiple 'forces' that influence university students' demotivation in learning languages other than English since most of previous studies in this field focus on ESL. Table 2.2 presents some of the most relevant studies on demotivation learning an L2 undertaken at university level overseas which inform this thesis analysis. For the purposes of this section, studies on negative emotions when learning an L2 are not listed.

Author(s)	**Year**	**Country**	**Participants**	**Methods**	**Target language(s)**
Gorham & Christophel	1992	USA	284	Questionnaire	Different subjects
Christophel & Gorham	1995	USA	319	2 rounds of questionnaires	Different subjects
Oxford	1998	USA	250	Essays	Different subjects
Ushioda	1998	Ireland	20	Interviews	French
Falout & Maruyama	2004	Japan	164	Questionnaire	ESL
Trang & Baldauf	2007	Vietnam	100	Essays	ESL

Hamada	2008	Japan	217	Questionnaire	ESL
Falout et al.	2009	Japan	900	Questionnaire	ESL
Kikuchi & Sakai	2009	Japan	112	2 rounds of questionnaires	ESL
Cai & Zhu	2012	USA	44	Questionnaire	Mandarin
Daif-Allah & Alsamani	2013	Saudi Arabia	106 25	Questionnaire Interviews	ESL
Yadav & BaniAta	2013	Saudi Arabia	100	Questionnaire & interviews	ESL
Moiinvaziri & Razmjoo	2013	Iran	317	Questionnaire & interviews	ESL
Khrishnan & Pathan	2013	Pakistan	116	Questionnaire	ESL
Kikuchi	2017	Japan	20	Questionnaire & focus groups	ESL
Kikuchi	2019	Japan	4	Questionnaire & interviews	ESL

Table 3.2: A selection of relevant studies on demotivation in L2 learning conducted overseas at university level.

Some seminal studies on demotivation but also motivation in learning different university subjects (not just languages) were undertaken by Gorham and Christophel (1992) who listed 40 categories of motivators and demotivators – 20 demotivators and 20 motivators. The results of their survey show that 'teacher behaviour is likely to be perceived as more central […] to demotivation than to motivation' (Gorham & Christophel, 1992, p. 248).

Christophel and Gorham (1995) subsequently undertook additional research to validate their findings 'in which students perceive motivation as a personally-owned state and demotivation as a teacher-owned problem' (p. 292). In this study, they also analysed the verbal and nonverbal behaviour of teachers. Thus, teachers' attitudes might 'reduce physical and/or psychological distance' from their students or vice-versa (Christophel & Gorham, 1995, p. 292). Their analysis presented motivator and demotivator descriptions mostly context related, but also teacher and structure/format related in both phases of their research.

Similar findings were validated by Oxford's (1998) longitudinal research where the relationship between teachers and students affected the interest of students learning a subject. This was proved to be even more important than the material and activities used during lessons.

In contrast to the previous investigations, Ushioda (1998) reported that students learning French were not only demotivated by teachers' behaviour and course-related activities but also by internal psychological variables. Psychological aspects also demotivated Falout and Maruyama's (2004) students of English, e.g. lack of self-confidence, negative attitude toward their L2, poor results, in addition to teachers and course related factors.

The intersection of internal and external variables also negatively affected students' motivation in Trang and Baldauf's (2007) and Falout et al.'s (2009) studies. Among the internal demotivators, three categories of themes were most frequently identified: 'experience of failure or lack of success (fail to communicate and understand lessons), attitudes towards English (large vocabulary and complicated grammar) and self-esteem (unconfident)' (Trang & Baldauf, 2007, p. 92). Among the external demotivators, both teachers and environment related factors hampered students when they learnt English in Vietnam.

Kikuchi and Sakai (2009) conducted a factor analysis using responses to Sakai and Kikuchi's (2009) questionnaire. Five categories of demotivators emerged 'course book, inadequate school facilities, test scores, non-communicative methods and teachers' competence and teaching styles' (Kikuchi & Sakai, 2009, p. 183) which also affected Falout et al's (2009) students.

Demotivators have been explored by Cai and Zhu (2012) during an online community project in which students needed to communicate with other Chinese speakers. Students emphasised the negative role of technology barriers, but also their lack of confidence in pronouncing words in the right way and acquiring a large amount of vocabulary in a short time.

Daif-Allah and Alsamani (2013) showed that students were demotivated by the large cohort of students in class and the methodology used to teach ESL, including teachers' lack of enthusiasm and motivation. Yadav and BeniAta (2013) emphasised that teachers' teaching style (mostly grammar-based) and personality traits were the most demotivating variables, including the absence of technology.

Teaching styles also affected students who were learning ESL in a Pakistani university (Krishnan & Pathan, 2013) and confirming the crucial role of (a) 'classroom environment, course content, teaching materials and grammar-based teaching' (p. 129) and also (b) the negative attitude of society towards English language in student demotivation. In this regard, Moiinvaziri and Razmjoo (2014) suggested that their student participants were mostly demotivated by the lack of exposure to English and importance of this language in Iran, besides the poor aptitude and negative emotions, teachers' methodology and personality.

Last but not least, Kikuchi (2017; 2019) demonstrated that Japanese students of ESL were very differently demotivated over time showing the complex nature of demotivation and motivation. Some students experienced cognitive difficulties which ultimately caused negative emotions while other students blamed their teachers not to motivate them with communicative activities and interesting materials. Classmates were also deemed demotivators whenever student participants noticed that they were not engaged in the learning and teaching process.

These cited studies on demotivation, while very different in nature and context, are useful nevertheless in guiding and understanding at least part of the research in this project.

3.3 Prior research on motivation and demotivation in French, German, Italian and Spanish language learning at tertiary level in Australia

It appears that only a few studies directly focus on motivation and demotivation in learning French, German, Italian and Spanish at university level in Australia: Amorati (2019) for German and Italian; Doucet and Kuuse (2017) for French; Hajek and Warren (1996) for French and Italian; Martín et al. (2016) for several L2s; Mejía (2014) for Spanish and Schmidt (2011; 2014) for German. The latter is by far the most accurate and detailed study specifically on motivation ever conducted at university level in Australia (see table 3.3).

Author(s)	**Year**	**Participants**	**Methods**	**Target language(s)**
Hajek & Warren	1996	56	Questionnaire	French & Italian
Schmidt	2011	520	Questionnaire	German
Schmidt	2014	16	Interviews	German
Mejía	2014	11	Reflective journals & interviews	Spanish
Martín et al.	2016	1,283	Focus groups & questionnaire	16 L2s
Doucet & Kuuse	2017	50	Questionnaire & interviews	French
Amorati	2019	162	Questionnaire, interviews & diary entries	German & Italian

Table 3.3: A selection of relevant studies on motivation and demotivation in L2 learning at tertiary level conducted in Australia.

In the earliest study, Hajek and Warren (1996) asserted that the most important motivating factor for French and Italian students was the instrumental use of the language for travel purposes. The love for the language and the culture and the willingness to communicate also triggered students' enthusiasm in learning these two languages.

For German students, Schmidt (2011; 2014) considered multiple motivational factors such as integrative and instrumental orientation (Gardner & MacIntyre, 1991) to understand 'whether the overlap of integrative and instrumental orientation indicated in former studies does exist, or whether there are other underlying factors that are more suitable to describe the motivation of students learning German' (Schmidt, 2011, p. 65). Doing so, qualitative and quantitative analysis reveal that factors related to learners' psychology and the formal learning

environment motivated university students. She also recognised the role of instrumental orientation as well as the influences stemming from the external society since Germany has gained a new reputation in the world after the fall of the Berlin wall as the 'largest economy in the European Union and the third largest in the world' (Goethe Institute, 2009, as cited by Schmidt, 2011, p. 46). However, the role of the formal learning environment which might influence student motivation in learning German was not part of Schmidt's (2011; 2014) analysis. Three main motivating factors were identified:

- 'a general interest in the German language and culture paired with a joy and an appreciation of learning languages,
- the wish to communicate in a German-speaking country while working, studying or travelling, and
- German being considered as an important (business) language that could bring professional advantages' (Schmidt, 2011, p. 110).

The only study focusing on some aspects of student demotivation was undertaken by Mejía (2014) who focused mainly on anxiety when learning Spanish. Weekly reflective journals and semi-structured interviews helped her to list the different causes of stress which disrupted students' learning process. Lack of preparation, new concepts and grammar rules, length and pace of classes as well as class environment and oral activities created anxiety which demotivated students who were overwhelmed by the Spanish learning process. Very interestingly, the more students spent time learning Spanish, the more they felt the pressure of people around them who expected them to improve their Spanish knowledge.

Spanish was also part of a wider study undertaken by Martín et al. (2016) who focused on attrition and retention rates of 1,283 students learning 16 L2s – including French (n = 182), German (n = 83), Italian (n = 37) and Spanish (n = 188). Their distinction among continuing (committed students and doubters) and discontinuing students informs this thesis. Both committed students and doubters showed deep interest in the language and its relative culture(s). However, committed students were encouraged by good results boosted by a positive and enjoyable socio-cultural and formal learning environment, including good 'teachers' skills, feedback, approachability and availability' (Martín et al., 2016, p. 134), while doubters obtained lower marks and they felt overwhelmed by the large quantity of work for an L2 course. Doubters as well as discontinuing students did not always benefit from the support of people around them which affected their affinity to the L2 that they were studying. In addition, discontinuing students were more advanced in their degree studies and they were overwhelmed by the large amount of work to do which led them to receive low marks.

Doucet and Kuuse's (2017) quantitative and qualitative data suggest that students learnt French in Western Australia because they enjoyed the learning process which stimulated positive emotions despite its challenges. Like Hajek and Warren (1996), intrinsic motivation was also sustained by an interest in French people and culture as well as a desire to travel to France. Very interestingly, teachers' perspectives mirrored the outcomes of the analysis of student data. Class anxiety was also briefly explored by these two researchers.

Most recently, Amorati (2019) focused mainly on Italian and German learners' identity construction. This study delivers an overview of how intrinsic motivation intersects with identity construction specifically in the Melbourne context. He discovered that Italian students in Melbourne were strongly motivated by their desire to be part of the Italian speaking community (integrative orientation) and become fluent Italian speakers (ideal L2 self), while German students aimed to build professional identities in order to use German for future career opportunities (instrumental orientation).

Finally, while not strictly speaking directly related to university study, student identity construction was one of the main motivators for non-university adult learners in Sydney who were attracted by the Italian lifestyle and culture (Palmieri, 2017; 2019). Their intention to be part of communities of practices in the society where they lived in (Lave & Wenger, 1991) was closely linked to Amorati's (2019) concept of a 'Community Engaged L2 Self' also validated by his Italian student participants.

3.4 Prior research on motivation and demotivation in second languages other than French, German, Italian and Spanish at tertiary level in Australia

Few studies on motivation and demotivation in L2s other than French, German, Italian and Spanish have been undertaken at tertiary level in Australia. Four of the most recent and relevant studies on motivation and demotivation in Australia were delivered by Campbell and Storch (2011) and Xu and Moloney (2020) for Mandarin, by Nakamura (2016) for Japanese and by Fraschini and Caruso (2018) for Korean (table 3.4).

Author(s)	Year	Participants	Methods	Target language(s)
Campbell & Storch	2011	9	Interviews	Mandarin
Nakamura	2016	14	Interviews	Japanese
Fraschini & Caruso	2019	39	Q methodology	Korean
Xu & Moloney	2020	1st case study = 44 2nd case study = 44 3rd case study = 12	Case studies using questionnaires	Mandarin

Table 3.4: A selection of relevant studies on motivation in learning languages other than French, German, Italian and Spanish at tertiary level conducted in Australia.

Campbell and Storch (2011) approached L2 learning 'motivation as a complex and dynamic construct' (p. 169) with a longitudinal qualitative study. Their research questions partly relate to the questions of this study. In particular, Campbell and Storch (2011) explicitly referred to the context that surrounds a learner. At this thesis macro level, they underlined 'China's rapidly growing political and economic importance in the world' (Campbell & Storch, 2011, p. 169) which helped to foster students' motivation in learning Mandarin in line with Xu and Moloney's (2020) non-heritage learners' motivation.

From a methodological point of view, Campbell and Storch (2011) undertook a content analysis of the interviews conducted with their participant students. They identified categories of themes which most frequently occurred during interviews as done for this thesis. In the first round of interviews, participants highlighted how external pressure, influences and incentives together with their desire to reach their goals and their language learning history influenced their choice to study Mandarin following Xu and Moloney's (2020) heritage learners' identity construction and search for their Chinese self. Over time, students observed an alternation of high and low levels of motivation, as well as enjoyment and satisfaction, due both to psychological variables and external variables stemming from the society as a whole and the formal learning environment. Likewise, Xu and Moloney (2020) emphasised differences between heritage and non-heritage learners even if both categories shared their interest in Chinese culture and people.

Nakamura (2016) showed that 57% of his student participants learnt Japanese because 'they enjoyed Japanese pop culture such as music and anime' (p. 9). Teachers were considered the most important and influential stakeholders in student motivation – contrarily to other studies where teachers were blamed to boost student demotivation (cf. Thorner & Kikuchi, 2020). As in many other studies, international posture (Yashima, 2002) was seen to be a strong motivator. Doing so, Nakamura's (2016) research takes into account some external variables belonging to the society which contributed to building learners' ideal self. Interviews also

demonstrated that the possibility to practice Japanese outside of the university environment improved learners' motivation.

More recently, Fraschini and Caruso (2019) used Q methodology to explore the motivation of 39 students of Korean. The latter were found to be motivated by their aspiration to create a self able to converse in Korean in very different contexts and situations – from leisure time in Australia and/or South Korea to work related settings. Students' multilingual and multicultural self was boosted by (a) their interest in Korean popular culture and music, (b) their previous L2 learning experiences and/or (c) contact with Korean people who could, in some cases, be family members for heritage language learners.

3.5 Conclusions

All the above-mentioned studies have been helpful reference for the empirical study of this thesis. A wealth of studies on motivation and demotivation in ESL learning overseas has been carried out at university level. However, many fewer studies have been undertaken on languages other than English and specifically in Australia at university level. Psychological and learning environment related variables have received by far the most attention in motivation and demotivation research respectively. The present study takes into consideration multiple factors in the attempt to discover if more internal and external factors are interdependent and influence students' motivation both positively and negatively as summarised by Dörnyei (2020), Thorner and Kikuchi (2020) and Ushioda (2020).

Qualitative studies (e.g. Campbell & Storch, 2011; Fraschini & Caruso, 2019; Schmidt, 2014; Xu & Moloney, 2020) and quantitative studies (e.g. Busse & Williams, 2010; Kikuchi and Sakai, 2009; Oakes, 2013; Oakes and Howard, 2019; Schmidt, 2011) help the researcher to identify the most appropriate research tools to collect and analyse data (see chapter four).

Distinctions made between heritage learners and non-heritage learners (e.g. Wen, 1997; Wen & Piao, 2020; Xie, 2014; Xu & Moloney, 2020), continuing and discontinuing students (e.g. Martín et al., 2016) provide the researcher with valuable examples for the understanding of L2 students in Australia. Few studies have targeted students who started to learn an L2 at university in Australia (e.g. Doucet & Kuuse, 2017; Hajek & Warren, 1996; Schmidt, 2011; 2014), who are at the centre of this study investigation.

The inclusion of multiple motivating trajectories in the design of this thesis research was strongly supported by previous studies which did not consider only the L2MSS as their main theoretical framework (e.g. Oakes, 2013; Oakes & Howard, 2019; Schmidt, 2011; 2014).

In doing so, internal and external factors – social and classroom environment, were taken into account when exploring motivation and demotivation avoiding a hyper focus on either psychological factors or factors belonging to the formal learning environment (e.g. Busse & Walter, 2013; Trang & Baldauf, 2007; Ushioda, 1996; 2001). Indeed, the socio-cultural environment has been explored by fewer studies (e.g. Nakamura, 2016; Sugita McEown et al., 2017; Wen & Piao, 2020).

In conclusion, the analysis of previous research was conducted partly in an attempt to understand which factors have been identified as being involved in L2 learning motivation and demotivation and which methods have been used and which of these may be more efficient than others. Moreover, the studies reported in this chapter represent a solid basis for the analysis of the results of this thesis empirical research (see chapters five, six, seven and eight).

Chapter 4 Methodology

The previous chapter focused on previous research on motivation and demotivation in Australia and elsewhere which contributed to designing this new research project and also to deciding which research tools would be appropriate to answer the three research questions (RQs) formulated for this study (see 1.1).

A mixed-methods methodology was chosen because it 'involves the connection, integration, or linking' of qualitative and quantitative strategies (Creswell, 2010, p. 51) and allows the researcher to investigate on L2 learning 'in real-world situations' (Zuegler & Miller, 2006, p. 37). According to Edwards (2010), a mixed-method approach has three strong advantages – (a) it contributes to focusing on multiple contextual components when analysing quantitative data, (b) it enables 'researchers to gain an *outsider's* view' of the structure of the phenomenon (quantitative analysis) and 'an *insider's* view" of […] content, quality and meaning of the ties involved' (qualitative analysis), and (c) it helps to monitor changes of a phenomenon over time (p. 18).

With a mixed-methods methodology, a continuous triangulation with different research tools is needed to have a complete picture of the two phenomena of motivation and demotivation in learning an L2 and validate initial hypothesis in a process where validity evidence is first collected and then interpreted (Cook et al., 2015).

In most previous studies on motivation and demotivation in L2 learning (see chapter three) quantitative analysis precedes qualitative analysis. Indeed, some have used a questionnaire in order to obtain quantitative and qualitative data (e.g. Amorati, 2019; Palmieri, 2019; Schmidt, 2011); some have combined questionnaires with interviews (e.g. de Saint Léger & Storch, 2009; Palmieri 2019); others have required students to write essays – similar to diary studies, in order to report the feelings during the different stages of their L2 learning process (e.g. Trang & Baldauf, 2007); others again have collected preliminary data from interviews (Busse & Williams, 2010); Gu (2009) combined questionnaires with interviews, diary and audio-recorded interactions; case studies have also been reported (Berardi-Wiltshire, 2016; Kukuchi, 2019); even an ethnographic study has been undertaken where researchers observed class dynamics to assess teachers' and students' behaviour (Daif-Allah & Alsamani, 2013).

In this thesis, quantitative and qualitative data were collected via two rounds of questionnaires filled in by French, German, Italian and Spanish beginner students at the Group of Eight (Go8) Australian universities and interviews to L2 beginner students at the University of Melbourne. Although responses to open-ended survey questions (SQs) and interviews

theoretically delivered only qualitative data, some qualitative data were transformed into quantitative data, in order to use statistical tools to analyse them (Dörnyei, 2007).

Outcomes of the quantitative data analysis were integrated with qualitative data to capture students' subjective understanding of the phenomenon, 'to demonstrate confirmability and completeness' (Tobin & Begley, 2004, p. 388) and 'to confirm immediately the accuracy and validity of the study and, at that time, offer additional stories to confirm the model' (Glaser, 1978 as cited in Morse, 1995, p. 231). In addition to this, the combination of different research tools allowed the researcher to validate the initial hypothesis of this thesis that a three-level model would help to understand the behaviour and interaction of three factors that could be identified as simultaneously influencing student motivation and demotivation when learning an L2 (see 2.5). Indeed, 'validation is all about collecting evidence to support the defensibility of' certain decisions (Cook et al., 2015, p. 562) which are meant to represent the RQs formulated for this study (see 1.1). This aligns with the phenomenological tradition in which it is crucial to take into consideration 'multiple individuals who have experienced the phenomenon' (Creswell, 1998, pp. 112-113). Thus, the methodology used is situated in the constructivist paradigm because this research is based on the following elements:

- multiple reasons why students carry on and/or quit studying an L2,
- descriptions of the subjective realities of the phenomenon by the main stakeholders and
- an interpretation of the results of previous research phases together with other stakeholders – i.e. students from different universities (Lincoln, Lynham & Guba 2011, pp. 107-114).

With a constructivist approach, the research gains 'trustworthiness, credibility, transferability and confirmability' (Denzin & Lincoln, 2008, p. 32) together with a 'multivoice reconstruction' (Guba & Lincoln, 1994, p. 115).

4.1 Participants

One of the aims of this research is to identify, explore and understand the positive and negative elements which respectively boost or hamper student motivation when studying French, German, Italian and Spanish at tertiary level. Given that, a triangulation was undertaken seeking the opinions, thoughts and interpretations of the main stakeholders involved in the phenomenon of L2 learning. As Dörnyei (2014) suggested, it is important to 'identify the most salient system components' in L2 learning motivation (p. 87). Therefore, a first analysis was done to understand which stakeholders could better inform the research on

the dynamics of L2 learning. Most previous studies reported in this thesis have a common element, i.e. they seek information from students (see chapter three). For this study as well, data were collected from the most relevant stakeholders in L2 learning, i.e. students.

Survey participants were recruited thanks to the cooperation of 31 subject coordinators at the eight Go8 Australian universities – Australian National University, University of Adelaide, University of Melbourne, Monash University, University of New South Wales, University of Queensland, University of Sydney and University of Western Australia, who forwarded the online questionnaire to their students for the first round of empirical study. Only the Spanish department at the University of Adelaide did not agree to forward the online questionnaire to its beginner students.

In this way, this research benefits from a broader range of samples from the most representative universities which have the longest tradition of teaching languages other than English (LOTE) in Australia. Furthermore, all eight universities offer courses at beginner level to their students for French, German, Italian and Spanish and they are assumed to provide a generally similar model of language education (cf. Dunne & Pavlyshyn, 2012; Go8, 2014; Molla, Harvey & Sellar, 2019; Nettelbeck et al., 2012). This provides consistency in the data collection as already noticed by Ohashi and Ohashi (2019) when assessing language and cultural Japanese subjects at the Go8 Australian universities[1].

In addition to this, the Go8 Australian universities give greatest space to languages in Australia's tertiary sector. In 2007 they proposed a rescue plan called 'Languages in crisis' in which they call for new strategies and funding to stop the sinking interest of Australian students in LOTE (see Go8, 2007). Special attention to languages is also shown by the much greater employment of senior professors in that area than other Australian universities (Nettelbeck et al., 2012) and by a higher percentage of students learning languages (Molla et al., 2019).

Nevertheless, these universities are also located in potentially different social and geographical environments which might influence students in different ways in line with Ushioda's (2009) 'person-in-context' construct where the external environment plays a strong role in L2 student motivation (see 2.4.1). Therefore, it may be possible to observe different patterns of motivation depending on the socio-geographical area where students were living, i.e. Adelaide, Brisbane, Canberra, Melbourne, Perth and Sydney, and consequently, depending

[1] Responses provided by students enrolled at the Queensland University of Technology and Griffith University who were attending Italian classes with students enrolled at the University of Queensland were not considered. The same procedure was adopted for students enrolled at Flinders University who were attending classes with students enrolled at the University of Adelaide. Such a strategy was implemented to provide consistency to the data analysis.

on the respective university where they were studying an L2, notwithstanding the similar models of language teaching provision.

Such an assumption is contrasted by the Douglas Fir Group's (2016) idea that technology, mobility and transnationalism have changed the general space perspective and consequently, students' L2 learning experience (see also Hanna & de Nooy, 2009). This is certainly a realistic observation but the socio-cultural environment where students live is likely to influence students' perceptions as discovered by Palmieri (2019) when analysing the motivation of Italian students who lived in some suburbs of Sydney with a higher number of Italian retailers and communities. In addition, teaching and learning dynamics change according to the people involved in the process, e.g. teachers and subject coordinators differ across universities. Therefore, it is worthwhile exploring if differences are noticeable across universities regardless of their shared profile.

Students taking part in the project had to give informed consent, in order to proceed with the online questionnaire using *Qualtrics* software. Survey participants who were willing to be contacted to complete a second questionnaire were asked to leave their email address on the last page of the first questionnaire.

A small selection of students enrolled at the University of Melbourne were invited to be interviewed at the end of both semesters. Interviews were possible only at that university because of time and financial limitations. Thus, 'an opportunistic sampling strategy' is undertaken, where participants are chosen according to the opportunities encountered during the research (Patton, 1990, p. 179).

Since the process of data collection is time consuming, students were rewarded for their time spent in the various research phases. The students who filled in the two rounds of questionnaires and attended the two rounds of interviews received a $50 gift card. Those who filled in the first questionnaire participated in a prize draw to win $20 gift cards and those who completed the second questionnaire enter a prize draw for $30 gift cards as well. This strategy helped to motivate participants going through the whole process of the empirical study.

4.2 Questionnaire design

Student motivation and demotivation in L2 learning were investigated through a self-reported online questionnaire, which 'is capable of gathering a large amount of information quickly' (Dörnyei, 2007, p. 101). Questionnaires have been extensively used in studies on L2 motivation and demotivation because they are 'simple and versatile' (Dörnyei & Taguchi,

2010, p. 27) and they are ‘a research instrument for measurement purposes to collect reliable and valid data’ (Dörnyei & Taguchi, 2010, p. 3; see also Mackay & Gass, 2005). The use of online questionnaires instead of paper-based questionnaires allowed the researcher ‘to reach much larger populations’ (Borgman, 2015, p. 130). In addition to this, ‘the perception is the web-based research is truly anonymous, which enhances the level of honesty’ of the participants (Dörnyei, 2007, p. 121).

19 items were copied from Oakes’s (2013) questionnaire and 19 items were modified from Sakai and Kikuchi’s (2009) questionnaire replicating their statements style. Three items from Sakai and Kikuchi’s (2009) questionnaire were used for the last multiple-choice question of the questionnaire. 16 items were newly formulated by the author of this study.

While the most logical procedure to follow would be to use questionnaires already developed in Australia, Schmidt’s (2011) questionnaire tends to focus more specifically on the integrative and instrumental dichotomy (Gardner & Lambert, 1959) and Palmieri’s (2019) questionnaire is mostly designed for adult learners who do not study an L2 at university and it does not take into account enough variables which influence L2 students’ motivation. Amorati’s (2019) questionnaire items largely focus on student’s identity construction instead of enlarging his focus on the learning environment which strongly influences student motivation and demotivation as highlighted in most recent studies on motivation (cf. Dörnyei, 2019) and also given the very large quantity of existing studies on students’ self construction when learning L2s (Boo et al., 2015).

Overall, Oakes’s (2013) and Sakai and Kikuchi’s (2009) questionnaire variables can be integrated with each other to provide a useful tool for research at multiple levels of analysis. In addition to this, Oakes’s (2013) questionnaire is contextualised in the UK where ‘the role of English as a lingua franca’ is clearly predominant (p. 189). Therefore, it can also be applied in the Australian context, which, as already noted, like other English-speaking countries, faces and shares ‘severe challenges’ in terms of L2 learning and teaching (Busse & Williams, 2010, p. 951).

Despite the very positive characteristics of Oakes’s (2013) and Sakai and Kikuchi’s (2009) questionnaires, 16 additional experimental five-point Likert scale items were designed, in order to investigate some aspects that are not present in these questionnaires to examine the Australian socio-cultural environment – the ‘macro-context’ (Busse & Williams, 2010), e.g. *‘Speaking French/German/Italian/Spanish is very important in Australia’* (see figure 4.8 with the new items highlighted in yellow). More items on the usefulness of languages in certain contexts such as the public service were included to understand if the four languages taken into

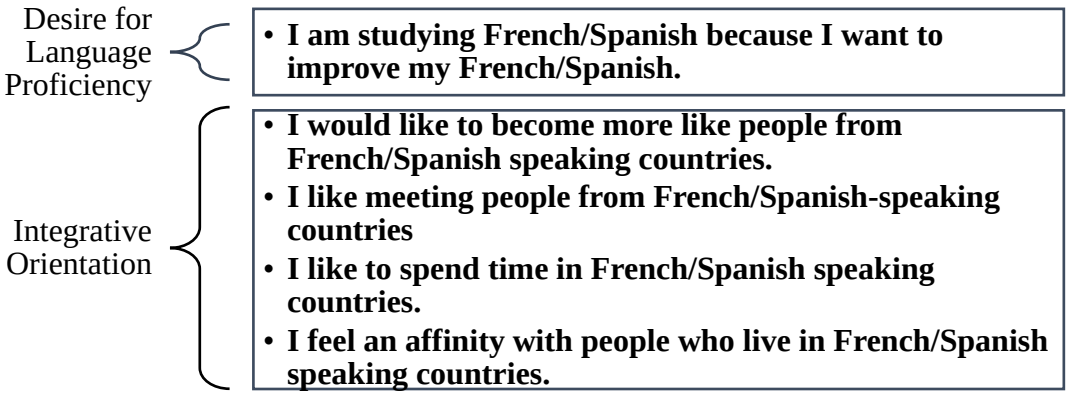
consideration could be an asset for students' future career, e.g. *'Knowledge of French/German/Italian/Spanish would help me with finding a job in the public service'*.

The analysis of the formal learning environment was also considered when formulating new items (see figure 4.6 with the new items highlighted in yellow). Drawing on the researcher's teaching experience, new items were designed to capture the role of facilities, time allocated to teach second languages and extra activities which are known to boost students' interest in learning an L2, e.g. *'My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language'* (see e.g. Yashima, 2020).

At the micro level, two items were added to offer an understanding of students' emotions when speaking in an L2 following studies on L2 learning emotions (cf. Dewaele, 2011), e.g. *'I feel comfortable when I have to speak French/German/Italian/Spanish during lessons'*, and the role of communities of practices as underlined by Palmieri (2019) in Sydney, e.g. *'It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city'* (see figure 4.4 with the new items highlighted in yellow).

4.2.1 Oakes's (2013) questionnaire

Oakes's (2013) investigated six different categories of motivators where each category consists of 4/5 items. For the purpose of this research, and given the need also to interrogate demotivation, only some of them were able to be used in order to allow for easier completion of the questionnaire by survey participants (figure 4.1).



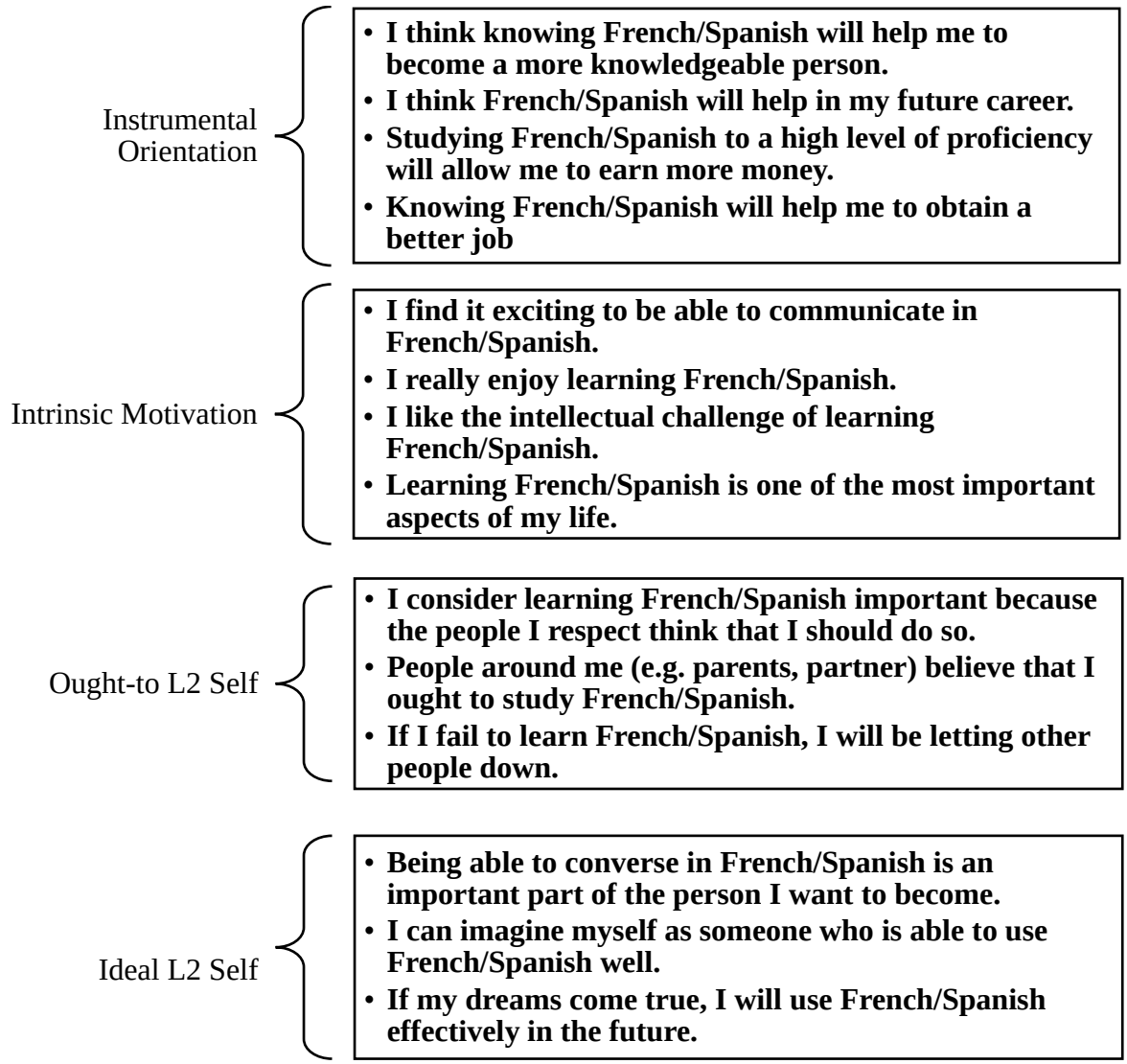


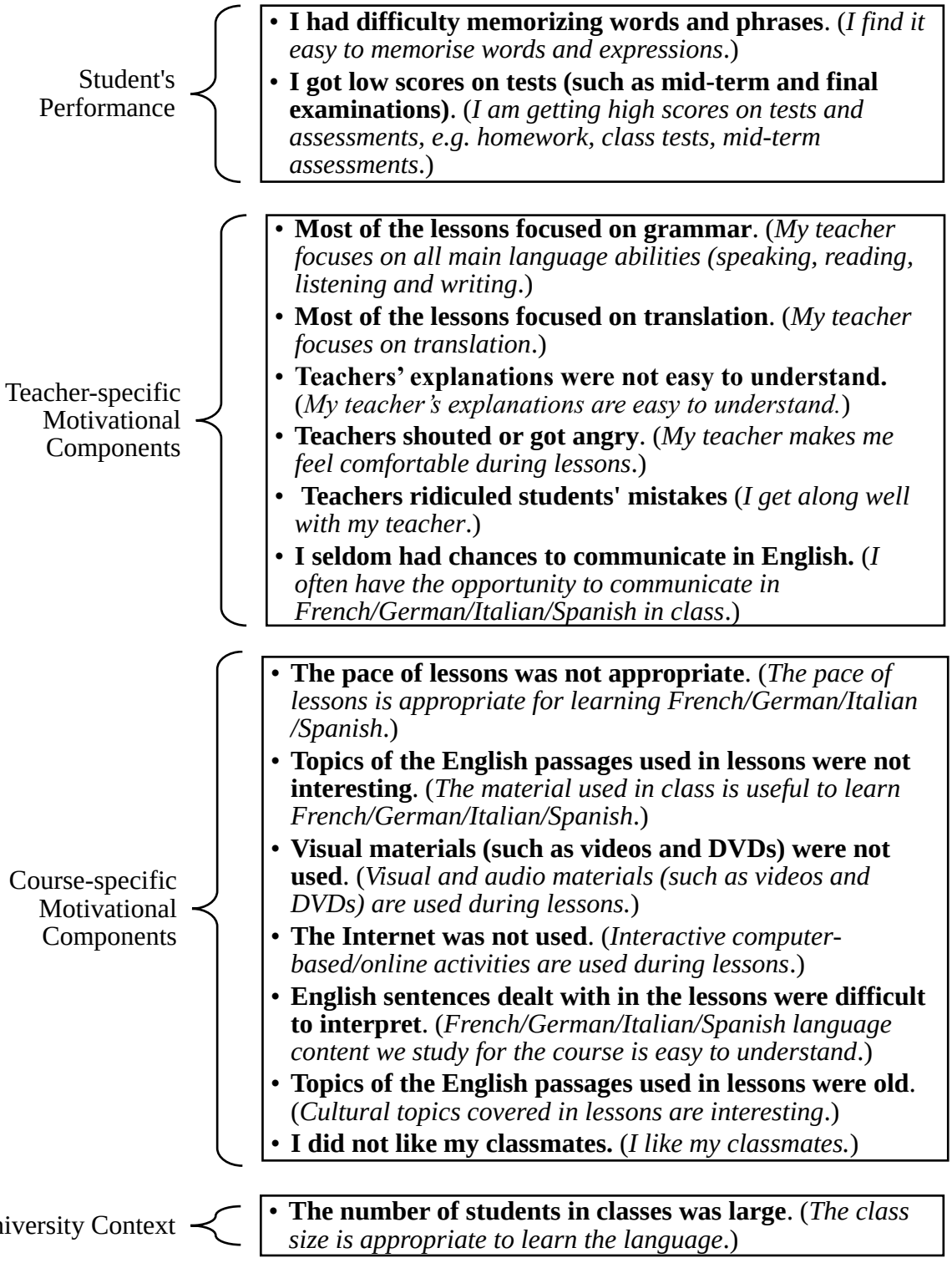
Figure 4.1: The 19 items taken from Oakes's (2013) questionnaire and organised according to Oakes's (2013) categories of motivation – his questionnaire targets students of French and Spanish as an L2 in the UK.

4.2.2 Sakai and Kikuchi's (2009) questionnaire

The 19 items taken from Sakai and Kikuchi's (2009) questionnaire mostly aims to investigate which demotivators impact students' interest in studying an L2. Sakai and Kikuchi (2009) strongly focused on the impact of classroom dynamics on student demotivation (see also Kikuchi, 2015). Given the amount of detail in explaining the formal learning environment role in student demotivation, it is not possible to use all their items.

Figure 4.2 shows which items were used from Sakai and Kikuchi's (2009) questionnaire – in italics, restructured according to the categories of motivators and

demotivators used in this thesis and appearing in bold, instead of the five categories outlined by Sakai and Kikuchi (2009).



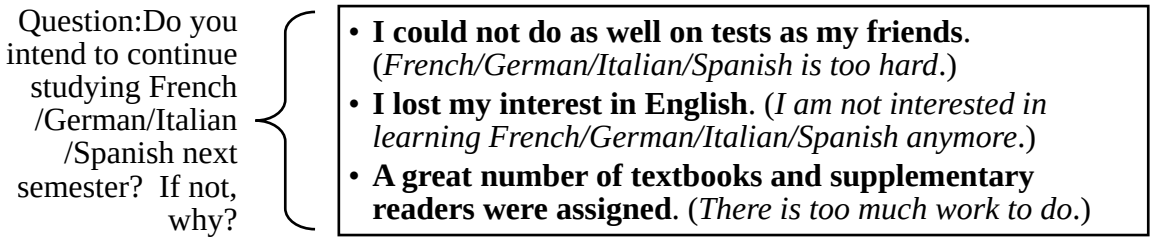


Figure 4.2: The 19 items taken from Sakai and Kikuchi's (2009) questionnaire – their questionnaire aims to explore demotivation among ESL students in Japan.

The last three items shown in figure 4.2 were used for the answers to a multiple-choice question formulated to understand the reasons why students intended not to continue learning an L2 for an additional semester, i.e. *Do you intend to continue studying French/German/Italian/Spanish next semester? If not, why?*. Responses provided by survey participants to this question are not analysed in this thesis because of lack of space.

As introduced before, Likert scale items from Sakai and Kikuchi's (2009) questionnaire were rephrased – in bold. As noted in section 4.2, the newly designed questionnaire was tested through a pilot survey filled in by students at the University of Melbourne in October 2017 (see appendix one). The mismatch between the original positive formulation of items in L2 motivation research and the original negative formulation of items in L2 demotivation research was disruptive to quantitative data analysis. As a consequence, items of Sakai and Kikuchi's (2009) questionnaire in figure 4.2 were changed and positively formulated in order to give consistency to the data analysis (see 4.4), 'because in questionnaires so much depends on the actual wording of the items' (Dörnyei, 2003, p. 63).

4.2.3 A new interactive multilevel structural questionnaire

The questionnaires used in this thesis consist of:

- 51 five-point Likert scale items,
- 24 multiple-choice questions in the first questionnaire and 17 multiple-choice questions in the second questionnaire, and
- four open-ended questions in the first questionnaire and six open-ended questions in the second questionnaire.

The 51 five-point Likert scale items were not changed from one semester to the other in questionnaire one and questionnaire two (see appendices two and three) as done in different previous longitudinal studies, e.g. Cai and Zhu (2012). The five-point Likert scale gave

students the possibility to decide if they strongly disagreed, disagreed, neither agreed nor disagreed, agreed, or strongly agreed with the statements of 51 items (Fink, 2017).

4.2.3.1 The micro level of analysis

The micro level of analysis is identified as the Psychology of the Language Learner (PLL) (see 2.6, 2.7 and 6.1). Based on previous research in the field, 17 items belonging to students' psychological reactions to L2 learning and their cognitive capacities were initially utilised to explore the micro level of analysis. However, only 14 of them were included in the micro level of analysis after a Principal Components Analysis (PCA) was conducted with the statistical software SPSS. Two items were grouped within the meso level (see 4.2.3.2 and 7.1) and one item which is crossed out in figure 4.3, was cut off by the PCA (see 4.4).

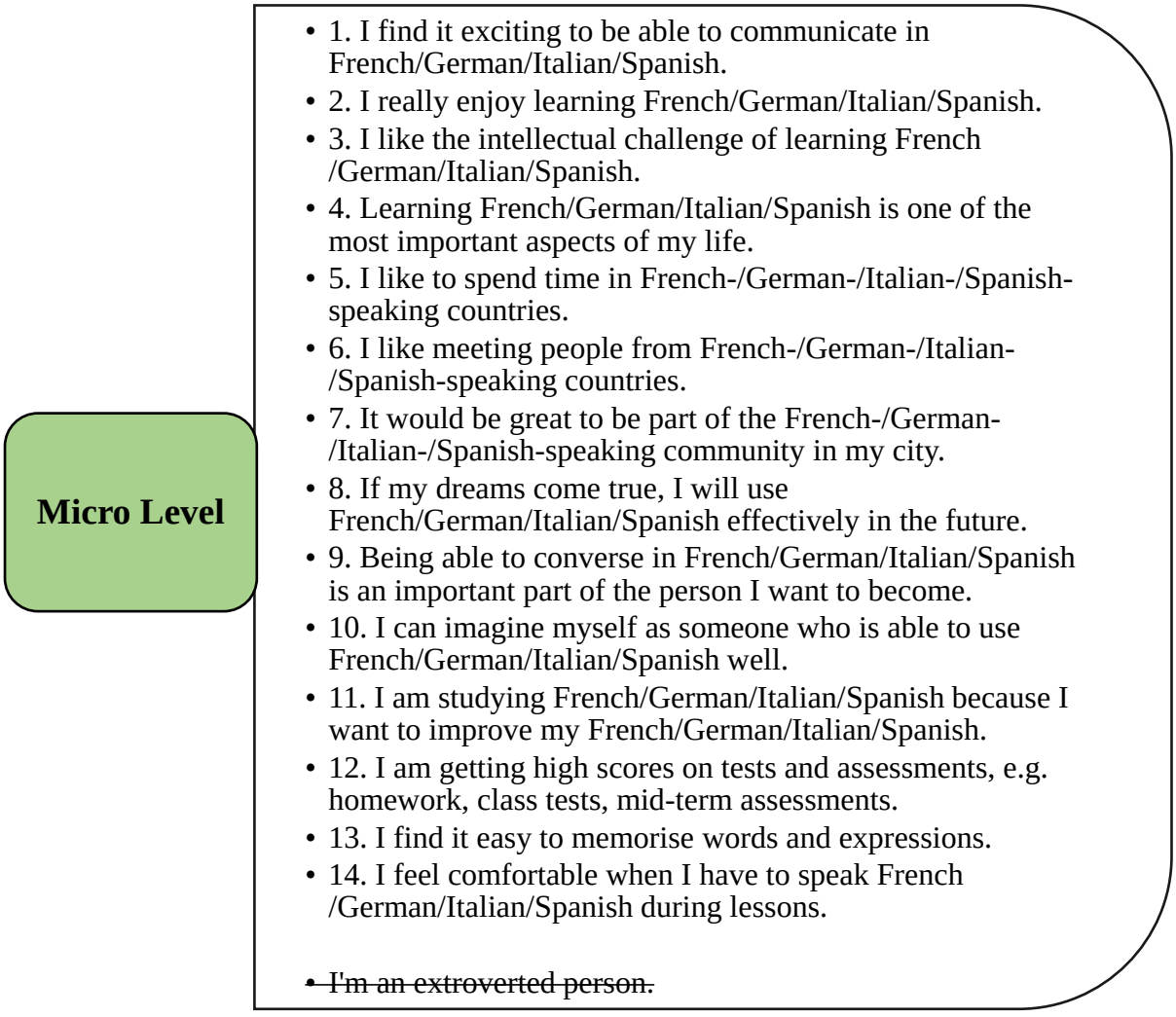


Figure 4.3: Questionnaire items within the micro level.

The 14 items of the micro level were grouped in four categories of motivators. This distinction into different categories facilitates the understanding of the results of the empirical research. Figure 4.4 shows the categories used to structure the items within the micro level. At the micro level, 10 items – in bold, were taken from Oakes's (2013) questionnaire and two from Sakai and Kikuchi's (2009), in italics. The two items highlighted in yellow were added specifically for this study (see figure 4.4).

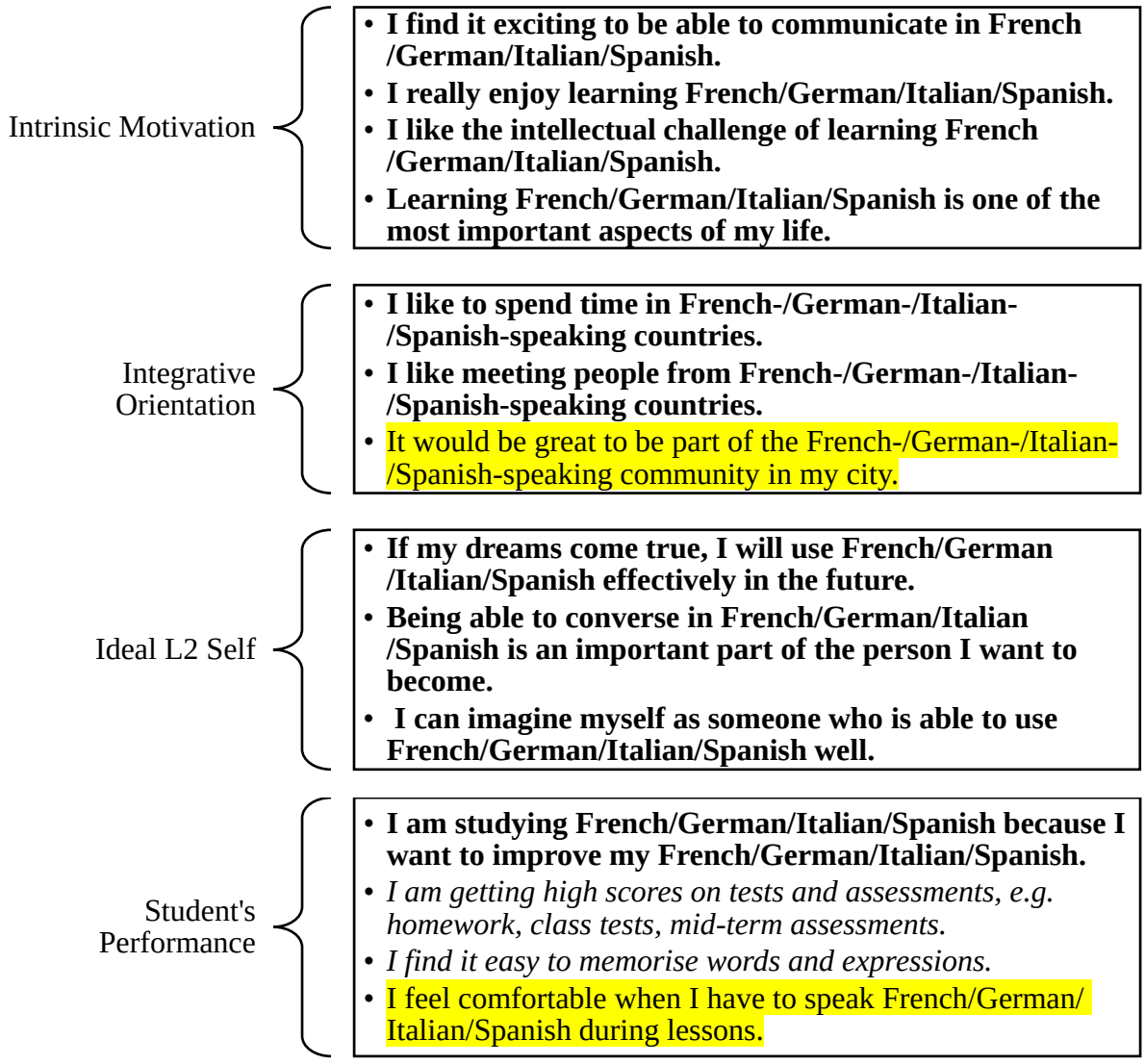


Figure 4.4: Questionnaire items organised by categories belonging to the micro level.

4.2.3.2 The meso level of analysis

The meso level is identified as the Learning Experience (LE) because it focuses on the formal learning environment where students learn an L2 (see 2.8, 2.9 and 7.1). Based on previous studies in the field, it was originally investigated through 22 items. However, the PCA

put together 17 items since one was considered as part of the macro level of analysis (see 8.1) and four were cut off (see 4.4). The four items which were excluded from the quantitative analysis are crossed out in figure 4.5.

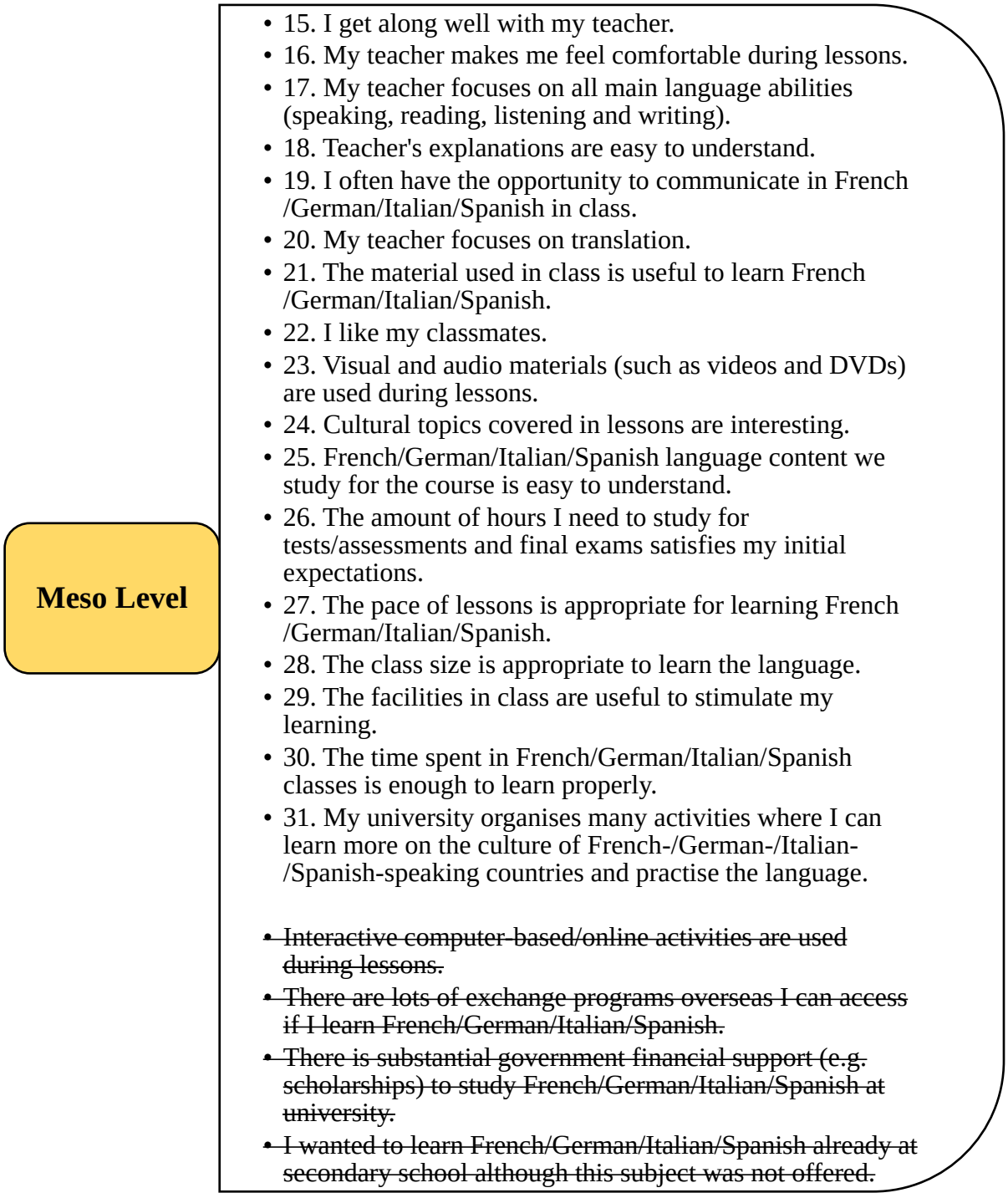


Figure 4.5: Questionnaire items within the meso level.

The LE consists of three categories which include 17 items in total (figure 4.6). These categories were created in line with previous research as discussed in sections 2.8 and 2.9.

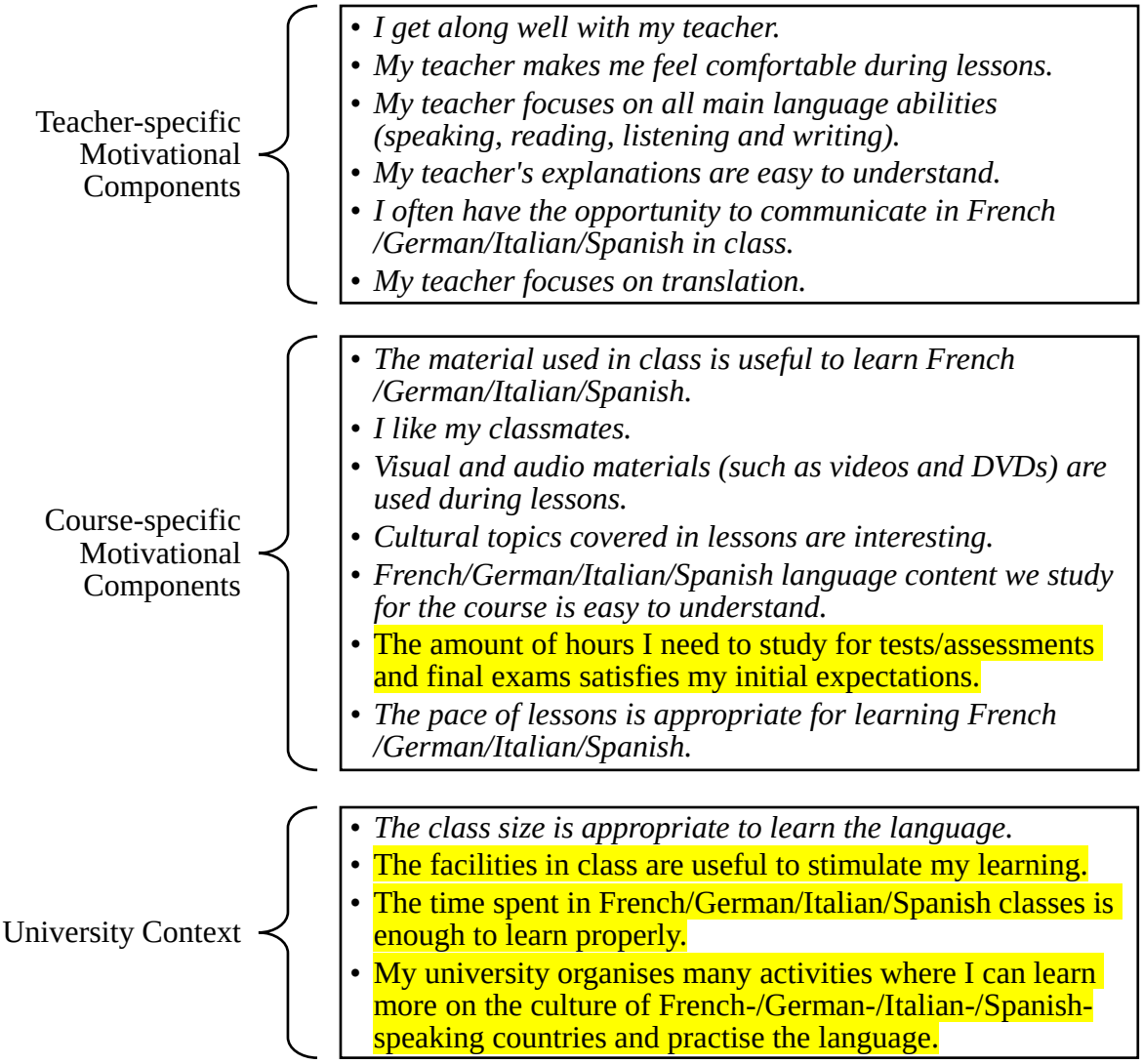


Figure 4.6: Questionnaire items organised by categories belonging to the meso level.

13 items in italics were acquired from Sakai and Kikuchi's (2009) questionnaire, while five were added for the purposes of this study – highlighted in yellow. In particular, the category of motivators University Context was created to explore structural variables of the formal learning environment which could improve or hamper students' experience in learning an L2. These variables were closely related to students' psychological and cognitive reactions to an L2 learning process whenever facilities, lesson duration and extra-curricular activities contributed to increasing or decreasing student motivation.

4.2.3.3 The macro level of analysis

The macro level relates to the context that surrounds an L2 learner (see 2.10, 2.11 and 8.1). Since L2 learning 'factors are frequently socially constructed in inequitable relations of power, changing over time and space' (Norton & McKinney, 2011, p. 73), the Socio-cultural Environment encapsulates all the other levels of analysis. 13 items were assigned to this level of analysis before a PCA was conducted considering previous questionnaires which focused on the role of external variables in student motivation and demotivation (see chapter three). The PCA excluded one item, which is crossed out below, and grouped together two more items which were originally included at the micro level (see 4.2.3.3 and 8.1). Items 37 (*I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries*) and 38 (*I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries*) were considered by Oakes (2013) as part of the category of motivators labelled as Integrative Orientation. However, the Principal Components Analysis (PCA) conducted for this study includes them at the macro level (figure 4.7). Further analysis in chapter eight highlights the close connection of these two items to the society in which students operate.

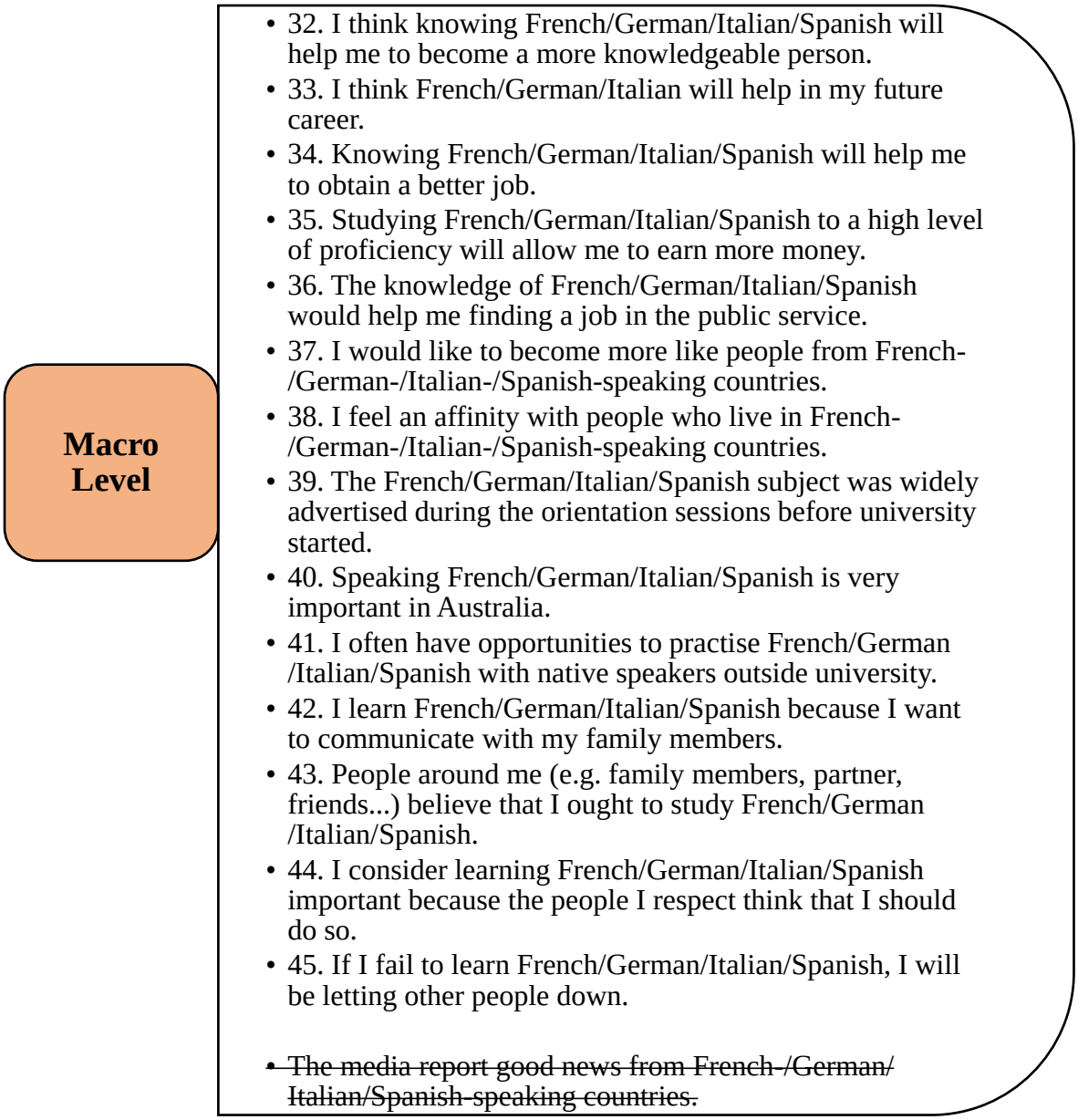


Figure 4.7: Questionnaire items within the macro level.

The 14 items within the macro level are distinguished into three categories of motivators as explained in previous sections (see 2.10 and 2.11). Nine items listed in bold, were acquired from Oakes's (2013) questionnaire and five items – highlighted in yellow, were introduced specifically for this thesis (figure 4.8).

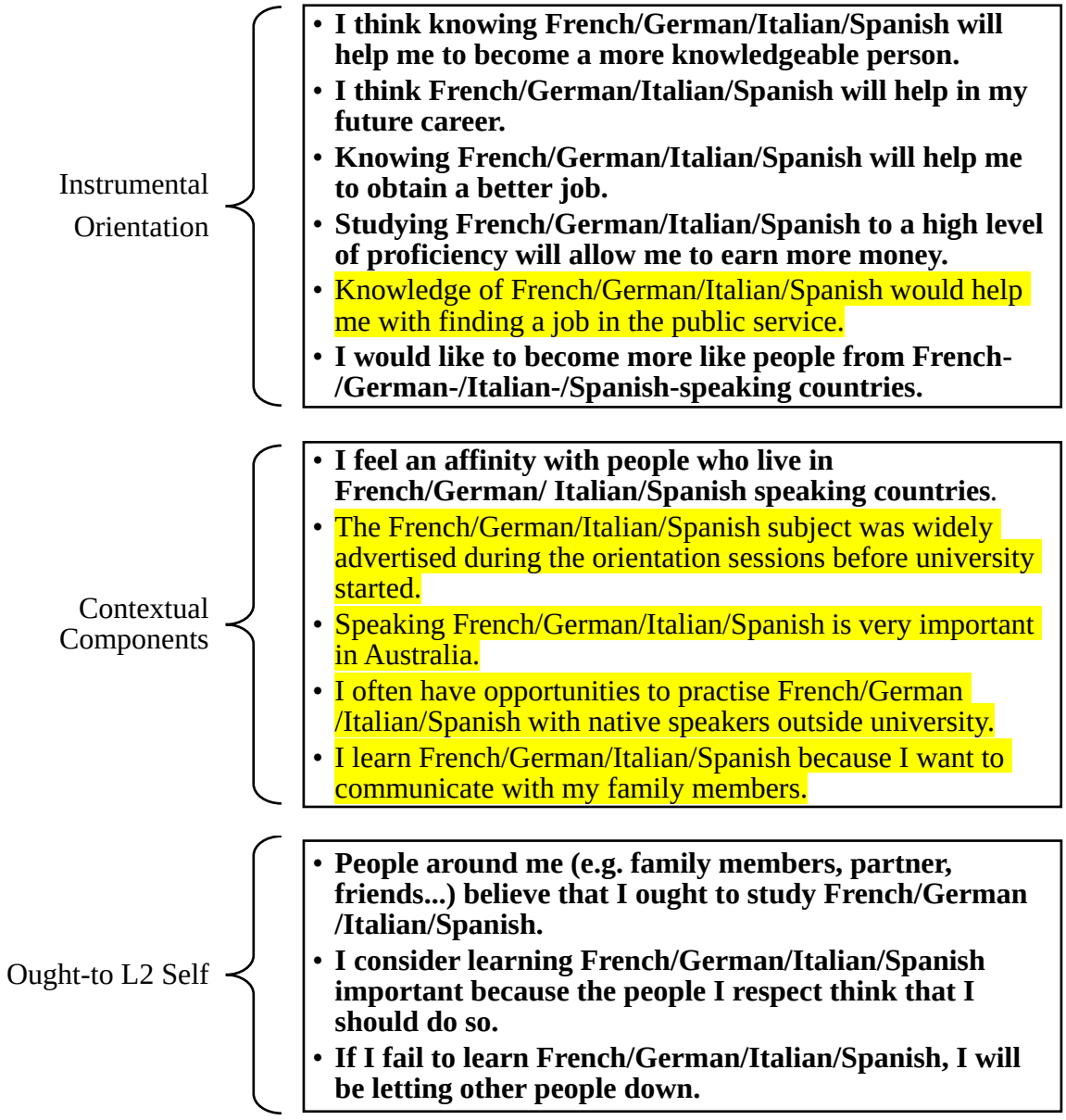


Figure 4.8: Questionnaire items organised by categories belonging to the macro level.

4.3 Data collection

At the early stage of this thesis, questionnaires and interviews were identified as the primary sources of data. Data collection instruments were formulated taking into account previous research (see chapter three). The entire project was then submitted to the ethics committee at the University of Melbourne for ethics approval. After having received ethics approval (Ethics ID: 1750200.3), a pilot questionnaire (see appendix one) was first administered to students at the University of Melbourne in October 2017 (figure 4.9).

Figure 4.9: Empirical research timeline.

Piloting was undertaken to test the questionnaire and verify if the survey was 'usable' and provided the information needed (Fink, 2017, p. 8). This was of extreme importance to check 'whether it performs the job it has been designed for' (Dörnyei, 2003, p. 63), but also because it is good practice (Dörnyei, 2007; Fink, 2017). Indeed, 'all surveys must be pilot tested before being put into practice' (Fink, 2017, p. 8), because 'any attempt to shortcut the piloting stage will seriously jeopardize the psychometric quality of the study' (Dörnyei, 2007, p. 75). In total, 25 German students, 17 French students and 5 Italian students completed the pilot questionnaire. This allowed for the questionnaire to be revised and then administered in two rounds in order 'to explore the changes that characterized the learners' motivation between the two phases of the survey' (Dörnyei & Csizér, 2002, p. 421). As motivation and demotivation are 'dynamic in nature' (cf. Hiver & Papi, 2020), it is important to conduct 'longitudinal investigations in the field to explore the sequential patterns and the changes that occur' (Dörnyei, 2007, p. 40). In addition, a separate online questionnaire version was designed for each of the four languages and their respective students

The first general round of questionnaires was undertaken in April/May 2018 – seven/eight weeks after the beginning of the semester which normally have 12 teaching weeks in total. Thus, beginner students were expected to have had sufficient awareness and experience of the factors that stimulate or hamper their motivation. In the first-round questionnaire, students were invited to give their email addresses in order to:

- contact them after one semester,
- send them the second round of questionnaires,
- organise interviews with them both during the first and the second semester (see appendix two).

In September 2018, the second questionnaire was sent to those students who had provided their email addresses and agreed to be contacted for additional research data collection (see appendix three). This allowed students to describe which aspects of their L2 learning process increased and which ones diminished their interest after almost one year of studies.

After each round of the survey, interviews with students were organised at the University of Melbourne, i.e. one in June 2018 and one in October/November 2018 for each student participant.

4.4 Data analysis

'The first step in analysing questionnaire data is always to reduce to manageable proportions the number of variables measured by the questionnaire' (Dörnyei, 2003, pp. 107-108). A coding process was firstly undertaken, which 'for each item involves converting the answers into a numerical score' (Dörnyei, 2003, p. 98). For all categorical dummy variables – a dummy variable 'can take only two possible values' (Barry & Sanders, 2000, p. 20), the value one was given for positive answers and the value two was given for negative answers. For the continuous variable scored with the five-point Likert scale, five values were given ranging from one which stands for strongly agree to five which stands for strongly disagree in line with Schmidt's (2011) and Oakes's (2013) methodology. Conversely, Sakai and Kikuchi (2009) adopted a different Likert scale ranging from the value one which stands for 'not true' to the value five which stands for 'true'.

The first analysis that was undertaken after data were transformed from verbal into numerical form was a descriptive analysis with the statistical software SPSS. The scope of this initial analysis was to describe the answers that the participants had given to the survey. Therefore, a descriptive analysis with frequencies and percentages was done. This allowed the researcher to know the exact figures for each variable under study in this thesis (see chapters six, seven and eight and also appendices five, six and seven). It also gave the researcher the possibility to design graphs and have a clearer vision of the participants' characteristics (see chapter five and also appendix four), variables involved in L2 learning motivation and demotivation and first data analysis results of the study. For this stage of analysis, the description of the means was appropriate. The mean itself shows tendencies of the participants' answers as it 'requires summing units and dividing by the number of the units' added (Fink, 2017, p. 138). Means and standard deviations have also been used in previous studies on motivation in Australia (e.g. Amorati, 2019; Schmidt, 2011) and elsewhere (e.g. Oakes, 2013; Sakai & Kikuchi, 2009).

Another useful tool of quantitative analysis applied to data analysis is cross-tabulation. Cross-tabulations compare the single independent variables and their separate effect on the dependent variable. This method allows the researcher to 'describe two variables at the same

time and it is displayed as a table' giving a better visual understanding (Fink, 2017, p. 144). This tool was particularly used in chapter five to understand how different categories of students responded to selected questions (see also appendix four).

Once data were described, it was important to understand which factors were stronger than others to avoid confusion due to the large number of questionnaire items. Schmidt (2011) and Oakes (2013) also conducted a PCA in which they found which groups of items were influential in L2 learning motivation. In their studies, they chose a PCA 'to reduce the dimensionality of a data set consisting of a large number of interrelated variables, while retaining as much as possible of the variation present in the data set' (Jolliffe, 2002, p. 1, and see also Dunteman, 1989). Thus, a PCA with an Oblimin rotation method with Kaiser normalisation was also chosen for this thesis. The PCA detected four main factors which grouped more similar variables together. Two factors (factors three and four in table 4.1 below) were joined together by the researcher because they incorporated very similar variables belonging to external motivational and demotivational trajectories (see chapter eight).

Responses provided to the first questionnaire five-point Likert scale items were used to conduct the PCA instead of using the responses to the second questionnaire which was completed by a reduced number of research participants. The PCA cut off six items in total since they did not reach the factor loading coefficient of ≥ .40 (see 6.1, 7.1 and 8.1). A factor loading coefficient cut off of ≥ .40, based on advice from statistical counselling, was also set by Sakai and Kikuchi (2009) while Schmidt (2011) set a factor loading coefficient cut off of ≥ .30 and Oakes (2013) set a higher factor loading coefficient cut off of ≥ .60 (see table 4.1).

Structure Matrix	Factor 1	Factor 2	Factor 3	Factor 4
The facilities in class are perfect to stimulate my learning.	0.681			
My teacher makes me feel comfortable during lessons.	0.675			
My teacher's explanations are easy to understand.	0.665			
My teacher focuses on all main language abilities (speaking, reading, listening and writing).	0.615			
The material used in class is useful to learn (L2).	0.608			
I get along well with my teacher.	0.599			
The pace of lessons is appropriate for learning (L2).	0.596			
I often have the opportunity to communicate in (L2) in class.	0.585			
(L2) language content we study for the course is easy to interpret.	0.566			
The time spent in (L2) classes is enough to learn properly.	0.553			
The class size is appropriate to learn the language.	0.521			
My teacher focuses on translation.	0.453			
My university organises many activities where I can learn more on the culture of (L2)-speaking countries and practise the language.	0.448			
I like my classmates.	0.447			
Visual and audio materials (such as videos and DVDs) are used during lessons.	0.447			
The amount of hours I need to study for tests/ assessments and final exams satisfies my initial expectations.	0.443			
Cultural topics covered in lessons are interesting.	0.421			
~~Interactive computer-based/online activities are used during lessons.~~				
I really enjoy learning (L2).	0.405	0.716		
I like the intellectual challenge of learning (L2).		0.684		
I find it exciting to be able to communicate in (L2).		0.661		
Being able to converse in (L2) is an important part of the person I want to become.		0.601		0.436
Learning (L2) is one of the most important aspects of my life.		0.577		
It would be great to be part of the (L2)-speaking community in my city.		0.545		
I like meeting people from (L2)-speaking countries.		0.542		
If my dreams come true, I will use (L2) effectively in the future.		0.540		0.476
I am studying (L2) because I want to improve my (L2).		0.527		
I find it easy to memorise words and expressions.		0.496		
I like to spend time in (L2)-speaking countries.		0.481		
I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments.		0.475		
I can imagine myself as someone who is able to use (L2) well.		0.451		
I feel comfortable when I have to speak (L2) during lessons.		0.417		
I consider learning (L2) important because the people I respect think that I should do so.			0.748	
People around me (e.g. family members, partner, friends...) believe that I ought to study (L2).			0.694	
I often have opportunities to practice (L2) with native speakers outside university.			0.562	
I learn (L2) because I want to communicate with my family members.			0.555	
If I fail to learn (L2), I will be letting other people down.			0.526	
I feel an affinity with people who live in (L2)-speaking countries.		0.451	0.522	
Speaking (L2) is very important in Australia.			0.415	
The (L2) subject was advertised during the orientation sessions before starting university.			0.409	
~~There is substantial government financial support (e.g. scholarships) to study (L2) at university.~~				
~~The media report good news from (L2)-speaking countries.~~				
~~I'm an extroverted person.~~				
Knowing (L2) will help me to obtain a better job.				0.830
Studying (L2) to a high level of proficiency will allow me to earn more money.				0.802
I think (L2) will help in my future career.				0.767
The knowledge of (L2) would help me finding a job in the public service.				0.656
I think knowing (L2) will help me to become a more knowledgeable person.				0.421
I would like to become more like people from (L2)-speaking countries.				0.419
~~There are lots of exchange programs overseas I can access if I learn (L2).~~				
~~I wanted to learn (L2) already at secondary school although this subject was not offered.~~				
Extraction Method: Principal Component Analysis.				
Rotation Method: Oblimin with Kaiser Normalization.				

Table 4.1: Structure Matrix of the 51 items included in the online questionnaires with factor distribution.

The Cronbach's Alpha internal consistency reliability coefficient was also calculated to verify the internal consistency of the factors under consideration. This statistical tool confirmed the existence of a strong internal consistency for each of the three factors. The Cronbach's Alpha was also calculated for each of the ten categories distributed in three factors considering the minimal value .60 as acceptable (Dörnyei, 2007; Pallant, 2007). Internal consistency (Cronbach's Alpha) within each category was calculated to understand if the variables chosen for each category were consistently grouped together. Such procedure appears not to be common in previous studies. However, Oakes (2013) as well as Cai and Zhu (2012) and Xie (2014) also calculated it and obtained Cronbach's Alpha coefficients higher than .60 for each of their categories of motivators.

An independent samples t-test and a one-way analysis of variance (ANOVA) were calculated to understand the statistical significance of the differences in means of students' responses across L2 cohorts and to assess the effect of multiple independent variables on student participants' responses to the questionnaires. The independent samples t-test was conducted to 'compare correlated or paired means coming from the same sample or group' (Gómez, 2013, p. 50). It was intended to explore the effect of two categories on students' responses on data e.g. domestic students vs. international students. The one-way analysis of variance (ANOVA) was calculated when more than two categories of research participants were compared, e.g. mean differences across the four L2 cohorts. As usual in socio-linguistic studies, a p value of $\leq .05$ was considered statistically significant (see also Oakes, 2013; Sakai & Kikuchi, 2009; Schmidt, 2011).

Correlations among factors and categories were calculated to understand the strength of the relationships among the three factors found with the PCA and among their sub-component categories of motivators within each factor (Pollock, 2016). The use of correlations was intended to validate the initial hypothesis that all three factors and their sub-components categories were closely interconnected to each other with strong multidirectional relationships. Based on Schmidt's (2011) research, the strength of correlations was defined depending on Pearson's r coefficients, i.e. large correlations (r = 0.50 to 1.00 or -0.50 to -1.00), medium correlations (r = 0.30 to 0.49 or -0.30 to -0.49) and small correlations (r = 0.10 to 0.29 or -0.10 to -0.29).

Qualitative data were also collected via the two questionnaires. As Schmidt (2014) stated for her qualitative analysis on her follow-up study, 'the aims of the [qualitative] study are to update, explain, complement and expand the findings of the questionnaire survey' (p. 22). Thus, this thesis has been designed to benefit from the qualitative data to better explore

the motivators and demotivators discovered with quantitative research tools (cf. Creswell, 2013). The qualitative data obtained from the questionnaires were analysed with NVIVO12 software as suggested in different sources (cf. Bazeley & Kristi, 2013) to organise a thematic content analysis. Four open-ended survey questions (SQs) were selected from the two questionnaires for the analysis of motivators and demotivators and recurrences of themes were quantified to provide a general idea of proportions of single categories of motivators and demotivators. Only the first main response to SQs in the first questionnaire by survey participants was investigated for this thesis to provide consistency between the two questionnaires (see 4.6, figure 4.10). In the second questionnaire, students were invited to choose only one motivator and/or demotivator (see appendix three) while in the first questionnaire, students were asked to list three motivators and/or demotivators (see appendix two). Most frequently recurrent themes were identified in students' responses using the factors and categories of motivators and demotivators theorised for this study and detected with quantitative data analysis. Similar thematic content analysis of the most frequently recurring themes was also conducted by Campbell and Storch (2011) and Nakamura (2016). Based on Schmidt's (2014) qualitative data analysis, 'the data analysis followed a mixture of grounded theory coding methods […] and general content analysis principles' (p. 27).

4.5 Interviews

Semi-structured interviews were organised with students who had volunteered themselves after the first semester and after the second semester in 2018. Both students who expressed their intention not to continue after the first semester and students who expressed their intention to continue learning their L2 were contacted so that motivational and demotivational patterns could be elicited from their narratives. Their presence together with those students who carried on studying an L2 helped the researcher to understand which demotivators were stronger than others and which demotivators were stronger than motivators. The use of semi-structured interviews was inspired by previous qualitative research on L2 motivation in Australia (e.g. Campbell & Storch, 2011; Nakamura, 2016; Schmidt, 2014).

Some initial questions were prepared for students, but time was given to interviewees to allow them to express their ideas and opinions (Wengraf, 2001). Interviews were normally conducted in university classrooms to create a 'natural setting, without any attempt to manipulate the situation under study. In order to capture a sufficient level of detail about the natural context' (Dörnyei, 2007, p. 38) where students normally learn an L2. Nonetheless, some

students could not go to the campus after the end of the semester teaching period. As a result, in these cases phone interviews were organised and conducted. The interviewer asked questions to students – some of which had been drafted as a guide before the discussions (cf. Mackay & Gass, 2005), to discover more about factors which hindered or fostered students' interest in learning the L2 that they chose and to validate the findings that emerged from quantitative data analysis. Therefore, interviewees described their experiences during the first and second semester of L2 studying. A 'double attention' method was followed to ask for additional and unplanned questions when students reported meaningful observations about their motivation and/or demotivation in learning L2s (Wengraf, 2001). Each interview lasted 30/40 minutes.

Students' interviews were transcribed with the help of 'Saymore' software which automatically segmented the audio-recordings. Common themes were organised into the three levels/factors and their related sub-component categories with the software NVIVO12. A thematic content analysis was conducted using the codes found with the quantitative data analysis. Proportions of most frequently recurring themes found in interview narratives corresponded to proportions of most frequently recurring themes found in responses to SQs (see chapter six, seven and eight).

4.6 Presentation of data analysis outcomes in following chapters

Chapter five presents the demographic data of research participants – survey participants and interviewees. Cross-tabulations also appear in chapter five and appendix four to understand how different categories of student participants reacted to several dynamics experienced when learning an L2.

Chapters six, seven and eight present the results of the quantitative and qualitative data analysis related to the micro-level Psychology of the Language Learner factor, meso-level Learning Experience factor and macro-level Socio-cultural Environment factor respectively. Statistically significant mean differences are highlighted in pink, while the highest means detected are highlighted in yellow. The lowest means are highlighted in green to help the reader to recognise the most striking differences across student participant groups whenever mean differences are statistically significant. Arrows are also introduced in tables to portray mean changes from one semester to the other. Quantitative data analysis outcomes are outlined as follows:

- Results of the PCA for each factor and relative Cronbach's Alpha coefficients,
- Means and standard deviations for each factor analysing the responses provided by the entire research population,
- Means and standard deviations for each factor analysing the responses provided by (a) students who completed both questionnaires, (b) continuing students (survey participants who stated they would continue learning an L2 from one semester to the other), (c) discontinuing students (survey participants who declared discontinuing learning an L2 from one semester to the other),
- Means and standard deviations for each sub-component category of each factor analysing the responses provided by the entire research population and by each L2 cohort,
- Means and standard deviations for each variable of each category analysing the responses provided by the entire research population and by each L2 cohort – standard deviation are not discussed due to lack of space,
- Results of independent samples t-tests and a one-way analysis of variance (ANOVA) to detect the differences of students' responses depending on their personal characteristics and the L2 that they were studying. However, only statistically significant mean differences are commented upon, and
- Correlations between the different factors and their sub-component categories within each factor.

In regard to the qualitative data analysis, responses provided to four (SQs) were selected from the first (S1) and the second questionnaire (S2) (figure 4.10).

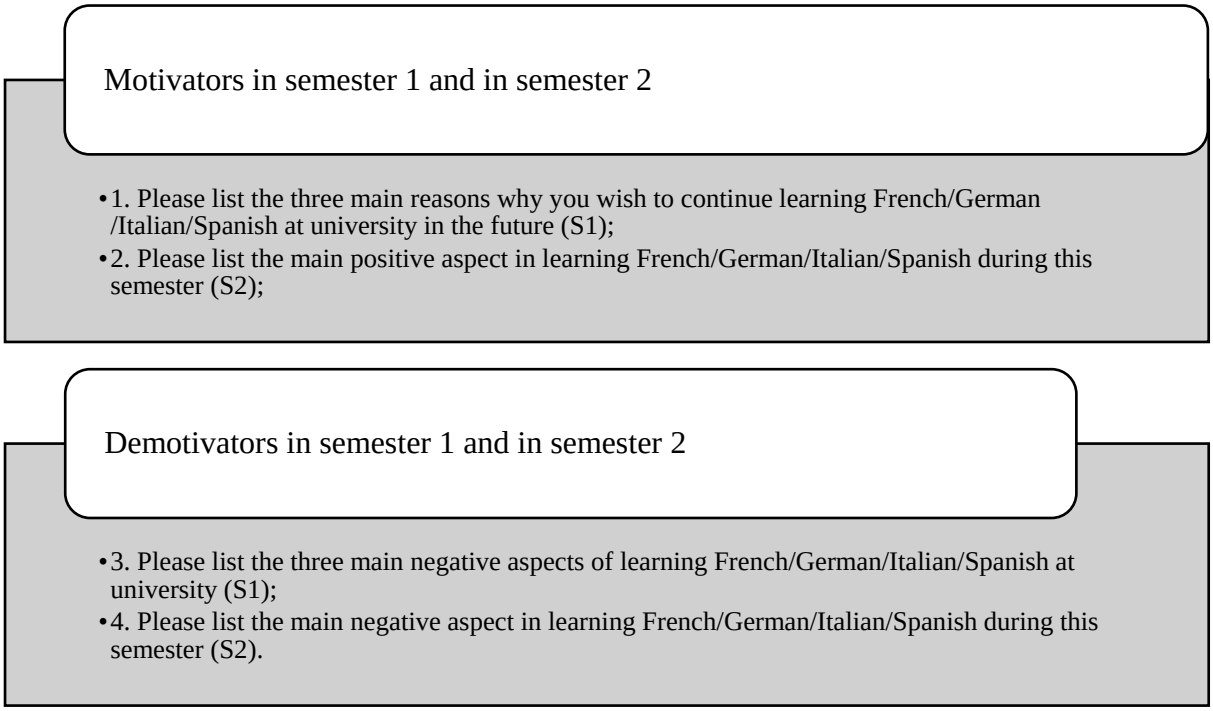


Figure 4.10: SQs analysed from the two questionnaires.

Two primary aspects of student motivation and demotivation are highlighted in chapters six, seven and eight:

- Motivators in semester one and in semester two, and
- Demotivators in semester one and in semester two.

Differences across L2s are presented to explore student motivation and demotivation depending on the L2 studied. Each of these aspects is explored with the support of the analysis of the responses provided by students to four SQs mentioned above and interview narratives.

719 survey participants fully completed the first questionnaire and 206 students fully completed the second questionnaire. 37 research participants were interviewed in the first semester and 25 research participants were interviewed in the second semester (see chapter five and appendix four). Common themes were coded with NVivo 12 following the main factors and their sub-component categories of motivators and demotivators discovered through the quantitative data analysis. Responses to SQs were quantified to provide indicative frequencies and proportions only within each factor to provide a sense of proportions of motivators and demotivators across the four L2 cohorts. Nonetheless, frequencies and proportions do not correspond to the exact amount of student participants as more than one theme were often identified within the same participants' responses to SQs. Frequencies and proportions of most recurring themes in interview narratives were not calculated. Three

different figures are presented for each aspect of student motivation and demotivation in each of chapters six, seven and eight:

- Proportions of most frequently recurring themes for the categories of each factor and
- Frequencies of most frequently recurring themes for the sub-component categories of each factor across L2s.

As part of the qualitative analysis in the relevant chapters below, quotes from responses to SQs and interview narratives are also included in order to better understand how students reacted to different L2 learning dynamics in their classroom environment and in their community. To assist readers, an identification system for individual quotes has been established: Quotes from survey participants' responses are linked to the SQ number they correspond to, e.g. responses to SQs are coded with an 'SQ', e.g. 'SQ1'. Research participants are identified with randomly generated numbers, e.g. 1, 2, 3 etc…, gender (M= male, F= female and O= other), the L2 group they belong (FR= French, DE= German, IT= Italian and ES= Spanish) and the semester in which the questionnaires were completed (S1= semester one and S2= semester two). Students' responses are quoted and when necessary, typos are corrected to facilitate their reading. A number has been provided also for each interviewee in order to clearly report some quotes from their narratives (see 5.2). Interviewees are labelled with the letter 'I' that stands for interview, the number of the interviewee (1, 2, 3 etc.), gender (M= male, F= female and O= other), the L2 group they belong to (FR= French, DE= German, IT= Italian and ES= Spanish) and the semester in which the interviews were conducted (S1= semester one and S2= semester two).

Chapter 5 Demographic data of the research participants

This chapter focuses on the demographic profile of research participants. Sections 5.1 and 5.2 show relevant information of (a) students who fully completed the two online questionnaires in the first and the second semesters in 2018 and (b) students who were interviewed after each semester. The purpose of this procedure is to describe students' most important characteristics useful in understanding better their motivation and demotivation when learning second languages (L2s).

5.1 Survey participants

Two self-reported online questionnaires were completed by beginner students of French, German, Italian and Spanish at the Group of Eight (Go8) Australian universities during semester one (S1) and semester two (S2) in 2018 (see 4.1). Participants' response rates of this study were relatively consistent with recent studies on motivation and demotivation administered to university students of different L2s at Australian universities (e.g. Martín et al., 2016; Schmidt, 2011). In total, 1079 students started survey one in semester one and 348 started survey two in semester two. 719 students in the first semester and 206 students in the second semester completed the online questionnaires (table 5.1).

Universities	**Semester**	**Number**	**Percentage**
University of Melbourne	1	228	31.7%
	2	64	31.1%
University of Sydney	1	121	16.8%
	2	33	16%
University of Western Australia	1	109	15.2%
	2	31	15%
Monash University	1	87	12.1%
	2	30	14.6%
Australian National University	1	67	9.3%
	2	25	12.1%
University of Queensland	1	42	5.8%
	2	9	4.4%
University of New South Wales	1	38	5.3%
	2	7	3.4%
University of Adelaide	1	27	3.8%
	2	7	3.4%
Total	1	719	100%
	2	206	100%

Table 5.1: Research participants across individual universities in semesters one and two including relative proportions of total cohorts in each round.

The difference in the number of students participating in the first and in the second semester may potentially cause sampling biases especially when conducting an independent samples t-test and a one-way analysis of variance (ANOVA). However, it is also reflective of the well-known high rate of attrition amongst beginners across semesters and could not be avoided (cf. Nettelbeck et al., 2007). As a result, some of the most noticeable mean differences and response proportions are still compared to understand to what extent students were motivated and/or demotivated by certain variables in semester one and semester two despite the potential statistical insignificance of such comparisons.

More than 30% of the students were enrolled at the University of Melbourne in both semesters (*n* = 228 vs. 64 respectively). Smaller numbers were obtained at other institutions in the first and in the second semesters respectively, e.g. the University of Sydney (*n* = 121 vs. 33 respectively), the University of Western Australia (*n* = 109 vs. 31 respectively) and Monash University (*n* = 87 vs 30 respectively).

5.1.1 Representation of languages

The most strongly represented language cohorts were French and Spanish in semester one only (table 5.2).

Languages	Semester	Number	Percentage
French	1	199	27.7%
	2	47	22.8%
German	1	176	24.5%
	2	57	27.7%
Italian	1	145	20.2%
	2	48	23.3%
Spanish	1	199	27.7%
	2	54	26.2%
Total	1	719	100%
	2	206	100%

Table 5.2: Total research participants across L2s including relative proportions of total cohorts in each round.

The third largest cohort was German with 176 participants in the first semester. Italian students participated to a smaller degree in semester one (20.2%), while they followed the general trend in semester two (23.4%). In semester two, the German cohort was the largest (27.7%) together with the Spanish cohort (26.2%). The largest difference across the language

groups from one semester to the other was observed for the French cohort. Only 47 students enrolled in semester two completed the second questionnaire in contrast to the 199 enrolled in semester one who completed the first questionnaire.

5.1.2 Age

With respect to the age profile of the sample of this study, 668 students (92.9%) in semester one and 192 students (93.2%) in semester two were below 25 years of age (table 5.3).

Age	Semester	Number	Percentage
Under 25	1	668	92.9%
	2	192	93.2%
25-30	1	26	3.6%
	2	5	2.4%
31-35	1	9	1.3%
	2	4	1.9%
Over 35	1	16	2.2%
	2	5	2.4%
Total	1	719	100%
	2	206	100%

Table 5.3: Age distribution including relative proportions of total cohorts in each round.

Very few were older than 25 in both semesters one and two. 3.6% of students (2.4% in S2) were between 25 and 30 while 1.3% of students (1.9% in S2) were between 31 and 35. Only 2.2% of them (2.4% in S2) were over 35.

5.1.3 Gender

As for gender participation, in both semesters one and two, more than 70% of the participants were female (table 5.4).

Gender	Semester	Number	Percentage
Female	1	517	71.9%
	2	155	75.2%
Male	1	196	27.3%
	2	47	22.8%
Other	1	6	0.8%
	2	4	1.9%
Total	1	719	100%
	2	206	100%

Table 5.4: Gender distribution including relative proportions of total cohorts in each round.

27.3% of the students in semester one falling to 22.8% in semester two were male. Only six students preferred not to declare their gender in semester one and four in semester two. Gender distribution was not very homogeneous among the four L2 cohorts. The most significant difference was noticed for the German cohort in the first semester and for the Italian cohort in the second semester (see appendix 4.1). 36.4% of the German participants were male in semester one, whereas male participation was lower within the other three L2 groups in both semesters as observed in similar studies (e.g. Dewaele & Thirtle, 2009). The highest percentage of males amongst German students matches with Schmidt's (2011) sample with 36.5% male as well as in Amorati (2019) where 28.4% of the German students were male in contrast to the 20.3% for his Italian research participants. This confirms a stronger male involvement in German learning compared to the rest of the L2 groups but is not unexpected. The strong contextual influence of Germany state-of-the-art engineering sector stereotypically boosted male interest in learning German – as confirmed also by interviewees (see 5.2). Some students expressed their intention to work for German companies both in Australia and/or in Germany (see 8.6.1). Nonetheless, the Italian cohort registered the highest percentage of male students in the second semester (27.1%) compared to the rest of the L2 groups.

5.1.4 Family heritage

One of the initial hypotheses when this thesis was planned was that many students would have some cultural heritage from countries where French, German, Italian and Spanish are spoken. This was expected to be the case especially for Italian whose community is by far the largest of the four in Australia. However, only 54 research participants (7.6%) appeared to have cultural heritage from French-, German- Italian- and Spanish-speaking countries in semester one and only 15 (7.3%) in the second semester (table 5.5).

Participants' cultural heritage	Semester	Number	Percentage
Australian without French-speaking cultural heritage in French courses	1	107	14.9%
	2	27	13.1%
Australian without German-speaking cultural heritage in German courses	1	99	13.8%
	2	42	20.4%
Australian without Italian-speaking cultural heritage in Italian courses	1	78	10.8%
	2	24	11.7%
Australian without Spanish-speaking cultural heritage in Spanish courses	1	122	17%
	2	41	19.9%
Australian with French-speaking cultural heritage in French courses	1	5	0.7%
	2	1	0.5%
Australian with German-speaking cultural heritage in German courses	1	14	1.9%
	2	5	2.4%
Australian with Italian-speaking cultural heritage in Italian courses	1	29	4.0%
	2	8	3.9%
Australian with Spanish-speaking cultural heritage in Spanish courses	1	7	1%
	2	1	0.5%
Other	1	258	35.9%
	2	57	27.7%
Total	1	719	100%
	2	206	100%

Table 5.5: Survey participants' cultural heritage with relative proportions of total cohorts in each round.

Data show that 56.5% of the participants in language-specific courses were Australian students without a respective cultural background from French-, German-, Italian- and Spanish-speaking countries in semester one and 65.1% in semester two while 35.9% of the student participants did not identified themselves as Australian in semester one and 27.7 % in semester two.

The largest percentage of non-Australian students declared to have a cultural background from Asian countries, e.g. China, as highlighted in yellow in appendix 4.2. Due to the very large number of Italian immigrants concentrated in the Melbourne area (ABS, 2017; Bertelli, 1994), it was expected that more students with Italian heritage studied in Melbourne. Indeed, out of the 29 students who were studying Italian and had Italian cultural heritage, 15 were enrolled at the University of Melbourne and at Monash University in the first semester (see appendix 4.3).

Students' cultural heritage appeared to be a very influential motivating factor at the macro level of analysis when students were learning the language related to their cultural heritage as explored in chapter eight. Indeed, the influence of relatives with a cultural

background from where the L2 that they were studying is spoken motivated students during their L2 learning process. These students declared that they were enjoying major exposure to cultural components of their L2 and opportunities to communicate in that L2 (see 8.2.3.2, 8.6.2 and 8.7.2).

5.1.5 Domestic vs. international students

Many more domestic students completed both questionnaires one and two (n = 566 vs. 179 respectively) than international students (n = 153 vs. 27 respectively). The overall percentage of the latter dropped from 21.3% in the first to 13.1% in the second semester (table 5.6).

Student's status	Semester	Number	Percentage
Domestic students	1	566	78.7%
	2	179	86.9%
International students	1	153	21.3%
	2	27	13.1%
Total	1	719	100%
	2	206	100%

Table 5.6: Number of domestic and international students with relative proportions of the total cohorts in each round.

Indeed, slightly more international students than domestic students left their L2 subject after a semester. As a result, more statistical analysis was needed to understand if international students were more likely to drop their L2 subject. Appendix 4.4 shows that more domestic students intended to carry on learning an L2 when compared to international students. Amongst international students, 75.2% of them indicated they planned to continue learning an L2 in semester two, whereas 77.8% planned to continue in semester three. Slightly higher retention rates were observed for domestic students – 84.5% of them intended to continue in semester two while 81.6% intended to continue in semester three.

It was noted that these results are not necessarily linked to the real retention and attrition rates of students who continued or discontinued learning an L2 from one semester to another. Data analysis only suggests that fewer international students than domestic students found the time or showed willingness to complete the second questionnaire.

5.1.6 English as first language (L1)

English was not a first language (L1) for all student participants. Across the entire sample population, 79.7% of students spoke English as their L1 or one of their L1s. Consistent with the drop in the relative proportion of international students after one semester (see 5.1.5), this figure increased in semester two with 85.9% of students who spoke English as their L1 or one of their L1s (table 5.7).

English as L1	Semester	Number	Percentage
Yes	1	573	79.7%
	2	177	85.9%
No	1	146	20.3%
	2	29	14.1%
Total	1	719	100%
	2	206	100%

Table 5.7: Participants who spoke English as their L1 or one of the L1s including relative proportions of total cohorts in each round.

For some of the international students, English was their L1 (28.1% in S1 and 25.9% in S2) but for most, English was their L2 (see appendix 4.5). A very small percentage of domestic students did not speak English as their L1 (6.4% in S1 and 5.6% in S2). No extra qualitative data could be collected to better understand the dynamics experienced by this last category of students since none of these students volunteered to be interviewed.

5.1.7 English spoken at home

The great majority of students who completed both questionnaire rounds spoke English at home (68.2% in S1 vs. 81.6% in S2) (table 5.8).

English at home	Semester	Number	Percentage
Yes	1	490	68.2%
	2	168	81.6%
No	1	229	31.8%
	2	38	18.4%
Total	1	719	100%
	2	206	100%

Table 5.8: English spoken at home including relative proportions of total cohorts in each round.

Only a small quantity of survey participants spoke languages other than English (LOTEs) at home. The percentage of the latter shrank from 31.8% in the first semester to 18.4% in the second semester confirming the results of section 5.1.5, where fewer international students completed the second questionnaire and consequently, fewer students who spoke a LOTE appeared to be enrolled in the second semester under study.

Amongst students who spoke LOTEs at home, one German student declared hearing German at home. As research participants were all beginner level learners, it was perhaps unexpected that one of the students heard people speaking German at home and studied German at such a low level. Even Schmidt (2011) experienced the same phenomenon as 3.7% of her research participants' families spoke German. They might have enrolled at university to improve their grammar knowledge and writing skills as Schmidt (2011) highlighted: 'whether this means that German is always spoken at home or whether it also includes the occasional telephone conversation with a German-speaking relative overseas cannot be answered from the data' (p. 85).

5.1.8 Extra languages studied when completing the questionnaires

556 students (77.3%) declared that they were studying only one L2 out of French, German, Italian and Spanish in the first questionnaire. Surprisingly, more than 20% of survey participants were learning more than one L2. (table 5.9).

Extra L2(s)	Semester	Number	Percentage
No	1	556	77.3%
	2	153	74.3%
Yes	1	163	22.7%
	2	53	25.7%
Total	1	719	100%
	2	206	100%

Table 5.9: Extra L2(s) studied by students while they were learning French, German, Italian or Spanish including relative proportions of total cohorts in each round.

This percentage was even higher in the second semester (25.7%) in contrast to the decreasing percentage of students who were not studying more than one L2 (74.3%). As a result, it seems that students learning more than an L2 were more likely to continue learning an L2 for an extra semester than students who were not (see appendix 4.6). This phenomenon was particularly evident when analysing students' responses in the second semester. Only 7.5%

of students who were learning more than one L2 declared they were discontinuing learning French, German, Italian or Spanish for a third semester as opposed to the 22.9% of students who were learning only one L2. Hence, learning more L2s appears to have increased students' motivation in becoming multilingual and multicultural individuals (see 6.6.3).

The exposure to different languages and cultures might have been very beneficial for students. They might have enlarged the so-called 'language capital' (Bourdieu, 1986) following Martín et al.'s, (2016) research outcomes. Qualitative data suggested that the 'language capital' became very handy when students decided to learn an L2 since the more knowledge of languages they had, the easier was their learning of one or more than one L2 (see 6.6.4 and 7.6.2). Students who had a stronger 'language capital' stated not to encounter major difficulties when learning an L2. Some English native speakers with a weaker 'language capital' reported more often that they felt confused at the beginning of their L2 beginner classes as they did not know what learning an L2 requires in terms of engagement, time and workload (see 6.7.4 and 7.7.2).

5.1.9 Language(s) studied before completing the questionnaires

With respect to previous language learning experience, 80.5% of the first semester survey participants and 85% of the second semester survey participants had learnt one or more than one L2 before they started to learn one of the four L2s under consideration at university (table 5.10).

L2(s) learnt in the past	Semester	Number	Percentage
Yes	1	579	80.5%
	2	175	85%
No	1	140	19.5%
	2	31	15%
Total	1	719	100%
	2	206	100%

Table 5.10: L2(s) studied by students before they started to learn French, German, Italian or Spanish at university including relative proportions of total cohorts in each round.

Students who had learnt at least one L2 before they started to learn French, German, Italian or Spanish at university had mostly taken L2 classes at primary school and/or at secondary school. Data reveal that very few students mentioned non-university language

schools. In addition to this, it was common for survey participants to change L2s across different year levels at school.

These figures demonstrate that a very high majority of students were previously exposed to L2 learning. However, having learnt one or more than one L2 did not impact on attrition and retention rates since both categories of students with or without previous L2 learning experience shared similar attrition and retention rates (see appendix 4.7). Some students even stated in their answers to open-ended survey questions (SQs) that they had previous knowledge of the L2 that they were studying at beginner level at university (see 6.6.4).

5.1.10 L2 subject within students' study plan

64.1% of students in the first semester and 52.4% of students in the second semester chose one of the four L2s as their optional/elective subject[2] (table 5.11).

L2 subject within students' study plan	Semester	Number	Percentage
Optional/elective subject	1	461	64.1%
	2	108	52.4%
Minor within a degree	1	131	18.2%
	2	54	26.1%
Major within a degree	1	74	10.3%
	2	25	12.1%
L2 within a Diploma in Languages	1	24	3.3%
	2	12	5.8%
Other	1	29	4.0%
	2	7	3.4%
Total	1	719	100%
	2	206	100%

Table 5.11: L2 subject role in students' study plan in semesters one and two including relative proportions of total cohorts in each round.

This finding will be particularly relevant for the analysis of the three factors obtained with the PCA. More than half of the survey participants needed to prioritise their core subjects instead of putting too much effort on L2 subjects which had a different weighting and function in their study plan.

[2] For this thesis data analysis, optional/elective subjects include 'breadth subjects' for students enrolled at the University of Melbourne and 'broadening units' for students enrolled at the University of Western Australia (see 1.6).

In contrast to this, an L2 was an important subject for students who chose an L2 as their major in both semesters (10.3% vs. 12.1% respectively), their minor (18.2% vs. 26.1% respectively) or as part of a Diploma in Languages (3.3% vs. 5.8% respectively), a special mechanism allowing students to complete a language major outside of their main degree. These three categories of students could be assumed to be particularly motivated in succeeding in their L2 learning process given the weight of L2 subjects within their degrees. Indeed, the percentage of students with an L2 as a core subject in their study plan grew in the second semester while the percentage of students who chose an L2 as their optional/elective subject decreased in the second semester.

Appendix 4.8 confirms that many fewer students who chose an L2 as an optional/elective subject in both semesters (75.3% vs. 67.6% respectively) showed an intention to continue learning an L2 after the first and second semesters compared to students who chose an L2 subject as one of their core subjects. Students who had an L2 as a major in their degree in semesters one and two (100% vs. 96% respectively), students who chose an L2 as their minor within their degree (95.4 vs. 96.3% respectively), and students who were doing a Diploma in Languages (95.8% vs. 100% respectively) stated they would continue learning an L2 after one or two semesters. Hence, the position of the L2 in students' study plan appeared, within the limitations of the different sample sizes across the two semesters, very meaningful in terms of motivation to continue learning an L2.

Nonetheless, it is important to underline that some of the interviewees also declared that they were unsure about their choice of major(s) and/or minor(s). This is particularly common among first year students in general given they still have scope to change their majors and study plans. Since more than two thirds of the participants were first year undergraduate students (see 5.1.12), it might be the case that students were uncertain about the position of their L2 within their study plan during the data collection period.

Very interestingly the languages that were considered the most instrumentally useful for student participants (see 8.2.3.1 and 8.6.1) were the two languages with the highest percentage of students who chose them as core subjects. German was a major or a minor or part of a Diploma in Languages for 36.20% of the students in the first semester and even 54.4% in the second semester while Spanish was a core subject for 39.2% of the students in semester one and 59.3% in semester two (see appendix 4.9). By contrast, French and Italian were mostly represented as optional/elective subjects for more than 70% of the student participants in the first semester. However, students who chose French as their optional/elective subject and completed the second questionnaire were many fewer in proportion (53.2%) while the

percentage of Italian students who chose Italian as an optional/elective subject and participated in the second phase of the data collection was still very high in the second semester (72.9%).

5.1.11 Students' degrees

Students' degrees played a role in students' motivation in learning L2s. One of the most frequently recurring themes in qualitative data is the need for student participants to acquire optional/elective subjects credit points, including 'breath subjects' for students enrolled at the University of Melbourne and 'broadening units' for students enrolled at the University of Western Australia (see 7.6.3 and 8.6.1). L2 subjects also appeared to be considered compulsory subjects for some student participants, e.g. some who were doing International Relations.

Students were required to indicate their degree in the first semester only to reduce survey participant fatigue when completing a second questionnaire in the second semester. More than half of the students were enrolled in humanities and social science degrees (51.7%) while 39.8% of the student participants were enrolled in STEMM[3] degrees. Only a very small portion of research participants were enrolled in mixed or so-called double degrees (4.9%) (table 5.12).

Degree	**Number**	**Percentage**
Humanities (BA, BLang, BMus, LLB, International relations, etc.)	372	51.7%
STEMM (BSc, BCom, BMed, BEng, BArch, BDes etc.)	286	39.8%
Mixed degrees – humanities plus STEMM	35	4.9%
No answer	26	3.6%
Total	719	100%

Table 5.12: Students' degrees with relative proportions of total cohorts in each round.

Student participants pursuing a Bachelor of Arts (n = 305) and Bachelor of Science (n = 178) were the most numerous – items highlighted in yellow and green respectively in appendix 4.10. Bachelor of Commerce (n = 55) and Bachelor of Medicine (n = 37) were also quite popular degrees.

Students enrolled in the humanities were mainly encouraged to learn an L2 because it was part of their degree structure. Conversely, students enrolled in STEMM degrees were

[3] STEMM: Science, Technology, Mathematics and Medicine related degrees.

encouraged to choose optional/elective subject(s) from other fields such as the arts (see 7.6.3). As a result, more students enrolled in STEMM degrees chose an L2 as an optional/elective subject (85%) compared to students enrolled in the humanities (49.5%) as shown in appendix 4.11. Students' choices were indirectly influenced by university guidelines and requirements when it comes to structuring their university career (see 7.6.3 and 7.7.3).

5.1.12 Students' year of enrolment

The year in which student participants started to learn an L2 at university was of paramount importance in terms of the direct influence of this variable on students' availability of space in their study plan to include L2 subjects (see 7.7.3 and 8.7.1). Research participants were asked to indicate their year of enrolment only in the first questionnaire to reduce fatigue in the second phase of the research. First year undergraduate students (62.3%) were the most numerous, while second year undergraduate students were the second largest group (18.5%) (table 5.13).

Year of enrolment	Number	Percentage
1st year undergraduate	448	62.3%
2nd year undergraduate	133	18.5%
3rd year undergraduate	80	11.1%
4th year undergraduate	28	3.9%
1st year postgraduate	8	1.1%
2nd year postgraduate	9	1.3%
Other. Please specify	13	1.8%
Total	719	100%

Table 5.13: Year of enrolment of research participants including relative proportions of total cohorts in each round.

First and second year undergraduate students benefited from greater freedom to organise their degree structure. They potentially had more credit points to keep on studying an L2. In particular, 88.8% of first-year undergraduate students stated they would continue studying an L2 after a semester (see appendix 4.12). Somewhat similarly, 78.9% second-year undergraduate students declared doing the same. They could include L2 subjects as their optional/elective subjects when they started university. This was particularly valid for students

enrolled at the University of Melbourne and at the University of Western Australia who, as already indicated, could also choose L2 subjects as their 'breadth subjects' and 'broadening subjects' respectively, depending on the degree they were enrolled into (see 7.6.3 and 8.6.1). Students who started to learn an L2 in further stages of their university career, e.g. third- or fourth-year undergraduate students, were most likely to discontinue learning an L2. Retention rates for third- and fourth-year students were much lower (63.8% and 60.7% respectively) than for first- and second-year students (see above). They might have already used up their elective/optional credit points for other subjects which then did not allow them to fit an L2 subject into their degree structure in advanced stages of their academic degree (see 7.7.3 and 8.7.1). Postgraduate students experienced similar dynamics since first-year postgraduate students were more likely to continue learning an L2 than second-year postgraduate students (75% and 66.7% respectively).

5.2 Interview participants

Individual interviews were conducted with 37 students in the first semester and 25 in the second semester at the University of Melbourne (table 5.14).

Language	Semester 1	Semester 2	Language	Semester 1	Semester 2
French	**10 interviewees**	**6 interviewees**	**Italian**	**10 interviewees**	**6 interviewees**
	1. Renee			20. Antony	
	2. Nick			21. Liz	
	3. Laurie			22. Helen	
	4. Amy			23. Angela	
	5. Peter	Peter		24. Francesca	Francesca
	6. Veronica	Veronica		25. Paolo	Paolo
	7. Oswine	Oswine		26. Carla	Carla
	8. Tiphany	Tiphany		27. Lilly	Lilly
	9. Ella	Ella		28. Cameron	Cameron
	10. Chloe	Chloe		29. Alex	Alex
German	**9 interviewees**	**7 interviewees**	**Spanish**	**8 interviewees**	**6 interviewees**
	11. Jack			30. Stephany	
	12. Maria			31. Mya	
	13. Olivia	Olivia		32. Anna	Anna
	14. Sam	Sam		33. Rebecca	Rebecca
	15. Sarah	Sarah		34. Nicole	Nicole
	16. Kevin	Kevin		35. Grace	Grace
	17. John	John		36. Claire	Claire
	18. Ute	Ute		37. Mario	Mario
	19. Eike	Eike	**Total**	**37 interviewees**	**25 interviewees**

Table 5.14: Interviewees (with pseudonyms) across language groups in semesters one and two.

All these students completed the online questionnaire before the interview (see 4.5 for more information on the interview process). Data comparisons reveal that the survey responses provided by the students who volunteered to be interviewed followed the general trends of the responses given to SQs by the entire research population (see 6.6, 6.7, 7.6, 7.7, 8.6 and 8.7). The demographic data of interviewees also match those of the entire research population demographic details for both semester one and semester two outcomes (see 5.1). Therefore, the students of the University of Melbourne appeared to reflect the rest of the research population at the other universities involved in the study.

Four interviewees did not continue learning French and Italian after the first semester, while two students discontinued learning German and Spanish. One Spanish student continued

learning Spanish overseas in the second semester, thanks to an exchange program. In semester one, more interviewees were enrolled in French and Italian subjects (*n* = 10 for each language cohort), while in semester two, more students belonged to the German cohort (*n* = seven).

5.2.1 Age

Most of the interviewees were younger than 25 years old (table 5.15).

Age	Semester	Number	Percentage
Under 25	1	31	83.8%
	2	19	76%
25-30	1	1	2.7%
	2	1	4%
31-35	1	3	8.1%
	2	3	12%
Over 35	1	2	5.4%
	2	2	8%
Total	1	37	100%
	2	25	100%

Table 5.15: Age distribution across interviewees including relative proportions of total cohorts in each round.

All students over 25 years old continued after one semester, so they could be interviewed during the second phase of the research. 12 students who discontinued were younger than 25.

5.2.2 Gender

The students who volunteered to be interviewed for this thesis were, as expected, given the gender profile of language students, mainly female students in the first and in the second rounds of interviews (*n* = 25 vs. 17 respectively) (table 5.16).

Gender	Semester	Number	Percentage
Female	1	25	67.6%
	2	17	68%
Male	1	12	32.4%
	2	8	32%
Total	1	37	100%
	2	25	100%

Table 5.16: Gender distribution across interviewees including relative proportions of total cohorts in each round.

Male interviewees were a minority (*n* = 12 in S1 vs. 8 in S2). Across L2 cohorts, female interviewees were a majority for the French, Italian and Spanish cohorts. In the German cohort, five of the nine German interviewees were males in the first semester.

5.2.3 Family heritage

A mix of students with different cultural backgrounds was interviewed (table 5.17). This was helpful in exploring different perceptions of motivation and demotivation learning the four L2s under analysis (see 8.6.2 and 8.7.2).

Participants' cultural heritage	Semester	Number	Percentage
Australian without relevant L2 cultural heritage in specific language courses	1	18	48.6%
	2	13	52%
Australian with relevant L2 cultural heritage in specific language courses	1	3	8.1%
	2	1	4%
Other	1	16	43.2%
	2	11	44%
Total	1	37	100%
	2	25	100%

Table 5.17: Interviewees' cultural heritage including relative proportions of total cohorts in each round.

5.2.4 Domestic vs. international students

As was noted for the whole research population (5.1.5), more domestic students participated in this study (table 5.18).

Student's status	Semester	Number	Percentage
Domestic students	1	28	75.7%
	2	19	76%
International students	1	9	24.3%
	2	6	24%
Total	1	37	100%
	2	25	100%

Table 5.18: Number of domestic and international students including relative proportions of total cohorts in each round.

Around 76% of domestic students volunteered to be interviewed in the first and in the second semesters. International students made up 24% of interviewees in both phases of the research.

5.2.5 English as first language (L1)

English native speakers (*n* = 31 in S1 vs. 20 in S2) were more numerous than other L1-speaking participants in both semesters (*n* = six vs. five respectively) (table 5.19).

English as L1	Semester	Number	Percentage
Yes	1	31	83.8%
	2	20	80%
No	1	6	16.2%
	2	5	20%
Total	1	37	100%
	2	25	100%

Table 5.19: Interviewees who spoke English as their L1 or one of the L1s including relative proportions of total cohorts in each round.

As was the case for survey participants, interviewees who did not speak English as their L1 or one of their L1s experienced different dynamics from a psychological and pedagogical point of view (see 6.6.4, 6.7.4, 7.6.2 and 7.7.2).

5.2.6 English spoken at home

A very different result was found when the language spoken at home is considered in both phases of the data collection. 25 students (67.6%) spoke English at home in the first semester (table 5.20).

English spoken at home	Semester	Number	Percentage
Yes	1	25	67.6%
	2	14	56%
No	1	12	32.4%
	2	11	44%
Total	1	37	100%
	2	25	100%

Table 5.20: English spoken at home including relative proportions of total cohorts in each round.

Proportionally, many fewer interviewees who volunteered in the second semester spoke English at home (56%). Only one student with a LOTE spoken at home discontinued after their first semester of L2 learning. Hence, more interviewees exposed to more than one language at home tended to continue learning an L2 compared to students who seemed not to be exposed to more than one language at home (see 5.1.7 and 5.1.8).

5.2.7 Extra languages studied when participating in interviews

Most of the interviewees were only studying one language of French, German, Italian or Spanish when they were interviewed (*n* = 29 in S1 vs. 20 in S2) (table 5.21).

Extra L2(s)	Semester	Number	Percentage
No	1	29	78.4%
	2	20	80%
Yes	1	8	21.6%
	2	5	20%
Total	1	37	100%
	2	25	100%

Table 5.21: Extra L2(s) studied by students while they were learning French, German, Italian or Spanish including relative proportions of total cohorts in each round.

Only around 20% of the interviewees were studying more than one L2 at the same time when the interviews were conducted in 2018.

5.2.8 Language(s) studied before participating in interviews

Different data outcomes were registered when exploring the L2(s) studied by interviewees before they participated in this study data collection (table 5.22).

L2(s) learnt in the past	Semester	Number	Percentage
Yes	1	30	81.1%
	2	19	76%
No	1	7	18.9%
	2	6	24%
Total	1	37	100%
	2	25	100%

Table 5.22: Extra L2(s) studied by students before they started to learn French, German, Italian or Spanish including relative proportions of total cohorts in each round.

Most interviewees in both rounds had studied one or more than one L2 before they enrolled into a French, German, Italian or Spanish course at university (81.1% vs. 76% respectively).

5.2.9 L2 subject within students' study plan

Most interviewees in semesters one and two (*n* = 28 vs. 17 respectively) chose an L2 as their optional/elective subject (table 5.23).

L2 Subject within the degree	Semester	Number	Percentage
Optional/elective subject	1	28	75.7%
	2	17	68%
L2 within a Diploma in Languages	1	4	10.8%
	2	4	16%
Major in my degree	1	2	5.4%
	2	2	8%
Minor in my degree	1	2	5.4%
	2	2	8%
Other	1	1	2.7%
	2	0	0%
Total	1	37	100%
	2	25	100%

Table 5.23: L2 subject role in interviewees' study plan in semesters one and two including relative proportions of total cohorts in each round.

This confirms the results obtained for survey participants (see 5.1.10). Very few interviewees chose an L2 as one of their core subjects. The majority of interviewees studied an L2 alongside their core subjects in their degree.

5.2.10 Interviewees' degrees

Most of the interviewees were enrolled into non-humanities degrees in semester one. No questions about interviewees' degrees were asked in semester two. (table 5.24).

Degree	Number	Percentage
BA	12	32.4%
BSc	11	29.7%
BMed	4	10.8%
BCom	3	8.1%
Other – including master's degrees	3	8.1%
BArch	2	5.4%
BMus	2	5.4%
Total	37	100%

Table 5.24: Interviewees' degrees including relative proportions of total cohorts in each round.

Interviewees from STEMM degrees were mostly enrolled in Bachelor of Sciences (29.7%), Bachelor of Medicine (10.8%), Bachelor of Commerce (8.1%) and Bachelor of Architecture (5.4%). Students enrolled into degrees related to the humanities were fewer. Two degrees related to the humanities were represented among the interviewees – Bachelor of Arts (32.4%) and Bachelor of Music (5.4%).

5.2.11 Interviewees' year of enrolment

All years of enrolment were well represented. There was at least one student for each year from both undergraduate and postgraduate programs (table 5.25).

Year of enrolment	Interviewees	Percentage
1st year undergraduate	23	62.2%
2nd year undergraduate	8	21.6%
3rd year undergraduate	2	5.4%
4th year undergraduate	1	2.7%
1st year postgraduate	2	5.4%
2nd year postgraduate	1	2.7%
Total	37	100%

Table 5.25: Year of enrolment of interviewees including relative proportions of total cohorts in each round.

The most numerous group was the cohort of first year undergraduate students (n = 23) while only one undergraduate student from their fourth year and one postgraduate student from

their second year volunteered to participate in the interview process. In total, only three interviewees were postgraduate students.

Chapter 6 The micro level of analysis – the Psychology of the Language Learner (PLL)

The previous chapter examined the main characteristics of the students who participated in the data collection. It presented demographic data of the research population in detail. Such a procedure facilitated the understanding of the data analysis presented in this chapter and in chapters seven and eight. The presentation of research participants' main characteristics helps to contextualise the outcomes of the quantitative and qualitative data analysis.

This chapter aims to understand which variables belonging to the micro level of analysis influenced student motivation in learning French, German, Italian and Spanish at Australian universities as outlined in detail in sections 4.4, 4.5 and 4.6. In this chapter as in chapters 7 and 8, results of a Principal Components Analysis (PCA) are presented together with the Cronbach's Alpha emerged from the analysis of the components of the factor at the micro level. Means, standard deviations, t-tests and ANOVA statistical tools were utilised for the analysis of quantitative data, while a thematic content analysis was conducted on the qualitative data. Quantitative and qualitative data outcomes are explored in order to identify motivators and demotivators experienced by research participants at the micro level. The longitudinal aspect of this research is presented through the analysis of the difference in motivational patterns experienced by students over one year of university L2 studies.

As described in chapter one, the micro-level factor emerging from a PCA is identified as the Psychology of the Language Learner (PLL) which includes psychological and cognitive dynamics experienced by research participants when learning L2s (see 2.6 and 2.7). The micro level focuses on learners' 'neurological mechanisms and cognitive and emotional capacities' (Douglas Fir Group, 2016, p. 24).

6.1 Quantitative data analysis

With the help of the PCA, discussed previously at 4.4 and 4.6, 14 five-point Likert scale items for this factor were put together with a factor loading cut-off coefficient of ≥ .40. Table 6.1 shows the 14 five-point Likert scale items marked with different colours to distinguish the four sub-component categories of the PLL factor. All 14 items are related to psychological and cognitive variables which influence students' L2 learning experience. These variables are grouped, as already discussed in chapters two and four (see 2.6, 2.7 and 4.2.3.1), into four subcomponents – Intrinsic Motivation (IM), Integrative Orientation (INTO), Ideal L2 Self (ILS) and Student's Performance (SP) as seen in colour coded fashion in the following table.

Likert scale items belonging to the PLL factor	Factor loadings	Categories	Cronbach's Alpha
I really enjoy learning French/German/Italian/Spanish.	0.716	IM	.84
I like the intellectual challenge of learning French/German /Italian/Spanish.	0.684		
I find it exciting to be able to communicate in French/ German/Italian/Spanish.	0.661		
Being able to converse in French/German/Italian/Spanish is an important part of the person I want to become.	0.601	ILS	
Learning French/German/Italian/Spanish is one of the most important aspects of my life.	0.577	IM	
It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city.	0.545	INTO	
I like meeting people from French-/German-/Italian-/Spanish-speaking countries.	0.542		
If my dreams come true, I will use French/German/Italian /Spanish effectively in the future.	0.540	ILS	
I am studying French/German/Italian/Spanish because I want to improve my French/German/Italian/Spanish.	0.527	SP	
I find it easy to memorise words and expressions.	0.496		
I like to spend time in French-/German-/Italian-/Spanish-speaking countries.	0.481	INTO	
I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments.	0.475	SP	
I can imagine myself as someone who is able to use French /German/Italian/Spanish well.	0.451	ILS	
I feel comfortable when I have to speak French/German /Italian /Spanish during lessons.	0.417	SP	

Table 6.1: Colour-coded PCA results and Cronbach's Alpha coefficient for the PLL factor. Data related to the first round of questionnaires. Rotation method: Oblimin with Kaiser normalisation.

A high Cronbach's Alpha coefficient of .84 for the PLL factor validates the results obtained with the PCA. Indeed, this high Cronbach's Alpha internal consistency reliability coefficient signals that the reliability of this factor at micro level is very strong. One item which was originally hypothesised to belong to the micro level was excluded by the PCA. This was due to the factor loading coefficient which was lower than 0.40 set as the automatic cut-off point – *'I am an extroverted person'* (4.2.3.1). Frequencies of students' responses to that item are shown in appendix 5.4.6, where almost the same number of students agreed, neither agreed nor disagreed or disagreed with this variable statement. A further two items were originally hypothesised to belong to the micro level. However, the PCA did not group them together with the other 14 items of the PLL factor – *'I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries'* and *'I learn French/German/Italian/Spanish*

because I want to communicate with my family members'. The PCA grouped these items as part of the macro level Socio-cultural Environment factor (see 8.1).

The IM items were the most consistently grouped in the top of the micro level ranking with the highest factor loading values. IM was also considered the main motivator for this level of analysis as confirmed by further analysis presented throughout this chapter. The internal consistency of the category IM was also relatively strong with a Cronbach's Alpha of .73. It also appears that variables of INTO were very closely related to each other. This finding was confirmed by a Cronbach's Alpha of .66 although this is lower than the Cronbach's Alpha of IM. A similar Cronbach's Alpha of .65 was obtained for the category ILS, while a slightly lower Cronbach's Alpha (α = 0.60) was registered for SP. Compared to the rest of the categories, this last result highlights lower internal reliability of the SP despite being considered acceptable with respect to the cut off (Pallant, 2007). This means that the variables of SP were less closely related to each other than the variables belonging to the rest of the categories. Indeed, half of the variables are linked to students' cognitive abilities (e.g. *'I find it easy to memorise words and expressions'*) and the other half of variables are linked to psychological aspects of L2 learning motivation (e.g. *'I feel comfortable when I have to speak French /German/Italian/Spanish during lessons'*).

6.2 Categories and variables at the micro level of analysis – a quantitative view

A five-point Likert scale was used to measure students' agreement or disagreement with the 14 questionnaire items which belong to the factor PLL at the micro level (table 6.1 – above). Within a range of five values, one stands for *'strongly agree'* and five stands for *'strongly disagree'* as previously done by Oakes (2013) and Schmidt (2011) (see 4.2.1 and 4.4). Means and standard deviations are the main focus of the quantitative analysis. Since the PLL factor registered low means (M = 2.12 in S1 vs. 2.07 in S2) the level of students' agreement with respect to the items of this factor was very strong (table 6.2).

Factor of the micro level	Semester	Number	Mean	Standard deviation
The Psychology of the Language Learner (PLL)	1	719	2.12	0.45
	2	206	2.07 ↓	0.49

Table 6.2: Mean and standard deviation of the PLL factor in semesters one and two. Arrows indicate direction of change over time.

A slightly lower mean in semester two compared to semester one suggests that students' motivation learning an L2 improved during their first year of L2 studies. However, it can also

be assumed that only those students who were more motivated continued learning an L2 and spent extra time to complete a second questionnaire. Standard deviations over time indicate some variation in student response with some of the variables belonging to this factor as shown in appendix five.

Statistically significant mean differences were observed across the L2s only in the first semester with a one-way analysis of variance (ANOVA) [F = 3.534, p = .015] while no statistically significant mean differences were recorded in the second semester, mostly due to similar responses provided by students from the four L2 cohorts and the smaller number of research participants in the second phase of the data collection (table 6.3).

Factor of the micro level	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
The Psychology of the Language Learner (PLL)	1	2.21	2.04	2.14	2.10	F= 3.534 p= .015
	2	2.15 ↓	2.01 ↓	2.04 ↓	2.11 ↑	F= .811 p= .489

Table 6.3: Mean and ANOVA results of the micro-level factor in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.5.

The German cohort was the most motivated by the PLL in both semesters under analysis (M = 2.04 vs. 2.01 respectively). The Italian cohort was very similarly motivated in the second semester (M = 2.04). Italian and Spanish students shared similar levels of agreement with the items of the PLL in the first semester. The French cohort was the least motivated by the PLL over the whole year of data collection, despite a slight improvement of motivation from the first to the second semester (M = 2.21 vs. 2.15 respectively).

6.2.1 Responses of students who completed both rounds of questionnaires

The motivation for the 206 students who participated in the two rounds of questionnaires appeared to decrease slightly from semester one to semester two (M = 2.02 vs. 2.07 respectively) (table 6.4).

Factor of the micro level	Semester	Number	Mean	Standard deviation
The Psychology of the Language Learner (PLL)	1	206	2.02	0.45
	2	206	2.07 ↑	0.49

Table 6.4: Mean and standard deviation of the PLL factor for students who completed the survey in semesters one and two.

These students were still very motivated as their level of agreement to the items of the micro level was very high over the entire year of research. Similar standard deviations from one semester to the other indicate that the range of students' responses was similar over the year (*SD* = 0.45 in S1 vs. 0.49 in S2).

6.2.2 Different experiences shared by continuing and discontinuing students

In semester one, 593 students out of 719 expressed their interest in continuing learning an L2 in semester two, while 126 did not want to or could not continue with their language learning. Table 6.5 shows that the difference of motivation across the two groups was statistically significant given the result of an independent samples t-test [t = -7.308, p = .044].

Factor of the micro level	Number	Mean	Standard deviation	Means comparison
The PLL for continuing students	593	2.06	0.46	t= -7.308
The PLL for discontinuing students	126	2.43	0.53	p= .044

Table 6.5: Mean, standard deviation and t-test results for the responses given by continuing and discontinuing students in the first semester at the micro level of analysis. Statistically significant t-test results are highlighted in pink. Confidence intervals are shown in appendix 5.6.

Discontinuing students encountered more problems from a psychological and cognitive point of view than continuing students. Discontinuing students' responses recorded statistically significant higher means than continuing students (*M* = 2.43 and 2.06 respectively). Indeed, their enjoyment and interest in learning an L2 was not as strong and deeply ingrained as for students who intended to invest an additional semester, or even more, to study an L2.

However, most likely due to sample size differences, an independent samples t-test shows that the mean difference between responses provided by continuing and discontinuing students from the second semester to the third semester was not statistically significant [t = -3.176, p = .265] (table 5.6).

Factor of the micro level	Number	Mean	Standard deviation	Means comparison
The PLL for continuing students	167	2.02	0.46	t = -3.176
The PLL for discontinuing students	39	2.32	0.55	p = .265

Table 6.6: Mean, standard deviation and t-test results for the responses given by continuing and discontinuing students in the second semester at the micro level of analysis. Confidence intervals are shown in appendix 5.7.

As previously noted, of the 206 students who were enrolled in semester two, 39 declared they would not continue learning an L2 after the semester in question while 167 said they would continue. As was the case with students in the first semester (see table 6.5 above), continuing students from semester two to semester three (n = 167) also appear to be more motivated by psychological and cognitive variables than discontinuing students from semester two to semester three (n = 39) (M = 2.02 and 2.32 respectively). As a result, psychological factors might have affected students who did not intend to continue learning an L2 from one semester to the other more strongly than students who intended to continue. The slightly greater standard deviation for discontinuing students also signals that they shared more different opinions related to the PLL factor than continuing students (SD = 0.55 and 0.46 respectively). Overall, continuing students experienced more enjoyment and positive emotions that discontinuing students.

6.2.3 Components of the Psychology of the Language Learner (PLL) factor

As previously outlined, the PLL factor consists of four sub-component categories Intrinsic Motivation (IM), Integrative Orientation (INTO), Ideal L2 Self (ILS) and Student's Performance (SP). The category with the strongest level of agreement was IM (M = 1.96 in S1 vs. 1.95 in S2) (table 6.7).

Categories of the PLL factor	Semester	Mean	Standard deviation
Intrinsic Motivation (IM)	1	1.96	0.59
	2	1.95 ↓	0.60
Integrative Orientation (INTO)	1	2.09	0.62
	2	2.05 ↓	0.59
Ideal L2 Self (ILS)	1	2.13	0.71
	2	2.05 ↓	0.68
Student's Performance (SP)	1	2.31	0.62
	2	2.25 ↓	0.62

Table 6.7: Mean and standard deviation of the categories belonging to the micro level of analysis factor in semesters one and two.

Overall students seemed to enjoy their L2 learning experience given low means recorded for IM. At the same time, the standard deviation of IM (*SD* = 0.59 in S1 vs. 0.60 in S2) points to some difference in opinion between students who found learning an L2 very rewarding and those students who lost their interest and enjoyment in doing so (see appendices 5.1, 5.1.1 and also 6.2.3.1).

Very similar standard deviations to the IM are shown for INTO (*SD* = 0.62 in S1 vs. 0.59 in S2) which motivated students almost in the same way in semester one and in semester two (*M* = 2.09 vs. 2.05 respectively). Students wanted to spend time in L2-speaking countries and speak the L2 they were studying (see 6.2.3.2).

The most noticeable improvement of motivation over time was registered for the ILS category. The mean of this category decreased from 2.13 to 2.05, as students got closer to their dream to achieve fluency once they improved their L2 skills (see 6.2.3.3). Not all students developed a very strong vision of themselves as proficient L2 speakers given higher standard deviations (*SD* = 0.71 in S1 vs. 0.68 in S2) (see also appendices 5.3 and 5.3.1).

SP also motivated research participants more in the second semester (*M* = 2.31 in S1 vs. 2.25 in S2). Nonetheless, this category of demotivators did not reach the same level of agreement as the rest of the categories at the micro level. Some students also disagreed with the variables belonging to SP as shown in appendices 5.4 and 5.4.1 (see also 6.2.3.4). Standard deviations were also similar to those of the other categories of the micro-level PLL factor (*SD* = 0.62 in S1 vs. 0.62 in S2).

With respect to difference across L2 cohorts, only the mean difference for the ILS and the SP in the first semester across L2s appear to be statistically significant with a one-way analysis of variance (ANOVA) (table 6.8). Only statistically significant mean differences are

explored to avoid repetition, despite the influence of the lower number of survey participants in the second semester.

Categories of the PLL factor	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean comparison
Intrinsic Motivation (IM)	1	2.01	1.91	1.96	1.97	*F*= .801 *p*= .493
	2	2.05 ↑	1.91 =	1.90 ↓	1.94 ↓	*F*= .634 *p*= .594
Integrative Orientation (INTO)	1	2.16	2.02	2.10	2.07	*F*= 1.737 *p*= .158
	2	2.18 ↑	1.98 ↓	2.01 ↓	2.06 ↓	*F*= 1.136 *p*= .336
Ideal L2 Self (ILS)	1	2.20	2.02	2.24	2.06	*F*= 3.978 *p*= .008
	2	2.04 ↓	1.96 ↓	2.12 ↓	2.09 ↑	*F*= .530 *p*= .662
Student's performance (SP)	1	2.44	2.20	2.25	2.32	*F*= 4.957 *p*= .002
	2	2.33 ↓	2.20 =	2.13 ↓	2.34 ↑	*F*= 1.409 *p*= .241

Table 6.8: Mean, standard deviation and ANOVA results of the categories belonging to the micro level in semesters one and two across L2s. Statistically significant test results of ANOVA are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.8.

German students were the ones most motivated by the ILS, which became more influential in the second semester than in the first (M = 2.02 in S1 vs.1.96 in S2). Very similar results are found for the Spanish cohort. Spanish students also shared a very clear vision of themselves as proficient Spanish speakers. Italian research participants shared a less clear vision of themselves as fluent future L2 speakers (M = 2.24 in S1 vs. 2.12 in S2). In a similar fashion, French students appeared to generally experience difficulties in imagining themselves as future French speakers in the first semester only. As a result, mean cross-language differences were found to be statistically significant only in the first semester after conducting a one-way analysis of variance (ANOVA) [F = 3.978, p = .008].

SP was a very strong motivator for the German cohort in the first semester (M = 2.20) and the Italian cohort in the second semester (M = 2.13). Nevertheless, both groups shared very similar results in both semesters as was the case in the opposite direction for French and Spanish students who were the ones least motivated by their SP. French students were the least

motivated ones in the first semester (*M* = 2.44) and Spanish students in the second semester (*M* = 2.34). All four groups appeared to be more similarly motivated in the second semester presumably because more successful students generally decided to complete the second questionnaire [*F* = 1.409, *p* = .241], while in the first semester, students across L2s were very differently motivated by SP [*F* = 4.957, *p* = .002].

6.2.3.1 Intrinsic Motivation (IM)

As noted above at table 6.7, students' IM was the strongest motivator (*M* = 1.96 in S1 vs. 1.95 in S2). Almost all research participants agreed that their interest in learning an L2 was very strong (see appendices 5.1 and 5.1.1).

The four five-point Likert scale items for this category were related to the pure interest in the L2 itself and its cultural components and the positive emotions triggered by the learning process. The variable which motivated students the most to learn an L2 was the excitement caused by their ability to communicate in an L2 – variable one (table 6.9).

Variables of the category IM	**Semester**	**Mean**	**Standard deviation**
1. I find it exciting to be able to communicate in French/German/Italian/Spanish	1	1.48	0.65
	2	1.45 ↓	0.55
2. I really enjoy learning French/German/Italian /Spanish	1	1.64	0.73
	2	1.67 ↑	0.71
3. I like the intellectual challenge of learning French/German/Italian/Spanish	1	1.74	0.71
	2	1.78 ↑	0.79
4. Learning French/German/Italian/Spanish is one of the most important aspects of my life	1	3.00	1.01
	2	2.88 ↓	1.08

Table 6.9: Mean and standard deviation of the variables belonging to IM in semesters one and two.

Mean values for average responses to item one were very low in both semesters (*M* = 1.48 vs 1.45 respectively). Appendix 5.1.2 shows that 578 students strongly agreed or agreed that they experienced very positive emotions when they communicated in an L2 in the first semester and 200 in the second semester.

Similarly, variables two and three also registered very low means in semesters one and two (*M* = 1.64 vs. 1.67 and 1.74 vs. 1.78 respectively). Students generally enjoyed their L2 learning process and they liked the challenge of learning a difficult subject such as an L2.

The importance of an L2 in a student's life increased after almost two semesters of study – variable four. However, the overall means for variable four were still quite high over

the one-year study despite a slight decrease in the second semester (*M* = 3.00 vs. 2.88 respectively). Our data suggest that learning an L2 was not a prominent goal in participants' life. Indeed, most of the survey participants neither agreed nor disagreed or disagreed with this variable (see appendix 5.1.5). In addition, the particularly high standard deviations indicate that students had different levels of motivation depending on the use of their L2.

This motivational component was directly linked to the role of the L2 in students' study plans. Students who chose an L2 as their optional/elective subject were less motivated by this variable than students who chose an L2 as one of their core subjects in their degree structure (see 5.1.10).

A one-way analysis of variance (ANOVA) detected a statistically significant mean difference across the four L2 cohorts only for variable two in the first semester [*F* = 2.876, *p* = .035] (table 6.10). Therefore, this section focuses on variable two.

Variables of the category IM	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
1. I find it exciting to be able to communicate in French/German /Italian/Spanish	1	1.49	1.49	1.43	1.49	*F*= .328 *p*= .805
	2	1.57 ↑	1.44 ↓	1.50 ↑	1.31 ↓	*F*= 2.027 *p*= .111
2. I really enjoy learning French /German/Italian/Spanish	1	1.72	1.58	1.53	1.71	*F*= 2.876 *p*= .035
	2	1.79 ↑	1.68 ↑	1.46 ↓	1.72 ↑	*F*= 2.008 *p*= .114
3. I like the intellectual challenge of learning French/German/Italian /Spanish	1	1.75	1.68	1.77	1.76	*F*= .526 *p*= .664
	2	1.83 ↑	1.81 ↑	1.73 ↓	1.76 =	*F*= .159 *p*= .924
4. Learning French/German/Italian /Spanish is one of the most important aspects of my life	1	3.07	2.90	3.12	2.94	*F*= 1.719 *p*= .162
	2	3.00 ↓	2.72 ↓	2.90 ↓	2.94 =	*F*= .677 *p*= .567

Table 6.10: Mean and ANOVA results of the variables belonging to IM in semesters one and two across L2s. Statistically significant test results of ANOVA are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.9.

Very low mean values confirmed that all L2 groups enjoyed their L2 learning experience. Nonetheless, Italian students felt more enjoyment than other L2 students. Contrary to the other three L2 cohorts, Italian students experienced even more enjoyment from the first to the second semester (*M* = 1.53 vs. 1.46 respectively) when the L2 course level increased and students encountered more difficulties in learning. German students also enjoyed learning

German especially in the first semester (*M* = 1.58), although less so in the second semester (*M* = 1.68). French students experienced less enjoyment than their Italian and German peers (*M* = 1.72 in S1 vs. 1.79 in S2). Similar degrees of enjoyment to the French learners were reported by Spanish learners (*M* = 1.71 in S1 vs. 1.72 in S2).

According to Dewaele and MacIntyre (2014), enjoyment can be both private and social (see 2.6.1 and 2.8.2). Therefore, interviews were useful in understanding that research participants' enjoyment stemmed both from the pure learning of an L2 and from the dynamics created in class by teachers and a positive class atmosphere (see 6.6.1 and 7.6.2 for discussion).

6.2.3.2 Integrative Orientation (INTO)

As noted in table 6.7, the second strongest motivator for beginner L2 students was INTO in semester one and semester two (*M* = 2.09 vs. 2.05 respectively). Low means match learners' vivid desire to use the L2 with native speakers in the places where the L2 is spoken – variable five (*M* = 1.85 in S1 vs. 1.89 in S2) (table 6.11).

Variables of the category INTO	**Semester**	**Mean**	**Standard deviation**
5. I like to spend time in French-/German-/Italian-/Spanish-speaking countries	1	1.85	0.81
	2	1.89 ↑	0.81
6. I like meeting people from French-/German-/Italian-/Spanish-speaking countries	1	1.92	0.69
	2	1.85 ↓	0.66
7. It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city	1	2.49	0.88
	2	2.41 ↓	0.84

Table 6.11: Mean and standard deviation of the variables belonging to INTO in semesters one and two.

A deep interest in discovering new cultures and new habits motivated students to continue learning an L2. Appendix 5.2.2 shows that 577 students in the first semester and 163 students in the second semester wished to travel to countries where one of the four languages is spoken.

Responses to variable six show that L2 learners generally possessed a strong intention to speak with native speakers from French-, German-, Italian- and Spanish-speaking countries since their first semester of L2 learning engagement and even more in the second semester (*M* = 1.92 vs. 1.85 respectively). This interest was not necessarily linked to the travel component as in variable five. No student strongly disagreed with this variable and only very few disagreed (see appendix 5.2.3).

The third and last variable of INTO shows a weaker level of agreement compared to the other two. Not all L2 students considered variable seven as a driver for their L2 learning process despite a mean decrease in the second semester (*M* = 2.49 in S1 vs 2.41 in S2). Relatively high standard deviations in both semesters (*M* = 0.88 vs. 0.84 respectively) demonstrate that those students with more exposure to L2 speaking communities developed a more intense desire to mingle with native speakers of the L2 they were studying (see also appendix 5.2.4). Consequently, this variable was also strongly tied to the macro level of analysis (see 8.6.2).

Table 6.12 shows that only the mean difference for variable six across L2 groups was statistically significant – both in the first semester [*F* = 6.592, *p* = <.001] and in the second semester [*F* = 3.622, *p* = 0.14].

Variables of the category INTO	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
5. I like to spend time in French-/German-/Italian-/Spanish-speaking countries	1	1.94	1.88	1.74	1.82	*F*= 1.793 *p*= .147
	2	1.81 ↓	1.91 ↑	1.83 ↑	2.00 ↑	*F*= .574 *p*= .633
6. I like meeting people from French-/German /Italian-/Spanish-speaking countries	1	2.07	1.81	1.99	1.82	*F*= 6.592 *p*= <.001
	2	2.13 ↑	1.77 ↓	1.79 ↓	1.76 ↓	*F*= 3.622 *p*= .014
7. It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city	1	2.48	2.38	2.57	2.55	*F*= 1.548 *p*= .201
	2	2.62 ↑	2.26 ↓	2.4 ↓	2.41 ↓	*F*= 1.535 *p*= .207

Table 6.12: Mean and ANOVA results of the variables belonging to INTO in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.10.

Despite obtaining low means for all L2 cohorts in both semesters, students of German and Spanish desired to meet German- and Spanish-speaking people more than other L2 students in the first semester – variable six (*M* = 1.81 and 1.82 respectively). Although there are more Italian immigrants in Australia compared to immigrants from French-, German- and Spanish-speaking countries, fewer Italian students wanted to meet Italian-speaking people especially in the first semester compared to the second semester (*M* = 1.99 vs. 1.79 respectively). Indeed, in the second semester more similar means were discovered across the L2 cohorts. Although the Spanish cohort was the one most motivated by variable six in the second semester (*M* = 1.76), German and Italian students showed very similar levels of

agreement. The least motivated cohort by variable six was the French cohort in both semesters (*M* = 2.07 vs. 2.13 respectively). The French cohort was the only L2 group to experience slightly less motivation to meet French-speaking people in the second semester than in the first. Nevertheless, means of average responses of French students were relatively low.

6.2.3.3 Ideal L2 Self (ILS)

As noted in table 6.7, students' vision of themselves as fluent and confident L2 speakers became clearer in semester two as the mean for this category decreased (*M* = 2.13 in S1 vs. 2.05 in S2). Nevertheless, data suggest that a large portion of students had already a vivid image of themselves as L2 fluent users in semester one, given the low mean and the large number of survey participants who agreed and strongly agreed with the variables of ILS (see appendices 5.3 and 5.3.1).

The analysis of the three variables of the ILS clarifies which components were more motivating than others. Research participants were mostly driven by their dream to use an L2 effectively in the future – variable eight (table 6.13).

Variables of the category ILS	**Semester**	**Mean**	**Standard deviation**
8. If my dreams come true, I will use French /German/Italian/Spanish effectively in the future	1	1.83	0.82
	2	1.76 ↓	0.73
9. Being able to converse in French/German/Italian /Spanish is an important part of the person I want to become	1	2.26	1.00
	2	2.20 ↓	0.98
10. I can imagine myself as someone who is able to use French/German/ Italian/Spanish well	1	2.29	0.95
	2	2.19 ↓	0.84

Table 6.13: Mean and standard deviation of the variables belonging to ILS in semesters one and two.

The low mean for variable eight, which became slightly lower in the second semester (*M* = 1.83 in S1 vs. 1.76 in S2), demonstrates that a very high majority of students agreed that they dreamt of being L2 fluent speakers in the future (see appendix 5.3.2). Although standard deviations for variable eight were higher than the ones of IM and INTO variables, they were lower than the one for variables nine and ten.

Variables nine and ten were linked to the idea that students had of themselves after they finished learning an L2. As noted in appendix five (see appendices 5.3.3 and 5.3.4), more students chose *'neither agree nor disagree'* or *'disagree'* with these two variables compared to variable eight. Nevertheless, being able to converse in the L2 was a very strong motivator

for 468 L2 learners in the first semester and 142 L2 learners in the second semester. This result was confirmed by low means for variable nine (*M* = 2.26 in S1 vs. 2.20 in S2). Students also reinforced their imagination of themselves as fluent L2 speakers after a semester and after almost one year of L2 studies given the lower mean for variable ten over time (*M* = 2.29 in S1 vs. 2.19 in S2).

Mean differences across L2s were statistically significant only in the first semester for variables eight and nine according to a one-way analysis of variance (ANOVA) (table 6.14).

Variables of the category ILS	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean difference**
8. If my dreams come true, I will use French/German/Italian/Spanish effectively in the future	1	1.89	1.72	2.03	1.72	*F*= 5.735 *p*= .001
	2	1.74 ↓	1.65 ↓	1.90 ↓	1.76 ↑	*F*= 1.011 *p*= .389
9. Being able to converse in French /German/Italian/Spanish is an important part of the person I want to become	1	2.33	2.10	2.41	2.21	*F*= 3.303 *p*= .020
	2	2.15 ↓	2.14 ↑	2.25 ↓	2.26 ↑	*F*= .220 *p*= .882
10. I can imagine myself as someone who is able to use French/German/Italian /Spanish well	1	2.39	2.26	2.28	2.24	*F*= .965 *p*= .409
	2	2.21↓	2.11 ↓	2.21 ↓	2.26 ↑	*F*= .331 *p*= .803

Table 6.14: Mean and ANOVA results of the variables belonging to ILS in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.11.

Students of German expressed the highest level of agreement for both variables eight and nine in both semesters (*M* = 1.72 vs. 1.65 and 2.10 vs. 2.14 respectively). Spanish students were also the most motivated students by variable eight but only in the first semester (*M* = 1.72). German and Spanish students showed themselves to be the ones most motivated by their vision of themselves as future fluent German and Spanish speakers. Contrary to this, fewer Italian students dreamt about to become future Italian speakers compared to the other L2 groups in semesters one and two (*M* = 2.03 vs. 1.90 respectively). Given the very different responses provided by students for variable eight in the first semester, a one-way analysis of variance (ANOVA) detected statistically significant mean differences [*F* = 5.735, *p* = .001]. Despite mean differences not being statistically significant in the second semester, average responses provided by Italian students and the rest of the L2 cohorts resulted to be quite different.

Similar dynamics were observed for variable nine. In the first semester, mean differences across the L2 groups were statistically significant [$F = 3.303$, $p = .020$] while no statistically significant differences were discovered in the second semester [$F = .220$, $p = .882$]. As reported before, German students were the ones most motivated by variable nine in both semesters ($M = 2.10$ vs. 2.14 respectively). They considered speaking German an important part of the person they wanted to become, as also expressed by French students mostly in the second semester ($M = 2.15$). Italian students in the first semester ($M = 2.41$) and Spanish students as well as Italian students in the second semester ($M = 2.26$ and 2.25 respectively) were less convinced that speaking these languages was an important part of their future self compared to French and German students. Socio-cultural components influenced students, as explored in further detail in chapter eight.

6.2.3.4 Student's Performance (SP)

As seen previously in table 6.7, the overall mean of the category SP decreased in semester two from 2.31 to 2.25. Results show that students expressed slightly less agreement with this category than with the other three categories belonging to the PLL factor (see appendices 5.4 and 5.4.1). Nevertheless, relatively low means reveal that the majority of student participants were motivated by SP. Within this category, students were mostly motivated by the goal to improve their L2 skills ($M = 1.76$ in S1 vs. 1.54 in S2) (table 6.15).

Variables of the category SP	**Semester**	**Mean**	**Standard deviation**
11. I am studying French/German/Italian/Spanish because I want to improve my French/German /Italian/Spanish	1	1.76	0.79
	2	1.54 ↓	0.57
12. I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments	1	2.33	0.90
	2	2.27 ↓	0.96
13. I find it easy to memorise words and expressions	1	2.57	0.93
	2	2.52 ↓	0.95
14. I feel comfortable when I have to speak French /German/Italian/Spanish during lessons	1	2.58	1.04
	2	2.67 ↑	1.06

Table 6.15: Mean and standard deviation of the variables belonging to SP in semesters one and two.

Demographic data have previously shown that a relatively big group of students had already learnt an L2 in previous stages of their education (see 5.1.9). Among them, some students had already learnt French, German, Italian or Spanish, but since they did not practise

the language for many years before university, they needed to start again at a beginner level to learn that L2 at university as confirmed by a placement test they were required to take. This is one of the multiple reasons why variable 11 registered very low means with almost all survey participants who agreed or strongly agreed with its statement (see appendix 5.4.2). The majority of students were very engaged to improving their knowledge since the very first stages of their L2 studies, given the very goal-oriented nature of motivation (see chapters two and three). In the second semester, research participants were even more motivated by their desire to improve their just acquired L2 knowledge which emerges from a large decrease of the mean value (M = 1.76 in S1 vs. 1.54 in S2) and of the standard deviation (SD = 0.79 in S1 and 0.57 in S2). Discontinuing learning an L2 would have potentially led to a waste of energy and time. As a result, it can be inferred that many students wanted to continue and make the most of what they had learnt.

Two variables were particularly related to each other – variables 12 and 13. Slightly lower means in the second semester suggest that (a) students received slightly better marks in the second semester compared to the first semester (variable 12, M = 2.33 in S1 vs. 2.27 in S2), and (b) more students found it easier to memorise new words and expressions in the second semester once they understood how to learn an L2 (variable 13, M = 2.57 in S1 vs. 2.52 in S2). Nonetheless, higher means and standard deviations than for other variables confirm that many students struggled obtaining good marks and many more encountered major difficulties in memorising L2 words and grammar structures. Results for both variables showed that individual differences and cognitive skills differed from student to student. The difficult and sometimes draining path of acquiring new information led many students to receive low scores. As a result, variables 12 and 13 represented two strong demotivators for part of the research population. This outcome has been validated by the response frequencies shown in appendices 5.4.3 and 5.4.4.

Variable 14 appears to motivate students more than to demotivate them in both semesters (M = 2.58 vs. 2.67 in S1 and S2 respectively, but both with high SDs). In addition to this, an increase of anxiety and stress when communicating in class was also observed in the mean increase over time as the L2 content gradually became more difficult, as confirmed by qualitative data (see 6.6.4 and 7.7.2).

Across the four L2 cohorts, the one-way analysis of variance (ANOVA) detected only one statistically significant mean difference. The mean difference for item 12 was statistically significant only in the first semester [F = 4.990, p = .002] (table 6.16).

Variables of the category SP	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean difference
11. I am studying French/German/Italian /Spanish because I want to improve my French/German/Italian/Spanish	1	1.87	1.65	1.74	1.77	*F*= 2.484 *p*= .060
	2	1.57 ↓	1.49 ↓	1.48 ↓	1.63 ↓	*F*= .812 *p*= .488
12. I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments	1	2.47	2.19	2.19	2.42	*F*= 4.990 *p*= .002
	2	2.43 ↓	2.21 ↑	2.13 ↓	2.33 ↓	*F*= .927 *p*= .429
13. I find it easy to memorise words and expressions	1	2.70	2.51	2.49	2.55	*F*= 1.946 *p*= .121
	2	2.55 ↓	2.56 ↑	2.38 ↓	2.57 ↑	*F*= .481 *p*= .696
14. I feel comfortable when I have to speak French/German/Italian/Spanish during lessons	1	2.70	2.47	2.59	2.54	*F*= 1.604 *p*= .187
	2	2.77 ↑	2.53 ↑	2.54 ↓	2.83 ↑	*F*= 1.143 *p*= .333

Table 6.16: Mean and ANOVA results of the variables belonging to SP in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.12.

German and Italian students were those who agreed more that they received high scores in tests and assignments in the first semester (*M* = 2.19 respectively). In the second semester, Italian students were also the most motivated by this variable (*M* = 2.13). Much less agreement with this variable was shown by French and Spanish students in both semesters (*M* = 2.47 vs. 2.43 and 2.42 vs. 2.33 respectively). This was also linked to the level of difficulty that students perceived when studying an L2 (see 6.7.4 and 7.7.2).

6.3 The effect of multiple demographic and contextual variables on the PLL factor

Several independent variables, e.g. age, gender, cultural background and first language, were chosen to be explored for correlations with the micro-level factor. The aim of this statistical procedure was to understand what impact different demographic variables may have on the PLL factor. For the variables which take two categories, an independent samples t-test was conducted. For the variables which take more than two categories, it was necessary to calculate a one-way analysis of variance (ANOVA). The calculation of the t value (t-test) and the F ratio (ANOVA) helps to understand any discrepancies in the mean values of different groups of students in terms of the PLL factor. For reasons of space, only statistically significant mean differences are discussed in the following sections of chapter six despite the change in

magnitude of the sample size in the second semester, which can affect the result of the independent samples t-test and the one-way analysis of variance (ANOVA) (see 4.4 and 4.6).

6.3.1 The effect of students' native language (L1), cultural background, age and gender on the PLL factor

In terms of demographic variables, only the impact of students' first language (L1) and cultural background was statistically significant and only in the first semester, given the large number of student participants (table 6.17). The effect of students' age and gender on the PLL factor was not statistically significant.

Variables		**Semester**	**Number**	**Mean**	**Standard deviation**	**Mean comparison**
L1	English	1	573	2.09	0.47	*t*= -3.448
	Other than English		146	2.26	0.53	*p*= .001
	English	2	177	2.07 ↓	0.48	*t*= -.187
	Other than English		29	2.09 ↓	0.54	*p*= .853
Cultural background	Australians without L2 cultural heritage	1	408	2.10	0.48	*F*= 6.410 *p*= .002
	Australians with L2 cultural heritage		51	1.93	0.49	
	Other		260	2.19	0.50	
	Australians without L2 cultural heritage	2	133	2.04 ↓	0.49	*F*= 1.896 *p*= .153
	Australians with L2 cultural heritage		16	2.00 ↑	0.59	
	Other		57	2.18 ↓	0.47	
Age	Below 25	1	668	2.14	0.49	*t*= 2.651
	Over 25		51	1.96	0.47	*p*= .507
	Below 25	2	193	2.08 ↓	0.50	*t*= 1.313
	Over 25		13	1.93 ↓	0.41	*p*= .210
Gender	Male	1	196	2.09	0.55	*F*= 0.490
	Female		517	2.13	0.47	*p*= .613
	Other		6	2.17	0.44	
	Male	2	47	1.98 ↓	0.56	*F*= 1.053
	Female		155	2.10 ↓	0.47	*p*= .351
	Other		4	2.07 ↓	0.63	

Table 6.17: Mean, standard deviation and t-test and ANOVA results in factor score by demographic variables in the first and second semesters with reference to the micro-level PLL factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.13.

The mean differences between students of different L1s were highly significant in the first semester [t = -3.448, p = .001]. The motivation of students who spoke English as their native language was stronger than the motivation of students with another language or other languages as their L1(s) (M = 2.09 in S1 and 2.26 in S2). Qualitative data discussed in sections 6.6.4 and 6.7.4 confirm that non-English native speakers found more difficulties when receiving instructions in English than English native speaker students.

The effect of students' cultural background on the PLL was also statistically significant only in the first semester [F = 6.410, p = .002]. A large difference among the three groups of research participants – (a) Australians without a cultural background from a French-,German-, Italian- or Spanish-speaking country, (b) Australians with a cultural background from a French-, German-, Italian- or Spanish-speaking country, and (c) students who did not identify themselves as Australian, existed with regard to the micro level of analysis factor. Australians with a cultural background from a country where one of the four L2s is spoken, had a stronger motivation in terms of psychological and cognitive dynamics in the first semester (M = 1.93), compared to other Australian students without this cultural background (M = 2.10). Data also reveal that students who did not identified themselves as Australian experienced less motivation than the other two groups (M = 2.19). This was due, among other things, to stronger psychological support received by those students with relatives who had a personal attachment to the L2 that students were learning as analysed in chapter eight (see 8.3.1, 8.6.2 and 8.7.2).

6.3.2 The effect of status of the L2 subject in students' study plan, extra L2(s) currently studied, L2 currently studied and L2(s) studied in the past on the PLL factor

As seen in the table below, students' psychological and cognitive motivational components were particularly influenced by (a) the different ways students integrated French, German, Italian or Spanish in their study plan, (b) extra L2s other than French, German, Italian and Spanish studied when completing the questionnaires and (c) which of the four L2s they were studying. No statistically significant effect of L2s studied in the past was noted on the PLL factor when conducting independent samples t-tests and a one-way analysis of variance (ANOVA) (table 6.18).

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
L2 within the study plan	Core subject	1	229	2.00	0.48	*F*= 12.642
	Optional/elective subject		461	2.19	0.49	*p*= <.001
	Other		29	2.05	0.42	
	Core subject	2	95	2.05 ↑	0.70	*F*= .955
	Optional/elective subject		108	2.09 ↓	0.48	*p*= .386
	Other		3	2.43 ↑	0.70	
Extra L2(s) currently studied	Yes	1	163	2.02	0.51	*t*= -2.902
	No		556	2.15	0.48	*p*= .004
	Yes	2	53	2.00 ↓	0.49	*t*= -1.290
	No		153	2.10 ↓	0.49	*p*= .200
L2 currently studied	French	1	199	2.20	0.48	*F*= 3.534
	German		176	2.04	0.50	*p*= .015
	Italian		145	2.14	0.46	
	Spanish		199	2.10	0.50	
	French	2	47	2.15 ↓	0.57	*F*= .811
	German		57	2.01 ↓	0.52	*p*= .489
	Italian		48	2.04 ↓	0.44	
	Spanish		54	2.11 ↑	0.43	
L2(s) studied in the past	Yes	1	579	2.13	0.49	*t*= 1.352
	No		140	2.07	0.48	*p*= .178
	Yes	2	175	2.08 ↓	0.47	*t*= .015
	No		31	2.07 =	0.61	*p*= .988

Table 6.18: Mean, standard deviation and t-test and ANOVA results in factor score by demographic variables in the first and second semesters with reference to the micro-level PLL factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.14.

Differences in semester one among students who chose an L2 as their core subject, i.e. major, minor in a degree or core subject in a Diploma in Languages, and students who chose an L2 as an optional/elective subject or as another type of subject were statistically significant [F = 12.642, p = <.001]. Students with an L2 as a core subject expressed more agreement with the variables belonging to the micro level of analysis (M = 2.00). Contrarily, those students who used their elective/optional credit points for an L2 subject agreed less with the variables belonging to the micro level of analysis (M = 2.19). Having an L2 as a core subject psychologically stimulated students who considered an L2 a very important subject, compared to other students who had an L2 on the side of their study priorities.

Based on Martín et al.'s (2016) results, students with more 'language capital' were expected to be more motivated (see 3.3). Data confirm that those participants who were studying French, German, Italian or Spanish plus an additional L2 at the time when they

completed the first questionnaire were more motivated than those who were only learning French, German, Italian or Spanish in the first semester (M = 2.02 in S1 and 2.15 in S2) (see also 5.1.8). This difference between the two groups was statistically significant only in the first semester [t = -2.902, p = .004]. Students who chose an L2 as a *'other'* subject were much less motivated in the second semester compared to the other two categories of students.

The analysis of means across the four languages under study highlights some statistically significant differences related to the PLL factor only in the first semester [F = 3.534, p = .015]. German students found micro-level variables more motivating than other L2 cohorts (M = 2.04 in S1 vs. 2.01 in S2). The French cohort recorded the highest mean in both semesters (M = 2.20 vs. 2.15 respectively). Hence, their motivation, while relatively high, was not quite as strong as for other L2 groups. Very similar results were shown for the Spanish cohort which was slightly more motivated than the Italian cohort in the first semester (M = 2.10 and 2.14 respectively). A different scenario was shown in the second semester where German and Italian students were much more motivated by the PLL factor at the micro level than French and Spanish students.

6.3.3 The effect of students' status (domestic vs. international) and the university where students were enrolled on the PLL factor

Only the impact of the status of students and the university where students were enrolled on the PLL factor was statistically significant and only in the first semester (table 6.19).

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
Students' status	Domestic student	1	566	2.08	0.48	*t*= -4.170
	International student		153	2.27	0.51	*p*= <.001
	Domestic student	2	179	2.06 ↓	0.48	*t*= -.879
	International student		27	2.16 ↓	0.56	*p*= .386
Universities	University of Melbourne	1	228	2.12	0.49	*F*= 2.295
	University of Sydney		121	2.16	0.51	*p*= .026
	University of Western Australia		109	2.19	0.51	
	Monash University		87	2.03	0.49	
	Australian National University		67	2.13	0.43	
	University of Queensland		42	1.93	0.43	
	University of New South Wales		38	2.26	0.49	
	University of Adelaide		27	2.07	0.47	
	University of Melbourne	2	64	2.08 ↓	0.45	*F*= .983
	University of Sydney		33	2.08 ↓	0.52	*p*= .445
	University of Western Australia		31	2.11 ↓	0.54	
	Monash University		30	1.98 ↓	0.42	
	Australian National University		25	2.19 ↑	0.44	
	University of Queensland		9	1.80 ↓	0.50	
	University of New South Wales		7	2.30 ↑	0.72	
	University of Adelaide		7	2.04 ↓	0.67	

Table 6.19: Mean, standard deviation and t-test and ANOVA results in factor score by university related variables in the first and second semesters with reference to the micro-level PLL factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 5.15.

Depending on their status as domestic or international students, students seemed to have different and statistically significant experiences related to the PLL factor in the first semester [t = -4.170, p = <.001]. It appears that domestic students were more significantly motivated

than international students (M = 2.08 and 2.27 respectively). This last finding was related to the results shown in table 6.17 where students with an L1 other than English encountered more difficulties in learning an L2 than students who spoke English as their L1 (see also 6.6.4 and 6.7.4). Since most of the international students had an L1 other than English and were also required to quickly improve their proficiency and confidence in English to be able to study effectively in general, this variable negatively influenced the motivation of students who struggled in understanding teachers' explanations in English.

Another statistically significant variable in terms of differences in motivation across groups of research participants was the university where students learnt an L2 in the first semester [F = 2.295, p = .026]. According to the research population for this study, students enrolled into L2 subjects at the University of Queensland showed the strongest motivation when it comes to psychological and cognitive variables (M = 1.93 in S1 vs. 1.80 in S2). Indeed, students at the University of Queensland were most in agreement that they were motivated by variables belonging to the PLL factor. The least motivated cohort by the PLL factor were students at the University of New South Wales (M = 2.26 in S1 vs. 2.30 in S2). In addition to this, table 6.19 shows that the universities with the highest number of survey participants, i.e. the University of Melbourne, the University of Sydney and the University of Western Australia, shared very similar mean and standard deviation values.

6.4 Motivators and demotivators over one year of L2 study – a quantitative view

Quantitative data analysis suggests that the PLL was generally a strong motivator for most of the research participants. Students felt enjoyment and developed a strong image of themselves as proficient L2 speakers. This image was fostered over time when students started to improve their competencies and they felt more comfortable when speaking in the L2. An ingrained willingness to communicate with L2 speakers in Australia and overseas boosted students' motivation and desire to succeed. Data also reveal that not all students were motivated by the PLL factor. Students who felt negative emotions and did not have language aptitude did not succeed in improving their L2 knowledge. Discontinuing students struggled much more than continuing students in performing as they expected to (see 6.2.2).

IM was the strongest category of motivators within the PLL factor at the micro level of analysis. Students were normally interested in learning an L2 and they enjoyed the learning process (see 6.2.3.1). INTO and ILS also motivated students, albeit to a slightly lesser extent. Students saw themselves as L2 speakers in different L2 speaking contexts, especially overseas

(see 6.2.3.2 and 6.2.3.3). Conversely, the L2 was not always part of the person a student wanted to become. Research participants felt the pleasure of communicating in the L2 and enjoyed meetings with L2 speakers. The SP motivated students very differently depending on their own personal experiences and cognitive abilities (see 6.2.3.4). Almost all students were driven by the desire to improve their L2 knowledge (see variable 11 and appendix 5.4.2).

In the first semester, statistically significant mean differences across L2 students were detected with the use of independent samples t-test and one-way analysis of variance (ANOVA). In the second semester, differences were not statistically significant, mostly due to the smaller number of student participants and because only the more motivated students generally continued learning an L2, sharing more similar motivators and demotivators (see 6.3).

English native speakers were more significantly motivated than non-English speakers, as they could potentially better understand teachers' explanations and consequently experience fewer negative emotions (see 6.3.1). Hence, international students were on average less motivated by the PLL than domestic students, due to the higher levels of stress they experienced (see 6.3.3). Students with a cultural background from a country where their L2 is spoken had a stronger relationship with the L2 and consequently a clearer vision of themselves as L2 speakers and they enjoyed the L2 learning experience more given the personal meaning of it for them (see 6.3.1). Students learning more than one L2 and students who chose French, German, Italian or Spanish as their core subject were the most motivated by the PLL, because they gave more importance to the L2 subject and they had a language aptitude which helped them to obtain better results and feel more comfortable when learning the L2 (see 6.3.2). Students enrolled at the University of Queensland were the cohort most motivated by the PLL while students at the University of New South Wales were the ones least motivated (see 6.3.3). Among the universities where students participated the most in completing the questionnaires, students at the University of Melbourne were the most motivated by psychological and cognitive dynamics, while students at the University of Sydney and the University of Western Australia were slightly less motivated.

Correlations were conducted 'to establish the strength of the relationship between' sub-component categories (Gómez, 2013, p. 92), based on Schmidt's (2011) study which considers large correlations (r = 0.50 to 1.00 or -0.50 to -1.00), medium correlations (r = 0.30 to 0.49 or -0.30 to -0.49) and small correlations (r = 0.10 to 0.29 or -.10 to -0.29) (see also 4.4). The correlations among the four sub-component categories of the PLL factor were all positive and statistically significant in semesters one and two (table 6.20). This means that all the categories

at the micro level were closely related to each other and cannot be considered as isolated components of student motivation and demotivation.

Correlations across the four sub-component categories of the micro level

Categories of motivators	Semester	Pearson correlation	P-value
Intrinsic Motivation (IM) & Integrative Orientation (INTO)	1	.493	<.001
	2	.530	<.001
Intrinsic Motivation (IM) & Ideal L2 Self (ILS)	1	.592	<.001
	2	.691	<.001
Intrinsic Motivation (IM) & Student's Performance (SP)	1	.525	<.001
	2	.548	<.001
Integrative Orientation (INTO) & Ideal L2 Self (ILS)	1	.527	<.001
	2	.552	<.001
Integrative Orientation (INTO) & Student's Performance (SP)	1	.317	<.001
	2	.287	<.001
Ideal L2 Self (ILS) & Student's Performance (SP)	1	.352	<.001
	2	.380	<.001

Table 6.20: Correlations among the four categories of the micro level in semesters one and two. The strongest correlations in each comparison are highlighted in yellow.

The greatest positive correlation was observed between IM and ILS where the Pearson's correlation value was higher than for the other category correlations in the first and second semesters [r = .592, p = <.001 vs. r = .691, p = <.001 respectively]. Hence, students who enjoyed the L2 learning process developed a stronger vision of themselves as L2 speakers over time, while students who were not enjoying the L2 learning process did not consider their L2 as part of their future self.

A correlation of large strength was also observed between ILS and INTO in the two semesters [r = .527, p = <.001 vs. r = .552, p = <.001 respectively]. Students who imagined their ideal self within specific contexts, they also wanted to mingle with L2 speakers and immerse themselves in culturally and linguistically diverse contexts. In a similar fashion, IM and SP also present positive Pearson's correlations of large strength [r = .525, p = <.001 in S1 vs. r = .548, p = <.001 in S2] meaning that students' enjoyment was closely related to their results and capacity to acquire the L2.

The correlation between IM and INTO was of large strength only in the second semester [r = .530, p = <.001] and of medium strength in the first semester [r = .493. p = <.001]. The interest in an L2 was consequently influenced by the interest in the country (or countries) where that L2 is spoken.

The weakest correlation was observed between INTO and SP [r = .317, p = <.001 in S1 vs. r = .287, p = <.001 in S2]. Despite statistically significant correlations between the two

categories, the data suggest that students' results and abilities to learn the L2 were a little less connected to students' intention and desire to immerse themselves in contexts in which the L2 is spoken based on a medium strength correlation in the first semester and small strength correlation in the second semester.

Correlations of medium strength were also recorded between ILS and SP (r = .352, p = <.001 in S1 vs. r = .380, p = <.001 in S2). This result suggests that depending on students' L2 proficiency improvement, they envisioned a self able or not able to speak that L2.

6.5 Qualitative data analysis – interview narratives and responses to open-ended survey questions

In the following sections of chapter six, the analysis of the qualitative data collected for this study is presented. Qualitative data include responses to four selected open-ended survey questions (SQs) and narratives emerged from two phases of interviews. Students' interview narratives were transcribed, and common themes were grouped together based on the sub-component categories of the PLL factor found with quantitative methods (see 4.5 and 4.6). Responses to four SQs were also analysed based on the categories of motivators and demotivators of the PLL factor (see 4.4 and 4.6).

6.6 Student motivators over one year of L2 studies – a qualitative view

The purpose of this section is to understand which motivators belonging to the PLL factor influenced students' interest in learning an L2 in their first and second semesters of L2 studies. In this section, the first main responses given by students to SQ1and SQ2[4] and two rounds of interviews narratives are explored (see 4.4, 4.5 and 4.6). Students were asked to describe events and emotions which motivated them and improved their enthusiasm for learning an L2 during their first year of L2 studies. The comparison of the results of the two semesters under study provides a better understanding of the motivators experienced by research participants over one year. Themes emerged from a thematic content analysis of the responses given by students to the mentioned above SQs were quantified to help the reader to understand which categories were more important than others. Two rounds of interviews expanded on the results obtained with the analysis of the responses to SQs.

[4] (SQ1) Please list the three main reasons you which to continue learning French/German/Italian/Spanish at university in the future;
(SQ2) Please list the main positive aspect in learning French/German/Italian/Spanish during this semester.

The strongest motivator at the micro level of analysis involved IM in both semesters (figures 6.1 and 6.2) confirming results emerging from the quantitative analysis (see 6.2.3).

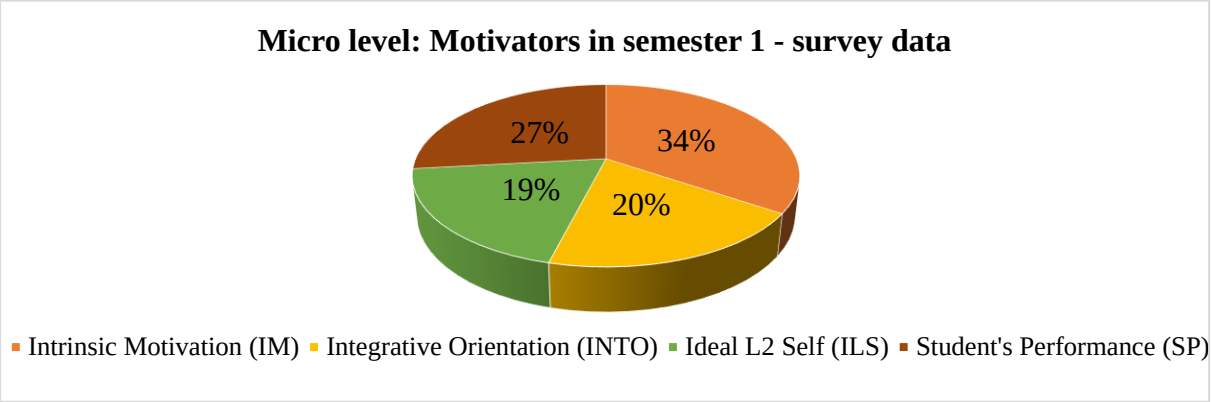


Figure 6.1: Proportions of most frequently recurring themes in students' answers to SQ1 within the micro level of analysis (*n* = 441).

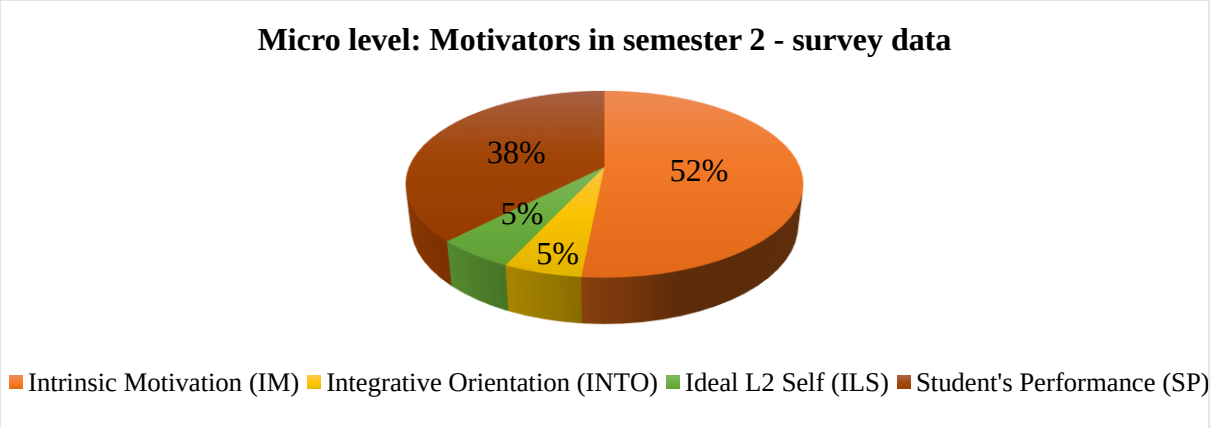


Figure 6.2: Proportions of most frequently recurring themes in students' answers to SQ2 within the micro level of analysis (*n* = 130).

Data analysis shows that 34% of the themes emerging from responses to SQ1 within the micro level of analysis factor were related to IM. The percentage of answers related to this category increased to 52% in the second semester. This suggests that students enjoyed their L2 learning experience even more after the first semester.

The second strongest motivator was SP which was the least motivating category of motivators based on the quantitative data analysis (see 6.2.3 above). 27% of themes were closely linked to this category of motivators which drove students to improve their L2 skills and reach better and better results in the first semester. SP motivated students even more in the second semester. An increase of 11% over time demonstrates that research participants wanted

to improve their L2 knowledge after having invested one semester. In addition to this, some participants found ways and strategies to obtain good results although the L2 level of difficulty increased.

INTO and ILS shared similar proportions in the first and second semesters. 20% of the most recurring themes in the first semester belonged to INTO and 19% of the themes belonged to ILS. A big decrease of most frequently recurring themes related to these two categories was observed in the second semester. A thematic content analysis of the responses provided to SQ2 shows that only 5% of the themes emerging at the micro level belonged to the two last categories of motivators. This was likely due to the change of focus of students in the second semester when the role of course- and teacher-specific motivational components were more strongly emphasised (see 7.6). In addition to this, travelling to L2-speaking countries lost importance once students became more involved in the L2 learning path within the formal learning environment.

Results of the thematic content analysis of SQ1 and SQ2 matched with the results of the thematic content analysis of interview narratives.

Figures 6.3 and 6.4 show how many times individual motivators were mentioned within each sub-component categories of motivators of the micro level in the first and second semesters across L2s.

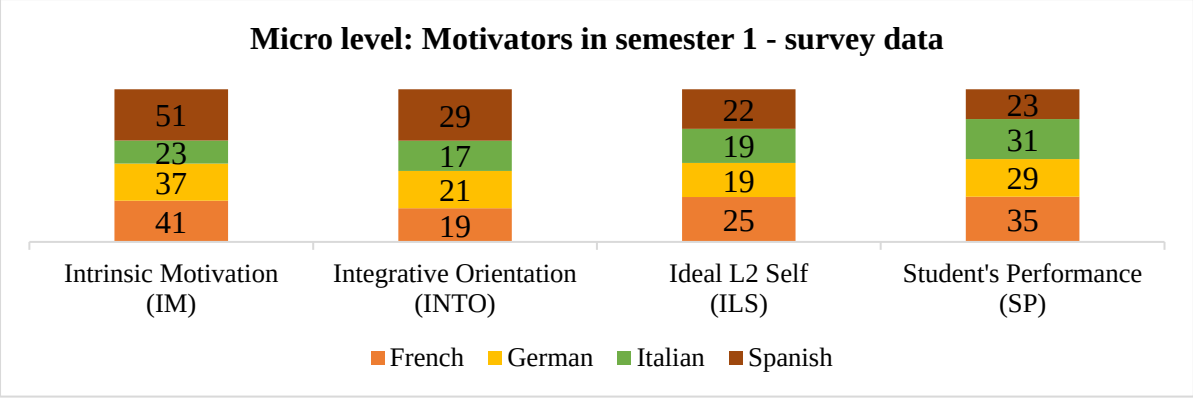


Figure 6.3: Frequencies of most frequently recurring themes within each category related to the PLL factor across L2s in semester one (n = 441).

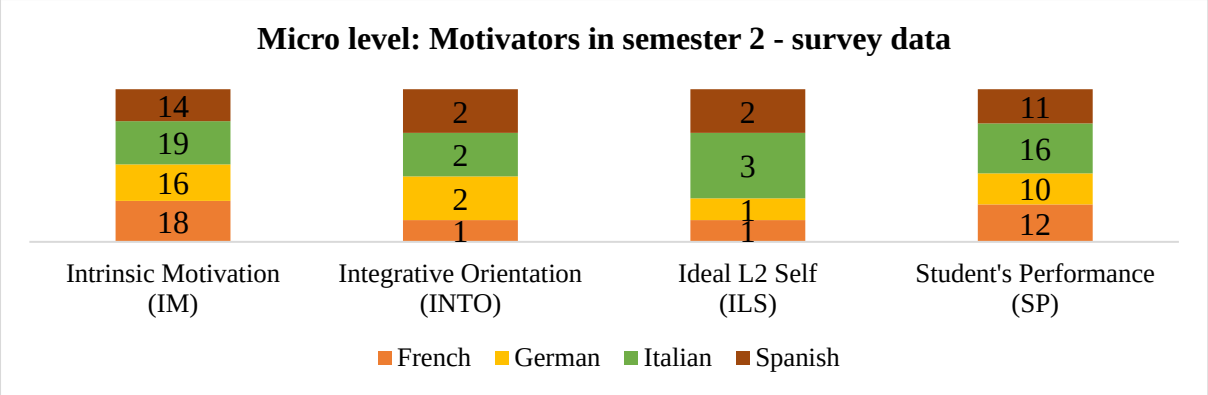


Figure 6.4: Frequencies of most frequently recurring themes within each category related to the PLL factor across L2s in semester two (*n* = 130).

As previously stated, IM was the most frequently identified category of motivators in the first and second semesters. Within this category, in first semester 51 recurrences (seen in figure 6.3) involved responses given by Spanish students. Spanish students seemed to feel internal reward and enjoyment in learning the language more often than other L2 groups. The same L2 cohort experienced less IM in the second semester compared to the rest of the research population (*n* = 14). Nevertheless, results of the other three L2 cohorts were not very different in the second semester. Hence, less enjoyment was experienced when the L2 course became more difficult.

The French and German cohorts expressed similar levels of IM (*n* = 41 and 37 in in S1 and 18 and 16 in S2 respectively). Fewer themes related to IM emerged from the responses provided by Italian research participants in the first semester (*n* = 23). Italian interviewees emphasised their strong IM triggered by the enjoyment caused by the L2 learning process itself and class dynamics as confirmed by the meso-level analysis outcomes (see 7.6). Smaller frequencies for the Italian cohort might be correlated with the lower number of Italian research participants compared to the other three L2 groups. In addition to this, the Italian cohort mentioned IM-related themes more than other L2 groups in the second semester (*n* = 19), when L2 cohorts shared similar number of research participants.

The Spanish cohort was very motivated by INTO in the first semester. Spanish students wanted to visit Spanish-speaking countries and immerse themselves in new environments. Such themes emerged 29 times in responses provided by Spanish students, 21 times by German students, 19 times by French students and 17 times by Italian students in the first semester. Very different results were reported for the second semester. INTO patterns emerged only two times in responses to SQ2 by German, Italian and Spanish students, and only once for French

students. These frequencies reflected the low percentage of themes related to INTO. As noted before, students tended to focus their attention on dynamics experienced in the formal learning environment in the second semester (see 7.6 and 7.7).

Themes related to the ILS were predominantly found in responses provided by French students in the first semester (*n* = 25). Spanish research participants also quite often imagined their future proficient L2 self (*n* = 22). The same number of themes emerged from responses given by German and Italian students (*n* = 19 and 19 respectively). As was the case for INTO, very few themes linked to the ILS were discovered in the second semester qualitative survey data – three times for the Italian cohort, two times for the Spanish cohort and one time each for the French and German cohorts.

Based on qualitative data analysis, the second most motivating sub-component category at the micro level was SP, which was the least motivating one based on quantitative data analysis outcomes. The French cohort made most frequent reference to SP in the first semester (n = 35). The Italian and German cohorts were also similarly motivated by their performance. They highlighted 31 and 29 times respectively that their motivation was boosted by their intention to improve their L2 skills, their positive performances and their lack of difficulties in acquiring the language in the first semester. Spanish research participants mentioned themes related to SP less often than the other L2 groups (n = 23). The Italian cohort was the most motivated one by this category across the four L2 groups in the second semester with 16 entries related to it. French students mentioned themes related to SP 12 times, Spanish and German students 11 and 10 times respectively.

Table 6.21 lists the themes emerging from students' responses to SQ1 and SQ2 of the first and second questionnaires and interview narratives:

Common themes related to student motivation – micro level	
Intrinsic Motivation (IM)	Enjoyment Internal reward Pleasant challenge Cultural interest Different L2 learning approach
Integrative Orientation (INTO)	Travelling Communication with native speakers Immersion in the L2-speaking context
Ideal L2 Self (ILS)	Proficient L2 self Multilingual- and multicultural-self
Student's performance (SP)	Improvement of prior L2 knowledge Aptitude Results

Table 6.21: Major themes identified for each category of the PLL factor in terms of motivators.

Most frequently recurring themes are explored in the following sections where their analysis is integrated with quotes taken from qualitative data.

6.6.1 Student motivators over a year of L2 studies – Intrinsic Motivation (IM)

IM consisted of several psychological reactions to the learning process and positive emotions such as enjoyment, happiness, joy and enthusiasm. Both in semester one and in semester two, many students indicated that IM was their main motivator.

Enjoyment

Students enjoyed their L2 learning experience and the L2 itself. They found it stimulating and fulfilling to acquire new L2 skills. The L2 learning process was believed to be a fun activity. Whenever students started to have fun within and outside of the formal learning environment, positive emotions appeared to be strong motivators:

"I enjoyed me becoming more fluent in French. I feel more comfortable with the language […]. My original intention was not to continue French 2 at the beginning of French 1, but then I enjoyed it so much, so I decided to continue it in the second semester." I-7-F-FR-S1

"It's fun and exciting, stimulating, etc." SQ1-262-F-IT-S1

Enjoyment triggered students' interest in continuing learning an L2 for a second semester. Motivated students enjoyed learning an L2 in semester two even more than in semester one. The positive emotions arisen during the first semester became more vivid in the second semester for students who did not encounter major obstacles when learning an L2. Fun was often stimulated by a deeper knowledge of the L2 after almost one year of L2 studies:

"I'm still enjoying it but, it's better because you just understand more. It's like coming more altogether. It's so exciting when you start to understand a new thing." I-35-F-ES-S2

Internal reward

IM was particularly boosted by students' internal reward in producing their very first sentences in the L2. After the first six/seven weeks of study, students improved their knowledge and they acquired more and more skills. Their understanding of grammar rules and different kinds of texts excited them:

"Learning French is interesting and rewarding and fun." SQ1-306-F-FR-S1

In the second semester, internal reward stemmed from the ability to produce more complex sentences in the L2. Compared to semester one, students learnt for instance more

complicated verb tenses and sentence structures. Even those students who struggled keeping up with the course pace highlighted their excitement in putting together different words using correct grammar:

"It's quite exciting to be able to produce actual sentences in French substantial conversations and you feel quite excited that you can do that." I-6-F-FR-S2

"I'm gaining the skills to express increasingly complex ideas and thoughts in German, which is exciting and rewarding." SQ2-486-F-DE-S2

Pleasant challenge

Some students stated that they liked the challenge of learning an L2. Qualitative data show that some students felt negative emotions when progressing with more difficult grammar rules and concepts (see 6.7.4 and 7.7.2). However, some other students really enjoyed being pushed so that they could experience a stronger sense of personal fulfilment when acquiring complex skills:

"I enjoy the challenge and the way it pushes me." SQ1-710-F-DE-S1

"For me, Italian is not a career move, it's more of a personal gain rather than a career gain. Challenging yourself to think in different ways to expand your mind and to be able to understand a different culture […] and challenge your mind. Then it broadens your understanding of a culture a lot more. […] I think it is very cool." I-29-M-IT-S1

Students were amused and excited by the constant difficulties they needed to overcome during their learning processes when course content became more and more difficult in the second semester (see 7.6.2 and 7.7.2). Although L2 learning challenges were encountered more often during the second semester, they seemed to become a fulfilling and rewarding experience for many students:

"The main positive aspect in studying Italian during this semester is the constant new and interesting challenges that come with learning the language." SQ2-17-F-IT-S2

Cultural interest

Students were genuinely interested in extending their knowledge about the culture(s) related to the L2 that they were studying. Cultural topics covered in class fostered enjoyment and positive emotions among students (see 7.6.2). This aspect was strongly linked to INTO which was one of the main motivators for beginner students – students' intention and desire to immerse themselves in foreign cultures and communicate with people from French-, German-, Italian- and Spanish-speaking countries (see also 6.2.3.2). Their interest was nourished not

only by the cultural topics covered during lessons across the semester, but also by their personal consumption of movies, books, songs, poems etc.:

"I watched German movies and I found them quite interesting." I-14-M-DE-S1

"Because there's always good Spanish music coming out." SQ1-430-M-ES-S1

Their cultural interest became stronger in the second semester because of their increasing abilities to understand what they read, watched and listened to. Research participants also discovered new ways to look for L2 material linked to cultural topics of their interest:

"I can now read and understand a fair amount of German literature in its native language." SQ2-400-M-DE-S2

Different L2 learning approach

The L2 learning process was considered by many research participants a very different way to use their cognitive capacities. Interviewees and survey participants declared that learning an L2 stimulated different parts of the human brain compared to other subjects. This is due to a perceived different cognitive process of learning an L2 compared to learning other subjects at university. The effects that an L2 learning experience had on their mood, on the way of learning at university in general and on the way that they were thinking when using an L2 were considered very motivating by students:

"My favourite thing about learning languages is the way the language works. It makes you think in a different way. […] I feel that you think about things differently when you speak other languages which I think it's really cool." I-22-F-IT-S1

"I enjoy learning Spanish and doing a subject completely different to my biomed subjects. It is a good break." SQ1-729-F-ES-S1

In semester two, students emphasised more the fact that most of them came from different academic disciplines (see 5.1.11) and an L2 course represented a break for many of them enrolled in STEMM degrees:

"It's fun and breaks up the monotonous life of my other subjects." SQ2-68-M-FR-S2

"I am in a Science degree, and so studying Italian helps me use a different part of my brain." SQ2-514-F-IT-S2

6.6.2 Student motivators over a year of L2 studies – Integrative Orientation (INTO)

Qualitative data show that INTO represented one of the weakest motivators across the two semesters at the micro level of analysis. The majority of the most frequently recurring

themes found for this category were related to students' intention to immerse themselves into a foreign culture and communicate with native speakers during their travels. The communicative aspect was a very strong element of this category.

Travelling

The travelling component was present in students' responses. Students considered their desire to travel to an L2-speaking country as a motivator during the first semester:

"To gain sufficient language skills to communicate as effectively as possible while travelling in South America." SQ1-298-F-ES-S1

In the second semester, very few students were motivated by their goal to travel to different countries and immerse themselves in new societies and cultures. This aspect was not mentioned as frequently, even in relative terms as in semester one:

"I can try using my German in my trip to Germany this Christmas." SQ2-601-M-DE-S2

Communication with native speakers

Some students kept their motivation high because of their desire to speak their L2 with native speakers. Some students shared their desire to speak the L2 in the country/countries where it is spoken. However, not all students who wanted to communicate with native speakers mentioned a foreign country as a destination where they could practise their L2 skills. This aspect was particularly relevant to students who had the opportunity to communicate using the L2 in local communities (see 8.2.3.2 and 8.6.2):

"I enjoy meeting people. I feel like there are a lot of young European people in Australia. It is nice to be able to connect with them and to be able to travel. If you speak someone's language you come a little bit more welcomed in their life. You are not an outsider." I-9-F-FR-S1

"My favourite thing to do in life is communicate with a speaker of another language, in their language. It's immensely satisfying." SQ1-351-F-DE-S1

Research participants were very excited to be able to talk to native speakers also in the second semester, but to a much lesser extent compared to the first semester:

"Being able to understand French speakers." SQ2-533-F-FR-S2

Immersion in the L2-speaking context

Those students motivated by INTO were particularly fascinated by the opportunity to enjoy exposure to L2-speaking people and culture(s). Therefore, they often pointed out that they wanted to integrate and fully immerse themselves in the context where their L2 is spoken:

"So, I can have the opportunity to study abroad and practise my French in France, which I hope would aid in making my French sound more natural, and perhaps less text-bookish." SQ1-469-F-FR-S1

"If I become more fluent in French maybe, I'll consider trying to immerse myself in the francophone world." I-5-M-FR-S1

This theme did not emerge in responses to SQ2 and interview narratives in the second semester.

6.6.3 Student motivators over a year of L2 studies – Ideal L2 Self (ILS)

A powerful motivating factor was the vision that students developed of themselves as future fluent L2 learners (see also 6.2.3.3 for quantitative data analysis outcomes). Students did not have a clear idea of what they would have done with the language they were studying. Therefore, the ILS resulted not to be as strong as IM and SP. Two major themes were identified for this category of motivation in both semesters under consideration.

Proficient L2 self

Students realised that they could accomplish their dream of being L2 fluent speakers. They saw their first results and they progressively approached their goal to fluently communicate in their L2:

"I would love to be fluent eventually and believe that continued study can help me achieve this." SQ1-854-F-FR-S1

Being fluent and competent speakers motivated some students not only in semester one but also in semester two. For motivated students by ILS, their vision of themselves conversing in the L2 and being more linguistically skilful people became even stronger over one year:

"It is another skill I am adding to my abilities and character." SQ2-445-F-IT-S2

"Becoming more competent in another language." SQ2-139-F-ES-S2

Multilingual- and multicultural-self

The construction of an L2 self was not only shaped by the idea of acquiring L2 proficiency, but also by a clear vision of students to become multilingual and multicultural individuals. The multilingual component of the ILS category was very important especially for those students who knew more than one L2 already:

"I would love to be fluent and being multilingual is one of my biggest goals in life." SQ1-308-F-IT-S1

After a year of L2 studies, students came closer and closer to their imagined multilingual- and multicultural-self. They improved their L2 knowledge over one year. As a result, they could observe what their multilingual- and multicultural-self looked like once they acquired new L2 skills:

"I want to know more languages. I do want to be multilingual because at the moment, I want to improve my French and I want to try to learn a few more languages. I feel accomplished when I learn about the world […], I like to experience this sense of diversity." I-5-M-FR-S2

6.6.4 Student motivators over a year of L2 studies – Student's Performance (SP)

Out of all the categories of the PLL factor which motivated students to continue learning an L2, SP was the second most recurring category in both semesters one and two in contrast to mean values which were the highest among the four categories of the PLL factor at the micro level (see 6.2.3 and 6.2.3.4). Survey and interview participants wanted to improve their knowledge acquired during the first weeks of studies at university. Some of them realised that they could easily and quickly learn an L2. The latter aspect allowed them to obtain very good marks. Three most frequently recurring themes were identified for this category as follows.

Improvement of prior L2 knowledge

Some students wanted to improve their L2 knowledge. Some other students were very precise in their explanation of which specific skills they wanted to improve, i.e. reading, writing, listening or speaking, in order to reach L2 proficiency. Most of the research participants emphasised their wish to improve their speaking abilities more than any other ability:

"Sticking with only an elective isn't enough to get conversational or fluent, and I want to carry my skills through to that point." SQ1-97-M-DE-S1

In the second semester, students also wanted to improve the knowledge acquired. They felt that they could constantly build up their knowledge:

"With a solid foundation from semester one, the grammar points are more understandable." SQ2-897-F-FR-S2

Aptitude

Many students, especially those who already knew more than one language, also agreed that they found it quite easy to memorise concepts and words (see 5.1.6, 5.1.7, 5.1.8 and 5.1.9). Grammar rules seemed to be not very difficult to grasp for some students. In addition to this, some European languages were considered easier than others:

"Italian grammar is easier than other European languages." SQ1-64-M-IT-S1

"Spanish level 1 was easy and I did end learning a good amount of Spanish and I can make small talk now, so I want to learn more." I-36-F-ES-S1

Students' fulfilment also came from their improved abilities to memorise and learn concepts without major difficulties when the content became harder in the second semester. Some students reinforced their self-confidence. They managed to understand which strategies worked better for them to learn an L2. Nevertheless, no student stated that the L2 learning process was easy as it was observed during the first semester:

"I can now spend less time learning vocab or studying for tests, compared to when I first started German which was spending longer time learning grammar and vocab. Now, I feel like, thanks to the techniques I developed, I can use them more efficiently in studying. It's been a better approach in semester 2." I-188-F-DE-S2

Results

Results of students' assignments, tests and exams were generally very good during the first semester. Students' motivation improved every time they received a good mark. Students were aware that if they reached very good results in the L2 course, they consequently improved their general marks average at university:

"Good marks in French 1." SQ1-28-M-FR-S1

"I have enjoyed success so far in my learning which means it will increase my GPA[5]*."* SQ1-66-M-ES-S1

Many research participants were happy that they were boosting their total marks average at university even during the second semester, despite the increasing difficulty of the L2 learning process:

"Boosting my WAM[6]*."* SQ2-80-F-DE-S2

[5] GPA: Grade Point Average
[6] WAM: Weighted Average Mark.

"My grades have gotten a lot better and my motivation has also been a lot better. I've done a lot more study compared to last semester." I-29-F-IT-S2

6.7 Student demotivators over a year of L2 studies – a qualitative view

The complex and dynamic phenomenon of L2 learning motivation can be fully understood considering not only positive aspects of students' learning experiences but also the negative variables involved in an L2 learning process. This section of chapter six focuses on the demotivators related to the micro level of analysis factor experienced by students over one year of studies.

For this section, interview narratives and answers to SQ3 and SQ4[7] were analysed. The thematic content analysis of the responses given by students highlighted that Performance Frustration (PF) was the main demotivating category that recurred more often in students' responses to SQ3 and SQ4 in their first and second semesters of L2 studies – 97% and 96% respectively (figures 6.5 and 6.6).

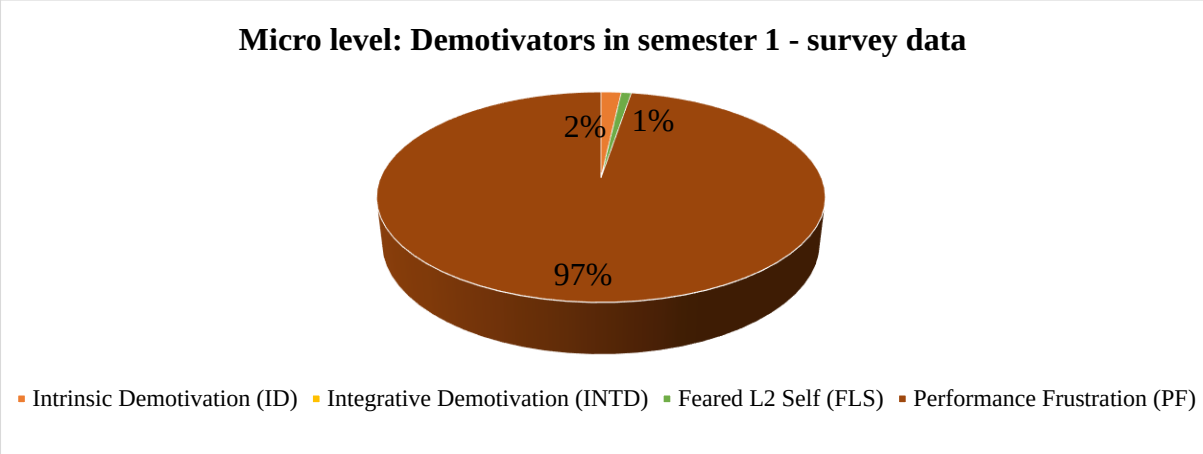


Figure 6.5: Proportions of most frequently recurring themes in students' answers to SQ3 within the micro level of analysis in the first semester (*n* = 230).

[7] (SQ3) Please list the three main negative aspects of learning French/German/Italian/Spanish at university; (SQ4) Please list the main negative aspect in learning French/German/Italian/Spanish during this semester.

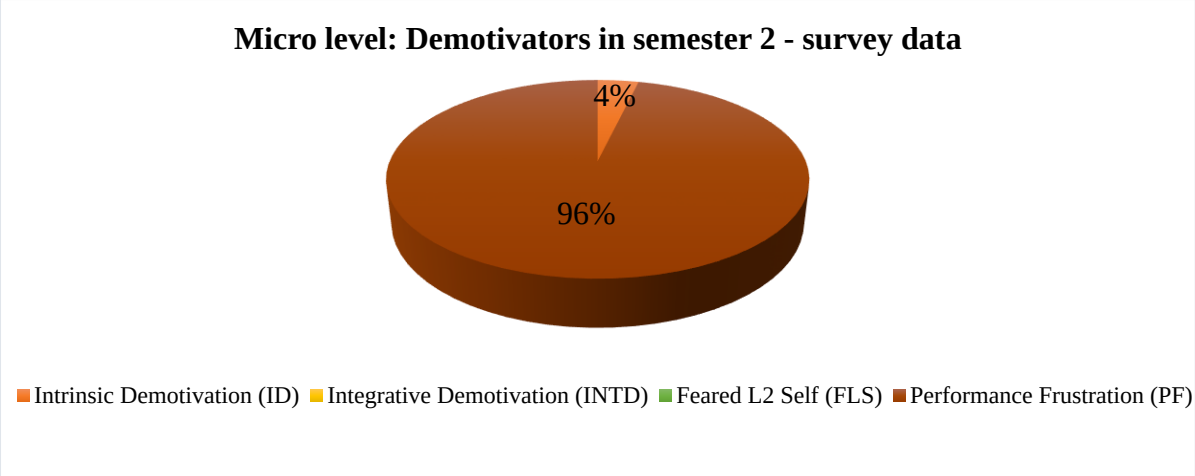


Figure 6.6: Proportions of most frequently recurring themes in students' answers to SQ4 within the micro level of analysis in the second semester (*n* = 106).

According to both survey and interview data, PF caused negative emotions among demotivated research participants. Very few themes linked to Intrinsic Demotivation (ID) were found in answers to SQ3 (2%), and in answers to SQ4 (4%). Only two survey participants mentioned the Feared L2 Self (FLS) in the first semester (1%), but no themes related to the FLS emerged in the second semester. No themes related to Integrative Demotivation (INTD) emerged in responses provided to survey and interview questions.

Comparative data also suggest that changes from one semester to the other were very few as presented in figures 6.7 and 6.8.

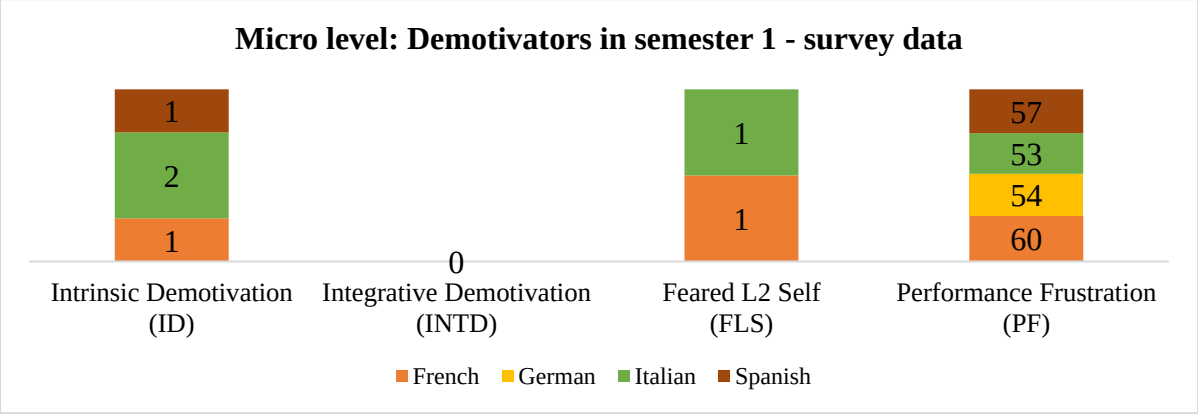


Figure 6.7: Frequencies of most frequently recurring themes within each category related to the PLL factor across L2s in the first semester (*n* = 230).

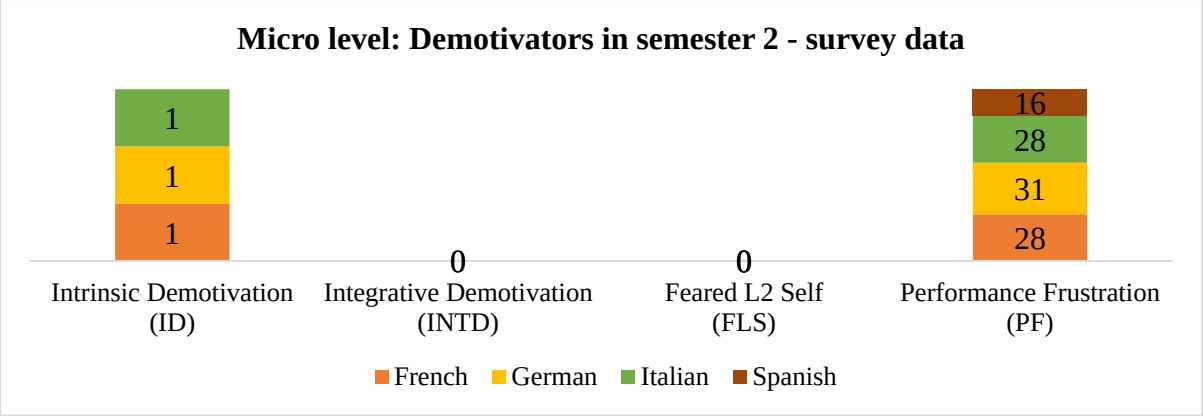


Figure 6.8: Frequencies of most frequently recurring themes within each category related to the PLL factor across L2s in the second semester (*n* = 106).

Qualitative data analysis indicates that students across L2 cohorts experienced similar levels of demotivation in first semester given that the French and Spanish cohorts were larger than the German and the Italian cohorts. Relatively similar proportions of themes found in students' responses to SQ4 across the four L2 groups also emerged in the second semester. German, French and Italian students experienced more PF (*n* = 31, 28 and 28 respectively). Contrarily, the Spanish cohort seemed to experience less PF (*n* = 16 times).

ID affected students' interest in learning L2s very few times in both semesters. The FLS was mentioned only two times in the first semester and never in the second semester. Data showed that INTD was not a demotivator.

The analysis of the interview narratives confirmed the results of the analysis of the responses given to SQ3 and SQ4. Table 6.22 presents the themes identified for each category in students' answers to SQs three and four and interview narratives.

Common themes related to student demotivation – micro level	
Intrinsic Demotivation (ID)	Loss of interest Dislike of challenge
Feared L2 Self (FLS)	Non-proficient L2 self
Performance Frustration (PF)	Level of difficulty Slow improvement Aptitude Results

Table 6.22: Major themes identified for each category of the PLL factor in terms of demotivators.

Some themes were similar to those found for motivating variables (table 6.21 above), but they had a negative connotation as they demotivated students instead of motivating them.

6.7.1 Student demotivators over a year of L2 studies – Intrinsic Demotivation (ID)

Very few students experienced ID in the two semesters under study according to the survey and interview qualitative data analysis results. Two themes were identified for this category of demotivators.

Loss of interest

Some research participants lost their interest in learning an L2. Some other students still had an interest in the L2, but its level had decreased. Some research participants reported that they changed their priorities and they preferred to drop off the L2 course for alternative courses at university. This result is closely linked to the large number of students who chose an L2 as their optional/elective subject and decided to discontinue learning an L2 after a semester (see 5.1.10 and appendix 4.8).

"I just want to invest more in my music and I kind want to do that next semester." I-2-M-FR-S1

"I think firstly at uni, there are more interesting things I could learn because you can go to a different language school, but high-level linguistics is mainly just at uni so, I want to make the best of my time." I-20-M-IT-S1

In the second semester some research participants preferred to take different subjects instead of an L2 after having acquired basic conversational knowledge. This loss of interest was also due to the very grammar-based strategies used to learn an L2 (see also 7.7.2):

"After a while my classmates got a little bit of a base and it became a little bit too repetitive. They got tired of it. The novelty of it wore off and they decided they wanted to do something else." I-14-M-DE-S2

Dislike of Challenge

The challenge was seen in a negative way by some students who did not enjoy the L2 learning process anymore. Some of them mentioned the challenge in learning an L2 in the list of the negative aspects of their L2 learning experience:

"At times, it is challenging to learn it." SQ3-318-M-FR-S1

Those students who were intrinsically demotivated answered SQ4 listing the challenge as a negative component of their L2 learning experience. Students emphasised how learning an L2 became more difficult over time:

"It is a challenge, in terms of learning and remembering." SQ4-318-M-FR-S2

"As time progresses, so does the difficulty of the language so that was quite a challenge." SQ4-234-M-DE-S2

6.7.2 Student demotivators over a year of L2 studies – Integrative Demotivation (INTD)

No themes were found in students' responses to SQ3 and SQ4 and interview narratives which could be related to INTD.

6.7.3 Student demotivators over a year of studies – Feared L2 Self (FLS)

For this category, only one theme was identified.

Non-proficient L2 self

Students realised that they were not able to reach the Ideal L2 Self that they had envisioned before they started to learn an L2. Students who shared FLS were negatively affected by the difficulties in becoming fluent speakers:

"It follows a rubric and will unlikely lead to near native fluency like learning it from parents will." SQ3-802-M-FR-S1

"I won't be able to speak it as fluently as French and English (which are not my first languages)." SQ3-654-F-IT-S1

No themes related to FLS emerged from the qualitative data collected during the second semester.

6.7.4 Student demotivators over a year of L2 studies – Performance Frustration (PF)

Once students fell into a spiral of negativity, they also felt unable to retain grammar rules and vocabulary. As a result, and as already seen above at figures 6.5 and 6.6, PF was the strongest demotivator at the micro level for students who participated in the research in both semesters. Four themes were particularly recurrent in students' responses related to PF both in responses provided to SQ3 and SQ4 and in interview narratives.

Level of difficulty

Some students very quickly realised that learning an L2 was a difficult task. Some of them could not cope with the increasing difficulty of this learning process. Therefore, they became demotivated and experienced negative emotions. Stress and anxiety were caused not only by the high level of difficulty of an L2 learning process, but also by the amount of work

that students faced during their university career (see 7.7.2). In line with the results of the demographic data analysis (see 5.1.6), some non-native English speaker students encountered more difficulties in learning an additional L2:

"Learning a language at University is extremely difficult." SQ3-612-M-ES-S1

Almost all interviewees recognised that it was much more difficult to learn an L2 in semester two than in semester one. Some of them were demotivated by the increasing level of difficulty and amount of effort to be put on their L2 learning:

"The grammar is getting more difficult and we're getting more troubles." I-13-F-DE-S2

"I'm less motivated because I found that Italian 2 is harder and I have to put more work in." I-26-F-IT-S2

Slow improvement

Research participants often underlined their inability to improve their L2 skills quickly enough to be satisfied with their progress. They started to learn an L2 with several positive intentions and expectations to reach fluency and proficiency quickly. However, they realised that they were not progressing as they had wished to. This inability to improve their level and progress frustrated them. Students felt they could not be on top of their studies. This was particularly true for those students who chose an L2 as their optional/elective subject (see 5.1.10). They could not spend the necessary required time and effort on an optional/elective subject, so they panicked when they could not keep up with the L2 course content:

"Generally, languages have a fast pace, so you should go to the subject knowing that it's going to be overwhelming at first and then just adapt to the pace. You just accept it. […] A language class is a lot. It's stressful when you realize that you forgot everything." I-15-F-DE-S1

"At times frustration with myself with how I progress." SQ3-414-M-ES-S1

As a direct consequence of the increasing level of difficulty of the L2 learning process after almost one year of L2 course, students became more aware of their slow pace in progressing with their language skills. This caused uncomfortable feelings that students experienced when they needed to apply the knowledge acquired:

"Struggle to settle and apply some grammatical concepts has slowed progress." SQ4-592-F-FR-S2

"It's getting harder now that we've introduced pronouns and future tense that are similar to the ones I am familiar with in French but also different. I'm also finding that my ability in spoken Italian is behind my writing, reading and listening, which is frustrating." SQ4-480-F-IT-S2

Aptitude

Students encountered difficulties in memorising concepts, words and new grammar rules which fostered insecurity and lack of self-confidence. Their cognitive abilities did not always match with their plans to learn the L2 at beginner level without major problems. This theme was closely related to FLS given the strong fear of students not to be able to acquire an L2 as they had envisaged before they started to learn it (see 6.7.3):

"You can spend all your life and you cannot master German. It's sort of frustrating." I-18-F-DE-S1

"I'm not used to learning this type of content (maths/physics background) so I have [realised that] finding effective study methods [is]difficult." SQ3-121-M-FR-S1

"You learn something practicing a lot and then you learn by heart and you forget it. Some people are just naturally good at learning languages, but some people aren't. Especially for first year students." I-16-M-DE-S1

Difficulties in memorising words and grammar rules became more frequently experienced in semester two. The longer students learnt an L2, the more they were required to produce better sentences and to use grammar correctly (see 6.6.4). This aspect overwhelmed some students. As a result, their fear to make mistakes increased in the second semester. They felt demotivated as they could not retain the same levels of information as they could do in semester one or for other university subjects:

"Now, you need the present, the future, the conditional and that's a little bit more confusing." I-8-F-FR-S2

"Integration of knowledge from last semester makes the memorization a very hard task." SQ4-588-F-DE-S2

"It's making me consider whether or not I should continue studying it next semester because I feel that I'm already struggling this much now." I-16-M-DE-S2

Results

Those students who lost their enthusiasm and joy in learning an L2 typically obtained low scores. Low scores directly affected students' average marks, which strongly concerned them. Therefore, whenever they received low marks, they felt demotivated to continue learning an L2. Some students were also demotivated by the stress caused by assessment. They felt that the numerous assignments, tests and exams made them anxious and they were not able to keep up with the L2 course program:

"I've heard it gets very difficult to obtain high marks as you get to the higher levels of any language at University." SQ3-299-M-IT-S1

"I like it, but I didn't get a good grade. Probably, I wouldn't continue because it counts like credits to my degree." I-37-M-ES-S1

Research participants witnessed a decrease in grades in the second semester compared to the first semester. As a result, they expressed their concern for having their university marks average affected by their L2 courses:

"I'm a little bit demotivated after I realised that I need to take care about my WAM[8]." I-19-M-DE-S2

"Language level was a massive jump in comparison to last semester so have found it very hard and demotivating when the marks don't reflect the effort." SQ4-313-F-ES-S2

6.8 Conclusions

The PLL factor at the micro level was particularly important for beginner students. Quantitative analysis confirmed that this factor generally motivated students during their first two semesters studying L2s at university. The longitudinal research undertaken for this thesis demonstrated that the PLL factor also demotivated students who experienced more difficulties and negative emotions in acquiring an L2 especially when the L2 learning process became more complicated.

6.8.1 Student motivation at the micro level

Quantitative data suggested that IM was the strongest motivator for students during their first semester while SP was the least motivating category. Overall, students were also very motivated by INTO and ILS which were strongly interrelated. Qualitative data partially confirmed this and allowed the researcher to expand the analysis of quantitative data analysis results and understand the statistical outcomes obtained through quantitative methods.

Both quantitative and qualitative analysis suggested that a large number of students enjoyed their L2 learning in both semesters (see 6.2.3.1 and 6.6.1). Many students invested time and energies in learning an L2. Therefore, they wished to continue learning it especially in the second semester when they increased their L2 knowledge. Beginner level L2 courses were considered quite easy subjects in the first semester so students enjoyed good marks and their first practical results when speaking in the L2 (see 6.2.3.4 and 6.6.4). Some students were

[8] WAM: Weighted Average Mark.

still very motivated to go to countries where French, German, Italian and Spanish are spoken so that they could fully immerse themselves in foreign societies and speak in the L2 with locals given an increasing stronger cultural understanding over time (see 6.2.3.2 and 6.6.2). Not surprisingly, the variable connected to students' willingness to communicate registered the lowest quantitative means across all variables – *I find it exciting to be able to communicate in French/German/Italian/Spanish* (*M* = 1.48 in S1 vs. 1.45 in S2). It also appeared that fewer students were motivated by a clear vision of themselves as L2 fluent users and competent multicultural experts in the future (see 6.2.3.3 and 6.6.3), despite not being a very frequently recurring theme in qualitative data.

Quantitative data show that continuing students appeared to be more motivated than discontinuing students (see 6.2.2). Students who spoke English as their L1 or one of their L1s and had a larger language capital also felt more enjoyment when learning an L2 (see 6.3.1 and 6.3.2). Students enrolled at the University of Queensland were the most motivated when learning L2s as well as domestic students who could potentially have the support of their families, that positively influenced their emotions (see 6.3.3). Very similarly, Australian students with a cultural background from a country where one of the L2s was spoken were more strongly motivated by psychological and cognitive variables than other students (see 6.3.1).

Across L2 cohorts, the most substantial differences were noticed in the first semester only. In the second semester, students shared very similar motivation. Quantitative data showed that German students were the ones most motivated by the PLL factor as shown in table 6.8. Qualitative data analysis helped to better understand this result (see e.g. figures 6.3 and 6.4). German research participants liked the intellectual challenge triggered by the learning process. As for the other L2 cohorts, their motivation was stimulated by the desire to meet German speakers and immerse themselves in German-speaking cultures and communities (see 6.6.2). French students were the group most motivated by their image of becoming fluent L2 speakers together with German students. Although quantitative data suggested that the SP was not a motivator for a sizeable part of the French students given the high mean values – the highest across the four L2s (see e.g. tables 6.8 and 6.16), qualitative data demonstrated that SP was a motivator for a number of French students as presented in figures 6.3 and 6.4. Similar dynamics were observed amongst Italian students who were the group most motivated to improve their previous knowledge of Italian and received the best scores across L2 groups. The latter motivator was reinforced by a general belief that Italian was a relatively easy language (see 6.6.4). Spanish students also enjoyed learning this language and constructed a strong ILS over

time in different exotic contexts, i.e. foreign countries, given their strong interest in Latin American and Spanish cultures. Quantitative data confirmed that Spanish students were the most motivated by INTO and ILS together with German students (see 6.2.3.2 and 6.2.3.3).

6.8.2 Student demotivation at the micro level

The PLL factor did not exclusively motivate students, but it was also a source of demotivation for many students. Mean values did not show particularly high levels of demotivation amongst students (see 6.2). However, relatively high standard deviations, at least for some variables, e.g. variable 14 – *'I feel comfortable when I have to speak French/German/Italian /Spanish during lessons'* (*SD* = 1.04 in S1 vs. 1.06 in S2), were a sign that some students encountered psychological and cognitive difficulties when learning an L2 as confirmed by frequencies of students' average responses to Likert scale items (see appendix five).

Qualitative data confirmed that the category PF was the strongest demotivator for students over the two semesters under study (see 6.7.4). Students were demotivated by the slow progress that they made since the very first stages of their L2 learning. Constant difficulties in memorising words and learning concepts and grammar rules affected a large proportion of the research participants especially in the second semester when the knowledge to be retained increased. Negative emotions such as stress, anxiety, fear of failure, discouragement, etc. were the consequence of tedious L2 learning dynamics. This led several students to imagine a FLS. They were scared they would not reach the ILS that they had envisioned before they started to learn an L2 (see 6.7.3). Few interviewees also experience ID when they realised that learning an L2 was not at the top of their priorities. This result was validated by quantitative data analysis which identified the highest mean within the micro level for variable 4 – *Learning French/German/Italian/Spanish is one of the most important aspects of my life* (*M* = 3.00 in S1 vs. 2.88 in S2) (see also 6.2.3.1 and 6.7.1).

Several differences across cohorts were identified in the analysis of quantitative data. With respect to continuing vs. discontinuing students, higher means, indicating reduced satisfaction and motivation, were found for discontinuing students (see 6.2.2). Some differences among groups of students in terms of demographic and contextual variables were more statistically significant in the first semester than in the second semester. Students with less experience in learning L2s lacked learning strategies which prevented them from progressing with their learning (see also 5.1.8 and 5.1.9). This was particularly evident for (a)

students who had not learnt any L2s before they started to learn French, German, Italian or Spanish at university, (b) non-English native speakers and (c) international students who did not always understand teachers' instructions (see 6.3.1, 6.3.2 and 6.3.3). Furthermore, students enrolled at the University of New South Wales felt more demotivation at the micro level than students enrolled in other universities of the Go8.

Quantitative data also suggested that French students were the ones most demotivated by the PLL. Hence, their performance was not always as expected in terms of scores and French speaking fluency. Qualitative data analysis, however, showed that all cohorts were similarly demotivated by PF. At a more granular level, these data also confirmed that Italian students were more demotivated by the absence of imagination of them being proficient speakers than other L2 cohorts, as shown in figures 6.7 and 6.8. The same dynamics were experienced by Spanish students who were mainly demotivated by their results especially in the first semester. Hence, they were disappointed with their performances which caused negative emotions – also experienced by German students but to a lesser extent.

6.8.3 The PLL as source of motivation and demotivation at the micro level

The micro level of analysis offered an overview of the psychological and cognitive dynamics which led students to choose to learn an L2, drove them to continue or in some cases discontinue learning an L2. The interest in the L2 and its related culture(s) was the main motivator for a large portion of motivated students. However, 'human action is caused by purpose, and this purpose has often been operationalised in terms of goals' (Dörnyei, 2009a, p. 15). Therefore, students felt demotivated when they saw that their goals were far away and could not be reached, contrary to what they had expected before they started to learn an L2. Students felt frustration for their poor and slow improvement and consequently negative emotions and lack of self-confidence.

Demotivators did not necessarily stop students learning an L2. Continuing students also experienced demotivation, but their interest in carrying on the L2 learning process was stronger than any demotivator. They compensated the negative role of some demotivators with the positive influence of different motivators. The categories of the micro level of analysis are to be considered as part of a multifaceted structure. The micro level was strongly interconnected to the other two levels of analysis as students were not isolated from the socio-cultural environment where they lived and the formal learning environment where they attended classes. As a result, further analysis in chapters seven and eight is needed to fully understand

which motivators and demotivators influenced student motivation in learning French, German, Italian and Spanish at Australian universities.

Chapter 7 The meso level of analysis – the Learning Experience (LE)

The previous chapter explored the psychological and cognitive variables which influenced university students' motivation and demotivation when learning French, German, Italian and Spanish in Australia. Quantitative and qualitative data analysis revealed that student participants had an interest in the L2 they chose and in the culture(s) related to that language. Students enjoyed the L2 learning process and they developed a vivid desire to improve their L2 skills over time, in order to become multicultural and multilingual individuals. Data analysis also showed that some students were demotivated by their learning progress which triggered negative emotions especially since the L2 learning process was not commonly perceived as an easy task, in particular after the first semester when the L2 level of difficulty increased and frustrated students who had weak aptitude for language learning.

In this chapter, as previously noted, quantitative and qualitative data outcomes are explored in order to identify motivators and demotivators experienced by research participants at the meso level following the tools and structure outlined in sections 4.4, 4.5 and 4.6. The longitudinal aspect of this research is presented through the analysis of the difference in motivational patterns experienced by students over one year of university studies.

As discussed in chapter two, the meso-level factor was identified as the Learning Experience (LE) drawing on Dörnyei's (2005) 'L2 Motivational Self System' which defines the LE as 'situation-specific motives related to the immediate learning environment and experience' (p. 106) (see 2.8 and 2.9). The meso level focuses on decisions made within the formal L2 learning environment specifically related to learning and teaching L2s. As a result, this chapter aims to explore students' LE in its multiple aspects to address Dörnyei's (2019) invitation to do so in depth, in this case, when learning French, German, Italian or Spanish at Australian universities.

7.1 Quantitative data analysis

The Principal Components Analysis (PCA) suggest that 17 five-point Likert scale items belong to the same factor which is identified as the LE at the meso level. All 17 items are related to the formal learning environment of students learning an L2. A high Cronbach's Alpha (α = .84) indicates a strong internal consistency of this factor which is the second strongest compared to the Psychology of the Language Learner (PLL) (α = .86) and the Socio-cultural Environment (SCE) (α = .76) (see 6.1 and 8.1). As a result, the variables grouped together in the LE factor by the PCA appear to have a strong interconnection (table 7.1). These

17 variables belong to three main sub-component categories which are utilised throughout the whole analysis – Teacher-specific Motivational Components (TMCs), Course-specific Motivational Components (CMCs) and University Context (UC) as seen in colour coded fashion in the following table.

Likert scale items belonging to the LE factor	**Factor loadings**	**Categories**	**Cronbach's Alpha**
The facilities in class are perfect to stimulate my learning.	0.681	UC	.86
My teacher makes me feel comfortable during lessons.	0.675	TMCs	
My teacher's explanations are easy to understand.	0.665		
My teacher focuses on all main language abilities (speaking, reading, listening and writing).	0.615		
The material used in class is useful to learn French/German/Italian /Spanish.	0.608	CMCs	
I get along well with my teacher.	0.599	TMCs	
The pace of lessons is appropriate for learning French/German /Italian/Spanish.	0.596	CMCs	
I often have the opportunity to communicate in French/German /Italian/Spanish in class.	0.585	TMCs	
French/German/Italian/Spanish language content we study for the course is easy to interpret.	0.566	CMCs	
The time spent in French/German/Italian/Spanish classes is enough to learn properly.	0.553	UC	
The class size is appropriate to learn the language.	0.521		
My teacher focuses on translation.	0.453	TMCs	
My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language.	0.448	UC	
I like my classmates.	0.447	CMCs	
Visual and audio materials (such as videos and DVDs) are used during lessons.	0.447		
The amount of hours I need to study for tests/ assessments and final exams satisfies my initial expectations.	0.443		
Cultural topics covered in lessons are interesting.	0.421		

Table 7.1: Colour-coded PCA results and Cronbach Alpha coefficient for the LE factor. Data related to the first round of questionnaires. Rotation method: Oblimin with Kaiser normalisation.

The LE factor was originally made up of 22 variables. The PCA cut out four variables which did not reach the minimal factor loading value of ≥ 0.40 – *'There is substantial government financial support (e.g. scholarships) to study French/German/Italian/Spanish at university'*, *'I wanted to learn French/German/Italian/Spanish already at secondary school but this subject was not offered'*, *'Interactive computer-based/online activities are used during lessons'* and *'There are lots of exchange programs overseas I can access if I learn French/German/Italian/Spanish'* (see 4.2.3.2).

Appendix 6.3.6 shows that around the same amount of research participants agreed and disagreed that interactive computer-based activities were organised in class. On the other hand, more than 60% of participants in both semesters agreed or strongly agreed that universities offered plenty of exchange programs overseas (see appendix 6.3.7). Similarly, around 50% of the students wanted to learn French, German, Italian or Spanish at secondary school, but their school did not offer that course (see appendix 6.3.9). Only around 10% of the research participants in both phases of this study felt that the government was supporting them financially to study an L2 (see appendix 6.3.8). Furthermore, the statistical analysis grouped one item which was originally included in the LE with the variables belonging to the SCE factor – *'The French/German/Italian/Spanish subject was widely advertised during the orientation sessions before university started'* (see 8.1).

The category of the LE factor with the largest number of variables is TMCs. Five variables out of the first six listed in table 7.1 belong to this category. Such a result is validated by a relatively high Cronbach's Alpha (α = .79) which demonstrates a strong internal reliability of this category. Three variables within the first ten belong to CMCs, while the remaining variables for this category appear together at the very end of the ranking. As a result of this division, the internal reliability of this category is not as strong as for TMCs confirmed by a lower Cronbach's Alpha (α = .69). CMCs includes multiple variables which are very different from each other, but they all belong to the class and course design. Hence, they needed to be grouped together. The four variables for UC were scattered across the 17 items belonging to the LE factor. The very different nature of these four variables influences the internal reliability and consistency of this category which shows a lower Cronbach's Alpha (α = .61). Nevertheless, the four variables of UC are all implicitly related to decisions made at university level.

7.2 Categories and variables at the meso level of analysis – a quantitative view

In this section, responses to 17 five-point Likert scale items provided by all research participants in semester one and semester two are analysed. Means and standard deviations were utilised to understand which variables motivated and demotivated students in terms of their experience of the formal learning environment, following Schmidt (2011) and Oakes (2013) (see 4.4 and 4.6). Given students' average responses appeared at the lower end of the Likert scale range from one (*'strongly agree'*) to five (*'strongly disagree'*) (M = 2.20 in S1 vs.

2.16 in S2) (table 7.2), these low means suggest that the LE factor was strong in motivating research participants in both semesters.

Factor of the meso level	Semester	Number	Mean	Standard deviation
The Learning Experience (LE)	1	719	2.20	0.49
	2	206	2.16 ↓	0.50

Table 7.2: Mean and standard deviation of the LE factor in semesters one and two. Arrows indicate direction of change over time.

No substantial changes were noticed from one semester to the other. Compared to the other two levels of analysis, both mean and standard deviation of the LE factor were very similar to the mean and the standard deviation of the PLL factor in semester one (*M* = 2.12, *SD* = 0.45) and in semester two (*M* = 2.07, *SD* = 0.49) (see 6.2). Hence, similar frequencies of agreement and disagreement to items related to the PLL and the LE were shared by research participants, which also supports the notion that the two factors were strongly interconnected (see appendix six).

Statistically significant differences were observed across L2s when conducting a one-way analysis of variance (ANOVA) [*F* = 4.070, *p* = .007]. The Italian cohort appears to be the one most motivated by the LE factor in both semesters (*M* = 2.08 vs. 2.02 respectively), while the Spanish cohort was least motivated (*M* = 2.25 in S1 vs. 2.29 in S2) (table 7.3).

Factor of the meso level	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean comparison
The Learning Experience (LE)	1	2.22	2.23	2.08	2.25	*F*= 4.070 *p*= .007
	2	2.22 =	2.10 ↓	2.02 ↓	2.29 ↑	*F*= 3.077 *p*= .029

Table 7.3: Means and ANOVA results of the meso-level factor in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.4.

French, German and Spanish students were very similarly motivated in the first semester with mean values ranging from 2.22 to 2.25, while Italian students were much more motivated by the formal learning environment than any other L2 cohort. The difference was smaller in the second semester but still statistically significant [*F* = 3.077, *p* = .029]. Nevertheless, French and Spanish students were still similarly motivated (*M* = 2.22 and 2.29

respectively) as were German and Italian students in the second semester (*M* = 2.10 and 2.02 respectively).

The PLL and the LE were motivators for most of the participants and they were very interconnected to each other as confirmed by statistically significant correlations of medium strength aligning with Schmidt's (2011) results (see also 4.4). Nevertheless, positive correlations of medium strength were also detected between the PLL and the SCE since students were constantly influenced by their surrounding environment (table 7.4).

Correlations across the three factors at the three levels of analysis

Factors	Semester	Pearson correlation	P-value
Psychology of the Language Learner (PLL) &	1	.396	<.001
Socio-cultural Environment (SCE)	2	.397	<.001
Psychology of the Language Learner (PLL) &	1	.384	<.001
Learning Experience (LE)	2	.456	<.001
Socio-cultural Environment (SCE) &	1	.159	<.001
Learning Experience (LE)	2	.130	.063

Table 7.4: Correlations among the three factors for semesters one and two. The strongest positive correlation in each comparison is highlighted in yellow.

The greatest correlation in the first semester was registered between the SCE and the PLL since the Pearson *r* value for the correlation between the SCE and the PLL was of medium strength in the first [$r = .396$, $p = <.001$] and the second semesters [$r = .397$, $p = <.001$]. The context in which students lived directly and/or indirectly influenced students' psychological reactions in terms of interest in learning an L2 especially in the first semester as noted in chapter eight and also argued by Mettewie (2015) when analysing the influence of the macro-context on students' emotions. Correlations reveal that the PLL and LE also had a positive correlation of medium strength in the first semester [$r = .384$, $p = <.001$] and this was even stronger in the second semester as the Pearson *r* increased [$r = .456$, $p = <.001$]. Qualitative data help the researcher to understand that the dynamics experienced in class by research participants directly influenced students' motivation and demotivation in terms of psychological reactions and also efficiency in their L2 learning process, i.e. better results (see 7.6 and 7.7).

The most relevant change over time concerned the correlation between the LE and the SCE. The correlation of small strength between these two factors was statistically significant in semester one while it was not in semester two [$r = .159$, $p = <.001$ vs. $r = .130$, $p = .063$ respectively]. This outcome suggests that the LE was not particularly influenced over time by the wider socio-cultural context where the formal L2 learning process was taking place.

7.2.1 Responses of students who completed both rounds of questionnaires

This section presents means and standard deviations of the responses provided by students who completed both rounds of questionnaires. These students were very motivated by the LE in both semesters (*M* = 2.11 vs. 2.16 respectively) (table 7.5).

Factor of the meso level	Semester	Number	Mean	Standard deviation
The Learning Experience (LE)	1	206	2.11	0.45
	2	206	2.16 ↑	0.48

Table 7.5: Mean and standard deviation of the SCE factor for students who completed the survey in semesters one and two.

Standard deviations were relatively moderate and similar indicating that the variation of students' responses was steady over the year (*SD* = 0.45 in S1 vs. 0.48 in S2) and students who continued learning an L2 generally enjoyed their LE. As noted in previous chapters, these results might be influenced by the fact that only motivated students might have decided to enrol into an L2 course for a second semester and spend extra time in completing a second questionnaire.

7.2.2 Different experiences shared by continuing and discontinuing students

Data show that students who stated they would continue learning an L2 from semester one to semester two (*n* = 593) and students who stated they would not continue (*n* = 126) were differently motivated by the LE factor in the first semester (table 7.6).

Factor of the meso level	Number	Mean	Standard deviation	Mean comparison
The LE for continuing students	593	2.16	0.46	*t*= -5.705
The LE for discontinuing students	126	2.42	0.54	*p*= <.001

Table 7.6: Mean, standard deviation and t-test results for the responses given by continuing and discontinuing students in the first semester at the meso level of analysis. Statistically significant t-test results are highlighted in pink. Confidence intervals are shown in appendix 6.5.

Students who stated they would continue from the first to the second semester, were more motivated than students who stated they would discontinue (*M* = 2.16 and 2.42 respectively). Hence, more discontinuing students than continuing students shared negative

experiences related to the formal learning environment at university. Such a difference in motivation between the two student cohorts was statistically significant according to an independent samples t-test [t = -5.705, p = <.001].

Similarly, in the second semester, students who stated they would continue from the second to the third semester (n = 167) were also more motivated by the LE than discontinuing students (n = 39) (M = 2.11 and 2.36 respectively – table 7.7).

Factor of the meso level	Number	Mean	Standard deviation	Mean comparison
The LE for continuing students	167	2.11	0.47	t= -2.448
The LE for discontinuing students	39	2.36	0.58	p= .018

Table 7.7: Mean, standard deviation and t-test results for the responses given by continuing and discontinuing students in the second semester at the meso level of analysis. Statistically significant t-test results are highlighted in pink. Confidence intervals are shown in appendix 6.6.

This difference in motivation was not as strongly statistically significant as it was in the first semester [t= -5.705, p= <.001 in S1 vs. t= -2.448, p= .018 in S2] probably due to the smaller size of the sample analysed in the second semester. Nevertheless, the mean difference was quite large. Hence, discontinuing students were much less motivated than continuing students. A much higher standard deviation suggests that discontinuing students experienced a wider range of dynamics within the formal learning environment compared to continuing students over one year (SD = 0.58 and 0.47 respectively). This outcome is very useful to understand that some students might have decided to quit their L2 courses because of issues encountered within the formal learning environment. Overall, discontinuing students found the LE less motivating than continuing students.

7.2.3 Components of the Learning Experience (LE) factor

As previously discussed, the LE factor consists of three sub-component categories – Teacher-specific Motivational Components (TMCs), Course-specific Motivational Components (CMCs) and University Context (UC) (see 2.8 and 2.9). The category with the lowest mean over a year was TMCs (M = 1.97 in both semesters) (table 7.8).

Categories of the LE factor	Semester	Mean	Standard deviation
Teacher-specific Motivational Components (TMCs)	1	1.97	0.57
	2	1.97 =	0.63
Course-specific Motivational Components (CMCs)	1	2.14	0.52
	2	2.10 ↓	0.53
University Context (UC)	1	2.50	0.65
	2	2.40 ↓	0.62

Table 7.8: Mean and standard deviation of the categories belonging to the meso level of analysis factor in semesters one and two.

The great majority of participants strongly agreed or agreed with the variables of TMCs in both semesters as shown in appendices 6.1 and 6.1.1. Data demonstrate that the quality of teachers' explanations, empathy, teaching approaches and rapport management motivated most of the students (see 7.2.3.1). While higher than those reported for TMCs, the relatively low means demonstrate that CMCs also motivated students in semesters one and two (*M* = 2.14 vs. 2.10 respectively). Students generally agreed that courses were well planned, and the material and activities enriched and stimulated their L2 learning (see 7.2.3.2). However, an increasing portion of them did not agree that courses were well designed (see appendices 6.2 and 6.2.1).

With respect to UCs, the noticeably higher means in both semesters (*M* = 2.50 vs. 2.40 respectively) compared to the other two categories indicate that a smaller amount of students agreed that universities and language departments were supporting them when learning L2s (see appendices 6.3 and 6.3.1) (see also 7.2.3.3). This aspect was validated by slightly higher standard deviations in both semesters (*SD* = 0.65 vs. 0.62 respectively) compared to those recorded for TMCs and CMCs in semesters one and two (*SD* = 0.57 vs. 0.63 and 0.52 vs. 0.53 respectively).

After a one-way analysis of variance (ANOVA), data reveal that differences in motivation expressed by the four L2 groups were statistically significant for all categories at the meso level in the first semester and for at least two categories in the second (table 7.9).

Categories of the LE factor	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean comparison
Teacher-specific Motivational Components (TMCs)	1	1.96	1.93	1.86	2.08	*F*= 4.940 *p*= .002
	2	1.98 ↑	1.93 =	1.80 ↓	2.17 ↑	*F*= 3.148 *p*= .026
Course-specific Motivational Components (CMCs)	1	2.22	2.14	2.00	2.16	*F*= 5.344 *p*= .001
	2	2.29 ↑	1.96 ↓	1.95 ↓	2.21 ↑	*F*= 6.084 *p*= .001
University Context (UC)	1	2.48	2.63	2.38	2.51	*F*= 4.196 *p*= .006
	2	2.40 ↓	2.42 ↓	2.30 ↓	2.48 ↓	*F*= .774 *p*= .510

Table 7.9: Mean, standard deviation and ANOVA results of the categories belonging to the meso level in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.7.

Italian students were the most motivated students in all three categories in both semesters under consideration. Data reveal that TMCs (*M* = 1.86 in S1 vs. 1.80 in S2), CMCs (*M* = 2.00 in S1 vs. 1.95 in S2) and UC (*M* = 2.38 in S1 vs. 2.30 in S2) for the Italian cohort were generally very well appreciated categories of motivators by Italian research participants throughout the two semesters of 2018. In addition to this, Italian students' motivation triggered by the LE improved in the second semester.

The least motivated students by TMCs were the Spanish ones in both semesters (*M* = 2.08 vs. 2.17 respectively). This student cohort experienced less motivation boosted by their teachers after one year of studies, while French and German students experienced very similar dynamics when confronted to teachers' approaches and styles.

French students were the group least motivated by CMCs in both semesters (*M* = 2.22 vs. 2.29 respectively). This student cohort and the Spanish cohort showed a decrease in motivation with respect to CMCs in the second semester. Contrarily, German and Italian students agreed more in the second semester that they were motivated by the L2 course that they were attending.

Overall, much less agreement was expressed for UC. Means for the Italian cohort were the lowest across the four languages (*M* = 2.38 in S1 vs. 2.30 in S2). Nevertheless, mean values did not reach the same level of agreement of other categories. In the first semester, the German

cohort was the one least motivated by this category (*M* = 2.63), while the Spanish cohort was the one least motivated in the second semester (*M* = 2.48). Mean differences in the second semester were not statistically significant since all four L2 student cohorts reached similar levels of motivation triggered by the UC.

7.2.3.1 Teacher-specific Motivational Components (TMCs)

As noted in table 7.8, TMCs was the most motivating category at the meso level of analysis in both semesters one and two (*M* = 1.97 vs. 1.97 respectively) although not all students enjoyed their teachers' methods and explanations as shown in appendices 6.1 and 6.1.1. Table 7.10 shows that students had slightly different opinions about their teachers in the first semester and even more in the second semester depending on the aspect under analysis.

Variables of the category TMCs	**Semester**	**Mean**	**Standard deviation**
15. I get along well with my teacher.	1	1.66	0.66
	2	1.69 ↑	0.80
16. My teacher makes me feel comfortable during lessons.	1	1.74	0.77
	2	1.73 ↓	0.83
17. My teacher focuses on all main language abilities (speaking, reading, listening and writing).	1	1.86	0.83
	2	1.83 ↓	0.85
18. Teacher's explanations are easy to understand.	1	1.91	0.80
	2	1.93 ↑	0.86
19. I often have the opportunity to communicate in French/German/Italian/Spanish in class.	1	1.99	0.81
	2	1.96 ↓	0.85
20. My teacher focuses on translation.	1	2.64	0.99
	2	2.70 ↑	1.00

Table 7.10: Mean and standard deviation of the variables belonging to TMCs in semesters one and two.

Among these six variables belonging to TMCs, variable 15 registered the lowest mean. Hence, it appears that almost all participants (around 90% in both semesters – see appendix 6.1.2) had a good relationship with their teachers in both semesters (*M* = 1.66 vs. 1.69 respectively). No relevant changes were observed over time given the very small mean increase from semester one to semester two, despite the larger range of responses recorded in semester two (SD = 0.66 in S1 and 0.80 in S2).

Low means in both semesters for variable 16 show that teachers were very often able to make students feel comfortable and relaxed (*M* = 1.74 in S1 vs. 1.73 in S2). More than 85% of the research participants were also very motivated by the comfortable environment created by their teachers (see appendix 6.1.3). The positive and strong correlation between the LE and the PLL (see 7.2) indicates that students who were comfortable during lessons felt stronger positive emotions during their LE.

Low means for variable 17 (*M* = 1.86 in S1 vs. 1.83 in S2) indicate that students widely shared the perception that teachers combined the teaching of all four main abilities in their lessons. Such a result is validated by 616 students in the first semester and 181 students in the second semester who agreed and strongly agreed with this statement (see appendix 6.1.4).

The enjoyment felt by research participants in learning an L2 was potentially reinforced by the clarity of teachers' explanations – variable 18. Students' average responses to this item were very close to the answer *'agree'* (*M* = 1.91 in S1 vs. 1.93 in S2). Despite a very small decrease in motivation in the second semester, means for this variable remained very low over time indicating high average levels of agreement by most of the research participants. Indeed, more than 80% of the students agreed with variable 18 statement as shown in appendix 6.1.5.

Means just under the value two (*'agree'*) for variable 19 reveal that teachers were able to find strategies and activities to boost conversation and dialogues in the class since the very first semester of L2 learning and not only in the second semester when students had more L2 knowledge to use for oral practice (*M* = 1.99 in S1 vs. 1.96 in S2). Contrarily to the findings of the macro level of analysis where students appear to be very demotivated by the lack of speaking opportunities in the society where they lived (see 8.7.2), the formal learning environment provided students with plenty of opportunities to speak (see appendix 6.1.6).

The least motivating variable for the category TMCs was variable 20. Higher means suggest that not all teachers used to teach how to translate in the L2 in both semesters (*M* = 2.64 vs. 2.70 respectively). High standard deviations signal that students shared quite different ideas as presented in appendix 6.1.7 (*SD* = 0.99 in S1 vs. 1.00 in S2). The very broad focus of this variable gave space to multiple misunderstandings by student participants as demonstrated by relatively high standard deviations and also by Sakai and Kikuchi's (2009) research outcomes where this variable was cut out by the Principal Components Analysis (PCA). Nevertheless, the PCA for this study maintained this variable as an important aspect of students' formal learning environment. As a result, variable 20 is considered for this analysis and qualitative data were utilised to articulate the role of translation in an L2 classroom. Students highlighted during interviews that two interpretations were plausible – teachers used to translate their

statements into the L1 and explain grammar in the L1 and/or teachers proposed translation drills to develop translation skills. On the one hand, these activities were considered motivating for students who liked translation. On the other hand, students who like to listen to the L2 during the whole lesson felt demotivated as clarified by qualitative data analysis (see 7.6.1 and 7.7.1).

A one-way analysis of variance (ANOVA) suggests that several statistically significant differences in motivation levels existed across L2 cohorts (table 7.11). This section explores only the statistically significant differences of means across the four L2 groups.

Variables of the category TMCs	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
15. I get along well with my teacher	1	1.68	1.59	1.63	1.73	*F*= 1.680 *p*= .170
	2	1.74 ↑	1.65 ↑	1.52 ↓	1.85 ↑	*F*= 1.605 *p*= .189
16. My teacher makes me feel comfortable during lessons	1	1.79	1.70	1.69	1.78	*F*= .802 *p*= .493
	2	1.85 ↑	1.65 ↓	1.50 ↓	1.93 ↑	*F*= 2.836 *p*= .039
17. My teacher focuses on all main language abilities (speaking, reading, listening and writing)	1	1.78	1.83	1.74	2.04	*F*= 4.887 *p*= .002
	2	1.79 ↑	1.86 ↑	1.63 ↓	2.02 ↓	*F*= 1.919 *p*= .128
18. Teacher's explanations are easy to understand	1	1.93	1.86	1.77	2.02	*F*= 3.004 *p*= .030
	2	1.98 ↑	1.77 ↓	1.71 ↓	2.26 ↑	*F*= 4.645 *p*= .004
19. I often have the opportunity to communicate in French/German /Italian/Spanish in class	1	1.96	1.91	1.93	2.12	*F*= 2.495 *p*= .059
	2	1.87 ↓	2.07 ↑	1.90 ↓	1.96 ↓	*F*= .570 *p*= .635
20. My teacher focuses on translation	1	2.61	2.67	2.40	2.81	*F*= 5.144 *p*= .002
	2	2.64 ↑	2.56 ↓	2.56 ↑	3.02 ↑	*F*= 2.636 *p*= .051

Table 7.11: Mean and ANOVA results of the variables belonging to TMCs in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.8.

With respect to variable 16, a statistically significant mean difference was detected in the second semester [F = 2.836, p = .039]. Italian and German students were much more motivated by being made feel comfortable during L2 classes (M = 1.50 and 1.65 respectively) compared to French and Spanish students in the second semester (M = 1.85 and 1.93 respectively).

Students agreed that their teachers focused on all four L2 abilities in very different ways especially in the first semester (variable 17). This mean difference across L2s [$F = 4.887$, $p = .002$] demonstrates that in L2 courses such as Italian and French courses a more balanced switch of skills focus was applied ($M = 1.74$ and 1.78 respectively) compared to Spanish courses where fewer students perceived that the four skills were equally taught ($M = 2.04$).

Mean differences across L2 cohorts were statistically significant for variable 18 in the first and second semesters [$F = 3.004$, $p = .030$ vs. $F = 4.645$, $p = .004$ respectively]. Italian and German students were the groups most convinced that their teachers' explanations were easy to understand. They agreed and strongly agreed most with this variable in both semesters ($M = 1.77$ vs. 1.71 and 1.86 vs. 1.77 respectively), while Spanish students expressed less agreement with variable 18 ($M = 2.02$ in S1 vs. 2.26 in S2).

Outcomes of the ANOVA for variable 20 show that Italian teachers focused more on translation in the first semester of L2 studies and less in the second semester ($M = 2.40$ vs. 2.56 respectively). Much less emphasis on translation was noticed during Spanish lessons ($M = 2.81$ in S1 vs. 3.02 in S2). As a result, mean differences for variable 20 across L2s were statistically significant in the first semester [$F = 5.144$, $p = .002$] but not in the second semester [$F = 2.636$, $p = .051$].

7.2.3.2 Course-specific Motivational Components (CMCs)

CMCs was the second strongest motivating category at the meso level based on quantitative data analysis ($M = 2.14$ in S1 vs. 2.10 in S2) (see table 7.8 above). Compared to the other two categories of the LE factor, CMCs show lower standard deviations over two semesters ($SD = 0.52$ vs. 0.53 respectively). However, a large number of participants was not strongly motivated by CMCs (see appendices 6.2 and 6.2.1). The analysis of the seven five-point Likert scale items of CMCs will clarify which course components motivated and/or demotivated research participants the most (table 7.12).

Variables of the category CMCs	Semester	Mean	Standard deviation
21. The material used in class is useful to learn French/German/Italian/Spanish	1	1.88	0.69
	2	1.84 ↓	0.64
22. I like my classmates	1	1.90	0.74
	2	1.85 ↓	0.75
23. Visual and audio materials (such as videos and DVDs) are used during lessons	1	2.02	0.95
	2	2.04 ↑	0.90
24. Cultural topics covered in lessons are interesting	1	2.03	0.87
	2	1.99 ↓	0.77
25. French/German/Italian/Spanish language content we study for the course is easy to understand	1	2.23	0.82
	2	2.28 ↑	0.88
26. The amount of hours I need to study for tests/assessments and final exams satisfies my initial expectations	1	2.43	0.94
	2	2.36 ↓	0.97
27. The pace of lessons is appropriate for learning French/German/Italian/Spanish	1	2.47	1.03
	2	2.33 ↓	0.98

Table 7.12: Mean and standard deviation of the variables belonging to CMCs in semesters one and two.

The strongest motivator for this category was variable 21 with a relatively low mean in semesters one and two (*M* = 1.88 vs. 1.84 respectively) as also confirmed by appendix 6.2.2. The second most motivating variable for this category was variable 22. A low mean in the first semester and a slightly lower mean in the second semester (*M* = 1.90 vs. 1.85 respectively) suggest that students enjoyed 'group-specific motivational components' (Dörnyei, 1994) including their classmates, the social environment (Dewaele & MacIntyre, 2016) and the atmosphere created in class (Li et al., 2018).

While more in-depth analysis of the technological component might be offered by future research, fewer students agreed with variable 23 given the slightly higher means which are still very low (*M* = 2.02 in S1 vs. 2.04 in S2) (see also appendix 6.2.4). Such a result demonstrates that most of L2 courses included visual and audio materials. Technology could potentially foster students' interest in learning an L2 given that new generations are increasingly attracted and affected by digital innovations because 'interaction with various forms of technology is increasingly becoming an everyday experience in the lives of people' (Adolphs et al., 2018, p. 173) (see also Hanna & de Nooy, 2009). A large portion of student participants appear to be motivated by the cultural topics which were deemed interesting given

the relatively low mean values for variable 24 (*M* = 2.03 in S1 vs. 1.99 in S2) (see also appendix 6.2.5).

The rest of the variables for CMCs registered much higher means. Therefore, it appears that these three last variables demotivated students who encountered major difficulties. Generally, participants found the course easy to understand – variable 25 (see appendix 6.2.6), but a very small mean growth from one semester to the other indicates that students agreed slightly less with this variable in the second semester when the level of L2 difficulty increased (*M* = 2.23 vs. 2.28 respectively).

Two of the most frequently recurring themes in the qualitative data set were linked to the time needed to learn properly an L2 and the fast pace of the L2 courses especially in the first semester, as many students did not bring knowledge about how to learn an L2 with them (see 5.1.8, 5.1.9, 6.7.4 and 7.7.2). Variable 26 and variable 27 validate these findings. Both variables registered higher means than the rest in both semesters (*M* = 2.43 vs. 2.36 and 2.47 vs. 2.33 respectively) and relatively high standard deviations (*SD* = 0.94 vs. 0.97 and 1.03 vs. 0.98 respectively). Such a result demonstrates that the time necessary to prepare assignments and the pace of the courses demotivated some student participants following Sakai and Kikuchi's (2009) results, while it was not a demotivator for other student participants, as shown in appendices 6.2.7 and 6.2.8.

The most striking and statistically significant differences in means across L2s in terms of motivation stemming from CMCs are visible in table 7.13. Mean differences were detected with a one-way analysis of variance (ANOVA).

Variables of the category CMCs	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean comparison
21. The material used in class is useful to learn French/German/Italian /Spanish	1	1.91	1.76	1.82	2.01	*F*= 4.885 *p*= .002
	2	1.89 ↓	1.75 ↓	1.79 ↓	1.94 ↓	*F*= 1.029 *p*= .381
22. I like my classmates	1	1.92	1.98	1.89	1.82	*F*= 1.485 *p*= .217
	2	2.02 ↑	1.84 ↓	1.65 ↓	1.89 ↑	*F*= 2.104 *p*= .101
23. Visual and audio materials (such as videos and DVDs) are used during lessons	1	2.29	2.02	1.81	1.89	*F*= 9.230 *p*= <.001
	2	2.45 ↑	1.86 ↓	1.96 ↑	1.94 ↑	*F*= 4.530 *p*= .004
24. Cultural topics covered in lessons are interesting	1	2.17	2.04	2.00	1.92	*F*= 2.673 *p*= .046
	2	2.38 ↑	1.79 ↓	1.92 ↓	1.91 ↓	*F*= 6.073 *p*= .001
25. French/German/Italian/Spanish language content we study for the course is easy to understand	1	2.28	2.32	1.94	2.29	*F*= 7.419 *p*= <.001
	2	2.43 ↑	2.09 ↓	2.17 ↑	2.46 ↑	*F*= 2.446 *p*= .065
26. The amount of hours I need to study for tests/assessments and final exams satisfies my initial expectations	1	2.44	2.41	2.28	2.53	*F*= 1.944 *p*= .121
	2	2.47 ↑	2.21 ↓	2.04 ↓	2.72 ↑	*F*= 5.153 *p*= .002
27. The pace of lessons is appropriate for learning French/German/Italian /Spanish	1	2.50	2.46	2.22	2.63	*F*= 4.536 *p*= .004
	2	2.43 ↓	2.18 ↓	2.10 ↓	2.61 ↓	*F*= 3.062 *p*= .029

Table 7.13: Mean and ANOVA results of the variables belonging to CMCs in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.9.

Although almost all students were satisfied with the material used in class (variable 21), German students were the cohort most satisfied across the four L2 groups over the whole year of L2 studies (M = 1.76 in S1 vs. 1.75 in S2). On the other hand, Spanish students were the group least persuaded by the material used in class (M = 2.01 in S1 vs. 1.94 in S2). Differences in motivation related to the material used were statistically significant in the first semester only [F = 4.885, p = .002]. Likely due to the smaller sample size and smaller mean differences in semester two, no statistical significance was detected in the second semester [F = 1.029, p = .381].

The use of visual and audio materials was not even across the four L2s as shown through the responses given to variable 23. Italian students in the first semester (M = 1.81) and German students in the second semester (M = 1.86) particularly agreed that audio-visual materials were used through the semesters. Conversely, French students agreed to a lesser

extent that videos and audio files were used in both semesters (*M* = 2.29 vs. 2.45 respectively). The large mean difference among students' responses was statistically significant in the first semester [*F* = 9.230, *p* = <.001] and in the second semester [*F* = 4.530, *p* = .004].

Statistically significant differences in mean responses between L2 groups were also observed for variable 24 [*F* = 2.673, *p* = .046 in S1 vs. *F* = 6.073, *p* = .001 in S2]. Higher means for French students suggest that many of them thought that the cultural topics discussed in class were not interesting were demotivated by this variable in the first semester (*M* = 2.17) and even more so in the second semester (*M* = 2.38), in contrast to an increase of motivation for the other three L2 groups. Spanish students enjoyed the cultural topics proposed in class more than other L2 students in the first semester (*M* = 1.92) and German students in the second semester (*M* = 1.79).

Quantitative data suggest that the course content was not always easy to understand for participants. Especially in the first semester, students of the four L2 cohorts provided very different responses to variable 25 [*F* = 7.419, *p* = <.001]. Italian students found the course content very easy to understand in the first semester (*M* = 1.94). German students encountered more difficulties than other L2 groups in the first semester but to a much lesser extent in the second semester (*M* = 2.32 vs. 2.09 respectively). The German cohort was the only L2 group to find the course content easier to understand in the second semester than in the first. Indeed, all the other L2 groups expressed a different opinion. This result was linked to the increasing difficulty of the L2 level as discussed in chapter six (see 6.7.4) and in further sections of chapter seven (see 7.7.2). In the second semester, Spanish and French students struggled more to understand the L2 course content compared to the other groups (*M* = 2.46 and 2.43 respectively). Although mean differences were quite meaningful in the second semester as well, a one-way analysis of variance (ANOVA) did not detect a statistically significant mean difference [*F* = 2.446, *p* = .065].

Italian students believed that the amount of hours to study for their assessment tasks was on average more appropriate in the second semester (*M* = 2.04) than in the first (*M* = 2.28). Such a decrease of means for the last group related to variable 26 – including, unexpectedly, for the German cohort from one semester to the other (*M* = 2.41 in S1 vs. 2.21 in S2), and an increase of mean for the French and Spanish cohorts over the two semesters (*M* = 2.44 vs. 2.47 and 2.53 vs. 2.72 respectively) appear to be statistically significant in the second semester [*F* = 5.153, *p* = .002] but not in the first semester across L2 cohorts [*F* = 1.944, *p* = .121].

The last variable for this category was also closely connected to the micro level of analysis in terms of students' reaction to the pace of their L2 courses (see 6.6.4 and 6.7.4).

Spanish students were not particularly motivated by the pace of their courses given their responses relatively closer to the *'neither agree nor disagree'* response (i.e. 3) in both semesters (*M* = 2.63 vs. 2.61 respectively). Only the Italian cohort expressed more agreement with variable 27 (*M* = 2.22 in S1 vs. 2.10 in S2). As a result, different experiences by research participants across languages were statistically significant in the first semester [*F* = 4.536, *p* = .004] and in the second semester [*F* = 3.062, *p* = .029].

7.2.3.3 University Context (UC)

The least motivating category of the meso level LE factor is UC. As noted in table 7.8, UC category registered relatively high means compared to the other categories of the LE factor (*M* = 2.50 in S1 vs. 2.40 in S2). Hence, the perceived support of language departments in terms of L2 learning and teaching was less likely to motivate research participants (see also appendices 6.3 and 6.3.1). This section analyses this category in detail, which consists of four five-point Likert scale items. All items registered relatively high standard deviations in line with previous studies on demotivation (Sakai & Kikuchi, 2009) (table 7.14).

Variables of the category UC	Semester	Mean	Standard deviation
28. The class size is appropriate to learn the language	1	2.11	0.98
	2	2.11 =	0.98
29. The facilities in class are useful to stimulate my learning	1	2.18	0.76
	2	2.12 ↓	0.68
30. The time spent in French/German/Italian /Spanish classes is enough to learn properly	1	2.77	1.10
	2	2.56 ↓	1.05
31. My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language	1	2.96	0.98
	2	2.83 ↓	1.04

Table 7.14: Mean and standard deviation of the variables belonging to UC in semesters one and two.

It appears when comparing the variables in the table above, that, on average, participants expressed different opinions related to the support received by their university when learning an L2. The strongest motivator was variable 28 (see appendix 6.3.2). Relatively low means suggested that the vast majority of research participants considered the classes where they studied their L2 as appropriate in terms of the number of students in the classroom

(*M* = 2.11 in S1 vs. 2.11 in S2). Such an interpretation of this item was validated by interviewees (see 7.6.3).

The actual classroom and its facilities were investigated through variable 29. Low means (*M* = 2.18 in S1 vs. 2.12 in S2) suggest that most of the students agreed with this item across the year (see also appendix 6.3.3).

Higher means for variable 30 reveal that students would appreciate more hours in class to learn an L2 particularly and perhaps not surprisingly in the first semester compared to the second semester (*M* = 2.77 vs. 2.56 respectively) (see also appendix 6.3.4).

The least motivating variable at the meso level concerns the extra-curricular activities organised by the university to support students practicing their L2 and promote cultural understanding – variable 31. High means towards the response *'neither agree nor disagree'* suggest that students were not particularly interested in or did not know about the opportunities offered by their university (*M* = 2.96 in S1 vs. 2.83 in S2) (see also appendix 6.3.5). Indeed, some interviewees explained that they were not aware of what their university was offering to support them in learning an L2 (see 7.7.3).

Table 7.15 shows the mean differences across L2 groups detected with a one-way analysis of variance (ANOVA). Only variable 30 appears to be answered in a statistically significant way across the four research participant groups.

Variables of the category UC	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
28. The class size is appropriate to learn the language	1	2.11	2.26	2.01	2.07	*F*= 1.964 *p*= .118
	2	2.15 ↑	2.32 ↑	1.92 ↓	2.02 ↓	*F*= 1.651 *p*= .179
29. The facilities in class are useful to stimulate my learning	1	2.17	2.29	2.10	2.14	*F*= 1.886 *p*= .130
	2	2.28 ↑	2.04 ↓	2.08 ↓	2.09 ↓	*F*= 1.199 *p*= .311
30. The time spent in French/German /Italian/Spanish classes is enough to learn properly	1	2.71	2.93	2.52	2.86	*F*= 4.535 *p*= .004
	2	2.49 ↓	2.54 ↓	2.42 ↓	2.76 ↓	*F*= 1.028 *p*= .381
31. My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language	1	2.91	3.05	2.89	2.96	*F*= .890 *p*= .446
	2	2.68 ↓	2.79 ↓	2.77 ↓	3.06 ↑	*F*= 1.258 *p*= .290

Table 7.15: Mean and ANOVA results of the variables belonging to the category UC in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.10.

The mean difference for variable 30 was statistically significant in the first semester only [F = 4.535, p = .004]. Overall, the means for this variable were relatively high, at least compared to variables 28 and 29. More French and Italian students considered the time spent in class as appropriate to learn these languages in the first semester (M = 2.71 and 2.52 respectively). Many fewer German and Spanish students thought that the amount of hours allocated to learn these two languages was enough to learn them properly as demonstrated by higher mean values in the first semester (M = 2.93 and 2.86 respectively).

7.3 The effect of multiple demographic and contextual variables on the LE factor

This section focuses on the effect of chosen independent variables on the LE factor. As was done for the other factors, two statistical tools were utilised – the independent samples t-test to assess the statistical significance of the mean difference of two groups of research participants and the one-way analysis of variance (ANOVA) to calculate the mean differences between three or more groups of research participants in terms of their motivation fostered by the LE factor. Only statistically significant mean differences are explored in this section to avoid unnecessary repetition despite the potential negative influence of the small number of research participants in the second semester on the results of the statistical tools mentioned above (see 4.4 and 4.6).

7.3.1 The effect of students' native language (L1), cultural background, age and gender on the LE factor

Similar to the micro-level PLL factor and macro-level SCE factor, the first block of independent variables reveals that the effect of research participants' cultural background on the meso-level LE factor was statistically significant in the first semester [F = 3.682, p = .026] (table 7.16). The effect of students' L1, age and gender on the LE factor was not statistically significant.

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
L1	English	1	573	2.21	0.49	*t*= 1.665
	Other than English	1	146	2.19	0.47	*p*= .097
	English	2	177	2.17 ↓	0.50	*t*= 1.000
	Other than English	2	29	2.07 ↓	0.52	*p*= .324
Cultural background	Australians without L2 cultural heritage	1	408	2.22	0.47	*F*= 3.682 *p*= .026
	Australians with L2 cultural heritage	1	51	2.02	0.60	
	Other	1	260	2.21	0.51	
	Australians without L2 cultural heritage	2	133	2.16 ↓	0.51	*F*= .059 *p*= .943
	Australians with L2 cultural heritage	2	16	2.19 ↑	0.65	
	Other	2	57	2.14 ↓	0.46	
Age	Below 25	1	668	2.20	0.49	*t*= .217
	Over 25	1	51	2.19	0.48	*p*= .829
	Below 25	2	193	2.16 ↓	0.50	*t*= .346
	Over 25	2	13	2.1 ↓	0.64	*p*= .135
Gender	Female	1	517	2.21	0.48	*F*= .296
	Male	1	196	2.18	0.50	*p*= .744
	Other	1	6	2.3	0.63	
	Female	2	155	2.17 ↓	0.49	*F*= .689
	Male	2	47	2.12 ↓	0.54	*p*= .503
	Other	2	4	2.41 ↑	0.49	

Table 7.16: Mean, standard deviation and t-test and ANOVA results in factor score by demographic variables in the first and second semesters with reference to the meso-level LE factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.11.

Australian students with a cultural background from a country where one of the four L2s is spoken found the LE more motivating in the first semester than Australian students without a cultural background from an L2-speaking country or students with other cultural backgrounds (*M* = 2.02 and 2.22 and 2.21 respectively).

7.3.2. The effect of status of the L2 subject in students' study plan, extra L2(s) currently studied, L2 currently studied and L2(s) studied in the past on the LE factor

Quantitative data analysis suggests that the differences in motivation related to the LE were statistically significant only in regard to the L2 that research participants were learning when they completed the two questionnaires (table 7.17).

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
L2 within the study plan	Core subject	1	229	2.21	0.47	*F*= .828
	Optional/elective subject	1	461	2.19	0.50	*p*= .437
	Other	1	29	2.31	0.50	
	Core subject	2	95	2.21 =	0.51	*F*= 1.067
	Optional/elective subject	2	108	2.11 ↓	0.49	*p*= .346
	Other	2	3	2.13 ↓	0.76	
Extra L2(s) currently studied	Yes	1	163	2.24	0.50	*t*= 1.180
	No	1	556	2.19	0.48	*p*= .239
	Yes	2	53	2.16 ↓	0.60	*t*= .057
	No	2	153	2.16 ↓	0.47	*p*= .955
L2 currently studied	French	1	199	2.22	0.45	*F*= 4.070
	German	1	176	2.23	0.49	*p*= .007
	Italian	1	145	2.08	0.47	
	Spanish	1	199	2.25	0.53	
	French	2	47	2.22 =	0.48	*F*= 3.077
	German	2	57	2.10 ↓	0.62	*p*= .029
	Italian	2	48	2.02 ↓	0.39	
	Spanish	2	54	2.29 ↑	0.44	
L2(s) studied in the past	Yes	1	579	2.20	0.49	*t*= -.171
	No	1	140	2.21	0.47	*p*= .865
	Yes	2	175	2.15 ↓	0.51	*t*= -.887
	No	2	31	2.23 ↑	0.49	*p*= .380

Table 7.17: Mean, standard deviation and t-test and ANOVA results in factor score by demographic variables in the first and second semesters with reference to the meso-level LE factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.12.

Italian students were the ones most motivated by the LE (*M* = 2.08 in S1 vs. 2.02 in S2) while Spanish students were the group least motivated by this factor (*M* = 2.25 in S1 vs. 2.29 in S2). Nonetheless, mean values for French and German students in the first semester were not very different from the value reached by Spanish students (*M* = 2.22 and 2.23 respectively). In the second semester, French students recorded similar levels of motivation in terms of LE to the Spanish cohort (*M* = 2.22). The German cohort improved their motivation after almost one year of L2 studies. Hence, their mean value was closer to the mean value of the Italian cohort (*M* = 2.10 and 2.02 respectively). Overall, mean differences across the four cohorts were statistically significant both in semester one [*F* = 4.070, *p* = .007] and in semester two [*F* = 3.077, *p* = .029].

7.3.3 The effect of students' status (domestic vs. international) and the university where students were enrolled on the LE factor

The last set of independent variables analysed demonstrates that the LE was generally considered in the same way by research participants (table 7.18) independently from their status – domestic or international students, and university where they were enrolled.

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
Students' status	Domestic student	1	566	2.21	0.49	*t*= .679
	International student	1	153	2.18	0.50	*p*= .498
	Domestic student	2	179	2.15 ↓	0.49	*t*= -.338
	International student	2	27	2.19 ↑	0.58	*p*= .737
Universities	University of Melbourne	1	228	2.09	0.45	*F*= 5.312
	University of Sydney	1	121	2.34	0.53	*p*= <.001
	University of Western Australia	1	109	2.25	0.49	
	Monash University	1	87	2.24	0.51	
	Australian National University	1	67	2.37	0.45	
	University of Queensland	1	42	2.06	0.46	
	University of New South Wales	1	38	2.17	0.48	
	University of Adelaide	1	27	2.09	0.44	
	University of Melbourne	2	64	2.07 ↓	0.53	*F*= 1.913
	University of Sydney	2	33	2.08 ↓	0.48	*p*= .069
	University of Western Australia	2	31	2.23 ↓	0.37	
	Monash University	2	30	2.21 ↓	0.59	
	Australian National University	2	25	2.44 ↑	0.51	
	University of Queensland	2	9	2.05 ↓	0.29	
	University of New South Wales	2	7	2.02 ↓	0.43	
	University of Adelaide	2	7	2.05 ↓	0.47	

Table 7.18: Mean, standard deviation and t-test and ANOVA results in factor score by university related variables in the first and second semesters with reference to the meso-level LE factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 6.13.

The only statistically significant difference in motivation was registered for students enrolled in different universities in the first semester [F = 5.312, p = <.001]. In the second semester, the mean difference across students' responses from different universities was not statistically significant [F = 1.913, p = .069].

Altogether, students at the University of Queensland, at the University of Melbourne and at the University of Adelaide were the cohorts most motivated by the LE in the first semester (*M* = 2.06, 2.09 and 2.09 respectively) while students at the Australian National University and at the University of Sydney were the ones least motivated (*M* = 2.37 and 2.34 respectively). However, very different numbers of students from the Go8 universities participated in the research. Therefore, if only the top three universities in terms of student survey participation were considered, students at the University of Melbourne would be the group most motivated by the LE and students at the University of Sydney the least motivated in the first semester. In the second semester, slightly different results were obtained. Students at the University of New South Wales, at the University of Adelaide, at the University of Queensland, at the University of Melbourne and at the University of Sydney appeared to be much more motivated by the LE (*M* = 2.02, 2.05, 2.05, 2.07 and 2.08 respectively) than students enrolled in other universities.

7.4 Motivators and demotivators over one year of L2 study – a quantitative view

The LE was a motivator for many students given the relatively low means for some variables of this factor and the large number of students who agreed and strongly agreed with the variables belonging to the LE (see appendix six). Quantitative data analysis suggests that there exists a statistically significant correlation of medium strength between the LE factor and the PLL factor. This was due to the close relationship between students' psychological reactions to the L2 learning process and dynamics experienced within the formal learning environment. Nonetheless, not all research participants had a positive LE. Higher means for discontinuing students suggest that many of these students found the LE demotivating (see 7.2.2). Furthermore, the PLL was found to be very strongly correlated with the SCE given the direct influence of social dynamics on students' psychology especially in the first semester (7.2).

TMCs was the most motivating category of motivators at the meso level, which confirms the crucial role of teachers when it comes to learning L2s (cf. Cuéllar & Oxford, 2018). CMCs also registered low means as well depending on the variables taken into consideration. Only UC was considered neutral or a demotivator for more research participants compared to the other two categories (see 7.2.3.1, 7.2.3.2 and 7.2.3.3).

Demotivated students did not feel supported by L2 departments and emphasised the scarce time dedicated to the teaching of an L2 which was not considered enough. Motivated

students enjoyed their LE thanks to their teachers' teaching approaches. The same students were motivated by the material and topics covered in class. The UC was considered a motivator for students who thought that their class cohort size was appropriate for their L2 learning and appreciated the facilities where they learnt their L2.

No major changes of motivation were observed from one semester to the other. Nonetheless, students agreed that the content of their L2 course was greater and the pace faster in the second semester. Qualitative data analysis will help to understand what motivated and demotivated research participants who liked or did not like the LE and the way their courses were managed (see 7.6.2 and 7.7.2).

Mean differences were statistically significant for students who had or did not have a cultural background from one of the countries where their L2 is spoken. Indeed, students with cultural heritage from a country where French, German, Italian or Spanish are spoken enjoyed more their LE compared to non-Australian students and Australian students without a connection to one of those countries (see 7.3.1). The ANOVA analysis of variance also confirms that students' LE was different depending on the university where they were studying despite the extensive and enduring promotion of L2s at the Go8 Australian universities compared to other universities in Australia (see 4.1 and 7.3.3).

Differences in motivation across the four L2s were often statistically significant. This is a sign that students from different L2s approached the LE very differently. Overall, the Italian cohort was the one most motivated, on average, by all three categories belonging to the LE during the whole year of data collection (see table 7.9). German students expressed very similar levels of agreement with the items of the LE factor to the Italian students, despite the negative influence of UC which demotivated more German students than other L2 students. French and Spanish students were the least motivated by the LE since both L2 cohorts reported higher means for the variables belonging to the LE.

More statistical analysis reveals positive correlations of large strength across the three sub-component categories of motivators at the meso level in both semesters (table 7.19).

Correlations across the three sub-component categories of the meso level

Categories of motivators	Semester	Pearson correlation	P-value
Teacher-specific Motivational Components (TMCs) & Course-specific Motivational Components (CMCs)	1	.631	<.001
	2	.694	<.001
Teacher-specific Motivational Components (TMCs) & University Context (UC)	1	.506	<.001
	2	.492	<.001
Course-specific Motivational Components (CMCs) & University Context (UC)	1	.589	<.001
	2	.585	<.001

Table 7.19: Correlations among the three categories of the LE factor in semesters one and two. The strongest correlations in each comparison are highlighted in yellow.

All correlations across the three categories were statistically significant. As a result, all variables of the LE had strong connections in terms of influence on students' motivation and demotivation when analysing the formal learning environment where students studied an L2. Correlations of large strength indicated that all categories contributed together to motivating or demotivating research participants.

TMCs and CMCs were strongly interconnected in the first and more in the second semesters with correlations of large strength [r = .631, p = <.001 vs. r = .694, p = <.001 respectively]. Hence, teachers' work was directly influenced by L2 course design guidelines and teachers directly influenced the L2 course design at the same time. Correlations of large strength were also detected between the other categories of the LE. CMCs substantially interacted with the UC. Decisions made by L2 departments in terms of course curriculum and extra-curricular activities offered to students appeared to have a strong direct impact on the L2 classroom environment [r = .589, p = <.001 in S1 vs. r = .585, p = <.001 in S2]. The weakest correlation was observed between TMCs and UC since teachers might have been affected by decisions taken by L2 departments less directly than by L2 course design and curricula as demonstrated by relatively lower Pearson r values but still of large and medium strength in the first and second semesters respectively [r = .506, p = <.001 vs. r = .492, p = <.001 respectively].

7.5 Qualitative data analysis – interview narratives and responses to open-ended survey questions

The following sections of chapter seven focus on the analysis of the qualitative data collected for this study. Qualitative data include first main responses to four selected open-ended survey questions (SQs) from two rounds of questionnaires and narratives emerged from two phases of interviews. Students' interview narratives were transcribed, and most frequently recurring themes were grouped together based on the categories of the LE factor found with

quantitative methods (see 4.4, 4.5 and 4.6). Responses to four SQs were also coded using the categories of the LE via a thematic content analysis.

7.6 Student motivators over one year of L2 studies – a qualitative view

This section focuses on the motivating variables experienced by students during their L2 learning process. Research participants were invited to answer SQ1 in the first questionnaire and SQ2[9] in the second questionnaire. Both survey and interview data were analysed to understand which variables belonging to the LE mostly motivated students over time. Changes in students' LE in the different stages of their L2 learning process were identified and commented with first-hand examples.

Qualitative data revealed that the most important category by frequency of comments for the LE factor was CMCs in both semesters one and two (figures 7.1 and 7.2). This is a slightly different outcome from quantitative survey data which favoured TMCs over CMCs (see 7.2.3 above). Themes related to CMCs made up 56% of the total themes identified at the meso level in the first semester. The percentage of the themes linked to CMCs increased in the second semester to 68%. As in other chapters, qualitative data were quantified here to help compare trends emerging from students' responses to SQs (see 4.4 and 4.6).

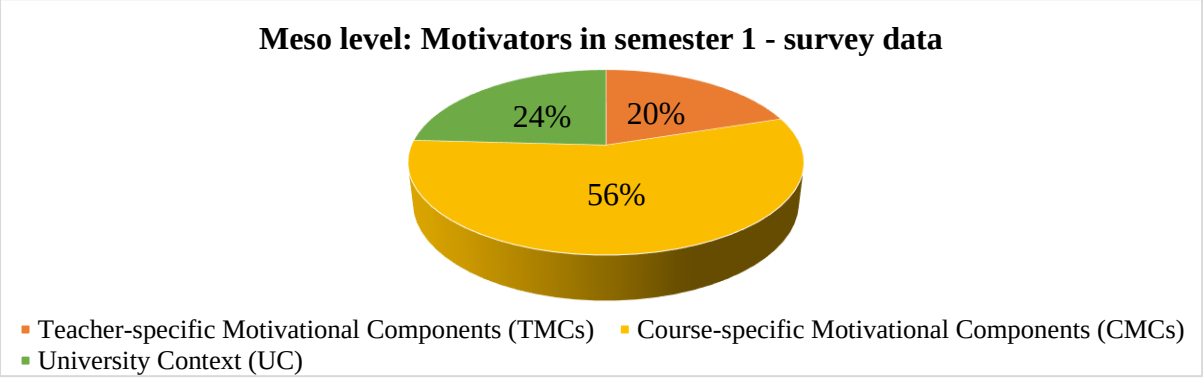


Figure 7.1: Proportions of most frequently recurring themes in students' answers to SQ1 within the meso level of analysis (*n* = 145).

[9] (SQ1) Please list the three main reasons why you wish to continue learning French/German/Italian/Spanish at university in the future;
(SQ2) Please list the main positive aspect in learning French/German/Italian/Spanish during this semester.

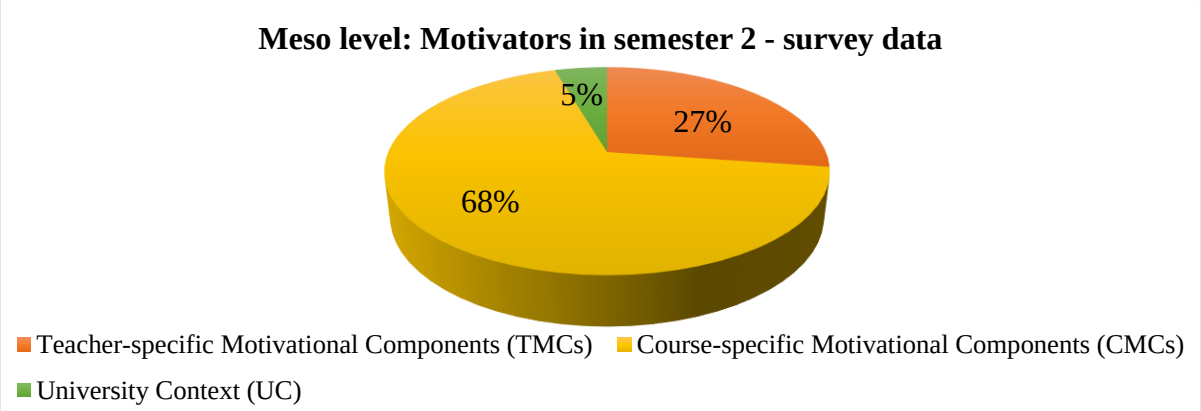


Figure 7.2: Proportions of most frequently recurring themes in students' answers to SQ2 within the meso level of analysis (*n* = 88).

The second most important motivator over time in the qualitative survey data at the meso level was TMCs. 20% of the LE motivators in the first semester and 27% in the second semester were attributed to L2 teachers' style, strategies and clarity.

Fewer students were motivated by UC, especially during the second semester. 24% of the themes belonging to the LE in the first semester were related to this category while only 5% of the themes that emerged in the second semester were related to it. Conversely, interviewees mentioned more often themes related to the benefits of some L2 departments decisions in terms of class size, exchange programs, funding for L2 clubs and special cultural events in the first semester rather than in the second semester.

The frequencies of theme recurrence in qualitative survey data are shown in figures 7.3 and 7.4.

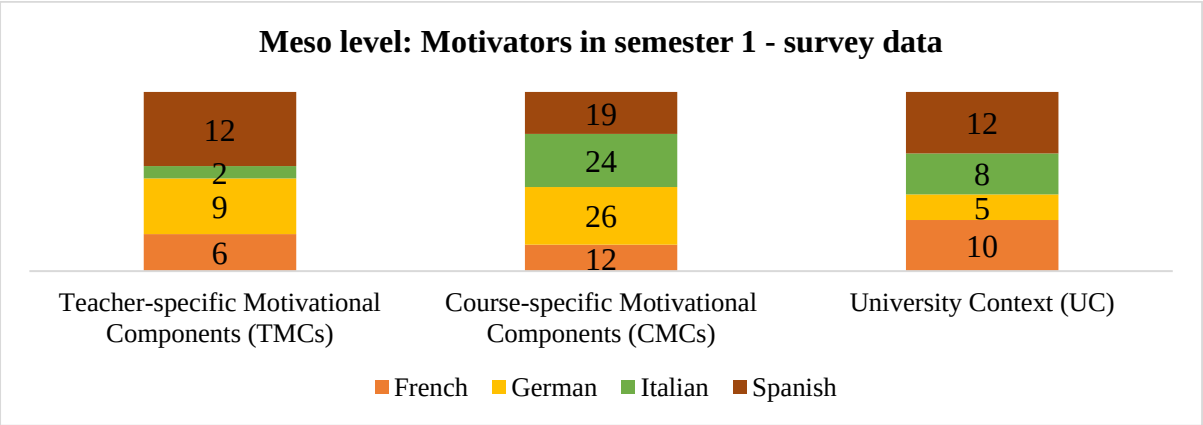


Figure 7.3: Frequencies of most frequently recurring themes within each category related to the LE factor across L2s in semester one (*n* = 145).

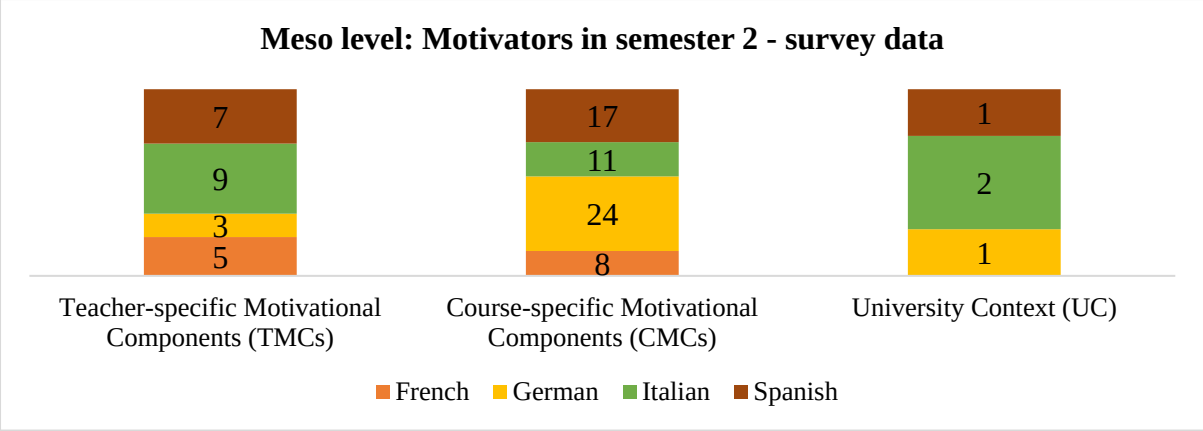


Figure 7.4: Frequencies of most frequently recurring themes within each category related to the LE factor across L2s in semester two (*n* = 88).

These figures provide an overview of the differences emerging across the L2s both in the first and in the second semesters. No considerable differences across L2 groups were identified in the interview narrative analysis in terms of type of comments and consequently, in terms of themes identified. Interviewees motivated by the LE emphasised the same positive aspects about their teachers and courses independently from the L2 that they were studying.

In the first semester, the Spanish group mentioned their teachers as a positive aspect of their L2 learning process 12 times. French and German students were also somewhat motivated by this category (*n* = 6 and 9 respectively). Although quantitative data previously presented at 7.2.3 suggested that the Italian cohort was the one most motivated by their teachers, themes related to TMCs occurred only two times in Italian students' first main responses to SQ1.

In contrast to this, the Italian cohort appears to be the group most motivated by teachers in the second semester with the highest number of theme recurrences (*n* = 9). French and Spanish students described teachers in positive terms with similar frequencies (*n* = 5 and 7 respectively). German students appeared to be the ones least motivated by teachers in the second semester (*n* = 3).

Themes related to CMCs occurred much more often than the other related variables in qualitative survey and interview data. German and Italian students were very similarly motivated by this category (*n* = 26 and 24 respectively). Themes related to the L2 course were less frequent in responses provided by Spanish research participants (*n* = 19). The L2 group least motivated by the L2 course design and class environment was the French cohort (*n* = 12). The same cohort, together with the Italian cohort appeared to be the least motivated by this category also in the second semester (*n* = 8 and 11 respectively). Themes related to the good

organisation of the L2 course were much more frequent in responses provided by German and Spanish students in the second semester (*n* = 24 and 17 respectively).

Qualitative data suggest that the least motivating category at the meso level was UC. In the first semester, French and Spanish students mentioned themes linked to this category of motivators 10 and 12 times respectively. Many fewer occurrences appear in responses given by German and Italian students (*n* = 5 and 8 respectively). In the second semester, students hardly mentioned themes linked to this category across all L2 cohorts.

The themes identified for each category of the LE at the meso level were similar in survey and interview qualitative data. Table 7.20 presents the themes emerging from responses to SQ1, SQ2 and interview narratives.

Common themes related to student motivation – meso level	
Teacher-specific Motivational Components (TMCs)	Teaching quality Teacher-student relationship Teacher's personality L2 native speaking teacher Use of the L2/L1 in class
Course-specific Motivational Components (CMCs)	Class enjoyment Approach efficacy Content Course design Assessment
University Context (UC)	University requirements Exchange programs Extra-curricular activities

Table 7.20: Major themes identified for each category of the LE factor in terms of motivators.

Most frequently recurring themes are explored in the following sections where their analysis is integrated with quotes taken from qualitative data.

7.6.1 Student motivators over a year of L2 studies – Teacher-specific Motivational Components (TMCs)

This section focuses on the five most frequently recurring themes identified for the category TMCs in the first and second semesters from the analysis of survey and interview qualitative data.

Teaching quality

Motivated students appreciated the high quality of their teachers' work when teaching an L2. Students highlighted the abilities of their teachers to explain grammar and cultural topics in a very informative and clear style. Teachers were praised for creating high quality lessons:

"I am grateful to have met a tutor that teaches the language in such a way that makes French engaging to learn." SQ1-11-F-FR-S1

"I think that I was really lucky that my tutor was amazing. […] They really just want you to exceed and really want you to love the language and not to the point they suffocate you." I-18-F-DE-S1

In the second semester, those students who were motivated by TMCs underlined the same aspects in terms of teachers' teaching quality identified in the first semester. Only those students who changed their teachers and found *'better'* teachers were able to spot the differences between them. Students also acknowledged that changing a teacher would benefit their LE:

"I could see the linear progression of the course a lot more than with my other teacher." I-29-F-IT-S2

"It's good to have different teachers. […] It's good to have someone else with fresh new explanations. It's good to change." I-27-F-IT-S2

Teacher-student relationship

Teachers were also considered very stimulating and helpful. For students who were motivated by this category, teachers managed to create a very strong relationship with their students:

"I really liked how the teachers were interacting with us, so they weren't just giving information. They encouraged us to talk to them as well, which I found really helpful because at the start you're a little bit nervous to try and speak. You're nervous to make mistakes." I-21-F-IT-S1

"Good interaction with teachers." SQ1-39-F-ES-S1

Very similarly, students liked the way teachers interacted with them and showed them empathy and solidarity in the second semester:

"I really like my tutor from last semester not because of the way she teaches but more the way she interacts with the class. […] She puts a lot of effort in helping the students with the grammar and the discussion." I-5-M-FR-S2

"I feel like the teacher wants everyone to do well. […] The teacher speaks German a lot in the class and gets us to participate a lot, so I feel that that helps a lot to create motivation because we're actually speaking it so, I'm pretty happy with that." I-16-M-DE-S2

Teacher's personality

Teachers' personal strengths were noticed by many students who considered their teachers *'amazing'*, *'fantastic', 'brilliant'* and *'great'*. Teachers were praised very often by research participants who were motivated by TMCs:

"I love my tutor because she is so good at teaching. […] I was so excited when she sent me an email that she was going to teach French 2." I-10-F-FR-S1

"I have found the tutors in my Italian class to be brilliant. They are incredibly supportive and charming." SQ1-12-F-IT-S1

The same comments emerged in the second semester. As in the first semester, positive characteristics of teachers' personality were highlighted:

"My teacher is very kind." SQ2-30-F-IT-S2

"Great instructor, […] is a legend." SQ2-86-M-ES-S2

L2 native speaking teacher

Research participants enjoyed teachers from a country where their L2 is spoken more than teachers who did not have any cultural background from where their L2 is spoken. Data suggest that cultural aspects were taught more passionately and authentically by native speakers. Native speakers seemed to position themselves in a more authoritative way than teachers who were teaching their L2:

"I really enjoy the way our teacher was, and she was French as well, so she was able to pick up on everything." I-6-F-FR-S1

"My teacher last semester was amazing. I just felt I had a connection with the country when she was teaching the language, not just the grammar. I was so enthusiastic about coming back to the class. […] It wasn't just the language but also the culture. The way she spoke. Any time, she used to say: "oh that's how we do it in Italy, this is where I come from." She took us closer to Italy. It wasn't just about the grammar in Italian" I-26-F-IT-S1

In the second semester, students expected to acquire more knowledge about the culture(s) and people(s) connected to the language that they were studying. As a result, research participants liked more teachers who could bring in their personal experience of the culture(s) related to the language that they were teaching. Differences were particularly spotted by

students who had an L2 non-native speaking teacher in the first semester and an L2 native speaking teacher in the second semester:

"Just the fact that he has first-hand knowledge of the culture and the country and he can explain things from a personal perspective as opposed to something that is learnt. Especially sometimes, a stereotype would come up, and he shuts down because he knows what is happening in the country […] and that's very cool." I-33-F-ES-S2

"We were talking about a way to use a past tense verb conjugation and my teacher talked about his childhood in Mexico using that conjugation and showing us how it's used in the context and telling us about his culture. He covered two bases in one and you also see the context right there in how it's used. […] It makes all the dots connect otherwise I feel you sometimes feel you're missing a little bit." I-35-F-ES-S2

Use of the L2/L1 in class

It was mainly in the second semester rather than in the first semester that the most motivated students realised they could improve their skills more quickly when their teacher was using their L2 in class. This produced more enthusiasm among students and triggered their internal reward when they could understand their teacher speaking in the L2:

"Tutor speaks mainly French in class which encourages practise of French oral and listening skills." SQ2-30-F-FR-S2

"All the questions are in Italian. Instructions are in Italian. It's generally fairly basic. If you know the language they are using, then it's motivating in the sense that you actually understand what is going on." I-28-M-IT-S2

In contrast to the previous theme, for some students, speaking English in class made them more comfortable:

"He speaks English in the class, and this makes me comfortable. […] I reckon that 60% of the time he speaks English." I-25-M-IT-S2

7.6.2 Student motivators over a year of L2 studies – Course-specific Motivational Components (CMCs)

Qualitative data analysis shows that themes belonging to the category CMCs occurred more often than themes of the other categories at the meso level. Among them, five themes recurred more frequently than others.

Class enjoyment

The most frequently recurring theme for the LE factor in both semesters was linked to the enjoyment produced among students by the positive class atmosphere and its engaging dynamics. Students had fun with their classmates in class:

"Very very very enjoyable and it doesn't feel like a burden to study." SQ1-10-F-DE-S1

"It's the only class where you get to talk about yourself and the other people with each other trying to learn this language. […] It's very social so it's a lot more fun than other classes." I-29-F-IT-S1

In the second semester, this theme recurred even more often than in the first semester. Students formed very tightly knit groups where they became friends with their classmates. As a result, they enjoyed learning all together. They also noticed that classmates were more engaged in the second semester than in the first semester. This might be correlated with the increase of L2 knowledge after months of L2 learning:

"With all my science subjects, you have a tutor a week to go through in one hour. You sit with the same people, but only once a week and you don't get to know them and the tutor either, while in Italian in two two-hour tuts a week, you get to know them, and you become friends." I-25-M-IT-S2

"I'm enjoying the being in class, in that environment, making friends, talking to friends during class." I-36-F-ES-S2

"The students are more engaged than last semester." SQ2-76-M-ES-S2

Approach efficacy

Research participants appreciated tasked-based and communicative teaching approaches whenever courses were designed accordingly. Students liked to acquire practical skills and be engaged in the formal learning process. Such a result confirmed the outcomes of the quantitative data analysis, where a large number of research participants agreed that there were plenty of opportunities to communicate in class (see 7.2.3.2):

"I think it is good we talk in class, because it is much easier to learn the grammar [in this way] instead of from a book. […] Ultimately, you are not going to learn a language if you don't know how to speak it" I-9-F-FR-S1

"I enjoy the interactive way it is taught in seminars." SQ1-74-F-DE-S1

The more students fine-tuned their grammar skills, the more they enjoyed engaging and interactive communicative activities focusing on oral skills:

"It's more conversational rather than grammar heavy." SQ2-44-F-DE-S2

Content

To a much lesser extent, students underlined the importance of covering interesting and enriching topics. Research participants enjoyed cultural topics. This curiosity was closely related to the strong Integrative Orientation that students experienced at the beginning of their L2 learning process (see 6.2.3.2 and 6.6.2):

"I think uni does a good job exposing us to culture in the classroom." I-13-F-DE-S1

"I enjoy the subject, learning about the language and culture." SQ1-24-F-IT-S1

This same theme recurred much more often in the second semester. The most striking difference from the first to the second semester concerned the higher level of engagement that students experienced in the second semester because they were able to understand better the content:

"This semester introduces tenses e.g. the imperfect and perfect past. I felt freed from the shackles of the present." SQ2-23-F-DE-S2

"I think the content of the class changed. This semester, we focused on the grammar but also, we looked at movies and some cultural stuff and famous sites in Germany. It's more entertaining this semester. Culture improves my motivation." I-15-F-DE-S2

Course design

Motivated students also liked the structure of the course. They thought it was well designed and helped them to learn different abilities:

"The way the courses are structured make it an easy way to learn." SQ1-21-F-IT-S1

"I like in general the format of the lessons. It was very clear. Every week, we were learning this new rule and verb conjugations, we used it in some examples and then we chatted a little bit." I-20-M-IT-S1

In the second semester, this theme recurred to a much lesser extent. Lesson plans created a very enjoyable experience for students who were motivated by CMCs. Students also reported about special activities which increased their interest in learning the L2. Some activities helped research participants to discover that there exist speakers of their L2 in their local community. This particular dynamic was found to be closely related to the increase of students' motivation in terms of Contextual Components in the second semester as explored in sections 8.6.2, 8.2.3.2 and 8.7.2:

"Learning grammar in a very systematic way." SQ2-47-F-DE-S2

"The project was about finding someone and talk to them about their experience. […] You meet people and you have good experiences. I was really inspired by my person. […] You can

say that there is a Spanish community and until you speak to someone from there, you don't really note." I-35-F-ES-S2

Assessment

Students reflected on the important role of constant assessment to help them being motivated and not to fall behind and feel demotivated. They acknowledged that they were *'forced'* to keep up with the course program because of repeated tests and assignments:

"There were more assignments than in any other class, but I think in most ways it was probably beneficial because it makes you practise more than you would." I-6-F-FR-S1

"If there was none of that and only one final exam at the end of the semester, I would have had to study everything of all twelve weeks in three days. Because we had those assignments, we could memorise everything." I-36-F-ES-S1

Although many fewer students were motivated by constant assessment in the second semester, motivated students considered multiple assignments even more important to keep up with the increasing course content (see 7.7.2) and their university commitments:

"It [my motivation] has never decreased. It's always either stagnant or going up because of the course. The assessments themselves are testing me and give me a platform to actually see where my level is at that point of time. If I get a good score and I'm doing well, I'm going on the right track, so I feel it's actually motivating me to keep on pushing and enlarge my skills." I-10-F-FR-S2

"I very much prefer this assessment structure to science. I think it's really good. There is no particular pressure to one assessment. […] For Italian, they have 3 assignments, one mid-semester test, an oral and a 30% exam. Everything is nicely spaced out. If I mess something up, it's not a massive deal. […] It's less demotivating to do badly, if I mess up an assignment." I-28-M-IT-S2

7.6.3 Student motivators over a year of L2 studies – University Context (UC)

Very few themes related to UC recurred in students' responses to SQ1 and SQ2 and in interview narratives. Three themes were identified as the most important for research participants motivated by the UC.

University requirements

Students were continuing learning an L2 to acquire credit points required for their degree. As far as credit points are concerned, some students were very diligent in organising their study plan, in order to include L2s since they started university. Research participants distinguished two types of requirements. Some students were motivated to obtain credit points for their optional/elective subjects – including 'breadth subjects' for students at the University of Melbourne and 'broadening units' for students at the University of Western Australia (see 5.1.10):

"It fulfils my broadening unit requirement." SQ1-245-F-FR-S1

"I also need to do a breadth subject, so, three science and one breadth which is something not science, and so doing the streamline 'Italian 1, 2, 3 and 4' is just perfect, because you just need to do four breadth subjects." I-25-M-IT-S1

Some other students were obliged by university regulations to enrol into L2 subjects because they were part of their degree structure:

"The course I chose required a language major." SQ1-611-M-ES-S1

This theme did not frequently emerge in the second semester. Only few interviewees reflected on the role of 'breadth subjects' at the university of Melbourne:

"With this uni, it works out very well because you can do two music core and two music electives and then a breadth on top of it each semester, so it works out perfectly." I-13-F-DE-S2

Exchange programs

As previously noted in chapter six (see 6.2.3.2 and 6.6.2), many research participants were strongly motivated by their desire to travel to countries where French, German, Italian or Spanish are spoken. This desire was also boosted by their university agreements with universities overseas and the scholarships available to students who would like to study abroad. As a result, students envisaged the opportunity to apply for an exchange program and travel to countries where they could use the L2 that they were studying. This theme was strongly related to the ideal multicultural self that students were imagining (see 6.2.3.3 and 6.6.3). Numerous students also highlighted the motivating role of scholarships and funds available for these sorts of experiences overseas:

"There are many opportunities for foreign exchange and overseas studies." SQ1-26-F-FR-S1

To a much lesser extent, students stated that they were motivated to learn an L2 in the second semester because they planned to go on exchange overseas. In the second semester,

students reported that teachers explained more often the different opportunities to study abroad and apply for funding:

"My German teacher recently introduced us to the exchange programs. You can apply for scholarships at uni to fund a seven-week trip where you can fully learn the language intensively. That actually got me searching online. […] It would be amazing to study in Germany. [...] I would also study there as well as travel. This keeps my motivation high." I-18-F-DE-S2

"I really hope that I can get into Bologna. […] I get a 6000-dollar grant and put that on my HECS[10], which is very good. I'll definitely do that and then there are language scholarships." I-29-F-IT-S2

Extra-curricular activities

Additional cultural activities boosted students' interest in the L2 itself and in the culture(s) of the country/countries where their L2 is spoken, i.e. language club events:

"There is already the French club. […] I do think that cultural events are nice in a way they really encourage people to either learn the language or just visit the country" I-5-M-FR-S1

Students enjoyed extra-curricular activities organised by university L2 departments. The general feeling of student participants was that they had more knowledge of the activities organised by university groups and language departments in the second semester compared to the previous semester:

"She [my teacher] holds a conversation with students who want to go. You can go there and talk to her and talk to people who want to speak German this way." I-19-M-DE-S2

"I went to the Italian ball which increased my motivation. It was very cool." I-25-M-IT-S2

7.7 Student demotivators over a year of L2 studies – a qualitative view

The outcomes of quantitative analysis show that students expressed different opinions about some of the variables belonging to the LE factor at the meso level (see appendix six). Relatively high standard deviations for some variables indicate that research participants did not share the same LE (see 7.2.3). As a result, variables that motivated some students demotivated some other students. This section of chapter seven aims to clarify this aspect exploring the variables at the meso level which most frequently demotivated students in the

[10] The Higher Education Contribution Scheme is a State managed loan which allows students to pay the Australian Government for their university studies once they find a job.

two semesters under study. First main responses to SQ3 and SQ4[11] were analysed together with the interview narratives collected at the end of each semester. However, only responses to SQs were quantified and portrayed in graphs to provide a very general idea of the trends emerging from the qualitative data analysis and find differences across categories of demotivators and L2 cohorts (see also 4.4, 4.5 and 4.6).

A thematic content analysis of the qualitative data reveals that at the meso level, students were mainly demotivated by Course-specific Demotivational Components (CDCs) in both semesters. Themes related to CDCs were much more frequently recurring than themes from the other two categories of demotivators of the LE in the first and in the second semesters (71% vs. 69% respectively). Interview narratives analysis validate these outcomes since interviewees complained more about their L2 course design than about other aspects of the LE factor (figures 7.5 and 7.6).

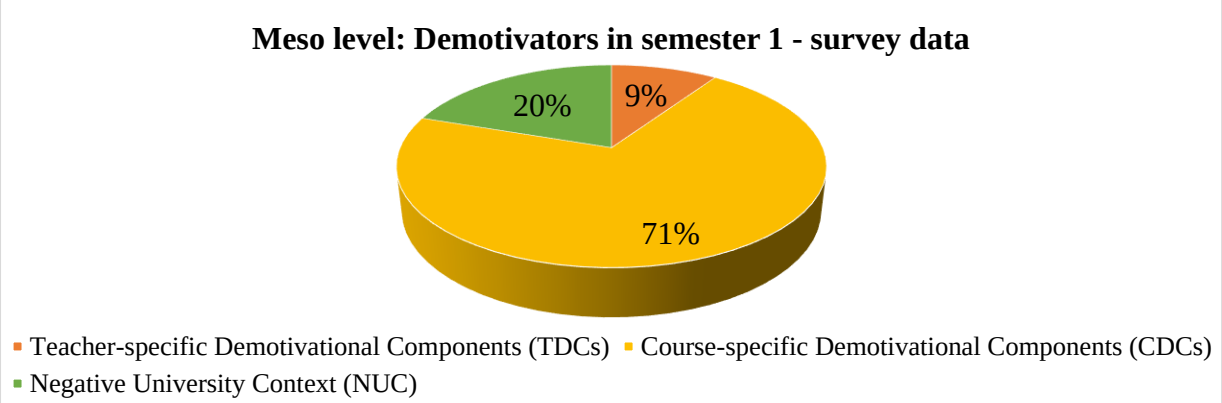


Figure 7.5: Proportions of most frequently recurring themes in students' answers to SQ3 in the first semester within the meso level of analysis (*n* = 409).

[11] (SQ3) Please list the three main negative aspects of learning French/German/Italian/Spanish at university; (SQ4) Please list the main negative aspect in learning French/German/Italian/Spanish during this semester.

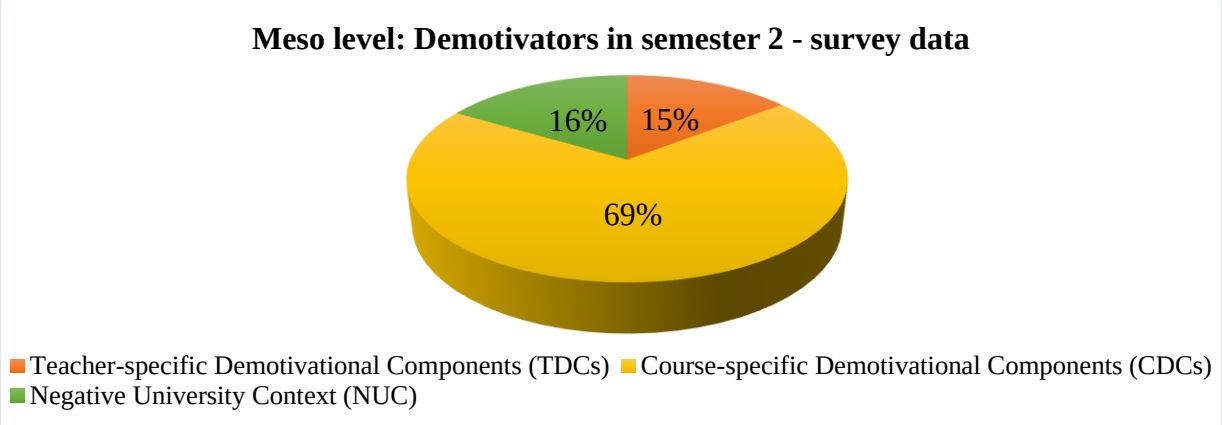


Figure 7.6: Proportions of most frequently recurring themes in students' answers to SQ4 in the second semester within the macro level of analysis (*n* = 103).

Teacher-specific Demotivational Components (TDCs) demotivated students the least. This category made up 9% of the themes emerging at the meso level in the first semester and 15% of the themes in the second semester. Students who commented did not like teachers' styles and content delivery methods, also complained about the disorganised way teachers gave instructions. Demotivated students used negative adjectives to describe teachers' personality and attitude towards their teaching tasks.

Negative University Context (NUC) was also identified as a category of demotivators. Qualitative data reveal that some students could not continue learning an L2 because they finished their optional/elective subject credit points which were used to learn an L2 (see also 5.1.10). The percentage of students who were demotivated by NUC slightly decreased in the second semester (20% vs. 16% respectively). Interview narratives show similar trajectories.

Frequencies of the themes related to the demotivators at the meso level are unevenly distributed across the four L2s, particularly when it comes to TDCs and CDCs (figures 7.7 and 7.8).

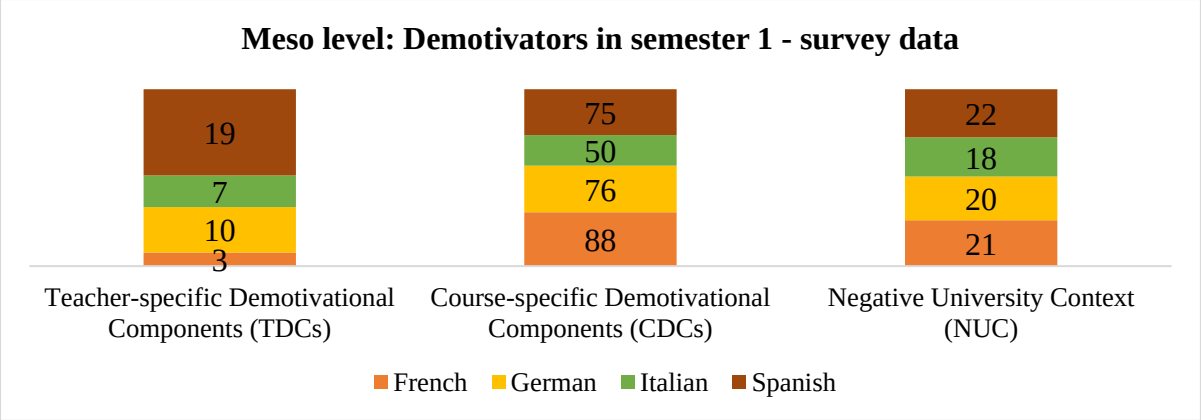


Figure 7.7: Frequencies of most frequently recurring themes within each category related to the LE factor across L2s in semester one (*n* = 409).

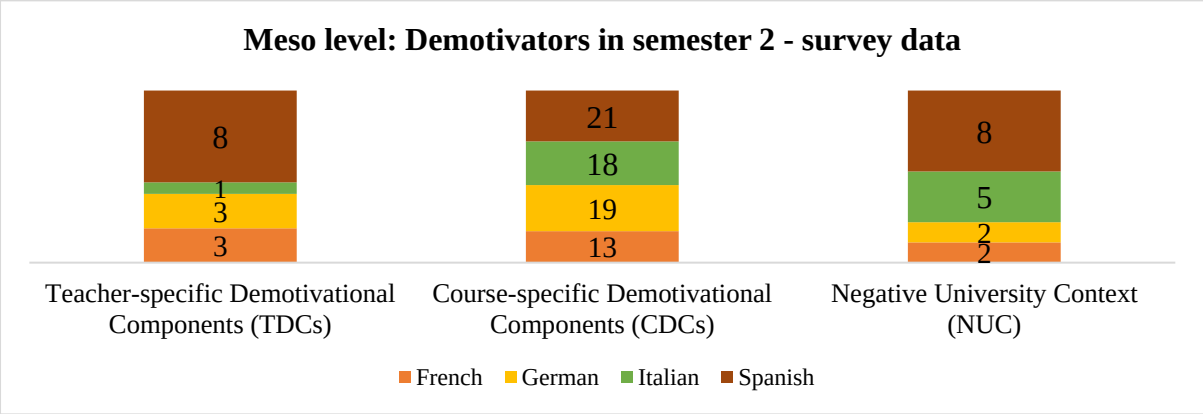


Figure 7.8: Frequencies of most frequently recurring themes within each category related to the LE factor across L2s in semester two (*n* = 103).

Spanish students complained much more than other L2 groups about their teachers (*n* = 19 in S1 vs. 8 in S2). They were demotivated by teachers' styles and teaching quality. To a much lesser extent German and Italian research participants mentioned demotivators related to their teachers' performance in the first semester (*n* = 10 and 7 respectively). French students rarely found their teachers demotivating in the first semester (*n* = 3). Despite the Spanish cohort appearing the most demotivated cohort in both semesters in terms of comments about TDCs and NUC, the rest of the L2 groups were almost equally demotivated by their teachers in semester two. French and German students considered their teachers as demotivators only three times while only one Italian student was demotivated by their teacher which confirms previously reported general appreciation by students for their language teachers at university in Australia (see e.g. Nettelbeck et al., 2012) and the low mean recorded when analysing quantitative data in section 7.2.3.1.

CDCs were particularly demotivating for French students in the first semester. They mentioned themes related to CDCs 88 times. Very similar frequencies were noticed for German and Spanish students (*n* = 76 and 75 respectively). Italian students were the least likely to refer to this category (*n* = 50). In the second semester, very similar frequencies were registered for the four L2 cohorts. Spanish, German and Italian students referred to demotivators linked to CDCs with similar frequencies (*n* = 21, 19 and 18 respectively), while French research participants referred to CDCs only 13 times.

Themes related to NUC occurred less often. In the first semester, Spanish, French, German and Italian students shared similar frequencies (*n* = 22, 21, 20 and 18 respectively). In the second semester, it appeared that Spanish and Italian students were more demotivated by NUC (*n* = 8 and 5 respectively) compared to French and German students (*n* = 2 and 2 respectively).

The most frequently recurring themes related to the demotivation experienced by research participants for the meso-level LE factor are shown in table 7.21.

Common themes related to student demotivation – meso level	
Teacher-specific Demotivational Components (TDCs)	Teaching quality Relationship teacher-student Use of L1in class Lack of L2 learning strategies
Course-specific Demotivational Components (CDCs)	Fast pace Large amount of work Inefficacy of approach Disfavoured content Test anxiety
Negative University Context (NUC)	University requirements Large class size No extra-curricular activities

Table 7.21: Major themes identified for each category of the LE factor in terms of demotivators.

Most frequently recurring themes are explored in the following sections where their analysis is integrated with quotes taken from qualitative data.

7.7.1 Student demotivators over a year of L2 studies – Teacher-specific Demotivational Components (TDCs)

Four most frequently recurring themes related to teachers' style and methods were identified among student demotivators in both semesters.

Teaching quality

Research participants were demotivated by the lack of professionality and experience of some teachers. Students realised that some teachers were hired as L2 teachers since they could speak the language, but not necessarily because they were trained as such. As a result, students observed lack of preparation for some teachers who were not able to follow a logical order in their explanations and activities:

"The university I attend does not hire German teachers who are specifically trained to teach German as a foreign language. They are for the most part incidental teachers." SQ3-37-M-DE-S1

"My teacher is quite scattered and hasn't brought a sense of linear progression to the course content." SQ3-44-F-IT-S1

In the second semester, students were demotivated by teachers' style and methods in delivering the course content. Hence, students perceived that teachers were not stimulating conversation in class and consequently, students did not feel that teachers were supporting them in reaching their goals to become proficient L2 speakers (see e.g. 6.2.3.3, 6.2.3.4, 6.6.3 and 6.6.4):

"The teaching style is less interactive; fewer speaking opportunities in class." SQ4-74-F-DE-S2

"We're not doing enough spoken exercises in class and teacher's being absent. My private tutor […], I've learnt more from her and she tells about the culture, and that's only one hour. She is trained in teaching young children Spanish, so she speaks so slowly. […] She keeps it simple and I like that. At uni, I feel only frustration. Every Monday afternoon, we have classes from 3 until 5. […] When I walk out of the class, I'm always angry ready to quit." I-32-F-ES-S2

Relationship teacher-student

Students expected to receive more personal help and more empathy from their teachers. However, data reveal that demotivated students did not perceive the expected support and did not have a positive relationship with their teachers either:

"There is not as much help in learning the language as there was in school (less contact hours and no relationship with the teacher)." SQ3-14-F-ES-S1

"The other teacher was kind of a bit colder, just the way she interacted with us. She wasn't that helpful, and I didn't feel like I could ask or go to her and ask questions and she went through things very quickly." I-30-F-ES-S1

The same theme occurred in students' responses to SQ4 and in interview narratives in the second semester. Research participants were disappointed by teachers' inability to build rapport and understand their individual needs:

"Teachers rely on students' understanding instead of ensuring that students understand them." SQ4-91-M-ES-S2

"Now, I solely have this tutor who I feel like I can't really approach her with questions." I-32-F-ES-S2

Use of L1 in class

Students did not like teachers who prevailingly spoke in English during their L2 lessons:

"The class is taught predominantly in English. I would prefer that it was taught in German, even in a complete beginners' class because it heightens exposure to the language, sounds, pronunciation, etc." SQ3-599-F-DE-S1

"Learning at an English-speaking University means that one is not being submersed in Italian culture. […] Students aren't forced to 'think' in Italian by submersion." SQ3-459-F-IT-S1

The same theme recurred during the second phase of the data collection. Students also observed that native speaker teachers were preferred compared to non-native speaker teachers as reported in survey and interview qualitative data analysis:

"It makes a difference if it's taught by an actual Italian speaking teacher. It doesn't matter how well he speaks. He can speak very well the language, but there are many things that you come across apart from the language that you pick up, the passion for food and people […]. I've been in someone else's class. The teacher is actually from Italy and she makes sure that it's not just the language she teaches but it's also the culture. I think that makes a difference to me. My motivation decreased." I-26-F-IT-S2

Lack of L2 learning strategies

In the first semester, a large number of research participants felt overwhelmed by the L2 learning process because they did not know how to learn an L2. The lack of L2 learning strategies demotivated students who were not used to learn an L2 (see 5.1.8 and 5.1.9). Hence, students expected that their teachers would explain the reasons behind the choice of activities and exercises proposed in class and give them some suggestions to improve their L2 learning process with appropriate and effective learning strategies:

"It's kind of assumed that people know how to study those subjects. It's just something that I haven't practised. I think some support might have helped, because rather than just guessing and knowing from someone that this is a very efficient way of studying, support would probably help and make it much easier." I-2-M-FR-S1

"You also need to give the students the strategies to know where to go to learn more in an easy way." I-26-F-IT-S1

Very few students expressed their frustration for not knowing L2 learning strategies in the second semester.

7.7.2 Student demotivators over a year of L2 studies – Course-specific Demotivational Components (CDCs)

Most of the demotivators at the meso level were related to CDCs. Some themes were particularly recurrent in students' narratives both in SQs and interviews. Five themes recurred more frequently in both semesters.

Fast pace

The most frequently recurring theme at the meso level in terms of demotivation was related to the very fast pace of the L2 courses as perceived by a very large portion of research participants:

"The learning is extremely fast paced, and I do not feel I have enough time to adequately revise before each assessment." SQ3-57-F-DE-S1

"Content is worked through very quickly and sometimes I find it hard to keep up with the speed at which we are learning." SQ3-82-F-ES-S1

Some students noticed that the teaching pace became faster and harder in the second semester (see also 6.7.4):

"Content seems to be gone through very quickly sometimes, so it can be hard to keep on top of new grammar points, especially since it's getting progressively harder (and simultaneously becoming less and less similar to English, which again can make comprehending these concepts a bit harder)." SQ4-46-F-FR-S2

Large amount of work

Learning a European language was considered an easy task by some students. However, some students soon realised that the work needed in order to succeed in L2 courses was much

more than they had initially expected (see also 6.7.4). Hence, research participants felt demotivated by the energy and time that they had to put in to pass L2 courses:

"It's quite intense and requires a lot of study on my part, especially as it's only an elective for me." SQ3-15-F-IT-S1

"Probably the biggest demotivator is how much content there is. […] If you don't really keep on top of all the contents, then it will push down your mark." I-35-F-ES-S1

Data suggest that research participants were more overwhelmed by the amount of work required for an L2 subject in the second semester. Students also reflected on the small weight of their L2 subject in their study plan – 64.1% of them in S1 and 52.4% in S2 chose an L2 as their optional/elective subject (see 5.1.10):

"A lot of classes + homework and personal work to catch up on what I don't understand can be really tough since this is only an elective for me. It often takes priority over my degree." SQ4-27-F-FR-S2

"The associated culture component is quite heavier this semester in terms of the amount of material we have to study." SQ4-64-F-ES-S2

Inefficacy of approach

One of the main demotivators of the meso-level LE factor was the lack of communicative methods employed in the L2 class. Demotivated students complained about the very grammar-based approach and the constant overuse of books in class instead of proposing authentic materials in communicative situations:

"There is so much focus on the textbook that it feels like I could go away and do what the textbook says without coming to class – sometimes!" SQ3-91-F-FR-S1

"The course I am doing focuses more on reading and writing exercises than listening and speaking exercises." SQ3-18-F-DE-S1

In the second semester, demotivation caused by the use of traditional grammar-based approaches during L2 classes emerged more often than in the first semester. Students were demotivated by the inability to use the L2 in real-life situations and the lack of oral practice:

"I don't always get to practise speaking the language as much as I did last semester." SQ4-16-F-IT-S2

"We may come out of university knowing the difference between a perfecto and imperfect, but we can't understand what you're saying to me so how was it helping us? […] I'll be better paying for a separate course over summer for three months or whatever. Then at least, when I

go to Spain, I can have a basic conversation with people. Maybe that's a solution. We just don't communicate in class." I-32-F-ES-S2

Disfavoured content

Respondents were demotivated by the content covered in class which was not useful to achieve their communicative goals (see 6.7.2). Culture was also a topic that some students expected to cover more extensively:

"I have to write and talk about topics that I don't care about. I have to make sentences about things that aren't relevant to me and pretend to be interested in order to pass a course." SQ3-43-F-FR-S1

"Something that was missing was the cultural side of things in class. […] I would have liked to have a more focused learning on culture, because we are not actually in the country, so it makes hard to learn. I think part of the actual language itself is the culture and being able to actually speak the language." I-30-F-ES-S1

Students mentioned this theme more often in the second semester. Data suggest that the type of content varied within the same L2 and the same university. Therefore, it can be assumed that different teachers did not entirely follow the lesson plans suggested by subject coordinators:

"French course is dry. […] It's books skills. […] It's not stuff you would walk around and say every day." I-9-F-FR-S2

Test anxiety

This last theme recurred less often than the rest of the themes for CDCs. Research participants reported their negative emotions triggered by constant assessment (see 6.7.4):

"I've been nervous when I had assessments. […] Actually, I had anxiety." I-29-F-IT-S1

"The main thing that demotivated me was the assessment because it was so quick, and I had all my other subjects." I-34-F-ES-S1

In the second semester, students felt also very overwhelmed by L2 assessment. In particular, student participants continued to emphasise the minor role of the L2 course in their study plan. Therefore, they could not invest a lot of time for their L2 subject assessment. The main difference for all L2 cohorts from the first semester was the introduction of an oral test at the end of the year. This event triggered frustration and anxiety for those students who felt that the course was not designed to prepare them for the oral test:

"The tests are harder. That's exactly why people drop." I-10-F-FR-S2

"I'm angry with the system that we don't speak any Spanish in class and then we're thrown into an oral exam which is 20% of our mark. We don't have any idea on how we pronounce words. That really pisses me off, to be honest. […] We don't practise it in class at all. All we're doing is working through an exercise book which I frankly can do at home on my own." I-32-F-ES-S2

7.7.3 Student demotivators over a year of L2 studies – Negative University Context (NUC)

Several themes related to the decisions made by L2 departments demotivated some students. Three themes recurred more frequently than others.

University requirements

Qualitative data reveal that some students needed to obtain credit points for optional/elective subjects in line with data analysis (see 5.1.10). However, these same students did not always plan properly how to use these credits. As a result, they finished their optional/elective subject credit points with other subjects than L2s and they could not continue learning L2s:

"If I'm not wrong German 2 is a level 1 subject and I ran out of level 1 subjects so, I used the last of my level 1 breadth credits on German 1." I-12-F-DE-S1

"I can't fit it in, all my subjects are filled up. If I had the spot for it, I would do it." I-31-F-ES-S1

More students could not continue learning an L2 in the second semester because they did not have space in their study plans to include L2 subjects. Some students also showed a lack of knowledge about the way(s) they could include an L2 in their study plan:

"I haven't planned all my credits yet. I only used my credits for this year subjects so maybe in the summer, I might actually start to arrange my credits for the subjects for year 2. I've never talked to STOP 1[12] *about course planning."* I-5-M-FR-S2

"I don't know whether I can fill it in next year. I've to do lots of level 1 courses for my science area of my course." I-28-M-IT-S2

As a result, this inability to continue learning an L2 because of a lack of credit points was interpreted as a demotivator. Students appeared not to be motivated anymore to invest time and energies to acquire a skill on which they could not focus for an additional semester.

[12] Students services at the University of Melbourne.

Large class size

The second most frequently recurring theme for this category was related to the large student cohorts which were attending some L2 classes. University budget restrictions are known to push language departments to increase the number of students per class. However, this strategy demotivated students who expected a smaller cohort where they could express themselves more in the L2 and build a closer relationship with their teacher and classmates. As a result, students developed class anxiety:

"As the classes have a high number of students, one can have a greater fear of trying to talk the language, compared to smaller more personal classes." SQ3-88-M-FR-S1

"Classes are large, not enough individual attention which I find is very useful for language learning." SQ3-92-M-ES-S1

Some L2 cohorts emphasised the increase in students' number after the first semester. Several issues were caused by this strategy: (a) research participants felt more anxious to speak and (b) they noticed that they did not have enough opportunities to practise their oral skills in class (see also 6.2.3.4 and 7.2.3.2):

"The major anxiety in class is that when you make a mistake there are so many people around you, so 20 people are looking at you and you say: 'I screwed up'. In a more spontaneous environment, there would be maybe 5 to 10 people and you know them and if you make a mistake you say only: 'ok, I made a mistake'." I-19-M-DE-S2

"It's a huge class actually. It's quite big. Last semester, it was maybe 15 or less. This sem, more than 20 and I feel that way it's less of actual practice of speaking in class." I-18-F-DE-S2

No extra-curricular activities

A third frequently recurring theme was identified in students' responses to SQ3, SQ4 and interview questions. Research participants expected their universities to organise more extra-curricular activities to improve their L2 knowledge and cultural understanding. Students also felt frustrated when they realised that English was spoken in events where they expected the L2 to be spoken:

"I'm part of the Italian club at the university. I engage with that, but we don't really talk in Italian." I-29-F-IT-S1

"I was very surprised with that, when I looked through the clubs. I saw French and Italian but there's no Spanish. […] I personally think the university doesn't offer enough opportunities or put us in touch with support for conversing." I-32-F-ES-S1

This theme occurred very rarely in the second semester. Students declared being more aware of the activities organised by their universities and language departments in the second semester (see 7.6.3).

7.8 Conclusions

Data analysis demonstrates that research participants experienced motivators and demotivators at the meso level of analysis at the same time. TMCs and CMCs were multiple and very diverse. As a result, some teacher- and course-specific components motivated students and some demotivated them based not only on their individual characteristics, but also on their goals, aspirations and needs which changed over time. Such a result was validated by relatively high standard deviations for the same variables which confirm the unequal way students answered five-point Likert scale items (see section 7.2.3).

7.8.1 Student motivation at the meso level

Quantitative data suggest that student motivation was strongly fostered by TMCs and partly by CMCs in the first and in the second semesters, given the very low means registered for the variables of these categories (see 7.2.3.1 and 7.2.3.2). Motivation was less supported by UC given slightly higher means for this category (see 7.2.3.3). Qualitative data analysis indicates that CMCs motivated students much more than any other category of motivators in both semesters under analysis (see 7.6.2). Students particularly enjoyed the classroom atmosphere, where they were stimulated to be engaged in a group of members. Tasked-based and communicative teaching approaches motivated students since they were learning how to use the L2 in specific contexts. TMCs motivated students who built a very constructive and trustworthy relationship with their teachers (see 7.6.1). They felt teachers' empathy and good will to help them in their L2 learning process. Indeed, students' relationship with their teachers was the most motivating aspect of their LE given the very low means emerged from the analysis of variable 15 – *I get along well with my teacher* (*M* = 1.66 in S1 vs. 1.69 in S2). Many fewer themes were linked to the support perceived from L2 university departments – the UC (see 7.6.3). Most frequently recurring themes were strongly interconnected to each other since teachers were applying the decisions taken at higher levels to their work in class. Classes were planned not only by teachers, but also according to subject coordinators', L2 departments' and universities' directives.

In addition to this, the LE was discovered to be very strongly correlated with the PLL, confirming interaction across levels (see 7.2). Dynamics experienced by students within the formal L2 learning environment directly influenced students' psychology. Intrinsic Motivation was boosted by interesting lessons and the Ideal L2 Self was strengthened by the opportunities to use the L2 in foreign countries and in events organised by L2 departments (see 6.2.3.1, 6.2.3.3, 6.6.1 and 6.6.3). Cultural topics interested students who did not only want to learn the L2, but they also wanted to discover more on the country(ies) where their L2 is spoken and immerse themselves in foreign contexts – Integrative Orientation (see 6.2.3.2 and 6.6.2). To a lesser extent, correlations of small strength were detected between the LE and the SCE. Students benefitted from the opportunities given by their university to use L2 subjects in order to accumulate optional/elective credit points. These opportunities stemming from the UC were correlated with Instrumental Orientation. Students used L2 subjects to progress with their university career.

Differences across categories of students were statistically significant. Students with a cultural background from a country where their L2 is spoken were much more motivated than students who did not have any family connection with one of those countries (see 7.3.1). Mean differences were also detected across the four L2 groups under study (see 7.3.2). Across the L2 cohorts, the German and the Italian cohorts were generally more motivated by the LE factor based mainly on quantitative data. The French cohort was motivated by the relationship built with their teachers and the opportunities given in class to speak and practise the language. German students appreciated their teachers' work and the methods used in class to deliver content and create opportunities to practise the language. Courses were also a strong source of motivation among German students who were the most motivated by CMCs according to qualitative data analysis. Italian students were also among the most motivated students by TMCs, CMCs and the UC based on quantitative data analysis. The Spanish cohort was the least motivated by the LE. Nonetheless, means of students' average responses were low for most of the TMCs and CMCs variables. In particular, Spanish students were motivated by their relationships with their teachers and the class environment including topics and material used during the semester.

7.8.2 Student demotivation at the meso level

Quantitative data analysis brings to light some issues experienced by students during their first year of L2 studies. Relatively higher means and standard deviations for the variables belonging

to NUC indicate that larger numbers of students were demotivated by decisions made at the meso level of analysis within L2 departments and universities (see 7.2.3.3). Besides, some students were also demotivated by TDCs and CDCs (see 7.2.3.1 and 7.2.3.2). Qualitative data partially validate the results of the quantitative data analysis. Themes related to all three categories emerged from the thematic content analysis of qualitative data (see 7.7). CDCs represented the strongest demotivator. Few differences were noticed over time. Students realised that they needed to learn more complicated topics in the second semester. The more students advanced with their L2 knowledge the more they needed to remember grammar rules and vocabulary in order to be able to pass exams and tests. As a result, the increasing amount of work required for an L2 class demotivated students who could not keep up with L2 courses workload.

Qualitative data indicate that teachers did not always build an encouraging, inclusive and engaging relationship with their students who were looking for pedagogical and psychological support and not exclusively grammar knowledge (see 7.7.1). CDCs also played a negative role. Quantitative data suggest that three variables did not motivate a large portion of the research population, i.e. (a) inappropriate content, (b) large workload and (c) fast lesson pace (see 7.2.3.2). Qualitative data analysis confirms these outcomes (see 7.7.2). As noted before, demotivated students felt that the workload was too large, and lessons covered too much material in a very short time. Topics were also considered not appropriate in terms of students' goal of becoming fluent speakers of an L2 and travel to countries where they could use that L2. NUC indirectly contributed to demotivating students in different ways (see 7.7.3). Discontinuing students could not fit their L2 subjects in their study plan because they had finished the credit points available for optional/elective subjects – especially students at the last stages of their degree programs (see 5.1.12). Quantitative data also suggested that students were not satisfied with the amount of extra-curricular activities organised by L2 departments given the highest mean at the meso level registered by variable 31 – *My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language (M* = 2.96 in S1 vs. 2.83 in S2) (see also 7.2.3.3).

Statistically significant mean differences were spotted across students' categories when analysing quantitative data. Australian students without a cultural background from a country where one of these languages is spoken were more demotivated by the LE than students with a cultural background or who identified themselves as non-Australian (see 7.3.1). Students enrolled at the Australian National University were also more demotivated by the LE (see 7.3.3). French and Spanish students were generally less motivated than German and Italian

students (see 7.3.2). In contrast to the results of the analysis of motivators, more French students were demotivated by the environment created by their teachers in class which consequently affected students' relationships. Quantitative data suggest that more German students were demotivated by the few opportunities to talk in German in class, the content chosen for lessons and they believed that too many students were learning German in the same class. Few Italian students complained about the use of the L1 during lessons and the lack of communicative approaches when teaching this language. They also stated that lesson pace was too quick especially in the second semester. Similar to the French cohort's results, Spanish students appear to be more demotivated by the LE than other L2 students. In particular, variables belonging to TDCs registered the highest means for Spanish students across L2 groups. UC also demotivated Spanish students who desired more extra-curricular activities organised by their Spanish departments, following both quantitative and qualitative data analysis.

7.8.3 The LE as source of motivation and demotivation at the meso level

In conclusion, this chapter analysed the motivators and demotivators belonging to students' LE at the meso level. Motivators and demotivators were strongly and closely related to the experiences made by students in different stages of their L2 process. Students emphasised the complexity of the LE which could motivate and demotivate them at the same time depending on the variable under consideration. TMCs and CMCs played the most influential role with respect both to motivation and demotivation at the meso level. Themes elicited from qualitative data demonstrate that students compensated their demotivation in terms of certain specific aspects of their LE with an increase of motivation aroused by other different aspects belonging to the formal learning environment. The role of UC was also found to be crucial when students were organising their study plan with the purpose to include L2 subjects.

Chapter 8 The macro level of analysis – the Socio-cultural Environment (SCE)

The previous chapter focused on the learning environment in which learners study an L2. Teacher- and course-specific components motivated and demotivated students at the same time. The increasing amount of work and material to cover over time affected the motivation of weaker students while it boosted motivation for students who appreciated the internal reward triggered by this challenge.

As discussed in chapter two, the macro-level factor was identified here as the Socio-cultural Environment (SCE) (see 2.10 and 2.11). The different sections created for this chapter guide the reader to explore the motivational and demotivational patterns emerging from the context where a student is embedded as 'person-in-context' (Ushioda, 2003; 2009) or 'person-in-the-world' (Lave & Wenger, 1991). This chapter does not 'focus on individual skills development in isolation but attempts rather to apply a socio-cultural lens in considering the individual learner in situated contexts' (Godwin-Jones, 2018, p. 8). The SCE is important for a better understanding of the multiple reasons why students showed more 'integrative orientation' for certain countries rather than for other countries where their L2 is spoken (see 6.2.3.2 and 6.6.2). Clément and Kruidenier (1983) suggested that 'sociocultural orientations might lack the affective connotation proper to the Integrative Orientation. Sociocultural orientations to foreign language acquisition might indeed imply a rather distant or "bookish" interest' (p. 288). Students' 'bookish' interest might also be triggered by learning environment dynamics which do not encourage students to expose themselves to L2 cultures and speakers (see 7.7.1 and 7.7.2).

In this chapter, as previously noted, quantitative and qualitative data outcomes are explored in order to identify motivators and demotivators experienced by research participants at the macro level. Again, the longitudinal aspect of this research is presented through the analysis of the difference in motivational patterns experienced by students during one year of university studies (see 4.4, 4.5 and 4.6).

8.1 Quantitative data analysis

The Principal Component Analysis (PCA) initially brought forth two factors which appeared to belong to the macro level of analysis. Since both factors have their origin in the social context where L2 learners lived, the two factors were combined into one single factor called the Socio-cultural Environment (SCE) out of convenience. The Cronbach's Alpha value validated this decision. One of the two initial factors obtained a Cronbach's Alpha of .78 and

the other initial factor obtained a Cronbach's Alpha of .74 (table 8.1). Both factors merged into one single factor maintain a relatively high Cronbach's Alpha (α = .76). Hence, the SCE has a strong internal consistency which validates the decision to group the two factors into a single factor, i.e. the SCE. All 14 items of the macro-level SCE factor are related to external variables to the learner and organised in three sub-component categories based on their relevance and on previous studies (see also Oakes, 2013; Schmidt, 2011) – Instrumental Orientation (INSTRO), Contextual Components (CCs) and Ought-to L2 Self (OLS) as seen in colour coded fashion in the following table.

Likert scale items belonging to the SCE factor	**Factor loadings**	**Categories**	**Cronbach's Alpha**	**Cronbach's Alpha**
Likert scale items belonging to one factor obtained with the PCA				
Knowing French/German/Italian/Spanish will help me to obtain a better job.	0.830	INSTRO	.78	
Studying French/German/Italian/Spanish to a high level of proficiency will allow me to earn more money.	0.802			
I think French/German/Italian/Spanish will help in my future career.	0.767			
The knowledge of French/German/Italian/Spanish would help me finding a job in the public service.	0.656			
I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person.	0.421			
I would like to become more like people from French-/German-/Italian-/Spanish- speaking countries.	0.419			
Likert scale items belonging to one factor obtained with the PCA				
I consider learning French/German/Italian/Spanish important because the people I respect think that I should do so.	0.748	OLS		0.76
People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian /Spanish.	0.694			
I often have opportunities to practise French/German /Italian/Spanish with native speakers outside university.	0.562	CCs	.74	
I learn French/German/Italian/Spanish because I want to communicate with my family members.	0.555			
If I fail to learn French/German/Italian/Spanish, I will be letting other people down.	0.526	OLS		
I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries.	0.522	CCs		
Speaking French/German/Italian/Spanish is very important in Australia.	0.415			
The French/German/Italian/Spanish subject was advertised during the orientation sessions before starting university.	0.409			

Table 8.1: Colour-coded PCA results and Cronbach's Alpha coefficients for the SCE factor and the two sub-factors detected by the PCA (see table 4.1). Data related to the first round of questionnaires. Rotation method: Oblimin with Kaiser normalisation.

One item originally included in the SCE factor was cut out by the PCA from the macro level of analysis because its factor loading value was lower than 0.40 – *'the media report good news from French-/German-/Italian-/Spanish-speaking countries'* (see 4.2.3.3). Indeed, 'small values would indicate variables that do not fit well with the factor' (Gómez, 2013, p. 115), because the PCA finds commonalities among variables. Nevertheless, frequencies of students' responses to this variable show that around 60% of the survey participants neither agreed nor disagreed while 20% disagreed with this variable statement (see appendix 7.3.5). Hence, it appears that students were not strongly influenced by any news that might or might not be aware of. Two items were originally included at the micro level, but the PCA incorporated them with the factor at the macro level – *'I learn French/German/Italian/Spanish because I want to communicate with my family members'* and *'I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries'* (see 4.2.3.1 and 4.2.3.3). The former was formulated by the researcher to analyse the role of students' family environment. The latter was part of the Ideal L2 Self category in Oakes's (2013) study. Therefore, it was initially considered at the micro level. However, the PCA found more commonalities with variables linked to the utilitarian goals prospected by students when learning an L2. The L2, in this case, is deemed to be a tool for learners to become people with some traits belonging to speakers of their L2.

The sub-component category within the SCE factor with the largest number of variables is INSTRO. The internal consistency of this category was very strong since it had a relatively high Cronbach's Alpha of .78. Using Csizér and Dörnyei's (2005) terms, all six variables of INSTRO can be defined as 'extrinsic motives that make up instrumentality' (p. 29).

A second category of the SCE factor is CCs. The variables of this category present a very weak internal consistency given the low Cronbach's Alpha of .55. The low Cronbach's Alpha might be due to the multiple and diverse variables which make up this category, e.g. '*Speaking French/German/Italian/Spanish is very important in Australia*' or '*I learn French /German/Italian/Spanish because I want to communicate with my family members*'. These variables belong to the context which surrounded the L2 learners and influenced their motivation. As a result, they could be considered as part of a single category which addresses the diverse complexity of the context in which an L2 is studied.

The OLS category showed a strong internal consistency with a relatively high Cronbach's Alpha value (α = .76). Variables of this category mirror those in previous studies on motivation (cf. Oakes, 2013).

8.2 Categories and variables at the macro level of analysis – a quantitative view

Quantitative analysis mainly focuses on means and standard deviations drawing on the structures used by Schmidt (2011) and Oakes (2013) (see 4.4 and 4.6). The SCE factor recorded the highest mean value across the three factors under analysis (PLL, LE and SCE – see also 6.2 and 7.2) (*M* = 3.20 in S1 vs. 3.12 in S2) suggesting that it was the least motivating factor for student participants (table 8.2).

Factor of the macro level	Semester	Number	Mean	Standard deviation
The Socio-cultural Environment (SCE)	1	719	3.20	0.52
	2	206	3.12 ↓	0.52

Table 8.2: Mean and standard deviation of the SCE factor in semesters one and two. Arrows indicate direction of change over time.

Research participants mainly *'disagreed'* or *'neither agreed nor disagreed'* with the 14 five-point Likert scale items belonging to the macro-level of analysis factor. Indeed, the value three stands for *'neither agree nor disagree'* while the value four stands for *'disagree'* in a scale from one to five where one stands for *'strongly agree'* and five stands for *'strongly disagree'* (see 4.4 and 4.6). Students' disagreement seemed to be fairly steady during both semesters, since only a very small change in the mean values was observed from the first semester to the second semester. The same standard deviation in both semesters (*SD* = 0.52 vs. 0.52 respectively) suggests that students *'disagreed'* as well as *'agreed'* about equally with the items of the SCE factor (see appendix seven). Further analysis in this chapter will demonstrate how the role of contextual variables is crucial in terms of L2 student motivation and demotivation.

Table 8.3 shows the results of a one-way analysis of variance (ANOVA) to explore differences of motivation across L2 cohorts.

Factor of the macro level	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean comparison
The Socio-cultural Environment (SCE)	1	3.22	3.10	3.27	3.24	*F*= 3.448 *p*= .015
	2	3.14 ↓	2.97 ↓	3.16 ↓	3.20 ↓	*F*= 2.121 *p*= .099

Table 8.3: Means and ANOVA results of the macro-level factor in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 7.4.

It appears that students from the four L2 cohorts perceived the SCE differently in the first semester. Statistically significant mean differences [$F = 3.448$, $p = .015$] indicate that the Australian SCE fostered more interest in learning German than learning other European L2s. Overall, students who completed the two questionnaires were generally more aware of the importance of their L2 given the lower means in the second semester compared to the first semester.

8.2.1 Responses of students who completed both rounds of questionnaires

Those students who completed the two rounds of questionnaires and who were consequently enrolled in both semesters under study showed very similar levels of motivation compared to the motivation shared by the whole research population in the first semester (M = 3.14 and 3.20 respectively) (tables 8.2 and 8.4).

Factor of the macro level	Semester	Number	Mean	Standard deviation
The Socio-cultural Environment (SCE)	1	206	3.14	0.48
	2	206	3.12	0.52

Table 8.4: Mean and standard deviation of the SCE factor for students who completed the survey in semesters one and two.

Table 8.4 also shows that the motivation of those students who completed both questionnaire one and questionnaire two hardly changed over time, since the mean value slightly decreased from 3.14 to 3.12. The relatively high mean values reveal that the SCE was not a particularly motivating factor for many research participants. Standard deviations were also very similar, indicating the variation in students' responses did not change much from one semester to the other (SD = 0.48 in S1 vs. 0.52 in S2) (see also appendix seven).

8.2.2 Different experiences shared by continuing and discontinuing students

As previously noted in chapters six and seven, 126 students out of 719 declared that they were not willing to continue learning an L2 in the second semester, while 593 students stated that they wanted to continue learning an L2 for at least an additional semester. The difference in motivation of these two groups in terms of SCE appears to be statistically significant based on the results of an independent samples t-test [t= -3.168, p= .002] (table 8.5).

Factor of the macro level	Number	Mean	Standard deviation	Mean comparison
The SCE for continuing students	593	3.18	0.52	*t*= -3.168
The SCE for discontinuing students	126	3.33	0.50	*p*= .002

Table 8.5: Mean, standard deviation and t-test results of the responses given by continuing and discontinuing students in the first semester at the macro level of analysis. Statistically significant t-test results are highlighted in pink. Confidence intervals are shown in appendix 7.5.

Continuing students appear to be slightly less demotivated by the SCE factor since the mean of continuing students' responses to SCE items was lower than the mean of discontinuing students' responses (*M* = 3.18 and 3.33 respectively). The variance of responses provided by students did not particularly differ between the two groups as the standard deviation was very similar across the two groups (*SD* = 0.52 and 0.50 respectively).

Very similar dynamics were observed for continuing and discontinuing students who expressed their intention to enrol or not into a third semester (table 8.6).

Factor of the macro level	Number	Mean	Standard deviation	Mean comparison
The SCE for continuing students	167	3.09	0.49	*t*= -1.462
The SCE for discontinuing students	39	3.24	0.62	*p*= .150

Table 8.6: Mean, standard deviation and t-test results of the responses given by continuing and discontinuing students in the second semester at the macro level of analysis. Confidence intervals are shown in appendix 7.6.

In the second semester, 167 students declared that they wished to continue learning an L2 for a third semester, while 39 students stated their intention to drop their L2 subject at the end of the second semester. As noted for the first semester, continuing students were less demotivated by the SCE than discontinuing students (*M* = 3.09 and 3.24 respectively). However, this difference in means was surprisingly not statistically significant in the second semester [*t* = -1.462, *p* = .150] as opposed to the difference shown in the first semester. The difference in standard deviations demonstrated that discontinuing students expressed more different opinions than continuing students (*SD* = 0.62 and 0.49 respectively). Overall, continuing students were less demotivated by the SCE given the lower mean values in both semesters one and two.

8.2.3 Components of the Socio-cultural Environment (SCE) factor

As previously noted, the SCE factor consists of three sub-component categories – Instrumental Orientation (INSTRO), Contextual Components (CCs) and Ought-to L2 Self (OLS). The strongest motivator at the macro level of analysis by far was INSTRO both in the first and in the second semester, as seen in table 8.7.

Categories of the SCE factor	Semester	Mean	Standard deviation
Instrumental Orientation (INSTRO)	1	2.43	0.61
	2	2.39 ↓	0.58
Contextual Components (CCs)	1	3.51	0.61
	2	3.41 ↓	0.60
Ought-to L2 Self (OLS)	1	3.67	0.89
	2	3.54 ↓	0.93

Table 8.7: Mean and standard deviation of the categories belonging to the macro level of analysis factor in semesters one and two.

Although the mean for INSTRO very slightly decreased from the first semester to the second semester (*M* = 2.43 vs. 2.39 respectively), it did not reach the same low values registered for different categories at the micro and the meso levels (cf. tables 6.7 and 7.8 respectively). The relatively high standard deviation was generally maintained from one semester to the other (*SD* = 0.61 vs. 0.58 respectively). Such results suggest that a large portion of the research population was motivated by INSTRO, but there were also students demotivated by Instrumental Demotivation (INSTRD) in both semesters as shown in appendices 7.1 and 7.1.1 (see also 8.2.3.1).

CCs was the second category for the SCE factor at the macro level in terms of student agreement with its items. This category shows very high means (*M* = 3.51 in S1 vs. 3.41 in S2). Students were slightly less demotivated by CCs in the second semester (see 8.2.3.2). Nevertheless, the standard deviation was also relatively high for this category (*SD* = 0.61 in S1 vs. 0.60 in S2). Students were consequently divided between those who found motivators in the environment where they lived and those who were very demotivated by external variables (see appendices 7.2 and 7.2.1).

OLS recorded the highest means (*M* = 3.67 in S1 vs. 3.54 in S2), indicating that this was not a particularly motivating category (see 8.2.3.3). A large portion of student participants seem not to have agreed with the items belonging to this category as the mean was leaning towards the *'disagree'* (point four on the Likert scale) answer as validated by students' average response

frequencies in appendix 7.3 and 7.3.1. A small group of students felt that people around them directly and explicitly expected them to continue learning an L2 after they started the L2 learning process, but this pressure was not relevant for most of the research population as confirmed by the high means and by previous studies on motivation in similar English-speaking SCEs (e.g. de Burgh-Hirabe, 2019; Kong et al., 2018; Oakes, 2013; Oakes & Howard, 2019). Relatively higher standard deviations for the OLS than other categories especially in the second semester (*SD* = 0.89 vs. 0.93 respectively) revealed that students had even more diverse opinions after one year of studies.

Differences in results related to the SCE factor across languages were not always statistically significant. This section focuses only on the statistically significant mean differences across L2s as reported in table 8.8. This analysis is based on the results of a one-way analysis of variance (ANOVA). Mean differences could potentially not be statistically significant in the second semester due to students' low participation in completing the second questionnaire.

Categories of the SCE factor	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
Instrumental Orientation (INSTRO)	1	2.42	2.26	2.73	2.37	*F*= 18.251 *p*= <.001
	2	2.43 ↑	2.29 ↑	2.55 ↓	2.31 ↓	*F*= 2.260 *p*= .083
Contextual Components (CCs)	1	3.57	3.48	3.36	3.57	*F*= 4.290 *p*= .005
	2	3.48 ↓	3.26 ↓	3.33 ↓	3.60 ↑	*F*= 3.546 *p*= .016
Ought-to L2 Self (OLS)	1	3.67	3.56	3.70	3.78	*F*= 2.043 *p*= .107
	2	3.53 ↓	3.36 ↓	3.60 ↓	3.69 ↓	*F*= 1.262 *p*= .289

Table 8.8: Mean, standard deviation and ANOVA results of the categories belonging to the macro level in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 7.7.

INSTRO was the strongest motivator for German students in both semesters (*M* = 2.26 vs. 2.29 respectively). The economic power of Germany is known to influence students in their choice of learning this language and continuing learning it (Ammon, 2020; Riemer, 2011;

2016; Schmidt, 2014). On the other hand, INSTRO was not a particularly strong motivator for many Italian students especially in the first semester where mean differences were statistically significant [F = 18.251, p = <.001]. Indeed, Italian students expressed the highest level of disagreement with the items of this category (M = 2.73 in S1 vs. 2.55 in S2). French and Spanish students were similarly motivated by INSTRO, especially in the first semester.

CCs were less demotivating for Italian students in the first semester (M = 3.36) compared to the other L2 groups. As previously stated, the presence of more Italian-speaking immigrants in Australia compared to French-, German- and Spanish-speaking immigrants (ABS, 2017) influenced students' perception of the language and their affinity towards the Italian culture and people (see also Baldwin, 2019; Lo Bianco, 2016; Palmieri, 2019). This category mostly demotivated French and Spanish students in the same way in the first semester (M = 3.57). In turn, the German cohort was the group least demotivated by CCs in the second semester (M = 3.26) when students started to explore the opportunities to expose themselves to German culture in their communities. Levels of disagreement with the items of the CCs by the Spanish cohort became slightly higher in the second semester (M = 3.60). Data reveal that the rest of the L2 groups experienced lower levels of disagreement with the variables of this category in the second semester. Given the very different perception of students, mean differences for the CCs across L2s were statistically significant in the first semester [F = 4.290, p = .005] and in the second semester [F = 3.546, p = .016].

No statistically significant mean differences were recorded for the OLS category across L2s.

8.2.3.1 Instrumental Orientation (INSTRO)

As noted above in table 8.7, INSTRO was the strongest motivator within the SCE factor given the relatively lower means for this category (M = 2.43 in S1 vs. 2.39 in S2) (see also appendices 7.1 and 7.1.1). Relatively high standard deviations for a number of the variables suggest that students had very varied attitudes toward them. The most motivating variable out of the six variables belonging to INSTRO was variable 32 which clearly stands out (table 8.9).

Variables of the category INSTRO	Semester	Mean	Standard deviation
32. I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person	1	1.73	0.64
	2	1.69 ↓	0.55
33. I think French/German/Italian/Spanish will help in my future career	1	2.02	0.91
	2	2.04 ↑	0.75
34. Knowing French/German/Italian/Spanish will help me to obtain a better job	1	2.47	0.95
	2	2.41 ↓	0.87
35. Studying French/German/Italian/Spanish to a high level of proficiency will allow me to earn more money	1	2.72	0.95
	2	2.60 ↓	0.90
36. The knowledge of French/German/Italian /Spanish would help me finding a job in the public service	1	2.78	0.84
	2	2.73 ↓	0.91
37. I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries	1	2.87	0.97
	2	2.86 ↓	0.99

Table 8.9: Mean and standard deviation of the variables belonging to INSTRO in semesters one and two.

Very low mean value for variable 32 suggest that students considered the knowledge of an L2 contributed to making them look like more knowledgeable people in the society where they lived (*M* = 1.73 in S1 vs. 1.69 in S2). Almost 95% of the students in both semesters seemed to be motivated by this variable (see also appendix 7.1.2).

The second strongest motivator belonging to INSTRO was variable 33. Across all variables of INSTRO, this was the only one where the mean slightly increased in the second semester (*M* = 2.02 in S1 vs. 2.04 in S2). 551 students in the first semester and 165 students in the second semester agreed or strongly agreed that knowing an L2 wound benefit their future career (see appendix 7.1.3).

The mean for variable 34 was not as low as for the previous two variables of INSTRO since it leaned towards the response *'neither agree nor disagree'* (*M* = 2.47 in S1 vs. 2.41 in S2). Not all students thought that the L2 could benefit their job hunt (see appendix 7.1.4).

Even less agreement was shown about the potential increase in money earned if knowing an L2 – variable 35. Despite the mean for this variable becoming lower in the second semester, the means for both semesters remained closer to the response *'neither agree nor disagree'* rather than *'agree'* (*M* = 2.72 vs. 2.60 respectively).

Variable 36 was very closely related to the previous three variables. The high mean obtained through statistical analysis of both questionnaire average responses (*M* = 2.78 vs. 2.73

respectively) indicate that participants were not sure if one of these four European languages could positively contribute to their job search success in the public service (see also appendix 7.1.6).

The last variable belonging to INSTRO was not related to students' job or career aspirations. Variable 37 was related to the identity that students would like to acquire. Their responses were very close to a neutral standpoint (*M* = 2.87 in S1 vs. 2.86 in S2) although 25% of the student participants did not agree that they wanted to become like people from French-, German-, Italian- or Spanish-speaking countries in both phases of the data collection (see appendix 7.1.7).

The differences in average responses across the four L2 groups suggest that the four languages were considered differently useful in the Australian context. Only the statistically significant mean differences are presented to avoid repetition. A one-way analysis of variance (ANOVA) suggests that mean differences across L2s were generally statistically significant (table 8.10).

Variables of the category INSTRO	**Semester**	**Mean French**	**Mean German**	**Mean Italian**	**Mean Spanish**	**Mean comparison**
32. I think knowing French/German /Italian/Spanish will help me to become a more knowledgeable person	1	1.71	1.63	1.85	1.74	*F*= 3.160 *p*= .024
	2	1.72 ↑	1.58 ↓	1.75 ↓	1.74 =	*F*= 1.180 *p*= .318
33. I think French/German/Italian /Spanish will help in my future career	1	2.01	1.76	2.49	1.91	*F*= 19.938 *p*= <.001
	2	2.09 ↑	2.00 ↑	2.31 ↓	1.81 ↓	*F*= 3.966 *p*= .009
34. Knowing French/German/Italian /Spanish will help me to obtain a better job	1	2.40	2.28	2.94	2.35	*F*= 16.800 *p*= <.001
	2	2.34 ↓	2.33 ↑	2.71 ↓	2.28 ↓	*F*= 2.629 *p*= .051
35. Studying French/German/Italian /Spanish to a high level of proficiency will allow me to earn more money	1	2.69	2.46	3.16	2.67	*F*= 16.006 *p*= <.001
	2	2.66 ↓	2.46 =	2.88 ↓	2.44 ↓	*F*= 2.655 *p*= .050
36. The knowledge of French /German/Italian/Spanish would help me finding a job in the public service	1	2.76	2.68	3.02	2.70	*F*= 5.529 *p*= .001
	2	2.72 ↓	2.77 ↑	2.98 ↓	2.48 ↓	*F*= 2.668 *p*= .049
37. I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries	1	2.97	2.74	2.92	2.82	*F*= 2.147 *p*= .093
	2	3.04 ↑	2.61 ↓	2.69 ↓	3.11 ↑	*F*= 3.470 *p*= .017

Table 8.10: Mean and ANOVA results of the variables belonging to INSTRO in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 7.8.

The mean differences for variable 32 were statistically significant only in the first semester compared to the second semester [F = 3.160, p = .024 vs. F = 1.180, p = .318 respectively]. Mean values for variable 32 across L2s in both semesters were below 2.0 where 2.0 stands for the response *'agree'*. German students agreed more than other L2 students that knowing German would make them more knowledgeable people (M = 1.63 in S1 vs. 1.58 in S2) while Italian students agreed with this statement to a lesser extent in both semesters (M = 1.85 in S1 vs. 1.75 in S2). Nevertheless, the means were very low for all L2 students, especially in the second semester when students decided to invest more time and energy for their L2 subject.

Students had very different opinions on the impact of the L2 on their career paths – variable 33. Overall, in the first semester German students were the students who most strongly believed that German would help them in their future career (M = 1.76). Spanish students were the group most motivated by this variable in the second semester (M = 1.81). Variable 33 was not a motivator for many Italian students. The Italian cohort registered the highest means for this variable in both semesters (M = 2.49 vs. 2.31 respectively). Such differences in responses were statistically significant [F = 19.938, p = <.001 in S1 vs. F = 3.966, p = .009 in S2]. Overall, French, German and Spanish students, in particular contrast with their Italian counterparts, were much more strongly motivated by the idea of improving their future career opportunities with the knowledge of these languages given their very similar means in both semesters.

Statistical analysis provides similar outcomes for variables 34, 35 and 36. For all these three variables, the German cohort seems to be the most motivated one in semester one (M = 2.28, 2.46 and 2.68 respectively) and the Spanish cohort in semester two (M = 2.28, 2.44 and 2.48 respectively). Average responses show that although the mean values for these two L2 cohorts were lower than the mean values for the other L2 groups, these mean values could not be considered very low. This implies that the level of agreement of students with variables 34, 35 and 36 was not very strong. The Italian cohort was the group least motivated by these three variables in both semesters (M = 2.94 vs. 2.71, 3.16 vs. 2.88 and 3.02 vs. 2.98 respectively). These findings confirm that Italian students were not particularly driven by the utilitarian use of the language in Australia and elsewhere given the very few job opportunities created by knowing Italian as confirmed by qualitative data analysis compared to language more widely spoken worldwide such as French, German and Spanish (see 8.7.1). Mean differences for all three variables were normally statistically significant, except for variable 34 in the second semester which was not statistically significant [F = 2.629, p = .051].

German students were also the cohort most motivated by variable 37 (M = 2.74 in S1 vs. 2.61 in S2). Nevertheless, higher means compared to other variables suggest that even an important portion of German participants was not motivated by this variable. For the first time, the Italian cohort was not the one least motivated by the variables of INSTRO. French students in the first semester and Spanish students in the second semester were less willing to become like people from countries where their target languages are spoken (M = 2.97 and 3.11 respectively). Mean differences were not statistically significant in the first semester, but they were in the second semester [F = 2.147, p = .093 vs. F = 3.470, p = .017 respectively] where German and Italian students appear to show more affinity towards German- and Italian-speaking people respectively.

8.2.3.2 Contextual Components (CCs)

As noted in table 8.7, CCs demotivated a large number of research participants, since the mean values in both semesters were relatively high and leaning towards the *'disagree'* response (M = 3.51 in S1 vs. 3.41 in S2) despite an improvement over time. Nevertheless, high standard deviations for the variables of this category show that students had very different opinions as presented in table 8.11 below. The first variable out of five variables of the CCs category was related to the affinity that students felt towards the people coming from the country/countries where their L2 is spoken – variable 38.

Variables of the category CCs	**Semester**	**Mean**	**Standard deviation**
38. I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries	1	2.78	0.92
	2	2.75 ↓	0.89
39. The French/German/Italian/Spanish subject was advertised during the orientation sessions before starting university	1	3.48	0.87
	2	3.49 ↑	0.90
40. Speaking French/German/Italian/Spanish is very important in Australia	1	3.61	0.87
	2	3.53 ↓	0.88
41. I often have opportunities to practise French /German/Italian/Spanish with native speakers outside university	1	3.70	1.14
	2	3.64 ↓	1.10
42. I learn French/German/Italian/Spanish because I want to communicate with my family members	1	3.96	1.28
	2	4.03 ↑	1.25

Table 8.11: Mean and standard deviation of the variables belonging to CCs in semesters one and semester two.

Despite being the variable with the lowest means for the category CCs, variable 38 was not a particularly strong motivator for many research participants in semesters one and two, as suggested by relatively high means (*M* = 2.78 vs. 2.75 respectively) and by the frequencies of responses provided by student participants (see appendix 7.2.2). Indeed, almost half of the research participants showed a neutral position related to variable 38 depending on their exposure to their L2 culture and people as explored in sections 8.6.2 and 8.7.2.

Variable 39 shows that L2 subjects were not well advertised during the orientation sessions as the means were high (*M* = 3.48 in S1 vs. 3.49 in S2). It is worth remembering that 21.3% of research participants in the first semester and 13.1% of research participants in the second semester were international students (see 5.1.5). Therefore, they might have not attended any orientation sessions or seen advertisements if they arrived right at the start of the semesters, as is common for them.

Variable 40 seems to be a crucial point in the analysis of the data set. Quantitative data show that the majority of the research participants thought that learning one of the four L2s was not very important in the Australian context given the very high levels of disagreement expressed by students (*M* = 3.61 in S1 vs. 3.53 in S2). In both phases of the research, more than 55% of students disagreed that their L2 was important in Australia (see appendix 7.2.4). Qualitative data analysis reveals that the role of Asian languages for Australia was demotivating them since languages such as Mandarin would be more important for Australians (see 8.6.2 and 8.7.2).

Most of the research participants agreed that they did not have enough opportunities to speak with native speakers of the language that they were studying (variable 41). Such lack of opportunities was identified through the relatively high mean for this variable (*M* = 3.70 in S1 vs. 3.64 in S2). A large portion of the research population disagreed or strongly disagreed that they benefited from opportunities to practise their L2 outside of the formal learning environment (see appendix 7.2.5).

Mean values indicate that students did not agree with the statement of variable 42 (*M* = 3.96 in S1 vs. 4.03 in S2) as confirmed in appendix 7.2.6. However, this variable recorded the highest standard deviation across all 51 variables analysed for this research (*SD* = 1.28 in S1 and 1.25 in S2), which allows to argue that students with cultural heritage from a country where their L2 is spoken were motivated by their goal to communicate with their family.

Differences across L2s are evident for each of the five variables of the category CCs. Nevertheless, mean differences across L2s were not always statistically significant based on the results of a one-way analysis of variance (ANOVA) (table 8.12).

Variables of the category CCs	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean difference
38. I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries	1	2.96	2.64	2.68	2.78	*F*= 4.571 *p*= .004
	2	2.96 =	2.65 ↑	2.58 ↓	2.83 ↑	*F*= 1.836 *p*= .142
39. The French/German/Italian /Spanish subject was advertised during the orientation sessions before starting university	1	3.39	3.60	3.44	3.50	*F*= 2.072 *p*= .103
	2	3.49 ↓	3.39 ↓	3.52 ↑	3.57 ↑	*F*= .422 *p*= .737
40. Speaking French/German/Italian /Spanish is very important in Australia	1	3.60	3.74	3.58	3.53	*F*= 2.091 *p*= .100
	2	3.74 ↑	3.63 ↓	3.40 ↓	3.37 ↓	*F*= 2.178 *p*= .092
41. I often have opportunities to practise French/German/Italian /Spanish with native speakers outside university	1	3.82	3.57	3.54	3.81	*F*= 3.272 *p*= .021
	2	3.64 ↓	3.42 ↓	3.60 ↑	3.89 ↑	*F*= 1.710 *p*= .166
42. I learn French/German/Italian /Spanish because I want to communicate with my family members	1	4.06	3.86	3.57	4.25	*F*= 8.720 *p*= <.001
	2	4.09 ↑	3.89 ↑	3.75 ↑	4.37 ↑	*F*= 2.429 *p*= .067

Table 8.12: Mean and ANOVA results of the variables belonging to CCs in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 7.9.

German students in the first semester and Italian students in the second semester agreed the most that they felt an affinity with German- and Italian-speaking people respectively (variable 38, $M = 2.64$ and 2.58 respectively). Their affinity was boosted by students' exposure to cultures, such as music, and L2-speaking people from the countries where these languages are spoken given higher percentage of immigrants in Australia especially from Italy while for German students, it was important the society representation of Germany as a powerful country. Results indicate that French students were the least likely to be motivated by an affinity with French-speaking people in either semester ($M = 2.96$ vs. 2.96 respectively). Such mean difference was statistically significant in the first semester only [$F = 4.571$, $p = .004$] despite large differences in means in the second semester as well.

Differences across the four L2 cohorts were also statistically significant for variable 41 in the first semester [$F = 3.272$, $p = .021$]. Italian students in the first semester and German students in the second semester found more opportunities to talk to native speakers than French and Spanish students. The highest means are obtained from the average responses provided by French students in the first semester and Spanish students in the second semester ($M = 3.82$ and 3.89 respectively). Such result was influenced by the small immigration waves from

French- and Spanish-speaking countries and large immigration waves from German-speaking countries and Italy, in particular, in Australia. Nevertheless, means were also very high for Italian and German students' responses. This suggests that all cohorts of students were partially demotivated by the lack of opportunities to practise their L2 with native speakers.

In line with previous results presented for the variables of the category CCs, means for variable 42 were very high for all L2 cohorts. The Italian cohort recorded lower means for variable 42 in both semesters due to the higher percentage of research participants with Italian-speaking background (*M* = 3.57 vs. 3.75 respectively). The higher mean in the second semester reveals that fewer Italian students with an Italian background completed the second questionnaire and consequently fewer students agreed that they were studying Italian to communicate with their family (see 5.1.4). Out of the four L2 groups, the Spanish cohort disagreed the most that communicating with family was a motivator in both phases of the research (*M* = 4.25 in S1 vs. 4.37 in S2). The large difference of means is statistically significant in the first semester [*F* = 8.720, *p* = <.001] but not in the second semester [*F* = 2.429, *p* = .067].

8.2.3.3 Ought-to L2 Self (OLS)

As is evident in table 8.7, the OLS category of motivators obtained very high means (*M* = 3.67 in S1 vs. 3.54 in S2). A large majority of students neither agreed nor disagreed or disagreed with this category (see appendices 7.3 and 7.3.1). Hence, all three variables of this category recorded very high means, which decreased in the second semester. The variable within the OLS with the lowest mean was variable 43 (table 8.13). All variables registered very high standard deviations meaning that students' average responses extensively varied.

Variables of the category OLS	Semester	Mean	Standard deviation
43. People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian/Spanish	1	3.39	1.14
	2	3.32 ↓	1.10
44. I consider learning French/German/Italian /Spanish important because the people I respect think that I should do so	1	3.61	1.10
	2	3.43 ↓	1.09
45. If I fail to learn French/German/Italian /Spanish, I will be letting other people down	1	4.02	1.02
	2	3.88 ↓	0.97

Table 8.13: Mean and standard deviation of the variables belonging to OLS in semesters one and two.

In both semesters, participants stated that they did not feel, or they did not think they were affected by the direct and explicit willingness of people around them to study an L2 (*M* = 3.39 vs. 3.31 respectively). The minimal change in the second semester shows that students' opinions did not change over one year. Nevertheless, high standard deviations (SD = 1.14 in S1 and 1.10 in S2) suggest that some students believed that people around them expected them to learn an L2.

Variable 44 also focuses on the opinion of people around students who thought that students should have learnt an L2. The relatively very high means during the whole year suggest that most of the students were not learning an L2 because people around them thought that they should do so (*M* = 3.61 in S1 vs. 3.43 in S2). Frequencies of students' responses confirm this result, despite around 20% of students agreed or strongly agreed with this variable (see appendix 7.3.3). As a result, a minority of students perceived that people around them had direct expectations of them to learn an L2. This result is also validated by high standard deviations (*SD* = 1.10 in S1 and 1.09 in S2).

Very high means in both semesters for variable 45 reveal that students were not particularly worried that they would let people around them down by failing to learn the respective L2 (*M* = 4.02 vs. 3.88 respectively). The small decrease of the mean in the second semester might be linked to the higher investment of time and energy experienced by students over one year who did not want to let down people around them, e.g. parents and friends (see appendix 7.3.4).

Only one statistically significant mean difference emerged across the four L2 groups in the first semester – variable 44 [$F = 3.654$, $p = .012$] (table 8.14).

Variables of the category OLS	Semester	Mean French	Mean German	Mean Italian	Mean Spanish	Mean difference
43. People around me (e.g. family members, partner, friends...) believe that I ought to study French/German /Italian/Spanish	1	3.36	3.31	3.39	3.50	*F*= 1.005 *p*= .390
	2	3.36 =	3.16 ↓	3.33 ↓	3.44 ↓	*F*= .668 *p*= .573
44. I consider learning French /German/Italian/Spanish important because the people I respect think that I should do so	1	3.61	3.45	3.52	3.80	*F*= 3.654 *p*= .012
	2	3.47 ↓	3.26 ↓	3.40 ↓	3.59 ↓	*F*= .883 *p*= .451
45. If I fail to learn French/German /Italian/Spanish, I will be letting other people down	1	4	3.90	4.20	4.03	*F*= 2.329 *p*= .073
	2	3.77 ↓	3.67 ↓	4.08 ↓	4.04 ↑	*F*= 2.232 *p*= .086

Table 8.14: Mean and ANOVA results of the variables belonging to the category OLS in semesters one and two across L2s. Statistically significant ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 7.10.

The German cohort was the one to disagree least with variable 44 in both semesters (*M* = 3.45 vs. 3.26 respectively), as was the case for all variables of the OLS in both semesters. Such a result might have been due to the general perception that German is more important than other languages in terms of career opportunities as confirmed by the results shown in the previous section 8.2.3.2. As a result, more German students than other L2 students perceived that people around them created a stronger image of them as German speakers. In the first semester, Italian students were also more aware of the image constructed by people around them as fluent speakers given the higher percentage of Italian people in Australia compared to the other L2-speaking groups as previously discussed (see 5.1.4). Conversely, the Spanish cohort disagreed the most with variable 27 (*M* = 3.80 in S1 vs. 3.59 in S2) possibly because there is a smaller percentage of Spanish-speaking people in Australia. Nonetheless, data show very high means for all L2 cohorts which suggests OLS is not generally a driving motivator – as also previously reported by Oakes (2013) and Oakes and Howard (2019).

8.3 The effect of multiple demographic and contextual variables on the SCE factor

In this section, the statistically significant effect of several independent variables on the SCE factor is explored. The independent samples t-test was utilised to understand if the mean difference of two groups of research participants in term of their motivation boosted by the SCE factor was statistically significant. The one-way analysis of variance (ANOVA) was used to calculate the mean differences between three or more different groups of research participants in terms of their motivation stemming from the SCE (see 4.4, 4.5 and 4.6).

8.3.1 The effect of students' native language (L1), cultural background, age and gender on the SCE factor

Out of the four demographic features selected in this section, the only statistically significant mean difference concerns research participants with different cultural backgrounds (table 8.15). Students' L1, age and gender were not statistically significant variables in terms of mean differences across students' cohorts.

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
L1	English	1	573	3.22	0.53	*t*= 1.665
	Other than English	1	146	3.14	0.49	*p*= .097
	English	2	177	3.13 ↓	0.51	*t*= .724
	Other than English	2	29	3.04 ↓	0.60	*p*= .474
Cultural background	Australians without L2 cultural heritage	1	408	3.28	0.47	*F*= 41.462 *p*= <.001
	Australians with L2 cultural heritage	1	51	2.61	0.60	
	Other	1	260	3.20	0.51	
	Australians without L2 cultural heritage	2	133	3.16 ↓	0.48	*F*= 9.812 *p*= <.001
	Australians with L2 cultural heritage	2	16	2.58 ↓	0.42	
	Other	2	57	3.17 ↓	0.57	
Age	Below 25	1	668	3.20	0.52	*t*= .123
	Over 25	1	51	3.20	0.51	*p*= .903
	Below 25	2	193	3.11 ↓	0.51	*t*= -.198
	Over 25	2	13	3.15 ↓	0.65	*p*= .846
Gender	Male	1	196	3.19	0.54	*F*= .639
	Female	1	517	3.21	0.52	*p*= .528
	Other	1	6	2.99	0.50	
	Male	2	47	2.97 ↓	0.54	*F*= 2.510
	Female	2	155	3.16 ↓	0.52	*p*= 0.84
	Other	2	4	3.06 ↑	0.14	

Table 8.15: Mean, standard deviation and t-test and ANOVA results in factor score by demographic variables in the first and second semesters with reference to the macro-level SCE factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 7.11.

Students' cultural background effect on the SCE factor was statistically significant [F = 41.462, p = <.001 in S1 vs. F = 9.812, p = <.001 in S2] despite a decrease of the F ratio in the second semester. Australian students with cultural heritage from an L2-speaking country were more motivated by the macro-level SCE factor than other groups of students (M = 2.61

in S1 vs. 2.58 in S2). Heritage language learners found the 'macro-context' (cf. Busse & Williams, 2010) around them much more motivating than other students who enjoyed less exposure to L2-speaking people and cultures as discussed in sections 8.2.3.2, 8.6.2 and 8.7.2. The family environment also influenced students' perception of the SCE factor since for them the knowledge of an L2 was more relevant following previous results for variable 42 where students with a cultural background from a country where their L2 is spoken experienced a stronger and deeper desire to communicate with their family.

Overall, many Australian students without cultural heritage from an L2-speaking country were not particularly motivated by the SCE since the mean values were relatively very high (M = 3.28 in S1 vs. 3.16 in S2). Similarly, students who identified themselves non-Australian generally assessed the SCE as a demotivator (M = 3.20 in S1 vs. 3.17 in S2). A large number of foreign students did not find the environment in Australia to be a motivator over the whole year of L2 studies. These last two categories of students might have enjoyed much less exposure to L2 culture and L2 speakers than students with a cultural background from a country where their L2 is spoken.

8.3.2 The effect of status of the L2 subject in students' study plan, extra L2(s) currently studied, L2 currently studied and L2(s) studied in the past on the SCE factor

The L2 that students chose to study had the most meaningful effect on the SCE factor, but only in first semester [F = 3.448, p = .016]. Although the four L2 groups appear to be very differently motivated in the second semester, as opposed to the first semester the difference in means was not statistically significant, due most likely to the smaller number of student participants [F = 2.121, p = .099]. Mean differences were not statistically significant among groups of students based on the position of the L2 subject in their degree, extra L2s other than French, German, Italian and Spanish studied when completing the questionnaires and L2s studied in the past (table 8.16).

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
L2 within the study plan	Core subject	1	229	3.14	0.53	*F*= 2.969
	Optional/elective subject	1	461	3.24	0.52	*p*= .052
	Other	1	29	3.20	0.45	
	Core subject	2	95	3.06 ↓	0.51	*F*= 1.219
	Optional/elective subject	2	108	3.16 ↓	0.54	*p*= .298
	Other	2	3	3.37 ↑	0.34	
Extra L2(s) currently studied	Yes	1	163	3.15	0.55	*t*= -1.462
	No	1	556	3.22	0.51	*p*= .145
	Yes	2	53	3.13	0.55	*t*= .257
	No	2	153	3.11	0.52	*p*= .798
L2 currently studied	French	1	199	3.22	0.51	*F*= 3.448
	German	1	176	3.10	0.52	*p*= .016
	Italian	1	145	3.27	0.55	
	Spanish	1	199	3.24	0.50	
	French	2	47	3.15	0.64	*F*= 2.121
	German	2	57	2.97	0.47	*p*= .099
	Italian	2	48	3.16	0.53	
	Spanish	2	54	3.20	0.42	
L2(s) studied in the past	Yes	1	579	3.21	0.52	*t*= .130
	No	1	140	3.20	0.53	*p*= .896
	Yes	2	175	3.12	0.48	*t*= .070
	No	2	31	3.11	0.74	*p*= .945

Table 8.16: Mean, standard deviation and t-test and ANOVA results in factor score by demographic variables in the first and second semesters with reference to the macro-level SCE factor. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Statistically significant t-test and ANOVA results are highlighted in pink. Confidence intervals are shown in appendix 7.12.

German students were the ones most motivated by the SCE factor (*M* = 3.10 in S1 vs. 2.97 in S2). As previously noted, German students were also most aware of the job opportunities stemming from the knowledge of their target language (see 8.2.3.1). The group least motivated by the SCE factor were the Italian students in the first semester (*M* = 3.27) and the Spanish students in the second semester (*M* = 3.20). Nevertheless, mean values of French, Italian and Spanish cohorts were very similar to each other in both phases of the data collection for different reasons explored with the support of qualitative data (see 8.6 and 8.7).

8.3.3 The effect of students' status (domestic vs. international) and the university where students were enrolled on the SCE factor

The statistically significant effect of students' status (domestic vs. international students) on the SCE factor was found to be statistically significant in the first semester, while the SCE did not significantly affect students depending on their university (table 8.17).

Variables		Semester	Number	Mean	Standard deviation	Mean comparison
Students' status	Domestic student	1	566	3.23	0.52	*t*= 2.222
	International student	1	153	3.12	0.52	*p*= .027
	Domestic student	2	179	3.13 ↓	0.51	*t*= 1.062
	International student	2	27	3.00 ↓	0.61	*p*= .296
Universities	University of Melbourne	1	228	3.19	0.53	*F*= 1.089
	University of Sydney	1	121	3.23	0.48	*p*= .368
	University of Western Australia	1	109	3.25	0.52	
	Monash University	1	87	3.25	0.59	
	Australian National University	1	67	3.22	0.49	
	University of Queensland	1	42	3.09	0.51	
	University of New South Wales	1	38	3.20	0.47	
	University of Adelaide	1	27	3.02	0.57	
	University of Melbourne	2	64	3.01 ↓	0.47	*F*= 1.494
	University of Sydney	2	33	3.09 ↓	0.49	*p*= .171
	University of Western Australia	2	31	3.28 ↑	0.55	
	Monash University	2	30	3.24 ↓	0.62	
	Australian National University	2	25	3.14 ↓	0.45	
	University of Queensland	2	9	2.94 ↓	0.69	
	University of New South Wales	2	7	3.26 ↑	0.33	
	University of Adelaide	2	7	2.92 ↓	0.54	

Table 8.17: Mean, standard deviation and t-test and ANOVA results in factor score by university related variables in the first and second semesters with reference to the macro-level SCE factor. Statistically significant t-test and ANOVA results are highlighted in pink. In significant comparisons only, the lowest means are highlighted in yellow and the highest means are highlighted in green. Confidence intervals are shown in appendix 8.13.

The interaction between student status and the macro-level SCE factor was statistically significant only in the first semester [t = 2.222, p = .027]. Domestic students were not more motivated by the SCE factor than international students as was found to be the case for the PLL factor at the micro level (see 6.3.3). Indeed, international students were more externally motivated than domestic students (M = 3.12 in S1 vs. 3.00 in S2 and 3.23 in S1 vs. 3.13 in S2 respectively). Such a mean difference was statistically significant in the first semester as previously stated, but not in the second [t = 1.062, p = .296]. International students considered it more important to learn an L2 in terms of their future job opportunities and their identity construction within their own society where knowing an extra L2 would improve their social status following qualitative data analysis outcomes (see also 8.6.1, 8.6.2, 8.7.1 and 8.7.2).

8.4 Motivators and demotivators over one year of L2 study – a quantitative view

Quantitative data analysis suggests that the SCE was not a motivator for the majority of research participants (see appendix seven). High means for continuing and discontinuing students reveal that students generally struggled to recognise the importance of their L2 for their future career within the Australian society (see 8.2.2). Contextual and instrumental importance of an L2 was strongly dependent on students' individual experiences and demographic characteristics as suggested by mean differences across groups of student participants (see 8.3).

The strongest motivator at the macro level for many students was INSTRO (see 8.2.3) which recorded low means for most of its variables. No remarkable changes of motivation were recorded from one semester to the other. French, German and Spanish students were generally more aware of the use that they could make of these languages for future jobs especially in the second semester. This motivator was more important for these students because they realised more than the other L2 cohorts that knowing an L2 represents an asset for their future career (see 8.2.3.1). Italian was considered a less important language to learn in terms of employability. Although INSTRO registered the lowest mean for the SCE factor, the level of agreement shown for this category did not reach the level of agreement for categories at the micro and at the meso levels of analysis (see 6.2.3, 7.2.3 and 8.2.3).

CCs and OLS recorded very high means in both semesters under analysis (see 8.2.3). The decrease of means from semester one to semester two appear not to be meaningful for these categories. As a result, even the students who continued learning an L2 and completed the second questionnaire in the second semester were demotivated by CCs and OLS. Relatively high standard deviations reveal that the research population also had diverse opinions on the extent to which they were motivated and/or demotivated by these two categories. This was also due to the different perception that students had of the four L2s within the Australian context (see 8.2.3.2). Given the larger number of Italian immigrants in Australia, it could have been expected for Italian students a more positive experience of the environment in which they were studying compared to the other L2 students, especially in the first semester.

The most demotivating category was OLS, which appear to motivate only a very small portion of students (see 8.2.3). Interview narratives and responses to SQs will clarify how OLS was influencing research participants (see 8.6.3 and 8.7.3).

Students with a cultural background from a country where their L2 is spoken were much more motivated by the SCE given the wider range of opportunities to practise the L2 (see

8.3.1). International students were also more motivated than domestic students since they were more aware of the importance of knowing more than one language (see 8.3.3).

All three categories need to be considered together. The statistically significant correlations among the three categories suggest that there existed an interconnection of motivators and demotivators at the macro level in both semesters under study (table 8.18).

Correlations across the three sub-component categories of the macro level

Categories of motivators	Semester	Pearson correlation	P-value
Instrumental Orientation (INSTRO) & Contextual Components (CCs)	1	.139	<.001
	2	.298	<.001
Instrumental Orientation (INSTRO) & Ought-to L2 Self (OLS)	1	.242	<.001
	2	.289	<.001
Contextual Components (CCs) & Ought-to L2 Self (OLS)	1	.490	<.001
	2	.351	<.001

Table 8.18: Correlations among the three categories of the SCE factor in semesters one and two. The strongest correlations in each comparison are highlighted in yellow.

All three categories of the SCE factor had statistically significant relations. The greatest positive correlation of medium strength was observed between CCs and OLS [r = .490, p = <.001 in S1 vs. r = .351, p = <.001 in S2]. In line with Schmidt (2011) quantitative data analysis, correlations between factors here show important links between them. High means for the two categories (see 8.2.3) suggest that CCs and OLS contributed together to demotivating part of students given their connection of medium strength. Quantitative analysis suggests that CCs and OLS were interrelated and played similar roles in students' motivation and demotivation, although this was not necessarily supported by the qualitative data discussed below (see 8.6.2, 8.6.3, 8.7.2 and 8.7.3).

The correlation between INSTRO and CCs was statistically significant in both semesters. Although this correlation became much stronger in the second semester [r = .139, p = <.001 in S1 vs. r = .298, p = <.001 in S2], low Pearson r values indicate that it was of small strength (see 4.4). Data analysis suggests that the longer students continued learning an L2, the more they were aware of the professional and academic opportunities coming from the environment where they were embedded (see also 8.6.1 and 8.6.2). This was already evident in the small decrease on mean values for the variables of the INSTRO and CCs categories in the second semester (see 8.2.3.1 and 8.2.3.2). Although the decrease in mean value was not very evident, students were more motivated in the second semester because they found their

own ways to practise the language and make it relevant to their career and life as confirmed with qualitative data analysis (see 8.6.1 and 8.6.2).

The positive correlation between INSTRO and OLS also became stronger in the second semester [r = .242, p = <.001 in S1 vs. r = 289, p = <.001 in S2]. Quantitative data show a weak relationship between the two categories during the whole year of L2 studies, which signals a not very strong connection between students' use of their L2 for future jobs and external people's image of students as fluent L2 speakers in working related situations. Nevertheless, this outcome needs to be compared with the qualitative data, since some components of INSTRO motivated a substantial portion of research participants while all components of OLS did not motivate a very large number of research participants (see e.g. 8.2.3.1 and 8.2.3.3).

8.5 Qualitative data analysis – interview narratives and responses to open-ended survey questions

In the following sections of chapter eight, the analysis of the qualitative data collected for this study is presented. Qualitative data include responses to four selected open-ended survey questions (SQs) and narratives emerged from two phases of interviews (see 4.4, 4.5 and 4.6).

8.6 Student motivators over one year of L2 studies – a qualitative view

This section of chapter eight focuses on the motivators which fostered students' interest in learning an L2 during their first year of L2 studies at university. The motivators analysed here belong to the SCE factor and they were identified in students' first main responses to SQ1 in the first questionnaire and SQ2[13] in the second questionnaire. The results of the thematic content analysis of the responses to these two SQs were quantified to simplify their presentation and expanded with the thematic content analysis of interview narratives. As for previous sections of this chapter, the three sub-component categories of the SCE factor were utilised to code the themes emerged from qualitative data (see 4.4, 4.5 and 4.6). The most motivating category at the macro level of analysis was INSTRO following the results recorded with the analysis of quantitative data where INSTRO was the first motivator and CCs the second (see 8.2.3 above). Such a motivator became proportionally more influential in students' L2 learning

[13] (SQ1) Please list the three main reasons why you wish to continue learning French/German/Italian/Spanish at university in the future;
(SQ2) Please list the main positive aspect in learning French/German/Italian/Spanish during this semester.

process in the second semester according to the survey qualitative data at the macro level only. Theme recurrences related to this category made up 79% of the themes identified for the SCE factor in the first semester and 83% in the second semester (figures 8.1 and 8.2).

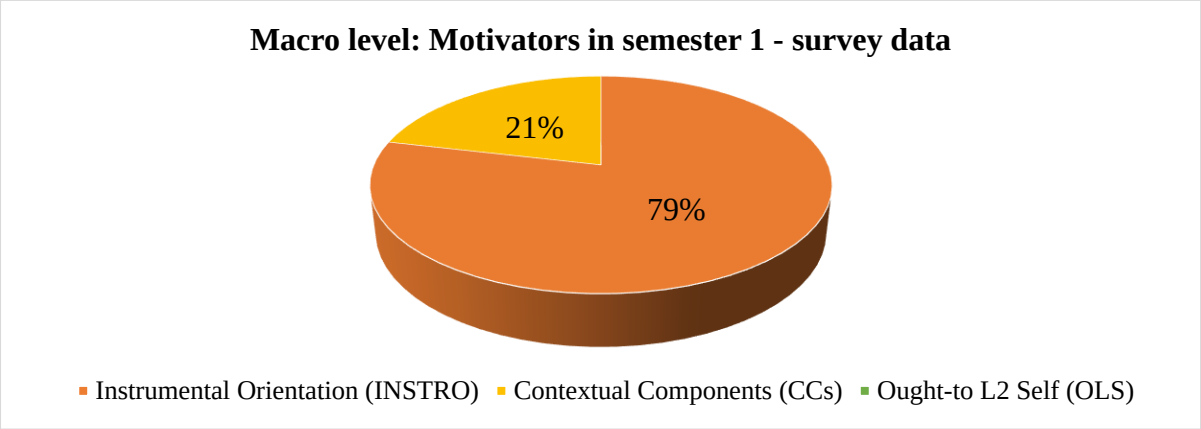


Figure 8.1: Proportions of most frequently recurring themes in students' answers to SQ1 within the macro level of analysis in the first semester (*n* = 131).

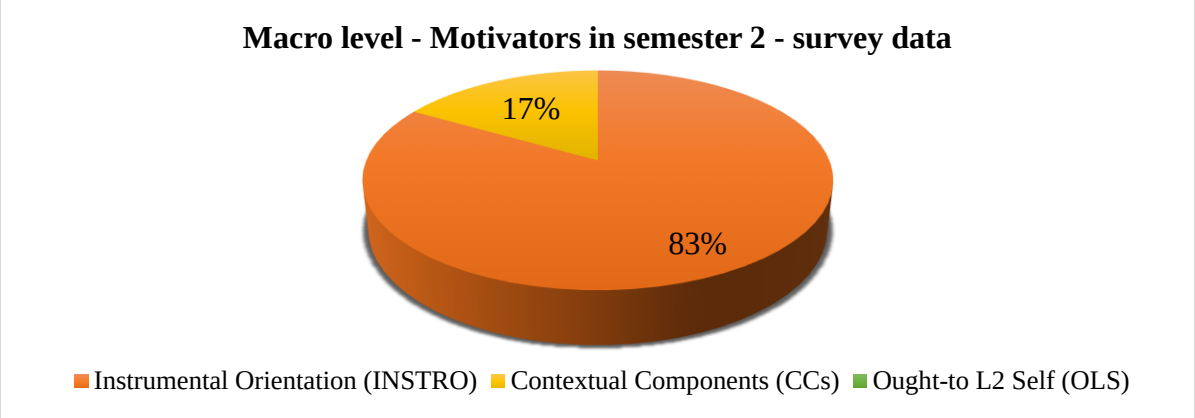


Figure 8.2: Proportions of most frequently recurring themes in students' answers to SQ2 within the macro level of analysis in the second semester (*n* = 12).

Many fewer themes related to CCs emerged from survey qualitative data analysis. In the first semester, 21% of the themes for the SCE factor were linked to CCs, while in the second semester, fewer themes were related to this category of motivators (17%). Almost all interviewees mentioned themes related to CCs when they were invited to describe the positive aspects of their L2 learning process. Such difference was due to the fact that interviewees had more time to express themselves, while survey participants disposed of very limited space to express their opinions.

No themes related to the OLS category frequently occurred in the responses to SQ1 and SQ2. Nevertheless, two interviewees out of 37 in S1 and two out of 25 in S2 mentioned their relatives would be disappointed if they stopped learning an L2, while a large number of interviewees stated that the direct and explicit expectations of people around them were not an influential variable, but, instead, a neutral variable. As explored in sections 8.6.3 and 8.7.3, students made their own decision to learn an L2 and they were sure that people around them would be happy with any good result they would achieve within their university studies. These outcomes strongly contradict what was detected by statistical tools which suggest that OLS demotivated a large number of students given high means (see 8.2.3.3). Similarly, very high standard deviations demonstrated that some students were strongly influenced by people's around them image of them as fluent L2 speakers (see appendix 7.3).

Since according to quantitative data analysis, INSTRO was the main motivator at the macro level in both semesters under consideration (see 8.2.3 and 8.2.3.1), higher theme frequencies are shown for this category based on qualitative data analysis (figures 8.3 and 8.4).

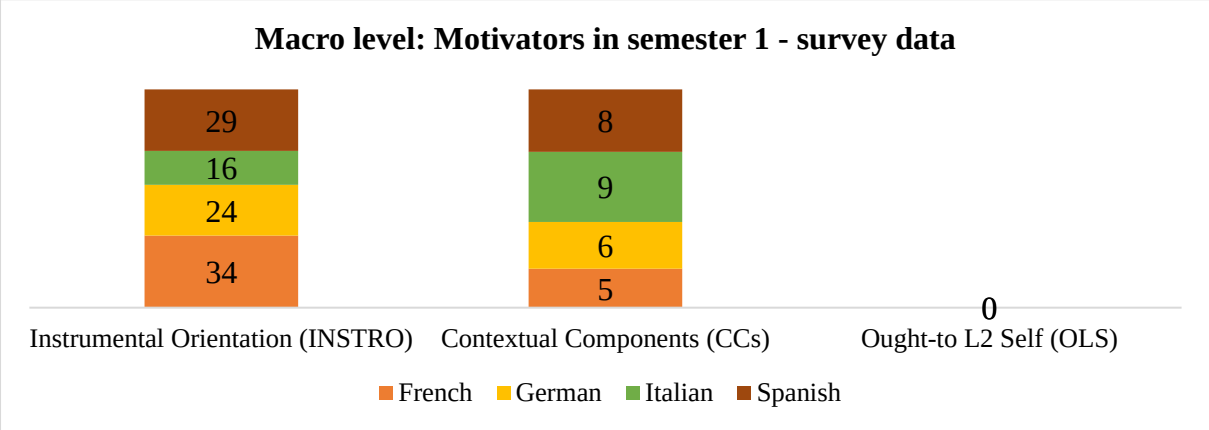


Figure 8.3: Frequencies of most frequently recurring themes within each category related to the SCE factor across L2s in semester one (n = 131).

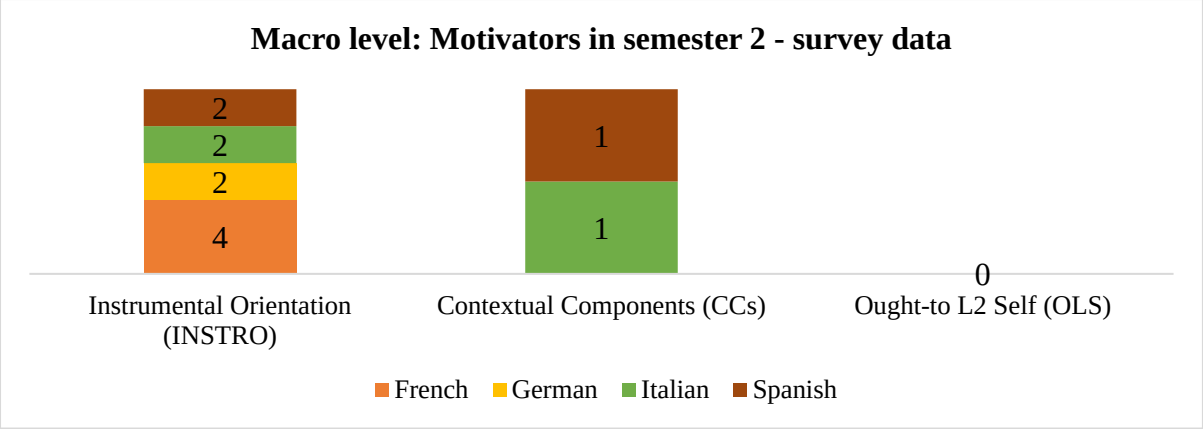


Figure 8.4: Frequencies of most frequently recurring themes within each category related to the SCE factor across L2s in semester two (*n* = 12).

In the first semester, themes related to INSTRO occurred more often in responses to SQ3 provided by French students (*n* = 34). Fewer occurrences were registered for the Spanish and German cohorts (*n* = 29 and 24 respectively). In line with quantitative data analysis outcomes, the Italian cohort was the least motivated L2 cohort in terms of the utilitarian use of their Italian language skills with only 16 theme recurrences related to INSTRO (see also 8.2.3.1). This result might also be influenced by the smaller sample size for the Italian cohort.

In the second semester, a substantial decrease of theme recurrences related to INSTRO was observed across the four L2s as presented in figure 8.4. Themes of this category occurred only four times in responses provided by French students and two times by each of the other L2 groups. This fall in the number of times that students declared themselves to be motivated by INSTRO in the second semester was due to the fact that students were more motivated by psychological variables and components belonging to the formal learning environment (see 6.6 and 7.6). The longer L2 learners studied, the more they focused on the role of their teachers and courses in their motivation.

CCs were less motivating for students compared to INSTRO in semesters one and two. Based on the qualitative data analysis outcomes, Italian and Spanish students were the most motivated by this category. They mentioned themes linked to CCs nine and eight times to describe positive aspects of the first semester. However, in the second semester, they mentioned themes related to CCs only one time each. French and German students indicated five and six times to be motivated by the environment where they lived in the first semester. No themes related to CCs appeared in responses provided by French and German students in

the second semester. Nevertheless, as noted before, interviewees had more time to explore motivational patterns belonging to CCs across all L2 groups.

The most frequently recurring themes of motivators at the macro level are shown in table 8.19.

Common themes related to student motivation – macro level	
Instrumental Orientation (INSTRO)	Job opportunities in Australia Job opportunities overseas University requirements Major/minor connection Personal skills
Contextual Components (CCs)	Importance of the L2 in Australia and in the world National representation Asian languages vs. European languages Cool thing to do Speaking opportunities People's influence Heritage language
Ought-to L2 Self (OLS)	People's expectations

Table 8.19: Major themes identified for each category of the SCE factor in terms of motivators.

Most frequently recurring themes are explored in the following sections where their analysis is integrated with quotes taken from qualitative data.

8.6.1 Student motivators over a year of L2 studies – Instrumental Orientation (INSTRO)

Five most frequently recurring themes were identified in students' first main responses to SQ1 and SQ2 and interview narratives. This section focuses on the single themes identified both in the first and second semesters.

Job opportunities in Australia

In line with results of the quantitative data analysis (see 8.2.3.1), survey participants and interviewees often mentioned the role of an L2 as an asset for future job and career opportunities:

"This might be a bonus skill for future career." SQ1-38-F-FR-S1

"I'm looking at communication and media jobs. Since Spanish is spoken so widely, […] I thought Spanish would widen some of my career options […], something that makes you more interesting to an employer." I-36-F-ES-S1

In the second semester, many fewer survey participants mentioned this theme in their responses to SQ2. However, numerous interviewees explained that learning and improving their L2 were essential if they wanted to work with customers and/or companies from the countries where these languages are spoken. In addition to this, they realised that the knowledge of an L2 would enrich their resumés or job applications independently of the context in which they would work:

"It's also really helpful for opera which is my chosen career." I-13-F-DE-S2

"I think through employers. If you can speak another language, it shows that you are sort of outgoing and you try to communicate. That is a skill that would be helpful wherever you go." I-27-F-IT-S2

Job opportunities overseas

One of the most frequently mentioned themes was the desire of research participants to apply for a job overseas. The two L2 cohorts which expressed this desire more often were the German and Spanish, while French and Italian students expressed their desire to work in countries where these two languages are spoken less often. The German language drew the interest of students who wanted to work in well-known German companies while the Spanish language mostly appealed to those students who wanted to work in South America or in international organisations, i.e. the UN:

"It is one of the main languages of the UN." SQ1- 302-F-ES-S1

"It will help me majorly to work in South America." SQ1-606-F-ES-S1

As was reported for the previous theme, fewer survey participants mentioned themes related to job opportunities in the second semester. However, interviewees discussed this aspect of their motivation quite often which was closely linked to the Ideal L2 Self that they imagined in work-related settings (see 6.6.3). Students assumed to be closer to their goal to use an L2 in a potential future job overseas in the second semester, because they increased their L2 competencies after almost one year of L2 studies:

"I might use it for my career, if I was to work ***there****. I think I could possibly use it, if I did some research in a technical area there."* I-16-M-DE-S2

"If I become very good at it. I can work in a place where I can speak Italian or even teach Italian." I-26-F-IT-S2

University requirements

As previously noted (see 5.1.10 and 7.6.3), some students simply needed an L2 subject to integrate it in their study plan:

"To complete my minor in French." SQ1-60-M-FR-S1

"To get credit points." SQ1-35-F-DE-S1

In the second semester, no research participant mentioned that they were studying an L2 only to collect credit points. This might be due to the fact that an L2 subject was considered much more difficult in the second semester (see 6.6.4, 6.7.4, 7.6.2 and 7.7.2) and/or students finished their credit points for elective/optional subjects (see 7.7.3). Hence, continuing students experienced stronger motivators than simply collecting credit points for elective/optional subjects.

Major/minor connection

Research participants were also motivated by the utilitarian side of acquiring a tool which would improve their understanding of their core subjects. Students who were exposed to learning materials in the L2 were motivated to learn the L2 so that they could better understand what they were required to read for their core subjects, especially for those students enrolled in a humanities degree (see 5.1.10):

"I need to know German to read scholarly literature in my other fields of study." SQ1-59-M-DE-S1

"Italian composers and singers come up every so often. […] What is the point of just knowing music with Italian words and not speaking anything?" I-27-F-IT-S1

This theme did not frequently recur in the second semester. Only few interviewees mentioned that German would have helped them to improve their technical competence on a particular area of expertise:

"I know that I possibly need German as my scientific language so I want to achieve at least a middle level so that I can understand documents in German." I-14-M-DE-S2

Personal skills

Students not only realised that an L2 was an asset for future jobs where they could potentially use that L2, but they also acknowledged the fact that knowing an L2 was a skill which would enrich their personal knowledge and their life as a whole (see variable 32 in section 8.2.3.1):

"Developing the use of a popular second-language as a life skill." SQ1-767-M-DE-S1

"I really enjoy enriching my life with another language." SQ1-633-F-ES-S1

Very few students mentioned this theme in the second semester. As was noted in the first semester, students believed that an L2 would make them better and more knowledgeable people independently from the professional use they would make of it:

"It's a good skill to have. I feel I've actually developed a little bit of that skill." I-33-F-ES-S2

"I think it's going to increase your credibility. You put more effort on building on a skill that not everybody has, so I feel that that whole concept makes it add something to you whether credibility, employability or just like your ability to connect with people." I-10-F-FR-S2

8.6.2 Student motivators over a year of L2 studies – Contextual Components (CCs)

Most frequently recurring themes for the category CCs emerged from qualitative data thematic content analysis. These themes were mainly identified in the data set collected in the first semester. Fewer occurrences were registered in the second semester predominantly in the interview narratives as presented in figure 8.2. In total, seven themes were identified for this category which signal the complexity of the macro-context in which an L2 learning process is situated.

Importance of the L2 in Australia and in the world

Domestic students considered certain L2s more important than others in Australia. The same opinion emerged from international students who referred to their own countries. Research participants emphasised the prominent role of French and Italian as languages of prestige and culture. Italian was also considered an important language in Australia due to the large number of Italian immigrants. German students underlined that German is the language used in technical industries such as engineering and chemistry which is closely related to the strong INSTRO of German students (see 8.6.1). Spanish and French students recognised that these languages are amongst the most widely spoken languages in the world:

"It is spoken in many places in the world and it is the language of international politics." I-9-F-FR-S1

"It is a very widely used language." SQ1-85-F-ES-S1

In the second semester, students continued to explain how important certain languages are in Australia and worldwide. No changes were observed for this theme over time. Students described in more detail the importance of their L2 in their context:

"We were formerly a French colony. There were a lot of foreigners who came to Cambodia and they were working in NGOs who helped people who were in poverty or orphans." I-5-M-FR-S2

"I think there's massive relevance in the sense of the history of migration. From a cultural sense there is value of being able to speak Italian as an Italian Australian. I think it's important." I-29-F-IT-S2

National representation

In Australia, cultural and historical facts, events, brands and icons from certain specific countries are more visible than from other countries. Students were mostly influenced by the representation that certain countries benefit from in Australia. Social media and social networks played a role in representing some countries more than others. Research participants stated that they were exposed to specific cultural activities and topics since primary and secondary school. Therefore, they developed a special interest in one of these four European languages:

"Melbourne has a great October fest in St Kilda. My friends have gone. I haven't been there yet. It looks very fun from the pictures." I-13-F-DE-S1

"When people post pictures on Facebook or Instagram, you get a little bit jealous." I-21-F-IT-S1

The representation of French, German, Italian and Spanish varied depending on the context which students felt more aligned with. Research participants continued to highlight how their interest in the L2 that they were studying stemmed from external factors embedded in the society where they grew up:

"Some brands for lipsticks are from France. I bought some lipsticks and eyeliners from France and I can read the text from the box of the brands." I-8-F-FR-S2

"It was majorly from history knowledge […] in the history classes." I-14-M-DE-S2

Asian languages vs. European languages

Where some students had some sort of cultural exposure to countries where French, German, Italian and Spanish are spoken, they felt more affinity towards these four languages and their relative culture(s) than towards Asian languages and their relative culture(s). As a result, despite being perceived by some respondents as less important in terms of job opportunities, European languages were considered more attractive by research participants with cultural exposure:

"I'm not interested into going into business where Mandarin would be very useful. […] I prefer the French language […]. I think that's mostly for cultural and historical factors that people acquire from family and friends." I-9-F-FR-S1

"It's the cultural prestige of a language, in that the European languages are culturally superior to other languages and if you learn Italian you can go to Italy. All the artists are there and those sorts of things, whereas if you learn Chinese you've not that prestige which is attached to it." I-17-M-DE-S1

In the second semester, students did not mention differences in their perception between European and Asian languages. However, some interviewees mentioned how the European prestige still influences people's opinions:

"I feel that the European history has a big impact on the world today. Western countries are not only world powers, but a lot of the technology and the culture is developed there." I-16-M-DE-S2

Cool thing to do

Students were aware of the fact that L2s in Australia are not generally learnt by the average population. As a result, they felt unique and special in constructing this new multilingual and multicultural self (see 6.2.3.3 and 6.6.3). They found cool that they could be different and be admired by their peers because of the L2 skills that they were acquiring:

"Other people look at you in a different light if you know another language. […] It portrays you as more interesting, I guess." I-3-M-FR-S1

"I come from a very English-speaking background, […] no one is bilingual in my family at all so being the only one who is potentially bilingual is very motivating." I-28-M-IT-S1

The more students continued learning an L2, the more they felt special and different from the rest of their peers. Students mentioned several times how cool they appeared to the people around them:

"My daughters think that's really cool and amazing. I'm not 20 and I'm still learning a second language. They think it's really good." I-26-F-IT-S2

"I think if fewer people are studying languages in Australia, including Spanish. That is even more important to me to study it because I don't want to be one of the pack […] and I don't want to be monolingual in a globalised world. I want to give myself opportunities not just within Australia but around the world. I like going into the opposite direction to everyone, […] and then I stand out from the pack not just career wise but for my internal interest." I-32-F-ES-S2

People's influence

The constant exposure to L2-speaking people that some students were experiencing influenced their motivation. Motivated students declared several times that their interest in learning the L2 was boosted by their friends, partners or neighbours:

"When I was growing up, I had family friends. His wife was German […] so, there was always an interest." I-13-F-DE-S1

"My mother is in age care so, there's a lady who is Italian and when I see her, I say: "Buongiorno, come stai?" […] I have a favourite coffee shop. The owner is Italian, so I go there, and I speak Italian. I work in a primary school where there is an Italian teacher." I-26-F-IT-S1

Students felt the support of people around them in the second semester as well. This external support was mostly indirect and implicit. Nonetheless, it fostered students' motivation and it helped them to find connections between the sheer L2 learning process and real-life situations:

"If I'm sitting in the dining room and she's sitting there too and she's talking to a Mexican friend and she's speaking Spanish. I feel like it makes me want to keep learning because all I want is to be able to talk with her fully in Spanish and introducing me to her other friends and they all talk in Spanish and I want to do the same, so it motivates me even more." I-34-F-ES-S2

"I know people who speak Spanish and they come from Spanish-speaking countries and that has helped because it shows me that it's a real thing. It's a real genuine life skill." I-33-F-ES-S2

Speaking opportunities

Some of the research participants who were more exposed to people who speak their L2 had the opportunity to practise the L2. These students recognised the privilege that they had to be able to speak in the L2 with people around them outside of the formal learning environment:

"I always have my father at home so, any time I thought I need extra time to go over something, I could go to him." I-6-F-FR-S1

"I do have [opportunities to speak German] at the library, we have a number of older people who fled Europe because of World War II and they all speak German and so, I can already start to have a very basic conversation with them and pick vocab and also culture, as it's often very important for me." I-17-M-DE-S1

The level of the L2 courses increased a lot over time. Students increasingly witnessed difficulties in learning the L2 (see 6.7.4 and 7.7.2). These difficulties were often overcome with more practice with people who could speak the L2. Some research participants took advantage of these opportunities more in the second semester since themes related to speaking opportunities were identified more often in the second phase of the interviews. This might also have been due to the fact that students had more tools to communicate in the L2 in the second semester compared to the first semester (see 6.6.4 and 7.6.2):

"I practised for the presentation and I had a video call with my mum. I talked to her. She can understand and she can have some advice for my pronunciation and intonation. She gave me some comments. Her support is important. For the mid-semester test, I also got her support." I-8-F-FR-S2

"Knowing someone who speaks German does help me being more interested in the language because I've got more opportunities to speak […]. That's a motivation. It makes me more interested." I-19-M-DE-S2

Heritage language

Some of the students who had a cultural background from one of the countries where the four L2s are spoken, were motivated by their family environment. The goal to speak with their family members in their native language was motivating research participants who were mostly exposed to their relatives who did not properly speak English whether in Australia or abroad (see also variables 41 and 42 in table 8.11). They highlighted that the L2 represented their identity and their cultural heritage, but they did not mention that their family believed that they should do so:

"I would like to attain fluency, for the sake of my heritage." SQ1-37-F-FR-S1

"Grandparents and cultural heritage are Italian, so I already identify myself as Italian. Now I just want to learn the language." SQ1-51-F-IT-S1

Research participants did not mention this theme in the second semester.

8.6.3 Student motivators over a year of L2 studies – Ought-to L2 Self (OLS)

Two students in the first semester and two students in the second semester felt positive pressure from people around them who expected them to learn an L2. In the first semester, these students highlighted that people around them would be disappointed if they did not continue learning it:

"If I fail French, my dad would be disappointed. He would because he is paying for the tuition fee." I-5-M-FR-S1

Although recent literature focuses on the OLS as a strong motivator (see also Boo et al., 2015; Csizér, 2020), most of the research participants argued that this category played a neutral role in line with some recent studies at tertiary level (cf. de Burgh-Hirabe, 2019; Oakes, 2013; Oakes & Howard, 2019). Interview data analysis suggests that most students were neither motivated nor demotivated by the explicit and direct expectations of people around them. Participants did not feel that people around them were constructing an image of them as L2 speakers. Hence, they would not have disappointed people around them in case they discontinued learning an L2:

"Few [students] had parents who speak German and they have a heritage. Their families wouldn't be disappointed if they didn't learn it. It's for themselves." I-14-M-DE-S1

"She [my mother] wouldn't be disappointed because she is so respectful, and she is so nice. I definitely think that she wouldn't be disappointed at me." I-25-M-IT-S1

The same theme emerged from the thematic content analysis of the qualitative data collected via interviews in the second semester:

"My parents want me to be more competitive, but at the same time, they don't really care because they think three languages are already enough, but they don't mind me pushing myself doing one more." I-19-M-DE-S2

"If I did drop Italian, I don't think they [my parents] would mind. They like me learning it, because they think it's an intelligent breadth, but they're not very pressuring people. […] They want me to do whatever makes my life easier and happier." I-24-F-IT-S2

Results of the thematic content analysis of interview narratives contradict the results of the quantitative analysis as this category was deemed a strong demotivator given its mean close to the value four (i.e. *'disagree'*) with respect to the variables of this sub-component category in both semesters under consideration (see 8.2.3.3).

In both semesters, a few students emphasised the sense of validation that they received from their parents in taking the L2 course. They felt supported but they did not feel that their parents expected them to learn an L2. Nonetheless, few research participants reported that they would have felt demotivated if people around them had opposed their decision to study an L2:

"They [my parents] don't have to make the choice for me, I made the choice to do French without their assistance, but as soon as you do something, and they start to talk neatly against it, it would be demotivating. […] It would be unlikely that an Australian parent would kick you out from their house because they didn't support what you're studying." I-9-F-FR-S2

"It's sort of neutral, their influence. I think I've just decided that I want to learn Italian and my parents said ok. I think they would be happy with whatever I decide. It would be hard for people, if their parents oblige them to learn or not to learn. It would influence them a lot, but I think it is your choice in a sense, but it would make it harder if your family said not to learn."
I-27-F-IT-S2

8.7 Student demotivators over a year of L2 studies – a qualitative view

The SCE influenced students in different ways depending on the context in which students were living during their L2 learning process and before. This section of chapter eight explores the demotivating variables that hampered students' interest in learning French, German, Italian and Spanish at Australian universities over one year. A thematic content analysis was conducted on the first main responses provided by research participants to the SQ3 in the first semester and SQ4[14] in the second semester and on the narratives of interviews conducted at the end of the two semesters under study.

The results of the thematic content analysis of the survey qualitative data and the interview narratives differed only in terms of themes recurrence especially in the second semester (see 4.4, 4.5 and 4.6). Survey data revealed that most of the themes related to the macro-level SCE factor belonged to Negative Contextual Components (NCCs) in the first semester. Indeed, 83% of the themes of demotivation within the SCE factor were linked to the context where students lived, while 17% to Instrumental Demotivation (INSTRD) (figure 8.5).

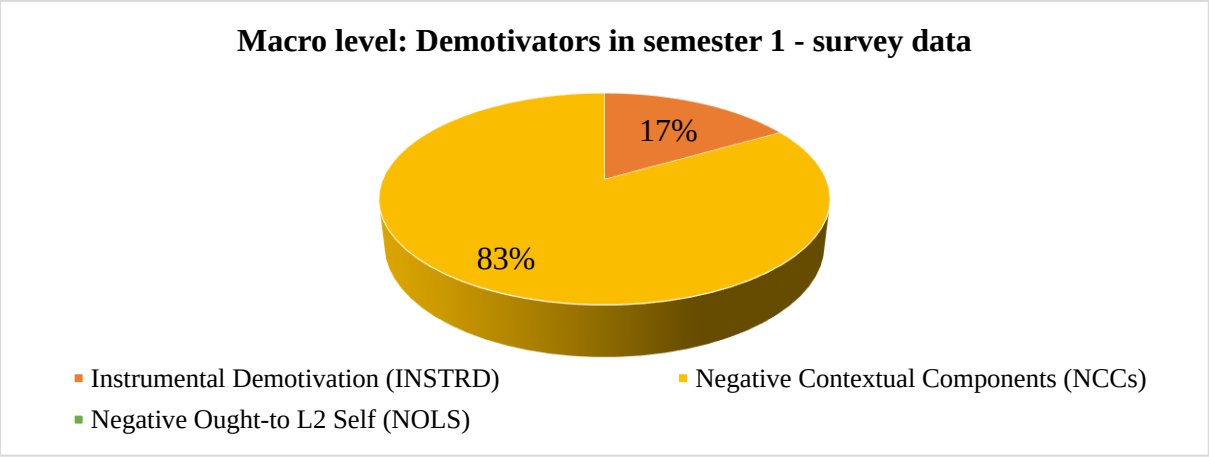


Figure 8.5: Proportions of most frequently recurring themes in students' answers to SQ3 in the first semester within the macro level of analysis (*n* = 66).

[14] (SQ3) Please list the three main negative aspects of learning French/German/Italian/Spanish at university. (SQ4) Please list the main negative aspect in learning French/German/Italian/Spanish during this semester.

Only themes related to INSTRD emerged in students' responses to SQ4 in the second semester (n = 3), so no figure is needed here. In contrast, the most frequently recurring themes in the interviews conducted in the second semester were mainly related to the negative effect of NCCs on students' motivation (see 8.7.2). Overall, only few interviewees were demotivated by INSTRD in semester one and semester two (see 8.7.1). More themes related to the macro level emerged in the interviews rather than in the questionnaires, because students had more space to express themselves during individual interviews (see 4.5).

No themes related to NOLS were identified in the first main responses to SQ3 and SQ4. The expectations of parents, friends and peers were mostly considered as a neutral aspect rather than as a demotivator (see 8.7.3).

The analysis of the frequencies of the themes related to the categories of the SCE factor demonstrates that very few times, themes of the INSTRD occurred in survey participants' responses to SQ3 and SQ4 (figures 8.6 and 8.7).

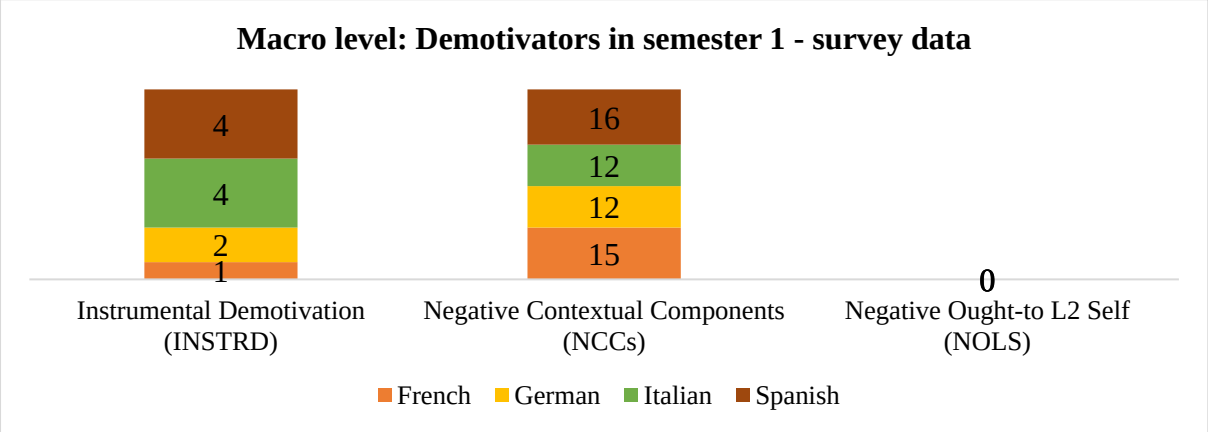


Figure 8.6: Frequencies of most frequently recurring themes within each category related to the SCE factor across L2s in semester one (n = 66).

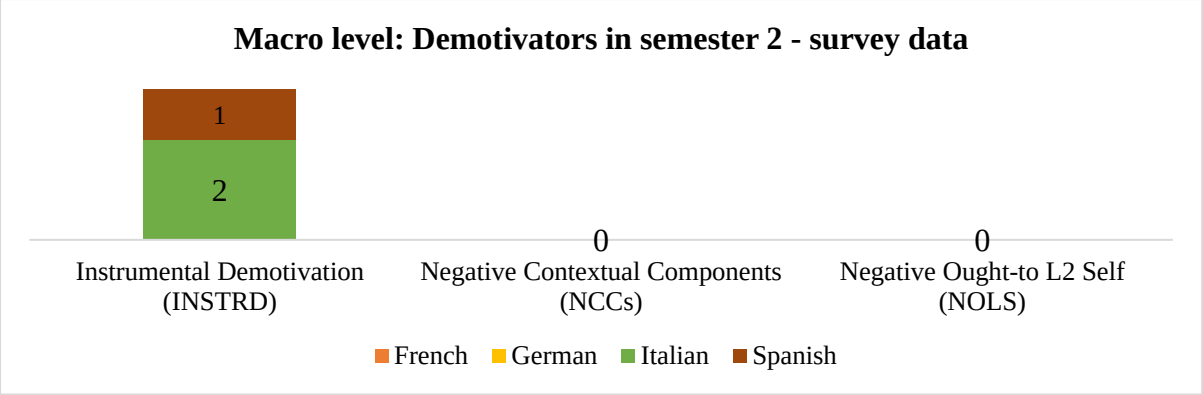


Figure 8.7: Frequencies of most frequently recurring themes within each category related to the SCE factor across L2s in semester two (*n* = 3).

Italian and Spanish students were slightly more demotivated by INSTRD (*n* = 4 in S1 vs. 2 in S2 and 4 in S1 vs. 1 in S2 respectively). In responses provided by German and French students themes linked to INSTRD occurred only twice and once respectively in the first semester.

No themes related to INSTRD were identified in responses given by French and German students in the second semester. Even French and German discontinuing students who were interviewed did not experience INSTRD.

Themes linked to NCCs which demotivated students occurred only in the first semester. French and Spanish students were slightly more demotivated by variables belonging to the context where they were living (*n* = 15 and 16 respectively) than German and Italian research participants (*n* = 12 and 12 respectively).

Table 8.20 shows the most frequently recurring themes for the categories at the macro level emerging from a survey and interview qualitative data thematic content analysis. As noted before, no frequently recurring themes related to NOLS were identified in students' responses to SQ3 and SQ4 and interview narratives.

Common themes related to student demotivation – macro level	
Instrumental Demotivation (INSTRD)	Scarcity of job opportunities Asian languages vs. European languages The role of English in the workplace University requirements
Negative Contextual Components (NCCs)	Lack of speaking opportunities Lack of cultural exposure Lack of importance in Australia National lack of representation Monolingual mindset People's negative influence

Table 8.20: Major themes identified for each category of the SCE factor in terms of demotivators.

Most frequently recurring themes are explored in the following sections where their analysis is integrated with quotes taken from qualitative data.

8.7.1 Student demotivators over a year of L2 studies – Instrumental Demotivation (INSTRD)

Four main themes emerged for this category of demotivators (see table 8.20 above). Students were affected by the scarce employability that they would gain when speaking one of the four L2s and the lack of importance of an L2 in their study plan. Such an impression was influenced by the role of English as a lingua franca worldwide.

Scarcity of job opportunities

In the first semester, some students of all L2s declared themselves to be demotivated by the scarcity of job opportunities arising from the knowledge of an L2. Most of the times, demotivated students described the L2 learning process as too tedious for a tool that was not very useful for their future career:

"*I don't really think it is an asset because considering what I'm studying, zoology, I will work in a place where there's a lot of nature, there's a lot of different animals and it will probably be warm, so Germany is not the first place that comes to my mind."* I-12-F-DE-S1

"Takes up a lot of time for something you may never use again." SQ3-24-F-IT-S1

In the second semester, many fewer research participants focused on the limited job opportunities that they would enjoy with the knowledge of an L2. This might be due to the lower number of research participants and the stronger motivation of continuing students in the second semester. Nonetheless, those students who were demotivated by INSTRD in the second semester did not regard the L2 that they were studying as part of their future job:

"I don't see French part of my future career. I'll probably have a job in politics in Australia and my contact with native French speakers would be rather limited." I-9-F-FR-S2
"I'm not really sure if a diploma [in languages] would help me to get a job." I-25-M-IT-S2

Asian languages vs. European languages

A large number of research participants emphasised the importance of Asian languages for their future job search. Students were aware of the strategic implications of knowing an Asian language. As a result, some questioned their choice of learning a European language already in the first semester:
"In business, most operations are done in English and Mandarin at the moment." I-23-F-IT-S1
"I guess […] in science, probably more research is happening in Asian countries like China […] and there's probably more availability for jobs and stuff because there are not a lot of jobs in Italy." I-25-M-IT-S1
"In the public service, it would be an Asian language that would help you getting a job." I-24-F-IT-S1

Some awareness about the relative value of Asian languages is not surprising in the Australian context, given the strong emphasis on them at national level (cf. Slaughter, 2011). However, no themes related to the utilitarian advantages of learning Asian languages instead of European languages emerged in the second semester. Given that students decided to invest an extra semester on their L2 studies, they were not distracted by the role of Asian languages anymore.

The role of English in the workplace

In the first semester, very few research participants were demotivated by the fact that English is spoken in many workplaces. However, when they did comment, other languages were assessed as not particularly useful for career prospects:
"I think that because […] everyone speaks English everywhere; a lot of people do not think that they really need to speak other languages." I-22-F-IT-S1
"We also have the image that Germans are good at speaking English so that would probably make it less important to speak German." I-15-F-DE-S1

No themes related to the use of English in the workplace emerged in the second semester for similar reasons to what stated for the previous theme listed above.

University requirements

Some students learnt an L2 because they needed to improve their knowledge of a certain aspect of their core subjects or they simply needed credit points for their study plan (see 7.6.3 and 8.6.1). As noted in section 5.1.10 and appendix 4.8, more students who chose an L2 subject as their optional/elective subject were more likely to discontinue learning an L2 opposed to those students who chose an L2 as one of their core subjects. In addition, students enrolled in their 3rd or 4th year were also more likely to satisfy their university requirements after one semester. Hence, they did not need to continue learning an L2 for a second semester (see 5.1.12). Whenever students fulfilled university requirements both in terms of credit points and/or required knowledge, they realised that there was no connection between their L2 and their degree. As a result, they felt demotivated:

"The opera that I previously mentioned is over at the end of these holidays so that is what we will perform, and after that, I guess I don't have much need." I-3-M-FR-S1

"Not entirely relevant to degree." SQ3-36-F-IT-S1

The same dynamics of the first semester were experienced by different students in the second semester who did not have the goal to acquire credit points anymore, mostly for optional/elective subjects:

"It doesn't really integrate into my major." SQ4-51-F-IT-S2

"The relative lack of importance of the subject compared to others in my degree means that it gets put on the backburner more than I'd like." SQ4-16-F-ES-S2

8.7.2 Student demotivators over a year of L2 studies – Negative Contextual Components (NCCs)

NCCs demotivated research participants along multiple trajectories. A large variety of themes emerged from interviews and first main answers to SQ3 and SQ4. Students emphasised the role of variables belonging to the context in which they were studying an L2 and/or they grew up. Six main themes were detected from students' responses to SQs and interview narratives (see table 8.20 above).

Lack of speaking opportunities

The main demotivator at the macro level was students' lack of opportunities to practise their L2. Many students were not able to practise the knowledge acquired in class and they

could not learn informal and colloquial expressions. Almost all interviewees without major exposure to people who could speak their L2 mentioned this theme as very demotivating:
"Face-to-face time with peers and teachers is limited to university teaching weeks; that is, outside of teaching weeks, exposure and opportunities to practise can be difficult to schedule." SQ3-554-M-FR-S1
"Few people in Australia speak Spanish so there are not many people to practise with." SQ3-79-F-ES-S1

In the second semester, students emphasised that they could not practise their L2 skills, but to a much lesser extent compared to the first semester:
"This is a very demotivating factor that you cannot practise." I-26-F-IT-S2
"I struggle to find other people outside of the class context because I live back in Geelong and no one in my family and in my friends group speaks other languages." I-35-F-ES-S2

Lack of cultural exposure

Another commonly mentioned theme as part of students' demotivation was the fact that students were not immersed in the L2 culture(s), i.e. exposure to L2-speaking people and cultures:
"Not being able to experience the French culture and environment, limited to only in classrooms." SQ3-35-F-FR-S1
"Italian class is the only place for me to immerse in Italian." SQ3-17-F-IT-S1

The same theme emerged in the thematic content analysis of the qualitative data collected in the second semester. Qualitative data analysis confirms the results obtained with quantitative tools where students with a cultural background from a country where their L2 is spoken were more likely to continue learning an L2 than students without any heritage from a country where their L2 is spoken (see 5.1.4 and 8.3.1):
"I don't have any French relative and none of my friends are French speaking so it's kind of odd to me. It's not necessarily a demotivating factor, but then the fact that I would be more motivated if I had a French native speaker around me, then maybe the reverse is demotivating." I-7-F-FR-S2

Lack of importance in Australia

Research participants often reported that one of the most demotivating aspects of studying French, German, Italian or Spanish in Australia was the lack of importance generally

attached to these languages. More public attention was perceived for Asian languages in the Australian SCE:

"French is not really important in Australia unless you work for a French company or a restaurant." I-5-M-FR-S1

"As we are closer to Asian countries, we should learn Asian languages. I'm from Queensland, from a really touristy town on the great barrier reef so because I live there, there are a lot of Chinese and Japanese tourists." I-24-F-IT-S1

No themes related to the lack of importance of European languages in Australia emerged in the second semester.

National lack of representation

One important aspect underlined by research participants was the lack of information and knowledge about the countries where the four L2s are spoken. According to some research participants, this lack of representation did not boost their interest in learning one of these L2s and consequently it was indicated as a demotivating factor. Most of the time, demotivated participants highlighted that Asian countries were more represented in Australian society than non-Asian countries. These statements contrasted with what motivated students argued in previous sections (see 8.6.2):

"The media talk about that more Australians should learn Asian languages to connect with that part of the region." I-9-F-FR-S1

"I'm always commenting to my husband how we hear nothing from Latin America. Unless there is a calamity like mud slide, we don't really hear any news from Latin America." I-32-F-ES-S1

No themes related to the misrepresentation of European languages in Australia emerged in the second semester.

Monolingual mindset

Australia has been defined as a monolingual country for many decades despite being a very multicultural country. Students were demotivated by the attitudes of Australians towards different cultures and languages. They also mentioned several times that this is a common feature of English-speaking countries:

"If I went to Europe, I would be unimpressive, as I only speak two languages and I learn one more. For some reasons, in Australia there's no understanding why you would ever set out to learn different languages." I-9-F-FR-S1

"I think it's just the mindset that some people have when they genuinely think that our culture is too different, and we do not need to interact with them [people from other cultures]." I-18-F-DE-S1

No themes related to the monolingual mindset of Australians emerged in the second semester.

People's negative influence

Students cared about the opinions of people around them who considered their choice to learn an L2 a waste of time and energy. As noticed for the themes above, family members, friends and peers were always keen on suggesting to learning Asian languages instead of European languages:

"A lot of people have suggested that I do Mandarin. When I was choosing […], everyone suggested that I do Mandarin. […] Mandarin would be a lot more helpful than other languages." I-22-F-IT-S1

"Family and friends influence me probably slightly negatively. They don't see the point why I'm bothering to learn Spanish." I-32-F-ES-S1

No themes related to the negative influence of people around students emerged in the second semester.

8.7.3 Student demotivators over a year of L2 studies – Negative Ought-to L2 Self (NOLS)

With respect to NOLS which was not generally referred to, a few students reported that their parents, friends and peers opposed their decision to continue learning an L2 when they noticed that students were receiving low marks in the second semester. Low marks were mostly caused by the increasing level of the L2 after almost one year of studies (see 6.7.4 and 7.7.2):

"My parents, they want really high grades in my course but I'm not really doing pretty well in German, […] so I might not take German next year since I need high marks to satisfy their expectations. They are demotivating me because of the marks." I-19-M-DE-S2

8.8 Conclusions

Quantitative data analysis shows relative high means and standard deviations for some of the sub-component categories of the Socio-cultural Environment (SCE) factor at the macro level. Hence, a large number of students were not motivated or were demotivated by this factor,

while a minority of students were motivated by it (see 8.2 and 8.3), depending on their personal situations and their perception of the L2 within the context where they were embedded.

8.8.1 Student motivation at the macro level

Students' responses to questionnaire items and first main responses to SQ1 and SQ2 and interview narratives were analysed to discover what motivated students to study an L2 at the macro level. Quantitative data analysis shows that students were particularly motivated by INSTRO (see 8.2). However, average responses in both semesters did not reach the same strong levels of agreement registered for a large number of variables of the Psychology of the Language Learner (PLL) factor at the micro level and the Learning Experience factor at the meso level (see 6.2 and 7.2). Mean values for INSTRO were higher than for categories at the micro and meso level, but they were still close to the response *'agree'* (see 8.2.3.1 and also appendices 7.1 and 7.1.1) reaching very high levels of motivation for some of its variables such as variable 32 – *I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person* (*M* = 1.73 in S1 vs. 1.69 in S2). Qualitative data analysis reveals that macro level INSTRO was very closely connected to the micro-level Ideal L2 Self given that students often had a clear image of themselves using the L2 in workplaces in Australia and overseas in the future (see 6.6.3 and 8.6.1). Students were also found to be instrumentally motivated by their goal to fulfil university requirements, i.e. obtain credit points, given the high percentage of students learning an L2 as their optional/elective subject (see also 5.1.10).

The relatively high standard deviations for the variables of CCs reveal that students with more exposure to the L2s were strongly motivated by the macro-context in which they lived (see 8.2.3.2). Such a result was confirmed by qualitative data analysis. Students who were immersed in the L2 culture were positively influenced by the context where they lived, because they could benefit from extra help when practicing their L2 (see 8.6.2). As a result, research participants' strong Intrinsic Motivation and Integrative Orientation at the micro level (see 6.2.3.1, 6.2.3.2, 6.6.1 and 6.6.2) were boosted by CCs. The suspected monolingual mindset of Australians boosted students' motivation to become *'cool'* since they could *'stand out from the pack'* because they were doing something that most Australians would not do or would not know how to do – learning an L2. Hence, their new identities were strongly socially constructed (see also 6.6.3).

The OLS appeared to play a direct negative role in student motivation given the very high means registered with quantitative data analysis (see 8.2.3.3). However, the lack of

frequently recurring themes in qualitative data thematic content analysis demonstrate that this category did not play a direct role in student motivation (see 8.6.3). Students acknowledged the influence received by people around them, which belong to the category CCs, but they did not perceive that they were learning an L2 because people around them envisioned students becoming fluent L2 speakers. Only one student appeared motivated by the Anti-Ought-to L2 Self since they chose to learn an L2 to oppose the general image of Australians about languages as not very useful tools for future jobs – *"I like going into the opposite direction to everyone, […] and then I stand out from the pack not just career wise but for my internal interest."* I-32-F-ES-S2 (see 8.6.2) (see also Thompson & Vásquez, 2015).

The time component seemed not to play a major role in terms of motivators belonging to the SCE when quantitative data were analysed. However, qualitative data analysis shows some meaningful differences. In the second semester, more students found their own ways to practise the L2 within their SCE outside university classrooms which increased their motivation over time. Some students became more aware of the instrumental benefits of knowing an L2.

Statistically significant differences were noticed across different categories of students and L2s in terms of motivation triggered by motivators belonging to the SCE factor at the macro level. Students with a cultural background from a country where their L2 is spoken found the SCE much more motivating than other categories of students (see 8.3.1). International students also valued the learning on an L2 as more important for seeking employment and personal skills than domestic students (see 8.3.3). Quantitative data analysis shows that German students were the most motivated students by almost all variables of INSTRO (see 8.2.3.1 and 8.3.2), because of Germany's perceived role as one of the world's most important economies. French was considered by its students an important language for some areas of expertise, i.e. international relations and arts in general (see 8.6.1). On the other hand, quantitative data reveal that Italian students were the most motivated by CCs but the least motivated by INSTRO (see 8.2.3.1 and 8.2.3.2). Qualitative data analysis confirms that contact with Italian communities in Australia boosted students' interest in improving their Italian language skills, although very few students expressed INSTRO. Spanish was also deemed to be a very useful language in terms of job opportunities (see 8.2.3.1). Mean values for the variables of INSTRO were generally low. Interviewees and survey participants agreed that Spanish is one of the most widely spoken languages in the world and therefore, very useful for their future job applications (see 8.6.1 and 8.6.2).

8.8.2 Student demotivation at the macro level

From a quantitative perspective, the categories of the SCE factor at the macro level were not motivating a large part of the research population since mean values were generally high, close to the responses *'neither agree nor disagree'* and *'disagree'* (see 8.2). Statistical analysis shows that in general students were mainly demotivated by NCCs and NOLS (see also appendix seven).

Qualitative data expand on these outcomes. INSTRD demotivated students who understood that European languages were not an asset within their area of professional and academic expertise (see 8.7.1). Students explicitly asserted that the lack of value given to their L2 in terms of job opportunities demotivated them over time. Such a dynamic was particularly evident when students started to encounter their first difficulties in learning their L2. The scarce importance of European languages compared to Asian languages in Australia, the worldwide dominance of English and the monolingual mindset of a part of the Australian society also demotivated participants who did not have strong and clear goals.

NCCs demotivated those students who gave major importance to the negative external influences within their SCE and were not exposed to cultures from the countries where their L2 is spoken (see 8.7.2). The SCE was a demotivating factor for many students who had to face the lack of opportunities to speak French, German, Italian or Spanish in Australian society (see 8.7.2).

Qualitative data clarify that the NOLS was a neutral category (see 8.7.3). Interviewees did not generally consider the direct and explicit expectations of people around them as demotivators, despite the very high means detected by statistical quantitative data analysis for the variables belonging to NOLS, e.g. for variable 45 (M = 4.02 in S1 vs. 3.88 in S2) (see 8.2.3.3).

As was noted for the motivators (see 8.8.1), some changes were identified from the first to the second semester. Many fewer demotivators at the macro level were spotted by research participants in the second semester. In particular, many fewer students complained about the context where they were living as a cause of their demotivation. Students affected by INSTRD in the second semester were mainly those students who started an L2 learning process because they needed credit points for their study plan and then they discovered that their L2 was not beneficial for their career once they acquired the necessary credit points. Some differences across groups of students were found statistically significant (see 8.3). Quantitative and qualitative data analysis shows that students without a cultural background from a country where their L2 is spoken were the most demotivated students by the SCE (see 8.3.1 and 8.7).

They did not have much exposure to their L2 and consequently, fewer opportunities to practise it after class. Such a result was confirmed by the analysis of variable 42 which recorded the highest means and standard deviations across all variables included in the questionnaires – *I learn French/German/Italian/Spanish because I want to communicate with my family members* (*M* = 3.96 in S1 vs. 4.03 in S2, *SD* = 1.28 in S1 vs. 1.25 in S2). Domestic students were more demotivated by the SCE than international students (see 8.3.3), being more influenced by the current status of English as the global lingua franca.

Across L2s, statistically significant mean differences were noticed especially in the first semester (see 8.3.3). French students felt less affinity towards French speakers. As for the Spanish cohort, French students struggled finding opportunities to practise the language outside of the formal learning environment. German students were the least demotivated by INSTRD. Nevertheless, they also found NCCs demotivating when they needed to practise their oral skills with native speakers. The latter was a less frequent problem for Italian students who were the least demotivated by NCCs. Nonetheless, Italian students were strongly demotivated by INSTRD given the fewer job opportunities existing for Italian speakers. Having relatively fewer Spanish-speaking immigrants in Australia played an important role in terms of demotivation because demotivated Spanish students were less exposed to Spanish speakers and consequently to cultures where Spanish is spoken.

8.8.3 The SCE as source of motivation and demotivation at the macro level

This chapter helped to identify the main motivators and demotivators belonging to the environment where students lived. Amongst other things, the representation of certain languages in the Australian context was different depending on the power position of the countries where the language is used, e.g. Germany's perceived economic progress (see Schmidt, 2014), the increasing importance of Asian languages with the Australian society, e.g. China being a world economic power (see Campbell & Storch, 2011; Xie, 2014; Xu & Moloney, 2020) and a persistent contradiction between monolingualism and multilingualism within the Australian society (e.g. Clyne, 2011). The Australian context represented both a motivator and a demotivator for students depending on their own personal experience of the SCE of which they were part.

Chapter 9 Discussion and conclusions of a longitudinal mixed-methods study

Previous chapters presented the analysis of the factors and variables involved in student motivation and demotivation in learning second languages (L2s) at tertiary level in Australia. Quantitative and qualitative data analysis validated the initial hypothesis that a tripartite frame could be used to analyse and understand more easily the motivational and demotivational factors which influence students when learning an L2 (see figure 9.1 below). This model draws upon recent studies which have utilised a similar three-level approach, albeit in their own fashion as discussed in chapter two (see also Gayton, 2018; Gruba et al., 2016; Douglas Fir Group, 2016). The three factors emerging from a Principal Components Analysis (PCA) here could be linked to three levels of analysis, which were then used to help structure and analyse Likert scale items in a questionnaire and to code most frequently recurring themes for the qualitative data analysis (see 4.4, 4.5 and 4.6).

Multiple variables were analysed to consider motivational and demotivational aspects which were internal and external to the learner, but also motivational aspects which belonged to the formal learning environment as suggested by Dörnyei and Al-Hoorie (2017) and researched by Kikuchi (2015; 2017; 2019) in studies on demotivation (see chapters one and two). This procedure allowed the researcher to address, within the limits of this thesis, a series of research gaps in the field of L2 learning motivation and demotivation as identified by other researchers in the field. These include:

- The relatively small number of studies on motivation in learning languages other than English (LOTE) given the proliferating number of studies on motivation and demotivation in learning English as a second language (ESL) (cf. Boo et al., 2015; Dörnyei, & Al-Hoorie, 2017; Lamb et al., 2020; Oakes & Howard, 2019). Indeed, 'so far we have a body of work that does not do justice to the diversity of educational contexts around the globe' (Csizér, 2020, p. 85),
- The scarcity of studies on motivation and demotivation in learning more than one L2 at tertiary level in the Australian context (e.g. Martín et al., 2016) (see chapter three),
- The analysis of contextual variables which influence students' multiple motivational and demotivational orientations specifically in English-speaking countries (Csizér, 2020; Lanvers & Chambers, 2020; Ushioda & Dörnyei, 2017) where 'modern language degrees […] face severe challenges' (Busse, 2013, p. 951) (see chapter eight),
- A model which helps to analyse the role of the Learning Experience (LE) on L2 learning motivation and demotivation given the dominant strong focus in motivation research

on psychological and cognitive aspects of L2 learning research, e.g. the Ideal L2 Self (Dörnyei, 2019) instead of also focusing on 'classroom motivation [which] is shaped by the broad social context in general and by the learner group in particular' (Dörnyei, 2020a, p. 43) (see also chapter seven),

- A mixed-method methodology which considers a large number of 'external pressures at play […] and their relationship to the more internal factors that seem to exert greater influence' as recommended by Oakes and Howard (2019, p. 12) for the analysis of the validity of the Ought-to L2 Self construct specifically among adult L2 learners (see chapter four),
- A focus on emotions, e.g. enjoyment and anxiety, in regard to student motivation and demotivation in learning an L2 (e.g. Dewaele & MacIntyre, 2016; MacIntyre & Gregersen, 2012; MacIntyre et al., 2020).

With respect to Australia, some of the motivators and demotivators revealed through this thesis research generally confirmed the results of previous studies on L2 learning motivation undertaken in Australian university and non-university institutions (Amorati, 2019; Campbell & Storch, 2011; Doucet & Kuuse, 2017; Fraschini & Caruso, 2019; Hajek & Warren, 1996; Martín et al., 2016; Mejía, 2014; Nakamura, 2016; Palmieri, 2019; Schmidt, 2011; 2014; Xu & Moloney, 2020). Nevertheless, these Australian studies did not consider in detail multiple motivators and demotivators stemming from learners' psychology, the formal learning environment and the social context together. In addition to this, only Schmidt (2011) included samples from different universities in Australia and only Hajek and Warren (1996), Martín et al. (2016) and Amorati (2019) compared two or more languages in some way, while all other studies on L2 learning motivation in Australia have focused either on a single L2 or on a research population enrolled in one single university. Furthermore, in the present study, longitudinal research was undertaken to explore L2 learning motivation which 'is not constant but displays continuous ebbs and flows as well as steady 'leak', that is, a tendency to peter out with time' (Dörnyei, 2020a, p. 61). Indeed, 'temporal aspects of motivation have been rather overlooked in theorising' (Dörnyei, 2020b, p. 13), but strongly encouraged as helpful to studies on motivation (Ortega & Iberri-Shea, 2005).

9.1 A three-level model

As introduced in the previous section, data analysis was supported by a three-level model for analysis. It is argued that the three interacting levels (micro, meso and macro)

correspond to the three factors emerging from the PCA conducted with the responses to 51 five-point Likert scale items of 719 students who completed the first round of questionnaires in the first semester of 2018 (see chapter four). Factors and their sub-component categories registered high Cronbach's Alpha values which indicated strong internal consistency (see 6.1, 7.1 and 8.1).

At the micro level, psychological and cognitive variables influenced student motivation and demotivation in very different ways depending on students' individual differences (Dörnyei, 2005; Dörnyei & Ryan, 2015; Ryan, 2020) and language and cultural capital (Bourdieu, 1986; Martín et al., 2016) including L2 learning experiences within a formal learning environment (see 5.1.8 and 5.1.9). The factor corresponding to the micro level of analysis was labelled Psychology of the Language Learner (PLL) (see 2.6 and 2.7). The PLL consisted of four sub-component categories of motivators: Intrinsic Motivation (IM) (Deci & Ryan, 1985), Integrative Orientation (INTO) (Gardner, 1985), Ideal L2 Self (ILS) (Dörnyei, 2005; 2009a) and Student's Performance (SP); and four congener categories of demotivators: Intrinsic Demotivation (ID), Integrative Demotivation (INTD), Feared L2 Self (FLS) (Fryer & Roger, 2018) and Performance Frustration (PF) (cf. MacIntyre, 2017; MacIntyre et al., 2020) (see figure 9.1 for the structure of the three factors) (see also chapter six).

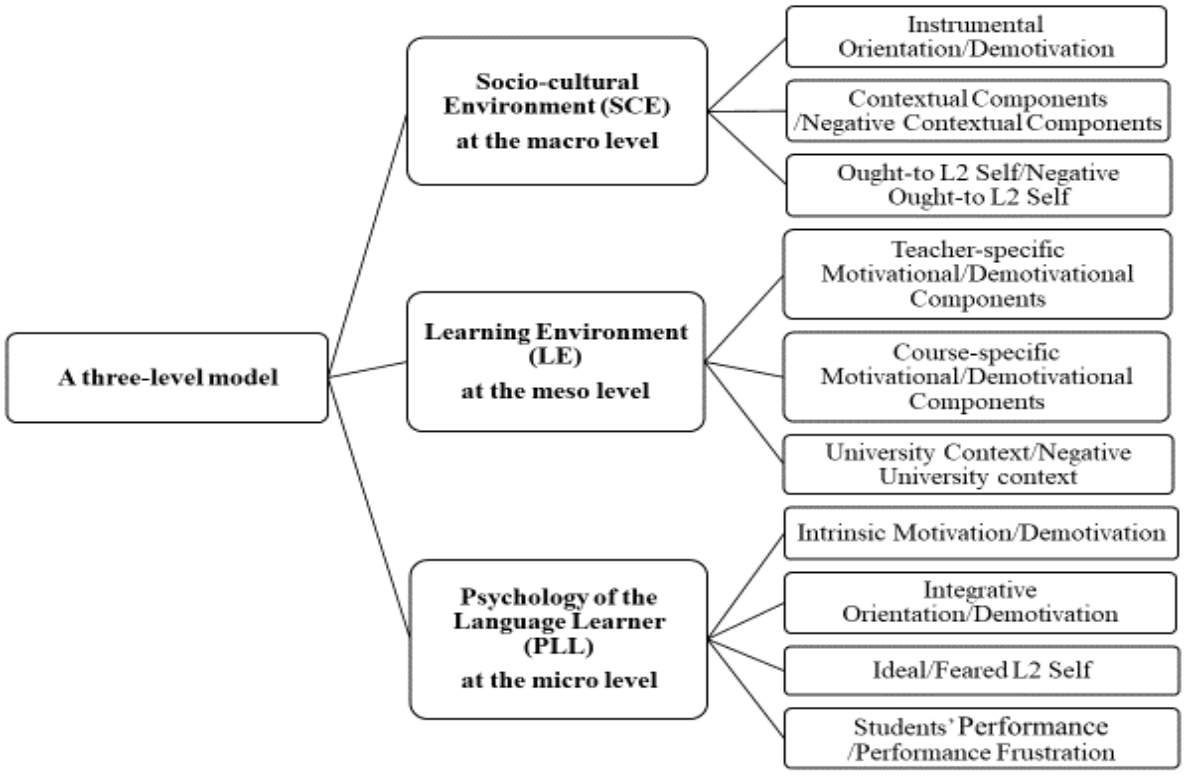


Figure 9.1: Factors and categories detected with quantitative data analysis.

The factor belonging to the meso level was defined as the Learning Experience (LE) (Dörnyei, 2005; 2009a) which was closely linked to 'attitudes to L2 learning' (cf. You & Dörnyei, 2016) and strongly influenced by Kikuchi's (2015), Sakai and Kikuchi's (2009) and Thorner and Kikuchi's (2020) research (see 2.8 and 2.9). The LE factor included three sub-component categories of motivators strictly related to the formal learning environment where the L2 was taught: Teacher-specific Motivational Components (TMCs), Course-specific Motivational Components (CMCs) (Dörnyei, 1994) and University Context (UC) (cf. Dörnyei, 2019); and three congener categories of demotivators: Teacher-specific Demotivational Components (TDCs), Course-specific Demotivational Components (CDCs) and Negative University Context (NUC) (see chapter seven).

The macro-level factor was identified as the Socio-cultural Environment (SCE), drawing upon the 'person-in-context' construct of Ushioda (2003; 2009) and the 'person-in-the-world' of Lave and Wenger (1991) – similar to the 'Rooted L2 Self' construct (MacIntyre et al., 2017) (see 2.10 and 2.11). The SCE factor consisted of three sub-component categories of motivators: Instrumental Orientation (INSTRO) (Gardner, 1985), Contextual Components (CCs) and the Ought-to L2 Self (OLS) (Dörnyei, 2005; 2009a); and three congener categories of demotivators: Instrumental Demotivation (INSTRD), Negative Contextual Components (NCCs) and the Negative Ought-to L2 Self (NOLS) (see chapter eight).

As noted in chapter two, the internal nature of all levels of analysis was slightly different from previous studies used to inform this structure (cf. Gayton, 2018; Gruba et al., 2016; Douglas Fir Group, 2016). The characterisation of each level needed to be determined based on the outcomes of this study data analysis. In particular, the macro level has been attributed by others to the influence of policies and regulations set at the highest levels of university administration (e.g. Gruba et al., 2016). However, here it is identified as the level of social beliefs and ideological structures (Douglas Fir Group, 2016) or, very broadly, to 'more global influences' (Gayton, 2018, p. 385) following Busse and Williams's (2010) definition of the 'macro-context' in which L2 learners operate 'beyond the classroom' (Crookes & Schmidt, 1991). Moreover, recent research has already discussed in detail the role of policies and regulations from multiple political, administrative, decisional and strategical points of view as summarised, among others, by Baldwin (2019) and Lo Bianco (2001; 2010; 2014; 2016).

Furthermore, statistically significant correlations between the three factors mentioned above in figure 9.1 suggested that the three factors were connected to each other (see 7.2 and also table 7.4), as was also the case for categories within each factor which generally benefited from positive correlations of large and medium strength (see 6.4, 7.4 and 8.4). The strongest

correlation between factors was found between the micro-level PLL and macro-level SCE factors in the first semester and between the micro-level PLL and the meso-level LE factors in the second semester. Qualitative data analysis also revealed that students were simultaneously influenced by all three factors when learning an L2. In this study, the PLL and the LE were partly overlapping with each other given their strong interconnection and both PLL and LE were embedded in the SCE since students and universities were situated in the Australian context as presented in figure 9.2 below.

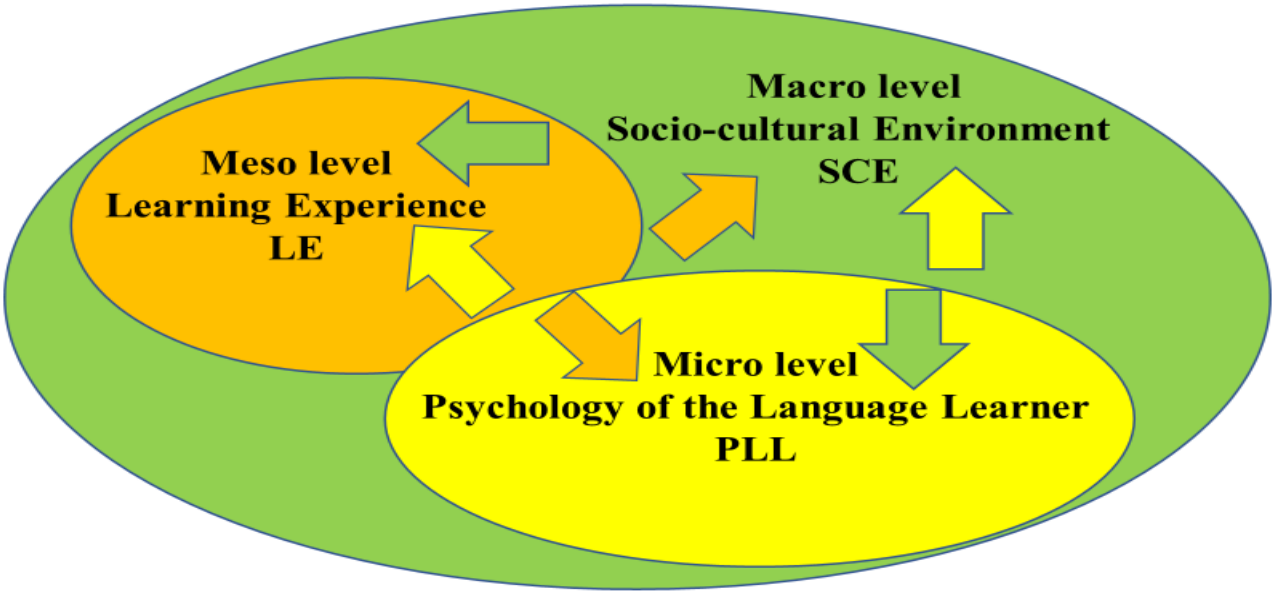


Figure 9.2: A three-level model.

Dynamics experienced by students in class at the meso level of analysis were directly connected to students' psychological and cognitive reactions explored at the micro level of analysis (see 6.2.3, 6.6, 6.7, 7.2.3, 7.6 and 7.7). At the same time, teachers and course coordinators tailored their course design and lesson plans based on students' capacities and needs. Both students and teachers were embedded in the context in which they lived (see 8.2.3, 8.6 and 8.7). As a result, the interactive dynamics experienced at the micro and meso level occurred within and were also influenced by the surrounding macro-level Socio-cultural Environment (SCE).

Students as well as universities and teachers are known to be affected by trends, perceptions and relations of power belonging to the context where they live (Dörnyei & Al-Hoorie, 2017; Dörnyei et al., 2006; Lanvers & Chambers, 2020; Lantolf, 2000; Larsen-Freeman, 2015). It has also been argued that the role of economic, political, strategic and social

needs (Grin, 2003; Lo Bianco, 2010) and media representation (Della Chiesa, 2012; Mason & Hajek, 2018) contribute to motivating and/or demotivating students. Islam et al. (2013) and Krishnan & Pathan (2013) discovered that students' attitudes towards an L2 were influenced by the society as a whole and students' experiences in their specific context, i.e. in their case in Pakistan. Relationships with peers, family members and friends shaped students' interest in certain L2s as strongly argued by different researchers (cf. Berardi-Wiltshire, 2016; Dörnyei, 1998; Thompson, 2017; Williams & Burden, 1997; Xie, 2014; Xu & Moloney, 2020).

This interaction among the three factors confirmed 'the multifaceted nature of […] motivation, such that it was not one but multiple constructs that were seemingly at play in a complementary fashion' (Oakes & Howard, 2019, p. 11). All three levels of analysis were framed in a relationship 'of negotiation or co-construction process, thus underscoring the shared responsibility of members of a community in shaping both motivation and the social context in which motivation develop[ed]' (Dörnyei & Ushioda, 2011, p. 36). As a result, this study is situated in the socio-dynamic phase of L2 learning motivation research.

The three levels of analysis were seen to be interconnected to each other and interdependent as factors within complex dynamic systems (cf. Hiver & Papi, 2020; Larsen-Freeman, 2015; Larsen-Freeman & Cameron, 2008; Van Geert, 2007; Verspoor et al., 2008). However, the complex dynamic system theory was not applied to the data collected for this study given difficulties with such an approach in previous L2 learning motivation research (see also Chan et al., 2015; Dörnyei, 2014; Dörnyei et al., 2015b; Waninge et al., 2014) (see 2.4.3).

The following sections of chapter nine aim to analyse the contribution of this research in light of the three research questions (RQs) for this thesis within the three-level model mentioned above (see 1.1 and figure 9.1).

9.2 L2 learning motivation

In regard to the first RQ – *What sustains beginner students' motivation to learn French, German, Italian and Spanish at Australian universities during their first year of L2 studies?*, quantitative and qualitative data analysis revealed that multiple factors belonging to all three factors presented above contributed to keep student motivation high during their first year of L2 studies. The impact of some motivators on student motivation changed over time given the already well-known dynamic nature of motivation in learning L2s (cf. Chan et al., 2015). In particular, micro level psychological and cognitive reactions to the meso-level class environment became increasingly important over time as also previously discovered in other

studies (e.g. Dewaele et al., 2019; Gardner et al., 2004; Ushioda, 2001) (see 6.2, 6.6, 6.7, 7.2, 7.6 and 7.7).

Statistical analysis presented significant results in terms of differences in motivation across students' categories more often in the first semester than in the second semester (see 6.3, 7.3 and 8.3). Students enrolled at the University of Queensland were for instance the most motivated by the PLL and the LE factors compared to students enrolled at other universities especially in the first semester (see 6.3.3 and 7.3.3). Students who spoke English as their, or one of their, L1(s) were the ones most motivated by psychological aspects because they felt less Performance Frustration when instructions were delivered in English (see 6.3.1). Students whose L1 was not English encountered more difficulties in fully understanding instructions. Students with previous knowledge of an L2 were more motivated than students who had just started to learn an L2 (see 6.3.2, 7.3.2 and 8.3.2). As Martín et al. (2016) also reported, the cultural capital (Bourdieu, 1986) previously obtained through the knowledge of an L2 reinforced students' interest in keeping learning an extra L2 helping therefore to consolidate effective learning strategies as listed by Ehrman et al. (2003) and Oxford (1990) (see also 5.1.8 and 5.1.9).

9.2.1 An interplay of psychological and pedagogical variables

Relatively low means and very high frequency of themes related to the PLL and the LE factors suggested that research participants were generally most motivated by psychological and cognitive variables and aspects belonging to what Crookes and Schmidt (1991) define as 'the classroom level' (see 6.2 and 7.2). However, not all students were motivated by the three factors in the same way (see appendices five, six and seven) (see also 9.3). Qualitative data suggest that the PLL was the strongest motivator across the three factors (see 6.6). Quantitative analysis indicated that micro-level Intrinsic Motivation and meso-level Teacher-specific Motivational Components motivated students more than other sub-component variables, since the variables belonging to these registered the lowest means among all Likert scale items (see 6.2.3.1 and 7.2.3.1). Students felt Foreign Language Enjoyment (FLE) when enjoying both the pure L2 learning process and the dynamics created in the formal learning environment (Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2016) (see 2.6.1). As seen in chapter seven, qualitative data analysis demonstrated that empathy shown by teachers was also found to be a strong motivator for students who were encountering issues in progressing with the L2 learning process (cf. Arnold, 1999; 2009; 2018; Dewaele, 2011; Ehrman & Dörnyei, 1998)

(see 7.6.1). Good relationships between teachers and students reinforced students' enthusiasm and engagement (see also Arnold & Fonseca, 2007; Dörnyei, 2020b; Kubanyiova, 2020). Teachers were expected to create cohesion amongst students in the class and provide psychological support when teaching an L2 (Dewaele & Thirtle, 2009) and engage students as a group. Students reported high levels of motivation when describing engaging and empathetic teachers (cf. Fukada et al., 2020; Kikuchi, 2019; Kubanyiova, 2014; 2020; Oxford & Shearin, 1994) confirming the crucial role of teachers in motivating students as also argued by Cuéllar & Oxford (2018) and Martín et al. (2016). Teachers contributed to boosting class enjoyment as also previously discovered by Dewaele et al. (2019) in a study undertaken in Spain confirming the importance of FLE-teacher and FLE-atmosphere as noted by Li et al. (2018). Teachers' agency was found to be important in guiding students in their L2 learning process and providing them with cultural and intercultural understanding. This was a similar finding to Crozet and Díaz (2020) in their qualitative study with L2 teachers at university level in Australia.

Course-specific Motivational Components were very closely related to the class environment created not only by appropriate material and course design, as demonstrated in sections 7.2.3.2 and 7.6.2, but also by interactions with and contributions by peers/teachers i.e. Group-specific Motivational Components (see also Dörnyei, 1994; Dörnyei & Murphey, 2003). 'Group cohesiveness' and 'group norms' were widely shared by classmates who created a more engaging classroom environment as described by Dörnyei and Muir (2019) (see 7.6.2). Hence, students' enjoyment and positive attitude to the challenging L2 learning process were important in motivating students during the whole year of L2 studies despite a dynamic alternation of positive and negative emotions experienced by research participants as described by Boudreau, MacIntyre and Dewaele (2018) (see 6.6.1, 6.7.1, 6.6.4, 6.7.4, 7.6.2 and 7.7.2). Student participants enjoyed their class environment and LE as a whole which increased their willingness to communicate as reported by Khajavy, MacIntyre & Barabadi (2017) and Hye-Kyoung et al. (2017). Indeed, 'intrinsic motivation generally refers to motivation to engage in an activity because the activity is enjoyable and satisfying to do' (Noels et al., 2000, p. 61).

Analysis of quantitative data suggested that Integrative Orientation and the Ideal L2 Self strongly motivated a large portion of student participants at the same time in line with outcomes on prior studies in similar settings (e.g. Oakes, 2013; Ryan, 2009) (see also 6.2.3.2 and 6.2.3.3). Students desired to travel to L2-speaking countries as reported by Hajek and Warren (1996), Martín et al. (2016) and Schmidt (2011; 2014). At the same time, they constructed a new identity as L2 speakers situated in different culturally diverse settings. As

Palmieri (2019) found for her adult learners, 'the propensity to become part of the [L2] cultural context' sustained students' motivation during their learning process (p. 144). Both quantitative and qualitative data revealed that students were motivated by a Willingness To Communicate (WTC) both within the classroom and beyond it, again echoing previous research findings (cf. Denies et al., 2015; Yashima, 2020). Nevertheless, qualitative data suggested that Integrative Orientation and Ideal L2 Self were not as powerful motivators in the second semester compared to the first semester given the very few occurrences of these two motivators in students' responses (see 6.6.2, 6.6.3 and figures 6.2 and 6.4). Only those research participants who consistently improved their L2 knowledge shared the impression that they were approaching their initial goal to construct multilingual and multicultural identities. This finding aligns with Henry's (2017) 'Multilingual Ideal Self' construct (see also Henry, 2015; Henry, 2017) confirming the strong interconnection between Ideal L2 Self and Integrative Orientation as in Ryan, 2009, validated by positive correlations of large strength (see table 6.20). Interview narratives analysis demonstrated that students constructed a more vivid and elaborated image of themselves over the two semesters (cf. Csizér, 2020).

Student's Performance and Course-specific Motivational Components motivated a large number of research participants who obtained good results thanks to their strong language aptitude but also to the effective design of L2 courses (see 6.2.3.4, 6.6.4, 7.2.3.2 and 7.6.2). The use and practice of the language in real-life contexts motivated students whose aim was to reinforce their communicative oral skills (cf. Campbell & Storch, 2011; Fukada et al., 2020). This aspect was strongly related to the motivation of students stemming from the Australian macro-context in which they lived (see 8.2.3.2, 8.6.2 and 9.2.2) as 'there are systematic local variations in teachers' and learners' preferences' at a national and institutional level (Lamb, 2020, p. 301) (see also Okada et al., 1996; Schmidt et al., 1996). The application of task-based and communicative teaching approaches provided students with situations in which they needed to use their L2 to find linguistic solutions in imagined hypothetical scenarios as suggested by Lambert (2010) (cf. Celce-Murcia, 1991; Ehrman et al., 2003; Ellis, 2018; Ellis et al., 2020). Based on the outcomes of qualitative data analysis, interactive and enjoyable activities undertaken in class promoted the emergence of direct motivational currents with the attempt to keep student motivation steady over time in line with outcomes shown in previous studies (cf. Dörnyei, 2020b; Dörnyei et al., 2015a; Dörnyei et al., 2016; Kubanyiova, 2014; Henry, 2020; Muir & Dörnyei, 2013).

Furthermore, students' positive results boosted their self-confidence as reported in previous research (see also Clément, 1980; Clément, Dörnyei & Noels, 1994) and kept their

interest high as reported also by Anya (2011) (see also 6.2.3.1, 6.2.3.4, 6.6.1 and 6.6.4). Self-confidence was also directly influenced by positive emotions which increased student motivation in continuing studying L2s in line with Dewaele (2005; 2010; 2011; 2013). These results confirm the crucial importance of expanding the focus of studies on motivation and demotivation to the LE as recently urged by Dörnyei (2019).

Self-confidence was also boosted by University Context whenever universities organised extra-curricular activities and enabled students to study in small class cohorts. Qualitative data also suggest that exchange programs overseas triggered students' interest in improving their L2 knowledge so that they could communicate in their L2 in different countries.

9.2.2 The role of the social context on student motivation

The influence of the SCE on the PLL and the LE was found to be statistically significant correlated (see 7.2). Qualitative data helped to understand that the SCE contributed to students' motivation depending on their demographical characteristics, e.g. Australian students with a cultural background from an L2-speaking country where their L2 is spoken appeared to enjoy more opportunities to practise their L2 than students without such a cultural background (see students with a Chinese cultural background learning Chinese in Australia in Xu & Moloney, 2020) (see also 5.1 and 8.6.2). Individual needs and contextual conditions influenced students' motivation very differently in line with Ushioda's (2009) 'person-in-context' construct, Lave and Wenger's (1991) 'person-in-the-world' theory and socio-cultural theory (Ellis, 2007; Lantolf, 2006; Swain et al., 2011; Zuengler & Miller, 2006). Motivated students could potentially benefit from the dynamics happening around them as also found, for instance, by Xie (2014), Huang et al. (2015) and Wen and Piao (2020). Exposure to L2-related cultures and people improved students' attitude towards their L2 as discovered in previous research (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Dewaele, 2010; 2011; Yashima et al., 2018).

The most motivating sub-component category of the SCE factor at the macro level was Instrumental Orientation based on quantitative and qualitative data analysis (see 8.2.3.1 and 8.6.1). The external environment helped to trigger Instrumental Orientation as observed by Islam et al. (2013) and Schmidt (2011) who acknowledged the role of their L2 is terms of job opportunities. Motivated students had the goal of using the language for different communicative situations depending on the context where their L2 was needed, e.g. work opportunities, study abroad opportunities, family communication, etc. (see also Huang et al.,

2015). Instrumental Orientation became more important in the second semester when students were more aware of the professional use of their L2 as was the case for some participants in Kikuchi's (2017) study, despite the role of English as dominant language (see also Oakes, 2013). Instrumental Orientation was found to be closely related to students' investment of time, energy and money which became exponentially more important over time (cf. Darvin, 2020). Students acknowledged how an L2 would make them more knowledgeable people in a multicultural and globalised world. In addition, student participants also needed either credit points for their degree structure or wished to apply for exchange programs overseas. Therefore, the L2 departments and universities decisions in terms of study plan arrangements encouraged students enrolled in different degrees to learn an L2 (see also 5.1.10, 7.6.3 and 8.6.1).

Contextual Components were less motivating than Instrumental Orientation. High means and less frequently recurring themes in survey data suggest that this category was not a strong motivator for a large portion of research participants. Nonetheless, interviewees had more time than survey participants to describe the context in which they were embedded (see 8.6). As a result, themes related to Contextual Components emerged much more often in interview narratives than in responses to open-ended survey questions. Students were extremely motivated to position themselves as more competent multilingual individuals in Australian society, controversially considered by them both to be a monolingual environment but also multicultural (see on the latter points e.g. Baldassar, 1994; Baldwin, 2019; Clyne 1991; Hajek, 2001; 2014; Hajek & Slaughter, 2014; Lo Bianco & Slaughter, 2017). Although some students were demotivated by the monolingual environment in Australia (see 8.7.2 and 9.3.1), other students found the Australian context a very multicultural and multilingual society where they were exposed to speakers of their L2 (see 8.2.3.2 and 8.6.2). In contrast to the general idea that an English-speaking country is a discouraging environment where students 'embrace the 'English is enough' mindset, and see little reason to learn the languages of others who also speak English' (Lanvers & Chambers, 2020, p. 440), many students increasingly related their experience to external motivators over time, especially in the second semester when they needed more validation since the L2 learning process became more difficult (see 8.2.3.1, 8.2.3.2, 8.6.1 and 8.6.2). They had the perception of becoming more knowledgeable people when knowing an L2 (cf. Gardner, 2001; Oakes, 2013; Schmidt, 2011) rejecting the Australian monolingual mindset (cf. Clyne, 1991). The last result validates Oakes's (2013) research participants' 'clear rejection of the 'monoglot attitude' in similar settings, i.e. in the UK (p. 189). As discussed in section 6.6, domestic students reiterated the concept that L2 competences were deemed *'cool'* skills to acquire to differentiate themselves and to create a better and *'cool'*

self as previously discovered in other English-speaking contexts (cf. Busse, 2017; Busse & Williams, 2010; Oakes, 2013). Students were aware they were *'outside of the pack'* but they were not motivated by the Anti-Ought to L2 Self that was relevant for L2 students in the USA (Thompson & Vásquez, 2015) (see also 3.1). International students emphasised the role of an L2 in terms of the social status that they would reach with the knowledge of an L2 within their own SCE in their home countries (see 6.6.2).

People around the research participants also played a crucial role in providing students with exposure to the L2 and opportunities to practise which boosted their motivation in line with previous studies outcomes (cf. Anya, 2011; Cai & Zhu, 2012; Clément, 1986; Nakamura, 2016; Sugita McEown et al., 2017; Wen & Piao, 2020; Williams & Burden, 1997). Opportunity, as noted by Lo Bianco (2014), was intended as 'availability of domains' where students could use the L2 as a means of communication in a large variety of communicative scenarios in different contexts within their SCE as noticed by Anya (2011) and Kormos and Csizér (2008). As underlined by Martín et al. (2016), motivated students were encouraged and supported by people around them who had some sorts of ties to the L2, since Australia is considered a multicultural nation (Rubino, 2010). Qualitative data revealed that students with a generous availability of domains were the most motivated by Contextual Components as also found by Dewaele, Petrides and Furnham (2008). They could improve their L2 level which led to better L2 learning results in terms of internal psychological reward and positive emotions at the micro level (psychological benefits) and in terms of higher marks at the meso level (learning experience benefits). The abundance of exposure to people and culture from L2-speaking countries consolidated students' affinity towards their L2 and its relative culture(s) and people and reduce potential 'social distance' (Brown, 2000). Echoing Mejía's (2014) results, the influence of people around the learner increased over time. This was the case, for instance, for heritage language learners in line with Berardi-Wiltshire's (2016), Xie's (2014), Xu and Moloney's (2020) and Wen's (1997) findings and Montrul's (2010; 2016) theories on heritage language acquisition. At the same level, contact with L2-speaking communities motivated students to invest more in their L2 learning process not only in terms of cognitive engagement in improving their L2 skills, but also in terms of their own identity construction investment to become L2 speakers (see also Darvin, 2020; Kanno & Norton, 2003; Norton, 2013; Norton Peirce, 1995; Xu & Moloney, 2020) 'across time and space' (Norton & McKinney, 2011, p. 75) (see 6.2.3.3, 6.6.3 and 8.6.2).

The analysis of external motivators experienced by research participants confirmed what had already been discovered in similar studies undertaken at university settings (Oakes,

2013; Oakes & Howard, 2019). The Ought-to L2 Self was generally not a motivator but instead, a neutral factor for adult learners who, as found by Oakes and Howard (2019), 'were presumably more autonomous individuals who had consciously chosen to study a language' (p. 12). Quantitative data analysis on the one hand – very high means were obtained for this category (see 8.2.3.3), and qualitative data analysis on the other demonstrated that most of the students did not feel that people around them had a clear image of them as future L2 speakers (see 8.6.3). A very small percentage of students agreed with the items of the Ought-to L2 Self and only four interviewees over the two phases of data collection stated that people around them would expect them to learn an L2 properly. This result contrasts with previous research on motivation learning English as a second language undertaken in China, Korea, Pakistan and Taiwan where students were very strongly influenced by their parents' active and explicit construction of students' image as L2 fluent speakers (cf. e.g. Huang et al., 2015; Kong et al., 2018; Islam et al., 2013; You & Dörnyei, 2016), 'characterised by the attributes they perceive they should possess' because of their family members' crucial role as found by Xie (2014, p. 195). In this study, data suggest that no direct expectations were manifested by people around the large majority of research participants. In contrast, the influence of relatives, friends and/or peers was implicit and indirect but, nevertheless, influential in shaping and reinforcing student motivation when learning a specific L2.

9.3 L2 learning demotivation

The answer to the second RQ – *Which demotivators affect beginner students' interest in learning French, German, Italian and Spanish at Australian universities during their first year of L2 studies?*, contributes to understanding the demotivators which hampered students' interest in learning an L2 (see 1.1). Quantitative data suggested that a considerable number of students were demotivated by the SCE (see 8.2). Nonetheless, frequencies of responses provided to five-point Likert scale items belonging to the three factors also revealed that students reacted very differently to L2 learning dynamics (see appendices five, six and seven). Students appeared to be demotivated by different factors simultaneously since motivation, like demotivation in this case, is 'a dynamic process intrinsically intertwined with historical, interpersonal, contextual and social forces' (Gu, 2009, p. 274). Students noticed changes in motivation and demotivation levels over time, as discussed in Campbell and Storch's (2011) study. There was not however one single demotivator which hampered their enthusiasm in learning an L2. It was very common to observe the co-existence and interaction of motivators

and demotivators depending on the stage of students' L2 learning paths which helped students to compensate for demotivation stemming from one specific variable with motivation generated by another. 'It is thus unsurprising that learners within the same language classroom setting can have different L2 learning experiences, resulting in varying amounts and kinds of improvement' (Saito et al., 2018, p. 714) and consequently varying degrees of motivation and demotivation at different times.

9.3.1 The psychological world of second language learning demotivation

Statistical analysis confirmed that the L2 learning process affected some students from a psychological point of view in causing Performance Frustration (see 6.2). Such detrimental psychological reactions were correlated with the LE given the strong impact of the formal learning environment dynamics on students' psychology causing negative emotions, e.g. anxiety (cf. Dewaele & MacIntyre, 2016; Gkonou et al., 2017; Horwitz et al., 1986; Kikuchi, 2017; MacIntyre et al., 2020; Mejìa, 2014; Mettewie, 2015) which shed light on students' Anxious L2 Self (see Şimşek & Dörnyei, 2017) (see also 6.7, 7.2 and 7.7). Qualitative analysis helped to identify the multiple reasons why students were experiencing negative emotions and demotivation triggered by the LE (see 6.7.4, 7.7.1 and 7.7.2). The combination of negative emotions such as stress, anxiety and frustration for poor results and the weak L2 learning aptitude demotivated research participants. Data confirmed the presence of Class Anxiety and Assessment Anxiety especially for students with a less strong aptitude. Indeed, aptitude was already considered a crucial variable in L2 learning motivation research (e.g. Dörnyei, 2006).

Qualitative data validated the argument that students with scarce 'language capital' (Bourdieu, 1986) and very little previous L2 learning experience (cf. Martín et al., 2016) felt overwhelmed by the L2 learning process since they did not know which methods they could apply to their L2 learning (see 5.1.7, 5.1.8, 5.1.9 and 6.7.4). This dynamic was also observed by Brown, Cantero and Inceoglu (2019) who developed online tutorials for students who wanted to know more about methods and tricks to effectively learn L2s. In addition to this, 62.3% of the student participants in this study were enrolled in their first year of university (see 5.1.12). Qualitative data demonstrated that first-year students were experiencing extra difficulties in getting accustomed to the university environment (cf. Chemers, Hu & Garcia, 2001; Van de Poel & Gasiorek, 2012) (see also 7.7.2). International students were also more demotivated than domestic students whenever they did not understand instructions provided in

English, which, in most of the cases, was not their L1 or one of their L1s (see 5.1.5, 5.1.6, 6.3.3 and 6.7.4).

Not surprisingly, the impact of a challenging L2 learning reality demotivated students especially in the second semester when the content and pace of L2 courses increased (see also Falout & Maruyama [2004] on student's frustration). Consequently, students started to be frustrated with their performance in line with Busse's (2013) analysis of demotivators amongst German students. Similar results were previously found by Dewaele and Alfawzan (2018) who not only noticed a strong correlation between students' performance and negative emotions, but also between students' performance and positive emotions, i.e. enjoyment. Following Mettewie's (2015) research, emotions played a strong role in hampering students' L2 learning process within and beyond the classroom environment. Difficulties were also experienced by older students who felt overwhelmed by the amount of work to embrace and doubted about their cognitive abilities as observed by Dewaele et al. (2008).

Some students experienced Intrinsic Demotivation when they discovered that they lost their interest in learning an L2 consistent with findings by Ushioda (1998) or they decided to prioritise other goals aligning with Nagle's (2018) research outcomes (see 6.7.1). Some other student participants experienced lack of self-esteem confirming previous research on the field (cf. Falout & Maruyama, 2004; Falout et al., 2009; Trang & Baldauf, 2007) (see also 6.2.3.4 and 6.7.4). and also lack of confidence in acquiring a large quantity of L2 vocabulary and grammar rules in a short time (see also Cai & Zhu, 2012). When students realised that their self-image of becoming fluent L2 learners was not reachable anymore, they envisaged a Feared L2 Self (Fryer & Roger, 2018) unable to achieve the expected level of L2 as confirmed by qualitative data (see 6.7.3).

9.3.2 The role of the formal learning environment on student demotivation

Qualitative data demonstrate that the LE was the most demotivating factor. The LE demotivated students when teaching quality was low and L2 courses were not engaging as many other studies on L2 learning demotivation have previously reported (cf. Afrough et al., 2014; Falout et al., 2009; Hasegawa, 2004; Kim, 2012; Kim & Kim, 2016; Kikuchi, 2017; 2019; Meshkat & Hassani, 2012; Sugino, 2010; Thorner & Kikuchi, 2020) (see 7.2.3.1, 7.2.3.2, 7.7.1 and 7.7.2). A relatively small portion of participants complained about the lack of empathy and professionality of those teachers who did not create interactive communicative activities and did not build rapport with their students in line with previous research (see also

Arai, 2004; Kikuchi, 2017; Oxford, 1998; Sakai & Kikuchi, 2009; Ushioda, 1998; Zhang, 2007). Teachers' personality was also identified as a demotivator as underlined in Kikuchi (2017) and Yadav and BeniAta (2013). Overall, teachers' lack of competence drew students' critique (cf. Kikuchi & Sakai, 2009; Zhang, 2007). Teachers without a cultural background from a country where the L2 is spoken demotivated those students who expected more cultural authenticity in their lessons (see 7.7.1). These findings partially validated the results of previous studies such as Christophel and Gorham (1995) who defined demotivation as 'a teacher-owned problem' (p. 292).

Courses were the main source of demotivation at the meso level whenever students perceived that the teaching approach was excessively grammar-based and no interesting topics were offered for learning purposes as previously identified by Chambers (1993), Daif-Allah and Alsamani (2013), Kikuchi and Sakai (2009), Krishnan and Pathan (2013), Trang and Baldauf (2007) and Yadav and BaniAta (2013) (see 7.7.2). Falout et al. (2009) demonstrated that grammar-based approaches were more demotivating than poor teachers' performance in class.

The workload and the pace at which the L2 course was taught frustrated those students who could not keep up with the course syllabus (see 6.7.4 and 7.7.2) (see also Mejía, 2014). The pace and amount of class content increased in the second semester as also observed in previous studies on L2 learning motivation (cf. Falout & Maruyama, 2004). As a consequence, students were proportionally more demotivated by LE variables in the second semester than in the first semester. Some students also developed Test Anxiety when they could not manage to do well in their assignments and exams.

Lack of class enjoyment strongly demotivated students who expected to improve their oral skills and a more enjoyable class atmosphere, which is in line with other studies (cf. Busse & Walter, 2013; Kikuchi, 2015; Rahimi & Karkami, 2015; Song & Kim, 2017). Lack of computer- and online-based interactive activities demotivated students who expected the use of technology in class and more modern teaching methodologies as reported by Adolphs et al. (2018) (see also Hanna & de Nooy [2009] for more interactive online methods of situated L2 learning, e.g. telecollaboration, tandem learning and online forums). As discussed in section 7.7.2, the focus on demotivators belonging to the LE over time was also a very common dynamic noticed in longitudinal research, whereas student participants exponentially tended to emphasise the role of the formal learning environment over time as found by Dewaele et al. (2019), Gardner et al. (2004) and Ushioda (2001).

Students' strong Integrative Orientation and Instrumental Orientation appear to be related to the desire to learn practical communicative daily-life competences through communicative activities organised in class following Kikuchi and Sakai's (2009) and Falout et al.'s (2009) research results (see 6.2.3.2, 6.6.2, 7.2.3.1 and 7.6.1). A considerable number of interviewees were demotivated because they did not learn skills that they would use in daily life conversations in L2-speaking countries and communities (see 7.7.2). Hence, the choice of learning material translated into demotivation when students did not learn practical skills following Kikuchi's (2017; 2019) studies results. In this regard, Xie (2014) suggested to require students 'to become engaged in the community' which 'helps them envision and maintain a vivid, real-life-based, and realisable ideal L2 self' (p. 198) as also emphasised by Csizér (2020).

Last but not least, qualitative data suggested that Negative University Context demotivated students who felt the frustration of not being able to include an L2 subject in their study plan for a second semester because they used up available credit points for optional/elective subjects (see 7.7.3 and 8.7.1). As a result, they felt less motivated in investing energies and time for a skill that they could not improve in the near future. These students did not properly plan or know how to use their credit points which would have allowed them to continue to include L2 subjects in their studies, e.g. through an added Diploma of Languages which would allow students to study an L2 alongside their degree. Students mainly enrolled in the last years of their university studies needed to drop their L2 subject because of lack of space in their study plan (see 5.1.12). This finding was also the case for discontinuing students in the study by Martín et al. (2016) (see 8.2.2). Furthermore, both quantitative and qualitative data showed that universities which did not organise extra-curricular activities for L2 students contributed to demotivating students who were particularly interested in improving their cultural understanding of other countries (see also 7.2.3.3). Large numbers of students in class (see variable 28) and a limited number of contact hours (see variable 30) also impacted negatively on students as identified earlier by Daif-Allah and Alsamani (2013), for instance by reducing their opportunities to practise their oral skills as previously stated by French learners at an Australian university in previous research (de Saint Léger & Storch, 2009).

9.3.3 The influence of the Australian context on student demotivation

Quantitative data analysis suggested that the strongest demotivators stemmed from the SCE at the macro level especially in the first semester (see 8.2). High mean values related to

the macro context revealed that the macro-level SCE factor was least likely to motivate students compared to the other two factors (see 6.2 and 7.2). Within the SCE factor, quantitative data analysis revealed that Negative Contextual Components and Instrumental Demotivation were often strongly related to each other (see 8.4). Qualitative data confirmed that the perceived lack of importance of languages other than English in Australia demotivated students who were not always able to understand how they could apply this knowledge and how it would be beneficial for their future as previously discovered in different contexts (cf. Moiinvaziri & Razmjoo, 2014) (see also 8.7.1 and 8.7.2). Socially negative attitudes towards these four L2s were a demotivating variable for some research participants who felt that the Australian society did not highly value these four L2s as was found in Pakistan by Krishnan and Pathan (2013) for ESL learners (see 8.2.3.2 and 8.7.2).

The 'monolingual mindset' which contradictorily runs deep in Australia's multicultural society (Baldwin, 2019; Clyne, 1991; 2006; 2007; Ellis, Gogolin & Clyne, 2010; Nettelbeck, 2014; Scarino, 2014; Slaughter & Hajek, 2014) played a demotivational role for those students who did not have strong Intrinsic Motivation in learning an L2, but instead only needed credit points (see 8.6.1). This outcome contradicts the general perception of Australia as a country of immigration from parts of the world. In particular, despite Australia being 'a multicultural and multilingual country par excellence' (Lo Bianco & Aliani, 2013, p. 132), the lack of speaking opportunities was a very frequently recurrent demotivator, as also noted by Busse and Walter (2013) in the UK, as a consequence of the dominant role of English (Gayton, 2018; Lanvers, 2017; Lanvers & Chambers, 2020; Pauwels, 2014) which motivated ESL students in numerous previous studies (cf. Sugita McEown et al., 2017). This theme emerged very often, especially in the first semester when students declared being confused as to how to learn an L2 and find opportunities to practise their L2. Conversely, this demotivator did not frequently recur in the second semester when students stated that they found their own ways to practise their L2 outside of the classroom (see 6.6.4, 6.7.4, 7.7.2 and 8.7.2).

Furthermore, the general belief, supported by multiple government initiatives, that languages are less important in terms of job opportunities and the perception that Asian languages might be more useful in the Australian SCE (Baldwin, 2019; Liddicoat & Scarino, 2010; Lo Bianco, 1987; 2010; 2016; Martín, 2003; Scarino, 2014; Slaughter, 2011) negatively influenced some students. The increasing role of Asian languages in Australia, namely Chinese, was also emphasised by Campbell and Storch (2011), Xie (2014) and Xu and Moloney (2020) who underlined the motivating connotation of China being a world economic power.

Australian students without a cultural background from a country where their L2 is spoken encountered more difficulties in meeting L2 speakers. The lack of exposure to L2-speaking people and cultural experiences negatively influenced their LE which led to lack of affinity towards a language-speaking group and the relative culture(s) in line with Cai and Zhu's (2012), Kim's (2009) and Martín et al.'s (2016) research outcomes. These outcomes differed from what was stated by other students who, contrarily, were strongly motivated by the SCE (see 9.2.2). In this regard, some students felt also demotivated by the negative opinion shared by people around them who did not consider an L2 as an asset for their future career.

Quantitative data analysis demonstrated that Negative Ought-to L2 Self played a very detrimental role for many students, given the very high means recorded with statistical tools (see 8.2 and 8.2.3.3). Nevertheless, no frequently recurring themes related to Negative Ought-to L2 Self emerged from qualitative data analysis (see 8.7 and 8.7.3). Only very few students emphasised that low marks would disappoint people around them. Hence, they would need to discontinue learning an L2, if their performance did not satisfy people around them, e.g. their parents.

9.4 Differences in motivational and demotivational dynamics across second languages (L2s)

With respect to the third RQ – *how do beginner students' motivation and demotivation differ across L2 cohorts?*, students across L2 cohorts were often found to be differently motivated and demotivated. Statistical analysis was conducted to highlight differences among students who learnt the four L2s in the attempt to respond to the 'need for a more nuanced appreciation of the specificity of LOTE [Languages Other Than English] learner motivation' (Oakes & Howard, 2019, p. 12). The one-way analysis of variance (ANOVA) highlighted several significant differences across the four L2 groups with respect to the three factors (see 6.2, 7.2 and 8.2). Qualitative data also revealed differences in motivation and demotivation among student participants when analysing the three factors (see 6.6, 6.7, 7.6, 7.7, 8.6 and 8.7). Differences across cohorts were much less noticeable in the second semester. Indeed, the students who continued to learn an L2 and completed the second questionnaire were hypothesised to be highly motivated in comparison with students who intended not to continue learning an L2 and/or did not complete the second questionnaire. In addition, L2 student cohorts were more similar in number in the second semester than in the first semester (table 9.1).

Languages	Semester	Number	Percentage
French	1	199	27.7%
	2	47	22.8%
German	1	176	24.5%
	2	57	27.7%
Italian	1	145	20.2%
	2	48	23.3%
Spanish	1	199	27.7%
	2	54	26.2%
Total	1	719	100%
	2	206	100%

Table 9.1: Total numbers of research participants across L2s, with relative proportions of total cohorts in each round.

9.4.1 The French cohort

Quantitative and qualitative data suggested that students studying French were strongly motivated by Intrinsic Motivation, Ideal L2 Self, Teacher-specific Motivational Components and Instrumental Orientation (see 6.2.3.1, 6.2.3.3, 6.6.1, 6.6.3, 7.2.3.2, 7.6.2 and 8.6.1). Given the strong Integrative Orientations, students constructed an image of themselves as fluent French speakers in French-speaking countries, i.e. France (see 6.2.3.2 and 6.6.2). Hence, Willingness to Communicate (WTC) was deemed a powerful motivator both for students who wanted to stay in Australia and students who wanted to travel overseas echoing previous studies results (e.g. Yashima, 2000; 2002; 2020). French was deemed a very beautiful language and students loved listening to it (cf. Williams, Burden & Lanvers, 2002). At the same time, French pronunciation was a very demotivating factor for students who had weaker aptitude when learning an L2 (see 6.7.4). The frustration experienced by students in acquiring French caused negative emotions. Indeed, French students were amongst the least motivated by their performance especially in the first semester. Nevertheless, many French students obtained good results which boosted their self-confidence and triggered positive emotions (see 6.2.3.1, 6.2.3.4, 6.6.1 and 6.6.4). More French students than others wanted to improve their prior basic knowledge of the studied language.

The macro-level SCE factor motivated and demotivated French students at the same time. Qualitative data demonstrated that French was considered a useful language whenever students aimed to work in international relations or politics (see 8.6.1). Students enrolled in other degrees were often demotivated by Instrumental Demotivation because of the few opportunities to use French for their future professional careers (see 8.7.1). Such a perception

was also affected by the struggles experienced by French students to find French speakers around them (see 8.7.2).

If teachers motivated French students like the other three L2 cohorts, course dynamics were less motivating for French students (see 7.2.3.1 and 7.2.3.2). Course-specific Motivational Components obtained the highest means for this L2 group. This result was largely confirmed by qualitative data analysis (see 7.6.1 and 7.7.2). Course material, topics, delivery and methodology hampered French students' motivation especially in the first semester while more similar results across the four L2 cohorts were obtained in the second semester.

In Australia, two studies on motivation provide data specifically on French at university level – Hajek and Warren (1996) and Doucet and Kuuse (2017). Table 9.2 shows some similarities between this study and Hajek and Warren's (1996) and Doucet and Kuuse's (2017) studies.

Motivators	**Hajek & Warren**	**Doucet & Kuuse**	**D'Orazzi**
IM – pleasant intellectual challenge	✓	✓	✓
IM – love for the language	✓	✓	✓
IM – enjoyment		✓	✓
INTO – travelling component	✓	✓	✓
INTO – love for France and French speakers	✓	✓	✓
INSTRO – career opportunities	✓		✓
CCs – cultural affinity to France	✓		✓

Table 9.2: Ticks indicate similarities shared by recent studies on motivation in learning French in Australia.

All studies shed light on the desire of students to travel to France and enjoy the culture and the language overseas. This dynamic was favoured by a cultural affinity to France reported by Hajek and Warren (1996) and in the present study. A strong attraction to French speakers motivated students of all three studies to communicate with them in French. Such a desire also appeared to be very powerful among the research participants of a study on WTC in French undertaken in Melbourne by de Saint Léger and Storch (2009).

Furthermore, French students in all studies mentioned above liked the intellectual challenge stemming from the L2 learning process. Hajek and Warren (1996), contrarily to the other two studies, did not find that students were animated by learning enjoyment, while Doucet and Kuuse (2017) did not explore the role of Instrumental Orientation when learning French.

Although Doucet and Kuuse (2017) flag some demotivating emotions such as classroom anxiety, they do not articulate the discussion on French learners' demotivation. Hence, no comparisons with previous studies on demotivation are possible (see 3.3). Similarly, de Saint Léger and Storch (2009) shed light on their student participants' emergence of stress when invited to talk in front of their classmates (see 6.2.3.4).

9.4.2 The German cohort

Quantitative data suggested German students were the most motivated by the PLL and the SCE across the four L2 cohorts (see 6.2 ad 8.2). This strong psychological and social motivation boosted images of Ideal L2 Selves amongst German students who developed desire to travel to German-speaking countries (see 6.2.3.2, 6.2.3.3, 6.6.2 and 6.6.3). At the micro level, German students appeared to be demotivated by Performance Frustration which was also a demotivator for all other L2 cohorts (see 6.2.3.4 and 6.7.4). German was considered a very difficult language for students who continuously encountered difficulties in acquiring this language over time.

The SCE supported German students during the whole year under consideration (see 8.2 and 8.6). Indeed, German was considered the most useful language in terms of job opportunities given the strong economic influence of Germany in Europe and worldwide (Ammon, 2020; Amorati, 2019; Riemer, 2011, 2016; Schmidt, 2011; 2014) (see also 8.2.3.1 and 8.6.1). Instrumental Orientation was a strong motivator for students who realised the role of this language in the international market aligning with Okuniewski's (2014) findings among Polish learners of German. To a lesser extent, the German cohort also enjoyed a high amount of exposure to German-speaking communities and cultures related to the German-speaking world (see also Ammon, 1991; 2020; Amorati, 2019; Leal, Bettoni & Malcolm, 1991; Kretzenbacher, 2011; Petersen, 1993; Schmidt, 2011; 2014) (see also 8.2.3.2 and 8.6.2). Students who did not enjoy any exposure to German speakers and/or culture felt demotivated and unable to practise their German knowledge (see 8.7.2). German was also a heritage language for some students because of significant immigration waves from German-speaking countries as also reported by Kretzenbacher (2011) and Schüpbach (2008).

Both quantitative and qualitative data analysis showed that the formal learning environment represented a motivator for a large number of German learners who particularly liked how courses were designed and taught (see 7.2.3.1, 7.2.3.2, 7.6.1 and 7.6.2). At the same time, German students recognised multiple demotivators especially within the Course-specific

Demotivational Components (see 7.7.2). Demotivated students did not like the content proposed during lessons and felt that there were too many students in class (see also 7.2.3.3 and 7.7.3). Similarly, they thought that their university was not organising enough extra-curricular activities.

In Australia, three detailed studies on motivation with specific data on learning German have been undertaken – Schmidt (2011; 2014) and Amorati (2019). Although the size of research participants of the three studies largely differs and Amorati (2019) mainly focuses on identity construction when learning German, it is worth exploring some similarities among this thesis outcomes and previous studies (table 9.3). The outcomes of Schmidt's quantitative data analysis (2011) are combined with those of her qualitative data analysis (2014) given the strong similarities of the two studies.

Motivators	**Schmidt**	**Amorati**	**D'Orazzi**
IM – interest in the German culture	✓	✓	✓
IM – love for the language	✓	✓	✓
IM - enjoyment	✓	✓	✓
INTO – travelling component	✓	✓	✓
ILS – professional identities	✓	✓	✓
INSTRO – career opportunities	✓	✓	✓
INSTRO – desire to work in German-speaking countries	✓		✓
CCs – German as an important language in Australia	✓	✓	✓

Table 9.3: Ticks indicate similarities shared by recent studies on motivation in learning German in Australia.

All four studies shed light on Intrinsic Motivation triggered by a strong interest in the German culture which was closely related to the travelling component of Integrative Orientation. Intrinsic Motivation was also found to be linked to a love for German as a language and enjoyment in learning it in all three studies. The latter demonstrated that German students were particularly motivated by the construction of Ideal L2 Selves within German communities in Melbourne and in German-speaking countries. As was the case for this thesis and Schmidt's (2011; 2014) research, German students built new professional identities stimulated by the importance of Germany in the world economy. Therefore, all four studies discovered a strong Instrumental Orientation since students wanted to use German for future career opportunities. Such a phenomenon was linked to students' construction of professional identities as underlined by Amorati (2019). In line with Schmidt's (2011; 2014) results, students expressed their desire to go to German-speaking countries and actively use the language. Research

participants in all studies mentioned above recognised the importance of German within the Australian context.

Conversely, and contradictorily, some students in this study, and in Schmidt's (2011) research, were demotivated by the lack of importance of German in Australia given the strong emphasis of government policies on the learning of Asian languages which would be more useful in terms of job opportunities (see e.g. Campbell & Storch, 2011; Xie, 2014; Xu & Moloney, 2020 for Chinese). Such a problem was not shared by research participants in Amorati (2019) who enjoyed more exposure to German speakers and were influenced by people around them who expected them to learn this language.

9.4.3 The Italian cohort

Quantitative and qualitative data analysis demonstrated that Italian students were strongly intrinsically and integratively motivated (see 6.2.3.1, 6.2.3.2, 6.6.1 and 6.6.2). They were studying this language to go to Italy and enjoy the culture there. In contrast to the other L2 groups, fewer Italian students constructed strong images of themselves as fluent Italian speakers (see 6.2.3.3 and 6.6.3). Nevertheless, Italian students were particularly motivated by their positive results and positive emotions which alternated to Performance Frustration for not acquiring the level of L2 students expected to acquire in a short time (see also 6.2.3.4 and 6.6.4). Given the general perception of Italian as an easy language, students often felt demotivated when they faced the first difficulties in learning it especially in the second semester.

The same cohort of students was also the most exposed to L2-related cultures and native-speaking people, given the higher number of immigrants from Italy compared to the other three language groups (ABS, 2017; Armillei & Mascitelli, 2017; Baldassar, 1994; Bertelli, 1994; Bettoni, 1981; D'Aprano, 1994) (see 8.2.3.2 and 8.6.2). Italian students felt the positive influence of Italian speakers who lived around them (cf. Campolo, 2009; Jupp, 1989; Pagliaro, 2002; Rubino, 2014; 2019). Indeed, more students of Italian than other L2 cohorts had cultural heritage from Italy indicating that a portion of students at university choose Italian because it is related to their cultural background (e.g. Chiro & Smolicz, 1997). Conversely, Italian was considered the least useful language for future career opportunities (see 8.2.3.1 and 8.7.1). As a result, Instrumental Demotivation affected Italian students' interest in learning a language that appeared not to be an asset for future job applications as in contexts other than Australia (Macaro, 2010).

The Italian cohort was generally the most motivated cohort by the LE (see 7.2 and 7.6). Italian students experienced more enjoyment during lessons given the very communicative methods generally utilised in class and the interesting material often proposed to stimulate conversations on daily-life topics (see 7.6.1 and 7.6.2). Nonetheless, Italian students also experienced demotivation at the meso level (see 7.7). Indeed, Italian students were also demotivated by Teacher-specific Demotivational Components, Course-specific Demotivational Components and Negative University Context, but to a lesser extent than students from other L2 cohorts (see 7.7.1, 7.7.2 and 7.7.3).

At tertiary level in Australia, two studies have previously been undertaken with specific data on motivation in learning Italian – Amorati (2019) and Hajek and Warren (1996). Table 9.4 shows the similarities of the outcomes found in the two previous studies and this current study despite their different research scopes.

Motivators	**Hajek & Warren**	**Amorati**	**D'Orazzi**
IM – love for the culture	✓	✓	✓
IM – love for the language	✓	✓	✓
INTO – travelling component	✓	✓	✓
INTO – love for Italy and Italian speakers		✓	✓
ILS – image of fluent Italian speaker		✓	✓
CCs – cultural affinity to Italy	✓		✓
CCs – WTC with family members	✓	✓	✓
CCs – exposure to Italian people and culture		✓	✓

Table 9.4: Ticks indicate similarities shared by recent studies on motivation in learning Italian in Australia.

A comparison among the three studies under consideration highlights how all the three studies agree that Italian is deemed a language of culture and beauty. As a result, students would like to go to Italy and they see themselves as fluent Italian speakers as in Amorati (2019) and in this study. The love for Italy and for Italian speakers uncovered by the last two studies was triggered by a context in which all three studies noticed the presence of many external influencing variables. Amorati (2019) and this study shed light on the importance of the exposure of Italian students to Italian speakers and culture when it comes to their motivation in learning this language. Hajek and Warren (1996) and this study both found that students were particularly motivated by an emotional cultural attachment to Italy. All three studies highlight the fact that students with an Italian cultural background were motivated by the desire

to communicate with their family members which indirectly provided them with more opportunities to improve their language knowledge.

9.4.4 The Spanish cohort

Quantitative data analysis suggested that Spanish students were mostly animated by strong Intrinsic Motivation as well as Integrative Orientation which was closely related to multicultural and multilingual images students envisaged of themselves (see 6.2.3.1, 6.2.3.2 and 6.2.3.3). Qualitative data showed that more Spanish students than any other L2 cohort constructed a strong Ideal L2 Self (see 6.6). Students imagined themselves in South and Central American countries where they immersed themselves in the local cultures with Spanish speakers (see 6.6.3). These images stemmed from favourable Contextual Components since Spanish was perceived as a very useful language for different job types (see 8.2.3.1, 8.2.3.2, 8.6.1 and 8.6.2). Students acknowledged that Spanish is the second most spoken language in the world and one of the six official languages of the UN. Motivated students were influenced by social media and people around them who portrayed South America as a fun and interesting place to visit and live in.

It is here also hypothesised that increasing opportunities to find a job when mastering Spanish were linked to commercial agreements signed by the Australian government with Spanish-speaking countries as reported by Martín (1997; 2011), Martínez-Espósito (2014) and Martínez-Espósito and López (2007). At the same level – the macro level, Spanish students did not find many opportunities to practise this language in Australia (see 8.7.2). Despite an increasing number of immigrants from South America (Martín, 2005; Mejía, 2016), Spanish students were demotivated by the lack of speaking practice outside of the formal learning environment.

High mean values demonstrated that the formal learning environment did not generally motivate the Spanish cohort (see 7.2). Spanish students' responses to the items of the two categories Teacher-specific Motivational Components and University Context registered the highest means across the four L2 cohorts (see 7.2.3.1 and 7.2.3.3). Qualitative data expanded on these components. Spanish students were particularly demotivated by the teaching quality of some of their instructors and the scarcity of extra-curricular activities organised by university L2 departments (see 7.7.1, 7.7.2 and 7.7.3). Hence, Performance Frustration for negative results was experienced also by this L2 cohort (see 6.7.4). In line with the results obtained for the other three L2 cohorts, there were also Spanish students who were strongly

motivated by the LE in terms of teachers' content delivery, course design and material and the availability of exchange programs (see 8.6.1, 8.6.2 and 8.6.3).

No research specifically on motivation learning Spanish at tertiary level in Australia had previously been undertaken. Only one study focused on anxiety experienced by students in Spanish courses at an Australian university (Mejía, 2014) (see 3.3). Hence, some similarities between this thesis results and Mejía's (2014) work are listed in order to provide some comparisons about student demotivation in learning Spanish in similar settings (table 9.5).

Demotivators	**Mejía**	**D'Orazzi**
PF – stress because of not being able to keep up with the L2 course material	✓	✓
PF – difficulties in memorising new concepts and grammatical rules	✓	✓
PF – frustration for peer students better results	✓	
PF – uncomfortable feelings when speaking in class	✓	✓
CDCs – class fast pace	✓	✓

Table 9.5: Ticks indicate similarities shared by recent studies on motivation in learning Spanish in Australia.

Most of the demotivators found by Mejía (2014) belonged to the micro level of analysis of this thesis. In particular, they were linked to Performance Frustration because of students' difficulties in keeping up with the pace of the class and the material proposed. Students could not memorise new rules and vocabulary as they had expected to do. In addition to this, students felt uncomfortable when speaking in class in front of their classmates. Stress and anxiety were also created by the fast pace of Spanish lessons. All these four demotivators found by Mejía (2014) appeared to be very impactful on Spanish learners' motivation in light of these research outcomes. Conversely, the only demotivator which appeared to be irrelevant for this study, but which was relevant for Mejía's (2014) research was the frustration experienced by those students who compared their results with the better results of their classmates.

9.5 Conclusions and limitations

This study contributes to understanding the multiple reasons that boost and/or hamper students' interest in learning European languages such as French, German, Italian and Spanish. Quantitative and qualitative data collected in two semesters in 2018 at the Go8 Australian universities suggested that the two phenomena of motivation and demotivation in learning L2s are complex and multifaceted. A multidisciplinary and multidirectional framework was consequently theorised within the current socio-dynamic phase of L2 learning motivation in

order to provide a structure which incorporates theories constructed through decades of copious studies in L2 learning motivation (cf. Boo et al., 2015). The originality of this thesis lies in the combination of different concepts to fill in research gaps pointed out in existing studies in L2 learning motivation and demotivation within the Australian context (cf. Amorati, 2019; Campbell & Storch, 2011; Fraschini & Caruso, 2019; Martín et al., 2016; Nakamura 2016; Palmieri 2019; Schmidt, 2011; 2014; Xu & Moloney, 2020) and worldwide (cf. Dörnyei, 2019; 2020a; Kikuchi, 2015; Lamb et al., 2020; Thorner & Kikuchi, 2020; Ushioda, 2020).

The previous sections of this chapter validated the initial hypothesis that a three-level analytical frame can be usefully constructed where factors can be identified and then seen to be very strongly interconnected (see 6.1, 7.1, 7.2 and 8.1). As a result, the responses provided to the three main research questions contributed to emphasising the combined and simultaneous role of psychological and cognitive, pedagogical and socio-cultural variables on student motivation and demotivation when it comes to L2 learning in Australia specifically at tertiary level. As discussed in sections 9.2 and 9.3, data demonstrated that students are strongly motivated by the interest in learning languages and the image that they construct of themselves as fluent L2 speakers (cf. Csizér, 2020; Oakes, 2013; Oakes & Howard, 2019; Schmidt, 2011; 2014). Positive emotions as well as negative emotions influenced student motivation within and outside of the formal learning environment (see also Dewaele, 2011; Dewaele & MacIntyre, 2014; 2016; MacIntyre et al., 2020; Mettewie, 2015). Classroom dynamics were simultaneously identified as motivators and demotivators depending on the circumstances experienced by students (cf. Sakai & Kikuchi, 2009; Kikuchi 2017; 2019; Dörnyei, 2019) and not only as demotivators based on demotivational studies (cf. Thorner & Kikuchi, 2020). The role of people around student participants was crucial over time following what has been argued in previous studies (see Palmieri, 2019; Schmidt, 2011; 2014; Ushioda, 2009). The macro-context decreased students' enthusiasm in learning an L2 when they reflected on the role of English as dominant language in the world job market (see e.g. Busse, 2017; Busse & Williams, 2010; Lanvers & Chambers, 2020; Pauwels, 2014; Ushioda & Dörnyei, 2017). However, some students were motivated by their context, confirming that they experienced very different dynamics within their community since relations of power coexist in contradictory ways (Norton Peirce, 1995, p. 12).

It is recognised that this thesis presents limitations from both theoretical and empirical perspectives. These include the following:

- Teachers' impressions were collected via a focus group for each L2 cohort. In total, 15 teachers at the University of Melbourne supplied a rich description of the formal

learning environment. Indeed, teachers are widely recognised as essential stakeholders in the L2 learning process (Chan, et al., 2015; Crozet & Díaz, 2020; Doucet & Kuuse, 2017; Dewaele et al., 2019; Gayton, 2018; Kikuchi, 2015; 2017; Sakai & Kikuchi, 2009), and numerous studies focus on their role within the formal L2 learning environment (cf. Kubanyiova, 2012; 2014; 2020) and 'in social contexts' (see also Hiver & Dörnyei, 2017). However, time and space restraints obliged the researcher to leave the analysis of this data set to the future,

- Class observation and evaluation of the different course content offered at the Go8 universities would enrich the analysis of the dynamics experienced by students at the meso level as also emphasised in previous studies (cf. Daif-Allah & Alsamani, 2013),
- Due to limits of time and space, students' reasons to start learning an L2 were not analysed. Reasons for enrolling and not enrolling in a second semester also had to be disregarded. As a result, a large portion of data collected in 2018 was not explored for this thesis,
- The large difference in participation across the Go8 Australian universities did not necessarily allow for a rigorous comparison of results obtained in different institutions, e.g. 228 research participants at the University of Melbourne and 27 research participants at the University of Adelaide in the first semester,
- More light could have been shed on the 'nuanced appreciation of the specificity' of each single L2 group (Oakes & Howard, 2019, p. 12), instead of broadly comparing the motivation and demotivation of the four L2 learner cohorts,
- Different numbers of participants from the first to the second semesters did not allow the researcher to compare the motivation of every single student participant over the whole year of data collection and to use more specific statistical tools for such a comparison (see 4.4 and 5.1),
- The time component was not always significant in terms of changes of motivation and demotivation of research participants (see 6.2, 7.2 and 8.2). Hence, two semesters may not have been enough to identify more noticeable changes as Ushioda (1996) was able to do by conducting interviews over 16 months and Gu (2009) over two years,
- Because of time and financial restrictions, only a small selection of students at the University of Melbourne was interviewed in two phases. It would have been helpful to interview students from other Go8 Australian universities to be able interrogate more fully the results of the survey data analysis in different areas of Australia.

9.6 Some pedagogical implications and suggestions

Although further research is suggested to understand which activities might increase student motivation including positive emotions starting from the results of this study, some pedagogical implications are here suggested to stimulate students' learning engagement in light of their motivational patterns (cf. Mercer & Dörnyei, 2020) by suggesting some simple strategies to support well-rounded teaching and learning methodologies.

Evidence pointing to strong Intrinsic Motivation, Integrative Orientation and Willingness To Communicate (see 6.2.3.1 and 6.2.3.2) indicates that students want to learn how to use their L2 in daily-based situations, especially in foreign countries (see 7.6.2). Given some students' comments on too much focus on grammar-based teaching, more tasked-based and communicative teaching strategies would comply with students' motivational orientations (cf. Canale, 1983; Cao, 2011; Ellis, 2018; Ellis et al. 2020; Hymes, 1972; Lambert, 2010) creating 'environments in which L2 learners are naturally willing to communicate' (Yashima, 2020, p. 218).

Provision of extra-curricular activities is also recommended to (a) increase students' motivation in order to improve their L2 knowledge (see 7.2.3.3 and 7.6.3), (b) expose students to their L2 related culture(s) (see 8.2.3.2, 8.6.2 and 8.7.2) beyond the classroom environment with the support of technological tools (see also Anya, 2011; Hanna & de Nooy, 2009) and (c) provide beginner students with effective L2 learning strategies (see 6.6.4 and 6.7.4) as suggested by Van de Poel and Gasiorek (2012) for different subjects.

9.7 Suggestions for future research

Students reported on the different roles of European and Asian languages in Australia given the geographical proximity of Australia to the Asian continent – see, e.g. the national white paper *'Australia in the Asian Century'* (Commonwealth of Australia, 2012) which provoked different reactions and critiques (cf. Mascitelli & O'Mahony, 2014). This confirmed similar results obtained by Schmidt (2014) when interviewing her research participants who felts 'guilty' for not learning Asian languages but who thought that Asian languages are 'very difficult to learn, particularly due to the different characters' (p. 37). Despite Campbell and Storch (2011), Xu and Moloney (2020), Nakamura (2016) and Fraschini and Caruso (2019) who respectively explored some aspects of student motivation in learning Chinese (Mandarin), Japanese and Korean in Australia, no comparative research has been undertaken to discover

how student motivation and demotivation differ in Australian universities in learning Asian and European languages. As a result, the theoretical framework of this thesis could be used to compare different motivational patterns in regard to Asian and European languages and cultures.

In terms of contextual components, it would be useful to undertake research on the different motivators and demotivators experienced by students who learn the most widely taught languages and students who learn the least widely taught languages in Australia. A similar study has already been conducted in South Korea in university settings (Kong et al., 2018).

Furthermore, surveys could have been forwarded to students from smaller universities outside of the Go8 Australian universities to understand the situations of universities with less financial resources, less access to L2s and less privileged students as argued by Mascitelli (2017, pers. comm.) and Molla et al. (2019).

9.8 Concluding remarks

Quantitative and qualitative data analysis confirmed all three factors detected by a PCA influenced students during their L2 learning experience. In particular, micro- and meso-level variables showed positive statistically significant correlations of large and medium strength. Students' experiences in the formal learning environment produced positive and/or negative effects on their psychological and cognitive abilities. Nonetheless, all three factors contributed to motivating and demotivating students at the same time depending on the dynamics experienced by students during one year of L2 studies. The macro-level Socio-cultural Environment also influenced student motivation given the multicultural society of Australia, but at the same time, it triggered demotivation given the English monolingualism perceived by demotivated student participants. In addition, where students experienced demotivation at one level, this could be compensated for with motivation experienced at a different level. This dynamic alternation of motivational and demotivational experiences supported students during their L2 studies. No steady and marked boundaries between motivation and demotivation were discovered.

Over time, students found the L2 learning process increasingly challenging. At the same time, many acquired new learning strategies which facilitated their studies and triggered internal reward for their positive results. The longer students learnt an L2, the more they could

approach their ideal fluent L2-speaking self contextualised in different settings, i.e. in Australia and overseas.

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Appendix one – Pilot questionnaire distributed in September 2017

Multiple choice and open-ended survey questions:

Which year of degree are you in at the moment?

How old are you?

Define your gender:

At which university do you study?

Is French/German/Italian/Spanish a compulsory subject for your degree?

What is your major?

In which degree program are you?

Do you study any language(s) other than French/German/Italian/Spanish at the moment?

Did you study any second language in the past?

If yes, which one?

If yes, where?

What is your cultural background? (Australian? French? Chinese? German? Italian? Indian? Spanish?.....)

Which is your first language?

Which language do you speak at home?

Please, list three main reasons why you study French/German/Italian/Spanish at university:

Please, list three main negative aspects of studying French/German/Italian/Spanish at university:

Five-point Likert scale items with a range of responses from *'strongly agree'* to *'strongly disagree'*:

I'm an extroverted person

I study French/German/Italian/Spanish because I want to be proficient in French/German/Italian/Spanish

I learn French/German/Italian/Spanish because I want to communicate with my family

I learn French/German/Italian/Spanish because I would like to have a partner from a French-/German-/Italian-/Spanish-speaking country

I find it exciting to communicate in French/German/Italian/Spanish

I really enjoy learning French/German/Italian/Spanish

I like the intellectual challenge of learning French/German/Italian/Spanish

I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries
I like to spend time in French-/German-/Italian-/Spanish-speaking countries
It would be great to be part of the French/German/Italian/Spanish community in my city
Being able to converse in French/German/Italian/Spanish is an important part of the person I want to become
I can imagine myself as someone who is able to use French/German/Italian/Spanish well
I have difficulties memorizing words
I got low scores on tests
I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries
Speaking French/German/Italian/Spanish is very important in Australia
I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person
I consider learning French/German/Italian/Spanish important because the people I respect think that I should do so
My parents believe that I ought-to study French/German/Italian/Spanish
My friends believe that I ought-to study French/German/Italian/Spanish
I do not like my classmates
I often have opportunities to practise French/German/Italian/Spanish with native speakers outside university
The media report good news from French-/German-/Italian-/Spanish-speaking countries
I think French/German/Italian/Spanish will help in my future career
Studying French/German/Italian/Spanish to a high level of proficiency will allow me to earn more money
I do not have specific goals for studying French/German/Italian/Spanish
If my dreams come true, I will use French/German/Italian/Spanish effectively in the future
I seldom have chances to communicate in French/German/Italian/Spanish in class
The pace of lessons is not appropriate
Visual and audio materials (such as videos and DVDs) are not used
The amount I need to study for tests is too much
The material used in class is useful to learn French/German/Italian/Spanish
Teachers ridicule students' mistakes
Teachers' explanations are not easy to understand

I cannot get along with my teacher(s)

The facilities in class are perfect to stimulate my learning

The number of students in the class is large

The time spent in French/German/Italian/Spanish classes is enough to learn properly

My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language

My university has a language laboratory where I can use language materials (videos, movies, electronic books…)

The French/German/Italian/Spanish subject was advertised during the orientation sessions before starting university

There are lots of exchange programs I can access if I learn French/German/Italian/Spanish

The government gives me funding to study French/German/Italian/Spanish

At my secondary school, French/German/Italian/Spanish courses were not offered

In the public service, the knowledge of at least a language other than English is required

Multiple choice questions:

Do you intend to carry on studying French/German/Italian/Spanish next semester?

If no, why? You can tick more than one options.

- this subject does not fit in my timetable
- there is no space in my degree structure
- I finish university next term
- I am not interested anymore
- there is too much work to do
- French/German/Italian/Spanish is too hard
- it is not relevant for my study career

Appendix two – Questionnaire one distributed in the first semester 2018

Consent Form

Project: Motivation and demotivation in second language learning at Australian universities

1. I agree to participate in this project, the details of which have been explained to me, and I have been provided with a word file plain language statement per email.
2. I understand that the purpose of this research is to investigate the elements that motivate and demotivate university students learning a second language.
3. I understand that my participation in this project is for research purposes only and the data collected in this research project may also be used in future projects that are in the same general area of research as this project.
4. I acknowledge that the possible effects of participating in this research project have been fully explained to my satisfaction.
5. In this phase of the project, I will be required to answer a questionnaire through the online software Qualtrics. I acknowledge that I will participate in a prize draw for 5 $20 gift cards if I give my email address on the last page of the survey.
6. I understand that giving my email address, I will also be invited to participate in a second online questionnaire in semester 2.
7. I have been informed that if I complete the 2nd questionnaire, I will automatically enter into a prize draw for an additional 5 $30 gift cards.
8. At the end of this questionnaire, I can volunteer to attend a small focus group discussion. If I participate in the two questionnaires and two focus groups sessions, I will receive a $50 gift card.
9. I understand that I will be required to provide the last three digits of my personal mobile phone number in order to track my participation in the next round of questionnaires. Thus, my questionnaire is completely anonymous and de-identified. I acknowledge that I need to use the same three digits for the next round of questionnaire in October 2018.
10. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
11. I understand that the data from this research will be stored at the University of Melbourne and will be destroyed after 5 years.

12. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

13. I understand that after I click on 'I agree', I agree to all previous points and provide my consent to participate in the project.

I don't agree		I agree

Multiple choice questions:

How old are you?

Define your gender:

What is your cultural background?

Is English your first language or one of your first languages?

Display This Question: If *Is English your first language or one of your first languages?* = Yes

Do you speak an additional first language(s) other than English?

Display This Question: *If Do you speak an additional first language(s) other than English?* = Yes

Which one(s)?

Display This Question: *If Is English your first language or one of your first languages?* = No

Which is (are) your first language(s)?

Which language(s) is (are) spoken at home?

At which university do you study?

Which category of student are you?

Which year of degree are you in at the moment?

If you are an undergraduate student, what degree(s) are you currently enrolled in (more than one answer is possible):

Are you enrolled in a Diploma of Languages?

How is French/German/Italian/Spanish integrated into your degree program?

Which is (are) your major(s) if not French/German/Italian/Spanish or if French/German/Italian/Spanish is not the only one?

Do you study any language(s) other than French/German/Italian/Spanish at the moment?

Display This Question: If *Do you study any language(s) other than French/German/Italian/Spanish at the moment?* = Yes

Which language(s) other than French/German/Italian/Spanish do you study at the moment?

Display This Question: If *Do you study any language(s) other than French/German/Italian/Spanish at the moment?* = Yes

Where do you study this (these) language(s) other than French/German/Italian/Spanish?

Did you study any second language(s) in the past?

Display This Question: If *Did you study any second language(s) in the past?* = Yes

Which language(s) did you study in the past?

Display This Question: If *Did you study any second language(s) in the past?* = Yes

Where did you study this (these) language(s) in the past?

Display This Question: If *Did you study any second language(s) in the past?* = Yes

How would you rate your experience studying this (these) language(s) in the past?

Open-ended survey questions:

Please list the three main reasons why you first chose to learn French/German/Italian/Spanish at university:

Please list the three main reasons why you wish to continue learning French/German/Italian/Spanish at university in the future:

Please list the three main negative aspects of learning French/German/Italian/Spanish at university:

Five-point Likert scale items:

I'm an extroverted person.

I feel comfortable when I have to speak French/German/Italian/Spanish during lessons.

I find it easy to memorise words and expressions.

I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments.

I really enjoy learning French/German/Italian/Spanish.

I like the intellectual challenge of learning French/German/Italian/Spanish.

I find it exciting to be able to communicate in French/German/Italian/Spanish.

Learning French/German/Italian/Spanish is one of the most important aspects of my life.

I am studying French/German/Italian/Spanish because I want to improve my French/German/Italian/Spanish.

I learn French/German/Italian/Spanish because I want to communicate with my family members.

I can imagine myself as someone who is able to use French/German/Italian/Spanish well.
Being able to converse in French/German/Italian/Spanish is an important part of the person I want to become.
If my dreams come true, I will use French/German/Italian/Spanish effectively in the future.
I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries.
I like to spend time in French-/German-/Italian-/Spanish-speaking countries.
It would be great to be part of a French-/German-/Italian-/Spanish-speaking community in my city.
I like meeting people from French-/German-/Italian-/Spanish-speaking countries.
I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries.
Speaking French/German/Italian/Spanish is very important in Australia.
The media report good news from French-/German-/Italian-/Spanish-speaking countries.
I often have opportunities to practise French/German/Italian/Spanish with native speakers outside university.
I consider learning French/German/Italian/Spanish important because the people I respect think that I should do so.
People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian/Spanish.
If I fail to learn French/German/Italian/Spanish, I will be letting other people down.
I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person.
I think French/German/Italian/Spanish will help in my future career.
Studying French/German/Italian/Spanish to a high level of proficiency will allow me to earn more money.
Knowing French/German/Italian/Spanish will help me to obtain a better job.
The material used in class is useful to learn French/German/Italian/Spanish.
My teacher's explanations are easy to understand.
I get along well with my teacher.
My teacher makes me feel comfortable during lessons.
My teacher focuses on translation.
My teacher focuses on all main language abilities (speaking, reading, listening and writing).
The pace of lessons is appropriate for learning French/German/Italian/Spanish.

I often have the opportunity to communicate in French/German/Italian/Spanish in class.
Visual and audio materials (such as videos and DVDs) are used during lessons.
The amount of hours I need to study for tests/assessments and final exams satisfies my initial expectations.
Interactive computer-based/online activities are used during lessons.
French/German/Italian/Spanish language content we study for the course is easy to understand.
Cultural topics covered in lessons are interesting.
I like my classmates.
The facilities in class are useful to stimulate my learning.
The class size is appropriate to learn the language.
The time spent in French/German/Italian/Spanish classes is enough to learn properly.
My university organizes many activities where I can learn more of the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language.
The French/German/Italian/Spanish subject was widely advertised during the orientation sessions before university started.
There are lots of exchange programs overseas I can access if I learn French/German/Italian/Spanish.
There is substantial government financial support (e.g. scholarships) to study French/German/Italian/Spanish at university.
I wanted to learn French/German/Italian/Spanish already at secondary school although this subject was not offered.
Being able to speak French/German/Italian/Spanish would help me to find a job in the public service.

Open-ended survey question:

Please think about your goals in learning French/German/Italian/Spanish. My goals in learning French/German/Italian/Spanish are:

Multiple choice questions:

Do you intend to continue studying French/German/Italian/Spanish next semester?

Display This Question: If *Do you intend to continue studying French/German/Italian/Spanish next semester?* = Probably not

Why not? You can tick more than one option.

- This subject does not fit in my timetable
- There is no space in my degree structure
- I finish university at the end of this semester
- I am not interested in learning French/German/Italian/Spanish anymore
- There is too much work to do
- French/German/Italian/Spanish is too hard
- It is not relevant for my study career
- Other. Please specify

Appendix three – Questionnaire two distributed in the second semester 2018

Consent Form

Project: Motivation and demotivation in second language learning at Australian universities

1. I agree to participate in this project, the details of which have been explained to me, and I have been provided with a word file plain language statement per email.
2. I understand that the purpose of this research is to investigate the elements that motivate and demotivate university students learning a second language.
3. I understand that my participation in this project is for research purposes only and the data collected in this research project may also be used in future projects that are in the same general area of research as this project.
4. I acknowledge that the possible effects of participating in this research project have been fully explained to my satisfaction.
5. In this phase of the project, I will be required to answer a questionnaire through the online software Qualtrics. I acknowledge that I will participate in a prize draw for 16 $30 gift cards if I give my email address on the last page of the survey.
6. At the end of this questionnaire, I can volunteer to be interviewed. If I participate in the two questionnaires and two interview sessions, I will receive a $50 gift card. (Only for students at the university of Melbourne).
7. I understand that I will be required to provide the last three digits of my personal mobile phone number in order to track my participation in the questionnaires. Thus, my questionnaire is completely anonymous and de-identified. I acknowledge that I need to use the same three digits of the previous round of questionnaire in April/May 2018.
8. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
9. I understand that the data from this research will be stored at the University of Melbourne and on Qualtrics server using the University of Melbourne account and will be destroyed after 5 years.
10. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

11. I understand that after I click on 'I agree', I agree to all previous points and provide my consent to participate in the project.

I don't agree		I agree

Multiple choice questions:

How old are you?

Define your gender:

What is your cultural background?

Is English your first language or one of your first languages?

Is English spoken at home?

At which university do you study?

Which category of student are you?

How is French/German/Italian/Spanish integrated into your degree program?

Do you study any language(s) other than French/German/Italian/Spanish at the moment?

Display This Question: If *Do you study any language(s) other than French/German/Italian/Spanish at the moment*? = Yes

Which language(s) other than French/German/Italian/Spanish do you study at the moment?

Display This Question: If *Do you study any language(s) other than French/German/Italian/Spanish at the moment?* = Yes

Where do you study this (these) language(s) other than French/German/Italian/Spanish?

Have you spent time in a French-/German-/Italian-/Spanish-speaking country in the time since you completed the last questionnaire on (de)motivation in Australia?

Display This Question: If *Have you spent time in a French-/German-/Italian-/Spanish-speaking country in the time since you completed the last quest...* = Yes

How important is this experience to improve your motivation in continuing studying French/German/Italian/Spanish?

Open-ended survey question:

Has a particular event recently increased or decreased your motivation?

Multiple choice question:

Have you enrolled in a French/German/Italian/Spanish language subject this semester?

Display This Question: If *Have you enrolled in a French/German/Italian/Spanish language subject this semester?* = Yes

Open-ended survey questions:

Please list the main reason why you decided to enroll again in
a French/German/Italian/Spanish subject at university this semester:

Display This Question: If Have you enrolled in a French/German/Italian/Spanish language subject this semester? = Yes

Please list the main positive aspect in studying French/German/Italian/Spanish during this semester:

Display This Question: If *Have you enrolled in a French/German/Italian/Spanish language subject this semester?* = Yes

Please list the main negative aspect in studying French/German/Italian/Spanish during this semester:

Display This Question: If *Have you enrolled in a French/German/Italian/Spanish language subject this semester?* = No

Please list the main reason why you decided not to enroll again in a
French/German/Italian/Spanish language subject at university this semester:

Skip To: End of Survey If *Have you enrolled in a French/German/Italian/Spanish language subject this semester?* = No

Five-point Likert scale items:

I'm an extroverted person.

I feel comfortable when I have to speak French/German/Italian/Spanish during lessons.

I find it easy to memorise words and expressions.

I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments.

I really enjoy learning French/German/Italian/Spanish.

I like the intellectual challenge of learning French/German/Italian/Spanish.

I find it exciting to be able to communicate in French/German/Italian/Spanish.

Learning French/German/Italian/Spanish is one of the most important aspects of my life.

I am studying French/German/Italian/Spanish because I want to improve
my French/German/Italian/Spanish.

I learn French/German/Italian/Spanish because I want to communicate with my family members.

I can imagine myself as someone who is able to use French/German/Italian/Spanish well.

Being able to converse in French/German/Italian/Spanish is an important part of the person I want to become.
If my dreams come true, I will use French/German/Italian/Spanish effectively in the future.
I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries.
I like to spend time in French-/German-/Italian-/Spanish-speaking countries.
It would be great to be part of a French-/German-/Italian-/Spanish-speaking community in my city.
I like meeting people from French-/German-/Italian-/Spanish-speaking countries.
I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries.
Speaking French/German/Italian/Spanish is very important in Australia.
The media report good news from French-/German-/Italian-/Spanish-speaking countries.
I often have opportunities to practise French/German/Italian/Spanish with native speakers outside university.
I consider learning French/German/Italian/Spanish important because the people I respect think that I should do so.
People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian/Spanish.
If I fail to learn French/German/Italian/Spanish, I will be letting other people down.
I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person.
I think French/German/Italian/Spanish will help me in my future career.
Studying French/German/Italian/Spanish to a high level of proficiency will allow me to earn more money.
Knowing French/German/Italian/Spanish will help me to obtain a better job.
The material used in class is useful to learn French/German/Italian/Spanish.
My teacher's explanations are easy to understand.
I get along well with my teacher.
My teacher makes me feel comfortable during lessons.
My teacher focuses on translation.
My teacher focuses on all main language abilities (speaking, reading, listening and writing).
The pace of lessons is appropriate for learning French/German/Italian/Spanish.
I often have the opportunity to communicate in French/German/Italian/Spanish in class.

Visual and audio materials (such as videos and DVDs) are used during lessons.
The amount of hours I need to study for tests/assessments and final exams satisfies my initial expectations.
Interactive computer-based/online activities are used during lessons.
French/German/Italian/Spanish language content we study for the course is easy to understand.
Cultural topics covered in lessons are interesting.
I like my classmates.
The facilities in class are useful to stimulate my learning.
The class size is appropriate to learn the language.
The time spent in French/German/Italian/Spanish classes is enough to learn properly.
My university organises many activities where I can learn more of the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language.
The French/German/Italian/Spanish subject was widely advertised during the orientation sessions before university started.
There are lots of exchange programs overseas I can access if I learn French/German/Italian/Spanish.
There is substantial government financial support (e.g. scholarships) to study French/German/Italian/Spanish at university.
I wanted to learn French/German/Italian/Spanish already at secondary school although this subject was not offered.
Being able to speak French/German/Italian/Spanish would help me to find a job in the public service.

Multiple choice question:

Have your goals in studying French/German/Italian/Spanish changed?

Display This Question: If *Have your goals in studying French/German/Italian/Spanish changed?* = Yes

Open-ended survey question:

What has changed?

Multiple choice question:

Do you intend to continue studying French/German/Italian/Spanish next semester?

Display This Question: If *Do you intend to continue studying French/German/Italian/Spanish next semester?* = Probably not

Why not? You can tick more than one option.

- This subject does not fit in my timetable
- There is no space in my degree structure
- I finish university at the end of this semester
- I am not interested in learning French/German/Italian/Spanish anymore
- There is too much work to do
- French/German/Italian/Spanish is too hard
- It is not relevant for my study career
- Other. Please specify

Appendix four – Biographical data of student participants

4.1 Gender distribution across L2 cohorts

Gender	French		German		Italian		Spanish	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Female S1	145	72.9%	110	62.5%	107	73.8%	155	77.9%
Female S2	37	78.7%	40	70.2%	35	72.9%	43	79.6%
Male S1	53	26.6%	64	36.45%	38	26.2%	41	20.6%
Male S2	10	21.3%	13	22.8%	13	27.1%	11	20.4%
Other S1	1	0.5%	2	1.1%	0	0%	3	1.5%
Other S2	0	0%	4	7%	0	0%	0	0%

4.2 Cultural background of research participants. Frequencies and percentages of students with an Asian cultural background are highlighted in yellow.

Students' cultural heritage in S1	Number	Percentage
Australian	460	64%
Aboriginal	1	0.1%
Afghani	1	0.1%
American	4	0.6%
Asian	8	1.1%
Asian & American	1	0.1%
Brazilian	2	0.3%
British	16	2.2%
British & Irish	1	0.1%
Cambodian	1	0.1%
Canadian	2	0.3%
Cantonese	1	0.1%
Chilean	1	0.1%
Chinese	80	11.1%
Chinese & New Zealander	1	0.1%
Croatian	2	0.3%
Dutch	5	0.7%
Ethiopian	1	0.1%
European	3	0.4%
Fijian Indian	1	0.1%
Filipino	5	0.7%
French	3	0.4%
French & Chinese	1	0.1%
French & Japanese	1	0.1%
German	2	0.3%
Greek	3	0.4%
Hong Kong	3	0.4%
Indian	10	1.4%

Indigenous	1	0.1%
Indonesian	8	1.1%
Irish	2	0.3%
Israeli	1	0.1%
Italian	5	0.7%
Italian & German	1	0.1%
Japanese	4	0.6%
Japanese & Filipino	1	0.1%
Korean	1	0.1%
Lebanese	1	0.1%
Luxembourg	1	0.1%
Macau	1	0.1%
Malaysian	12	1.7%
Malaysian & Chinese	1	0.1%
Maltese	1	0.1%
Maori	1	0.1%
Mauritian	1	0.1%
Mongolian	1	0.1%
New Zealand	1	0.1%
Nigerian	1	0.1%
Norwegian	4	0.6%
Pakistani	3	0.4%
Papua New Guinean	1	0.1%
Persian	3	0.4%
Polish	1	0.1%
Romanian	1	0.1%
Samoan & New Zealander	1	0.1%
Singaporean	10	1.4%
Slovak & Mexican	1	0.1%
South African	5	0.7%
South Korean	2	0.3%
Spanish	2	0.3%
Sri Lankan	2	0.3%
Swedish	1	0.1%
Syrian	1	0.1%
Tahitian & New Caledonian	1	0.1%
Taiwanese	1	0.1%
Turkish	1	0.1%
Ukrainian	1	0.1%
Uruguayan	2	0.3%
Vietnamese	9	1.3%
Total	719	100%

Students' cultural heritage in S2	Number	Percentage
Australian	149	72.3%
Afghani	1	0.5%
Asian	2	1%
Brazilian	1	0.5%
Bulgarian	1	0.5%
Cambodian	1	0.5%
Chilean	1	0.5%
Chinese	16	7.8%
Dutch	1	0.5%
English	1	0.5%
French	1	0.5%
German & Mexican-American	1	0.5%
Greek	2	1%
Hispanic	1	0.5%
Hong Konger	2	1%
Indian	3	1.5%
Indonesian	2	1%
Israeli	1	0.5%
Japanese	3	1.5%
Korean	1	0.5%
Malaysian	1	0.5%
New Zealander	1	0.5%
Nigerian	1	0.5%
Pakistani	1	0.5%
Singaporean	1	0.5%
Singaporean, Taiwanese & American	1	0.5%
South African	3	1.5%
South African & American	1	0.5%
South Korean	1	0.5%
Spanish	1	0.5%
Swedish	1	0.5%
Vietnamese	2	1%
Total	206	100%

4.3 Students' cultural background across universities in semester one.

		Australian without French-speaking cultural heritage in French courses	Australian without German-speaking cultural heritage in German courses	Australian without Italian-speaking cultural heritage in Italian courses	Australian without Spanish-speaking cultural heritage in Spanish courses	Austr. with French-speaking cultural heritage in French courses	Austr. with German-speaking cultural heritage in German courses	Austr. with Italian-speaking cultural heritage in Italian courses	Austr. with Spanish-speaking cultural heritage in Spanish courses	Other. Please specify	
Monash University	Count	16	7	11	17	0	3	7	1	25	87
	% within Background	15.00%	7.10%	14.10%	13.90%	0.00%	21.40%	24.10%	14.30%	9.70%	12.10%
The Australian National University	Count	1	14	13	17	0	0	0	2	20	67
	% within Background	0.90%	14.10%	16.70%	13.90%	0.00%	0.00%	0.00%	28.60%	7.80%	9.30%
The University of Adelaide	Count	11	7	0	0	1	1	1	0	6	27
	% within Background	10.30%	7.10%	0.00%	0.00%	20.00%	7.10%	3.40%	0.00%	2.30%	3.80%
The University of Melbourne	Count	27	22	20	39	1	5	8	1	105	228
	% within Background	25.20%	22.20%	25.60%	32.00%	20.00%	35.70%	27.60%	14.30%	40.70%	31.70%
The University of New South Wales	Count	3	7	2	2	0	0	6	0	18	38
	% within Background	2.80%	7.10%	2.60%	1.60%	0.00%	0.00%	20.70%	0.00%	7.00%	5.30%
The University of Queensland	Count	0	6	2	18	0	1	2	1	12	42
	% within Background	0.00%	6.10%	2.60%	14.80%	0.00%	7.10%	6.90%	14.30%	4.70%	5.80%
The University of Sydney	Count	21	16	13	24	0	3	3	1	40	121
	% within Background	19.60%	16.20%	16.70%	19.70%	0.00%	21.40%	10.30%	14.30%	15.50%	16.80%
The University of Western Australia	Count	28	20	17	5	3	1	2	1	32	109
	% within Background	26.20%	20.20%	21.80%	4.10%	60.00%	7.10%	6.90%	14.30%	12.40%	15.20%
	Count	107	99	78	122	5	14	29	7	258	719
	% within Background	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Students' cultural background across universities in semester two.

		Australian without French-speaking cultural heritage in French courses	Australian without German-speaking cultural heritage in German courses	Australian without Italian-speaking cultural heritage in Italian courses	Australian without Spanish-speaking cultural heritage in Spanish courses	Austr. with French-speaking cultural heritage in French courses	Austr. with German-speaking cultural heritage in German courses	Austr. with Italian-speaking cultural heritage in Italian courses	Austr. with Spanish-speaking cultural heritage in Spanish courses	Other. Please specify	
Monash University	Count	8	1	4	6	0	2	0	0	9	30
	% within Background	29.60%	2.40%	16.70%	14.60%	0.00%	40.00%	0.00%	0.00%	15.80%	14.60%
The Australian National University	Count	2	6	3	6	0	0	0	1	7	25
	% within Background	7.40%	14.30%	12.50%	14.60%	0.00%	0.00%	0.00%	100.00%	12.30%	12.10%
The University of Adelaide	Count	3	3	0	0	0	0	0	0	1	7
	% within Background	11.10%	7.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.80%	3.40%
The University of Melbourne	Count	3	15	6	14	0	1	3	0	22	64
	% within Background	11.10%	35.70%	25.00%	34.10%	0.00%	20.00%	37.50%	0.00%	38.60%	31.10%

The University of New South Wales	Count	1	3	1	0	0	0	1	0	1	7
	% within Background	3.70%	7.10%	4.20%	0.00%	0.00%	0.00%	12.50%	0.00%	1.80%	3.40%
The University of Queensland	Count	0	0	0	6	0	1	2	0	0	9
	% within Background	0.00%	0.00%	0.00%	14.60%	0.00%	20.00%	25.00%	0.00%	0.00%	4.40%
The University of Sydney	Count	3	6	6	5	0	1	1	0	11	33
	% within Background	11.10%	14.30%	25.00%	12.20%	0.00%	20.00%	12.50%	0.00%	19.30%	16.00%
The University of Western Australia	Count	7	8	4	4	1	0	1	0	6	31
	% within Background	25.90%	19.00%	16.70%	9.80%	100.00%	0.00%	12.50%	0.00%	10.50%	15.00%
	Count	27	42	24	41	1	5	8	1	57	206
	% within Background	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

4.4 Crosstabulations between domestic and international students and their intention to continue or discontinue learning an L2 from one semester to the other.

Survey participants		**Semester 1**		**Total**	**Semester 2**		**Total**
		Probably not	Probably yes		Probably not	Probably yes	
Domestic student	Count	88	478	566	33	146	179
	% within Category	15.5%	84.5%	100%	18.4%	81.6%	100%
International student	Count	38	115	153	6	21	27
	% within Category	24.8%	75.2%	100%	22.2%	77.8%	100%
	Count	126	593	719	39	167	206
	% within Category	17.5%	82.6%	100%	18.9%	81.1%	100%

4.5 Crosstabulations between English as L1 and intention to continue or discontinue learning an L2 from one semester to the other.

Survey participants		**Semester 1**			**Semester 2**		
		English as L1	**Other L1**	**Total**	**English as L1**	**Other L1**	**Total**
Domestic student	Count	530	36	566	169	10	179
	% within Category	93.6%	6.4%	100%	94.4%	5.6%	100%
International student	Count	43	110	153	7	20	27
	% within Category	28.1%	71.9%	100%	25.9%	74.1%	100%
	Count	573	146	719	176	30	206
	% within Category	79.7%	20.3%	100%	85.4%	14.6%	100%

4.6 Crosstabulations between students learning one or more L2s when completing the surveys and intention to continue or discontinue learning an L2 from one semester to the other.

Survey participants		**Semester 2**		**Total**	**Semester 3**		**Total**
		Probably not	Probably yes		Probably not	Probably yes	
Students learning L2+	Count	25	138	163	4	49	53
	% within Category	15.3%	84.7%	100%	7.5%	92.5%	100%
Students learning one L2	Count	101	455	556	35	118	153
	% within Category	18.2%	81.8%	100%	22.9%	77.1%	100%
	Count	126	593	719	39	167	206
	% within Category	17.5%	82.5%	100%	18.9%	81.1%	100%

4.7 Crosstabulations between students who had learnt an L2 or more L2s before they started to learn French, German, Italian or Spanish at university and intention to continue or discontinue learning an L2 from one semester to the other.

Survey participants		**Semester 2**		**Total**	**Semester 3**		**Total**
		Probably not	Probably yes		Probably not	Probably yes	
Students with previous L2 learning	Count	106	473	579	33	142	175
	% within Category	18.3%	81.7%	100%	18.9%	81.1%	100%
Students without previous L2 learning	Count	20	120	140	6	25	31
	% within Category	14.3%	85.7%	100%	19.4%	80.6%	100%
	Count	126	593	719	39	167	206
	% within Category	17.5%	82.5%	100%	18.9%	81.1%	100%

4.8 Crosstabulations between position of French, German, Italian or Spanish in students' study plans and intention to continue or discontinue learning an L2 from one semester to the other.

Position of L2 in students' study plan		**Semester 2**		**Total**	**Semester 3**		**Total**
		Probably not	Probably yes		Probably not	Probably yes	
Optional/elective subject	Count	114	347	461	35	73	108
	% within Category	24.7%	75.3%	100%	32.4%	67.6%	100%
Minor	Count	6	125	131	2	52	54
	% within Category	4.6%	95.4%	100%	3.7%	96.3%	100%
Major	Count	0	74	74	1	24	25
	% within Category	0%	100%	100%	4%	96%	100%
Diploma in Languages	Count	1	23	24	0	12	12
	% within Category	4.2%	95.8%	100%	0%	100%	100%
Other	Count	5	24	29	1	6	7
	% within Category	17.2%	82.8%	100%	14.3%	85.7%	100%
	Count	126	593	719	39	167	206
	% within Category	17.5%	82.5%	100%	18.9%	81.1%	100%

4.9 Position of French, German, Italian or Spanish in students' study plans across L2s.

Language		Diploma of Languages	Major	Minor	Optional/elective subject	Other	Total
French S1	Count	5	14	29	142	9	199
	% within Language	2.5%	7%	14.6%	71.4%	4.5%	100%
French S2	Count	5	4	11	25	2	47
	% within Language	10.6%	8.5%	23.4%	53.2%	4.3%	100%
German S1	Count	6	21	37	104	8	176
	% within Language	3.4%	11.9%	21%	59.1%	4.5%	100%
German S2	Count	1	11	19	25	1	57
	% within Language	1.8%	19.3%	33.3%	43.9%	1.8%	100%
Italian S1	Count	5	11	23	102	4	145
	% within Language	3.4%	7.6%	15.9%	70.3%	2.8%	100%
Italian S2	Count	1	3	9	35	0	48
	% within Language	2.1%	6.3%	18.8%	72.9%	0%	100%
Spanish S1	Count	8	28	42	113	8	199
	% within Language	4.%	14.1%	21.1%	56.8%	4%	100%
Spanish S2	Count	6	9	17	22	0	54
	% within Language	11.1%	16.7%	31.5%	40.7%	0%	100%

4.10 Degree chosen by the student participants including relative proportions. Bachelor of Arts degrees are highlighted in yellow and Bachelor of Sciences degrees are highlighted in green.

Degree	Number	Percentage	Degree	Number	Percentage
No answer	26	3.6%	BEng, BSc	2	0.3%
BA	248	34.5%	BLang	6	0.8%
BA, Other	1	0.1%	BLang, BCom	1	0.1%
BA, BCom	6	0.8%	BLang, BSc	1	0.1%
BA, BEd	3	0.4%	BLang, LLB	1	0.1%
BA, BEng	1	0.1%	BLang, Other	3	0.4%
BA, BLang	3	0.4%	BMed	37	5.1%
BA, BMus	2	0.3%	BMus	23	3.2%
BA, BSc	14	1.9%	BMus, Other	1	0.1%
BA, International Relations	3	0.4%	BSc	158	22%
BA, LLB	12	1.7%	BSc,BCom	2	0.3%
BA,Other	12	1.7%	BSc,Other	1	0.1%
BArch	7	1%	International Relations	31	4.3%
BCom	45	6.3%	LLB	1	0.1%
BDes	5	0.7%	LLB, BCom	1	0.1%
BEd	3	0.4%	LLB, International Relations	3	0.4%
BEng	10	1.4%	Other degrees belonging to Humanities and STEMM	45	6.3%
BEng, BArch	1	0.1%	Total	719	100%

4.11 Crosstabulation between students' degree and the position of an L2 in their study plan.

Degrees		Diploma of Languages	Major	Minor	Optional/elective subject	Other	Total
Humanities	Count	15	57	97	184	19	372
	% within humanities	4%	15.3%	26.1%	49.5%	5.1%	100%
STEMM	Count	4	9	24	243	6	286
	% within STEMM	1.4%	3.1%	8.4%	85%	2.1%	100%
Mixed degrees	Count	2	6	9	18	0	35
	% within mixed degrees	5.7%	17.1%	25.7%	51.4%	0%	100%
Other	Count	3	2	1	16	4	26
	% within other	11.5%	7.7%	3.8%	61.5%	15.4%	100%
	Count	24	74	131	461	29	719
	% within degrees	3.3%	10.3%	18.2%	64.1%	4.00%	100%

4.12 Crosstabulation between year of enrolment and intention to continue or discontinue learning an L2 from one semester to the other

Year of enrolment	Probably not		Probably yes		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
1st year undergraduate	50	11.2%	398	88.8%	448	100%
2nd year undergraduate	28	21.1%	105	78.9%	133	100%
3rd year undergraduate	29	36.3%	51	63.8%	80	100%
4th year undergraduate	11	39.3%	17	60.7%	28	100%
1st year postgraduate	2	25%	6	75%	8	100%
2nd year postgraduate	3	33.3%	6	66.7%	9	100%
Other	3	23.1%	10	76.9%	13	100%
Total	126	17.5%	593	82.5%	719	100%

Appendix five – Quantitative data analysis outcomes at the micro level

Statistical analysis results for the sub-component categories and variables belonging to the PLL facto at the micro level.

5.1 Intrinsic Motivation S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	39	5.4%	3	25	3.5%
1.25	92	12.8%	3.25	13	1.8%
1.5	102	14.2%	3.5	6	0.8%
1.75	100	13.9%	3.75	1	0.1%
2	93	12.9%	4.25	1	0.1%
2.25	122	17%	4.75	1	0.1%
2.5	86	12%	**Total**	**719**	**100%**
2.75	38	5.3%			

5.1.1 Intrinsic Motivation S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	13	6.3%	2.75	16	7.8%
1.25	29	14.1%	3	7	3.4%
1.5	22	10.7%	3.25	4	1.9%
1.75	38	18.4%	3.5	1	0.5%
2	31	15%	4.25	1	0.5%
2.25	23	11.2%	**Total**	**206**	**100%**
2.5	21	10.2%			

5.1.2 Variable 1. I find it exciting to be able to communicate in French/German/Italian/Spanish.

Likert scale variable 1	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	429	59.7%	119	57.8%
Agree	249	34.6%	81	39.3%
Neither agree nor disagree	30	4.2%	6	2.9%
Disagree	11	1.5%	0	0%
Strongly disagree	0	0%	0	0%
Total	719	100%	206	100%

5.1.3 Variable 2. I really enjoy learning French/German/Italian/Spanish.

Likert scale variable 2	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	344	47.8%	92	44.7%
Agree	304	42.3%	95	46.1%
Neither agree nor disagree	56	7.8%	16	7.8%
Disagree	13	1.8%	2	1%
Strongly disagree	2	0.3%	1	0.5%
Total	719	100%	206	100%

5.1.4 Variable 3. I like the intellectual challenge of learning French/German/Italian/Spanish.

Likert scale variable 3	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	283	39.4%	80	38.8%
Agree	355	49.4%	102	49.5%
Neither agree nor disagree	67	9.3%	14	6.8%
Disagree	13	1.8%	9	4.4%
Strongly disagree	1	0.1%	1	0.5%
Total	719	100%	206	100%

5.1.5 Variable 4. Learning French/German/Italian/Spanish is one of the most important aspects of my life.

Likert scale variable 4	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	53	7.4%	21	10.2%
Agree	173	24.1%	59	28.6%
Neither agree nor disagree	244	33.9%	60	29.1%
Disagree	218	30.3%	55	26.7%
Strongly disagree	31	4.3%	11	5.3%
Total	719	100%	206	100%

5.2 Integrative Orientation S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	71	9.9%	3	47	6.5%
1.33	50	7%	3.33	13	1.8%
1.67	106	14.7%	3.67	5	0.7%
2	171	23.8%	4	4	0.6%
2.33	146	20.3%	4.33	2	0.3%
2.67	104	14.5%	**Total**	**719**	**100%**

5.2.1 Integrative Orientation S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	22	10.7%	3	9	4.4%
1.33	16	7.8%	3.33	6	2.9%
1.67	20	9.7%	3.67	1	0.5%
2	65	31.6%	4	1	0.5%
2.33	43	20.9%	**Total**	**206**	**100%**
2.67	23	11.2%			

5.2.2 Variable 5. I like to spend time in French-/German-/Italian-/Spanish-speaking countries.

Likert scale variable 5	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	269	37.4%	72	35%
Agree	308	42.8%	91	44.2%
Neither agree nor disagree	123	17.1%	37	18%
Disagree	16	2.2%	5	2.4%
Strongly disagree	3	0.4%	1	0.5%
Total	719	100%	206	100%

5.2.3 Variable 6. I like meeting people from French-/German-/Italian-/Spanish-speaking countries.

Likert scale variable 6	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	194	27%	58	28.2%
Agree	396	55.1%	123	59.7%
Neither agree nor disagree	121	16.8%	23	11.2%
Disagree	8	1.1%	1	0.5%
Strongly disagree	0	0%	1	0.5%
Total	719	100%	206	100%

5.2.4 Variable 7. It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city.

Likert scale variable 7	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	96	13.4%	29	14.1%
Agree	260	36.2%	79	38.3%
Neither agree nor disagree	286	39.8%	85	41.3%
Disagree	68	9.5%	10	4.9%
Strongly disagree	9	1.3%	3	1.5%
Total	719	100%	206	100%

5.3 Ideal L2 Self S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	70	9.7%	3.33	27	3.8%
1.33	70	9.7%	3.67	16	2.2%
1.67	100	13.9%	4	6	0.8%
2	161	22.4%	4.33	5	0.7%
2.33	117	16.3%	4.67	1	0.1%
2.67	106	14.7%	5	1	0.1%
3	39	5.4%	**Total**	**719**	**100%**

5.3.1 Ideal L2 Self S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	22	10.7%	3	11	5.3%
1.33	25	12.1%	3.33	11	5.3%
1.67	33	16%	3.67	4	1.9%
2	43	20.9%	4	1	0.5%
2.33	35	17%	**Total**	**206**	**100%**
2.67	21	10.2%			

5.3.2 Variable 8. If my dreams come true, I will use French/German/Italian/Spanish effectively in the future.

Likert scale variable 8	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	273	38%	81	39.3%
Agree	331	46%	98	47.6%
Neither agree nor disagree	82	11.4%	23	11.2%
Disagree	30	4.2%	4	1.9%
Strongly disagree	3	0.4%	0	0%
Total	719	100%	206	100%

5.3.3 Variable 9. Being able to converse in French/German/Italian/Spanish is an important part of the person I want to become.

Likert scale variable 9	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	171	23.8%	51	24.8%
Agree	297	41.3%	91	44.2%
Neither agree nor disagree	159	22.1%	38	18.4%
Disagree	80	11.1%	24	11.7%
Strongly disagree	12	1.7%	2	1%
Total	719	100%	206	100%

5.3.4 Variable 10. I can imagine myself as someone who is able to use French/German/Italian/ Spanish well.

Likert scale variable 10	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	127	17.7%	36	17.5%
Agree	365	50.8%	113	54.9%
Neither agree nor disagree	130	18.1%	39	18.9%
Disagree	84	11.7%	17	8.3%
Strongly disagree	13	1.8%	1	0.5%
Total	719	100%	206	100%

5.4 Student's Performance S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	8	1.1%	3	54	7.5%
1.25	31	4.3%	3.25	29	4%
1.5	54	7.5%	3.5	19	2.6%
1.75	87	12.1%	3.75	8	1.1%
2	108	15%	4	9	1.3%
2.25	118	16.4%	4.25	2	0.3%
2.5	109	15.2%	4.5	1	0.1%
2.75	82	11.4%	**Total**	**719**	**100%**

5.4.1 Student's Performance S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	8	3.9%	2.75	17	8.3%
1.25	6	2.9%	3	15	7.3%
1.5	15	7.3%	3.25	14	6.8%
1.75	28	13.6%	3.5	3	1.5%
2	32	15.5%	3.75	2	1%
2.25	39	18.9%	4.5	1	0.5%
2.5	26	12.6%	**Total**	**206**	**100%**

5.4.2 Variable 11. I am studying French/German/Italian/Spanish because I want to improve my French/German/Italian/Spanish.

Likert scale variable 11	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	289	40.2%	101	49%
Agree	345	48%	99	48.1%
Neither agree nor disagree	55	7.6%	5	2.4%
Disagree	25	3.5%	1	0.5%
Strongly disagree	5	0.7%	0	0%
Total	719	100%	206	100%

5.4.3 Variable 12. I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments.

Likert scale variable 12	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	111	15.4%	43	20.9%
Agree	345	48%	93	45.1%
Neither agree nor disagree	191	26.6%	43	20.9%
Disagree	57	7.9%	25	12.1%
Strongly disagree	15	2.1%	2	1%
Total	719	100%	206	100%

5.4.4 Variable 13. I find it easy to memorise words and expressions.

Likert scale variable 13	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	64	8.9%	22	10.7%
Agree	329	45.8%	97	47.1%
Neither agree nor disagree	189	26.3%	48	23.3%
Disagree	127	17.7%	36	17.5%
Strongly disagree	10	1.4%	3	1.5%
Total	719	100%	206	100%

5.4.5 Variable 14. I feel comfortable when I have to speak French/German/Italian/Spanish during lessons.

Likert scale variable 14	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	91	12.7%	25	12.1%
Agree	309	43%	80	38.8%
Neither agree nor disagree	158	22%	46	22.3%
Disagree	136	18.9%	49	23.8%
Strongly disagree	25	3.5%	6	2.9%
Total	719	100%	206	100%

5.4.6 ~~I'm an extroverted person.~~

Likert scale variable cut off by PCA	**Number S1**	**Percentage S1**	**Number S2**	**Percentage S2**
Strongly agree	66	19.2%	21	10.2%
Agree	238	33.1%	71	34.5%
Neither agree nor disagree	179	24.9%	38	18.4%
Disagree	186	25.9%	64	31.1%
Strongly disagree	50	7.0%	12	5.8%
Total	719	100%	206	100%

5.5 ANOVA results for table 6.3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Psychology of the Language Learner **S1**					Lower Bound	Upper Bound		
French	199	2.2018	0.47944	0.03399	2.1348	2.2689	1.06	4.04
German	176	2.0413	0.50229	0.03786	1.9666	2.116	1	3.44
Italian	145	2.1385	0.4604	0.03823	2.0629	2.2141	1.06	3.1
Spanish	199	2.1036	0.50149	0.03555	2.0335	2.1737	1.06	3.81
Total	719	2.1226	0.49016	0.01828	2.0867	2.1585	1	4.04

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Psychology of the Language Learner **S2**					Lower Bound	Upper Bound		
French	47	2.1494	0.56642	0.08262	1.9831	2.3157	1.13	3.71
German	57	2.0143	0.5176	0.06856	1.8769	2.1516	1.06	3.31
Italian	48	2.0378	0.4446	0.06417	1.9087	2.1669	1.17	3.15
Spanish	54	2.1065	0.43369	0.05902	1.9881	2.2249	1.4	3.42
Total	206	2.0747	0.49194	0.03427	2.0072	2.1423	1.06	3.71

5.6 T-test results for table 6.5

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Continuing & discontinuing students **S1**								Lower	Upper
Equal variances assumed	4.074	0.044	-8.032	717	0.000	-0.37019	0.04609	-0.46067	-0.27971
Equal variances not assumed			-7.308	166.945	0.000	-0.37019	0.05065	-0.47019	-0.27018

5.7 T-test results for table 6.6

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Continuing & discontinuing students **S2**								Lower	Upper
Equal variances assumed	1.247	0.265	-3.571	204	0.000	-0.30383	0.08508	-0.47159	-0.13607
Equal variances not assumed			-3.176	50.837	0.003	-0.30383	0.09567	-0.49591	-0.11176

5.8 ANOVA results for table 6.8

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Intrinsic Motivation **S1**					Lower Bound	Upper Bound		
French	199	2.0063	0.59163	0.04194	1.9236	2.089	1	4.75
German	176	1.9134	0.61987	0.04672	1.8211	2.0056	1	3.75
Italian	145	1.9603	0.52264	0.0434	1.8746	2.0461	1	3.5
Spanish	199	1.9736	0.59427	0.04213	1.8905	2.0567	1	4.25
Total	719	1.9652	0.58609	0.02186	1.9223	2.0081	1	4.75

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Intrinsic Motivation **S2**					Lower Bound	Upper Bound		
French	47	2.0479	0.72726	0.10608	1.8343	2.2614	1	4.25
German	57	1.9123	0.59103	0.07828	1.7555	2.0691	1	3.5
Italian	48	1.8958	0.52803	0.07621	1.7425	2.0492	1	3
Spanish	54	1.9352	0.53462	0.07275	1.7893	2.0811	1	3.25
Total	206	1.9454	0.59602	0.04153	1.8635	2.0273	1	4.25

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Integrative Orientation **S1**					Lower Bound	Upper Bound		
French	199	2.1625	0.62573	0.04436	2.075	2.25	1	4.33
German	176	2.0227	0.61058	0.04602	1.9319	2.1136	1	4
Italian	145	2.0989	0.55988	0.0465	2.0069	2.1908	1	3.67
Spanish	199	2.0653	0.64674	0.04585	1.9749	2.1557	1	4.33
Total	719	2.0885	0.61628	0.02298	2.0434	2.1337	1	4.33

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Integrative Orientation **S2**					Lower Bound	Upper Bound		
French	47	2.1844	0.64384	0.09391	1.9954	2.3734	1	3.67
German	57	1.9825	0.71387	0.09455	1.793	2.1719	1	4
Italian	48	2.0069	0.5029	0.07259	1.8609	2.153	1	3
Spanish	54	2.0556	0.46581	0.06339	1.9284	2.1827	1	3.33
Total	206	2.0534	0.59342	0.04135	1.9719	2.1349	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Ideal L2 Self **S1**					Lower Bound	Upper Bound		
French	199	2.2027	0.7009	0.04969	2.1047	2.3007	1	5
German	176	2.0246	0.71449	0.05386	1.9183	2.1309	1	4.33
Italian	145	2.2414	0.74066	0.06151	2.1198	2.363	1	4.33
Spanish	199	2.0553	0.66731	0.0473	1.962	2.1486	1	4.33
Total	719	2.1261	0.70777	0.0264	2.0743	2.1779	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Ideal L2 Self **S2**					Lower Bound	Upper Bound		
French	47	2.0355	0.7231	0.10547	1.8232	2.2478	1	3.67
German	57	1.9649	0.6476	0.08578	1.7931	2.1367	1	3.67
Italian	48	2.1181	0.6824	0.0985	1.9199	2.3162	1	4
Spanish	54	2.0926	0.68655	0.09343	1.9052	2.28	1	3.67
Total	206	2.0502	0.68128	0.04747	1.9566	2.1437	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Student's Performance **S1**					Lower Bound	Upper Bound		
French	199	2.4359	0.61851	0.04384	2.3495	2.5224	1	4.5
German	176	2.2045	0.59527	0.04487	2.116	2.2931	1	4.25
Italian	145	2.2534	0.60308	0.05008	2.1545	2.3524	1	4.25
Spanish	199	2.3204	0.63172	0.04478	2.232	2.4087	1.25	4
Total	719	2.3105	0.61859	0.02307	2.2652	2.3558	1	4.5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Student's Performance **S2**					Lower Bound	Upper Bound		
French	47	2.3298	0.63654	0.09285	2.1429	2.5167	1	3.5
German	57	2.1974	0.61734	0.08177	2.0336	2.3612	1	3.75
Italian	48	2.1302	0.56018	0.08086	1.9675	2.2929	1	3.25
Spanish	54	2.3426	0.64665	0.088	2.1661	2.5191	1.25	4.5
Total	206	2.25	0.61881	0.04311	2.165	2.335	1	4.5

5.9 ANOVA results for table 6.10

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
1. I find it exciting to be able to communicate in French/German/Italian/Spanish **S1**					Lower Bound	Upper Bound		
French	199	1.49	0.65	0.046	1.4	1.58	1	4
German	176	1.49	0.632	0.048	1.39	1.58	1	4
Italian	145	1.43	0.562	0.047	1.34	1.52	1	4
Spanish	199	1.49	0.731	0.052	1.39	1.59	1	4
Total	719	1.48	0.652	0.024	1.43	1.52	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
1. I find it exciting to be able to communicate in French/German/Italian/Spanish **S2**					Lower Bound	Upper Bound		
French	47	1.57	0.58	0.085	1.4	1.74	1	3
German	57	1.44	0.535	0.071	1.3	1.58	1	3
Italian	48	1.5	0.619	0.089	1.32	1.68	1	3
Spanish	54	1.31	0.469	0.064	1.19	1.44	1	2
Total	206	1.45	0.554	0.039	1.38	1.53	1	3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
2. I really enjoy learning French/German /Italian/Spanish **S1**					Lower Bound	Upper Bound		
French	199	1.72	0.753	0.053	1.61	1.82	1	5
German	176	1.58	0.752	0.057	1.47	1.69	1	4
Italian	145	1.53	0.602	0.05	1.43	1.63	1	4
Spanish	199	1.71	0.749	0.053	1.6	1.81	1	5
Total	719	1.64	0.726	0.027	1.59	1.7	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
2. I really enjoy learning French/German /Italian/Spanish **S2**					Lower Bound	Upper Bound		
French	47	1.79	0.806	0.118	1.55	2.02	1	5
German	57	1.68	0.686	0.091	1.5	1.87	1	4
Italian	48	1.46	0.582	0.084	1.29	1.63	1	3
Spanish	54	1.72	0.712	0.097	1.53	1.92	1	4
Total	206	1.67	0.705	0.049	1.57	1.76	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
3. I like the intellectual challenge of learning French/German/Italian/Spanish **S1**					Lower Bound	Upper Bound		
French	199	1.75	0.755	0.054	1.65	1.86	1	5
German	176	1.68	0.726	0.055	1.57	1.79	1	4
Italian	145	1.77	0.707	0.059	1.65	1.88	1	4
Spanish	199	1.76	0.653	0.046	1.67	1.85	1	4
Total	719	1.74	0.71	0.026	1.69	1.79	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
3. I like the intellectual challenge of learning French/German/Italian/Spanish **S2**					Lower Bound	Upper Bound		
French	47	1.83	0.916	0.134	1.56	2.1	1	5
German	57	1.81	0.833	0.11	1.59	2.03	1	4
Italian	48	1.73	0.676	0.098	1.53	1.93	1	4
Spanish	54	1.76	0.751	0.102	1.55	1.96	1	4
Total	206	1.78	0.794	0.055	1.67	1.89	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
4. Learning French/German/Italian/Spanish is one of the most important aspects of my life **S1**					Lower Bound	Upper Bound		
French	199	3.07	0.975	0.069	2.93	3.2	1	5
German	176	2.9	1.067	0.08	2.74	3.06	1	5
Italian	145	3.12	0.932	0.077	2.96	3.27	1	5
Spanish	199	2.94	1.028	0.073	2.8	3.08	1	5
Total	719	3	1.006	0.038	2.93	3.08	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
4. Learning French/German/Italian/Spanish is one of the most important aspects of my life **S2**					Lower Bound	Upper Bound		
French	47	3	1.198	0.175	2.65	3.35	1	5
German	57	2.72	1.031	0.137	2.45	2.99	1	5
Italian	48	2.9	1.016	0.147	2.6	3.19	1	5
Spanish	54	2.94	1.089	0.148	2.65	3.24	1	5
Total	206	2.88	1.08	0.075	2.74	3.03	1	5

5.10 ANOVA results for table 6.12

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
5. I like to spend time in French-/German-/Italian-/Spanish-speaking countries **S1**					Lower Bound	Upper Bound		
French	199	1.94	0.82	0.058	1.83	2.05	1	5
German	176	1.88	0.85	0.064	1.75	2.01	1	5
Italian	145	1.74	0.734	0.061	1.62	1.87	1	4
Spanish	199	1.82	0.8	0.057	1.71	1.94	1	5
Total	719	1.85	0.807	0.03	1.79	1.91	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
5. I like to spend time in French-/German-/Italian-/Spanish-speaking countries **S2**					Lower Bound	Upper Bound		
French	47	1.81	0.825	0.12	1.57	2.05	1	4
German	57	1.91	0.872	0.115	1.68	2.14	1	5
Italian	48	1.83	0.753	0.109	1.61	2.05	1	4
Spanish	54	2.00	0.801	0.109	1.78	2.22	1	4
Total	206	1.89	0.813	0.057	1.78	2.00	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
6. I like meeting people from French-/German-/Italian-/Spanish-speaking countries **S1**					Lower Bound	Upper Bound		
French	199	2.07	0.678	0.048	1.98	2.17	1	4
German	176	1.81	0.674	0.051	1.71	1.91	1	4
Italian	145	1.99	0.645	0.054	1.88	2.09	1	4
Spanish	199	1.82	0.721	0.051	1.72	1.92	1	4
Total	719	1.92	0.691	0.026	1.87	1.97	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
6. I like meeting people from French-/German-/Italian-/Spanish-speaking countries **S2**					Lower Bound	Upper Bound		
French	47	2.13	0.797	0.116	1.89	2.36	1	5
German	57	1.77	0.655	0.087	1.6	1.95	1	3
Italian	48	1.79	0.582	0.084	1.62	1.96	1	3
Spanish	54	1.76	0.547	0.074	1.61	1.91	1	3
Total	206	1.85	0.661	0.046	1.76	1.95	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
7. It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city **S1**					Lower Bound	Upper Bound		
French	199	2.48	0.881	0.062	2.35	2.6	1	5
German	176	2.38	0.899	0.068	2.25	2.51	1	5
Italian	145	2.57	0.832	0.069	2.43	2.7	1	4
Spanish	199	2.55	0.908	0.064	2.42	2.67	1	5
Total	719	2.49	0.884	0.033	2.43	2.56	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
7. It would be great to be part of the French-/German-/Italian-/Spanish-speaking community in my city **S2**					Lower Bound	Upper Bound		
French	47	2.62	0.99	0.144	2.33	2.91	1	5
German	57	2.26	0.877	0.116	2.03	2.5	1	4
Italian	48	2.4	0.792	0.114	2.17	2.63	1	4
Spanish	54	2.41	0.687	0.094	2.22	2.6	1	4
Total	206	2.41	0.844	0.059	2.3	2.53	1	5

5.11 ANOVA results for table 6.14

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
8. If my dreams come true, I will use French /German/Italian /Spanish effectively in the future **S1**					Lower Bound	Upper Bound		
French	199	1.89	0.834	0.059	1.77	2.01	1	5
German	176	1.72	0.755	0.057	1.6	1.83	1	4
Italian	145	2.03	0.893	0.074	1.89	2.18	1	5
Spanish	199	1.72	0.771	0.055	1.62	1.83	1	4
Total	719	1.83	0.819	0.031	1.77	1.89	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
8. If my dreams come true, I will use French /German/Italian /Spanish effectively in the future **S2**					Lower Bound	Upper Bound		
French	47	1.74	0.706	0.103	1.54	1.95	1	4
German	57	1.65	0.668	0.088	1.47	1.83	1	3
Italian	48	1.9	0.805	0.116	1.66	2.13	1	4
Spanish	54	1.76	0.725	0.099	1.56	1.96	1	4
Total	206	1.76	0.725	0.051	1.66	1.86	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
9. Being able to converse in French/German /Italian/Spanish is an important part of the person I want to become **S1**					Lower Bound	Upper Bound		
French	199	2.33	0.99	0.07	2.19	2.47	1	5
German	176	2.1	1.029	0.078	1.94	2.25	1	5
Italian	145	2.41	1.011	0.084	2.25	2.58	1	5
Spanish	199	2.21	0.939	0.067	2.07	2.34	1	5
Total	719	2.26	0.995	0.037	2.18	2.33	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
9. Being able to converse in French/German /Italian/Spanish is an important part of the person I want to become **S2**					Lower Bound	Upper Bound		
French	47	2.15	1.103	0.161	1.83	2.47	1	5
German	57	2.14	0.895	0.119	1.90	2.38	1	4
Italian	48	2.25	0.863	0.125	2.00	2.5	1	4
Spanish	54	2.26	1.049	0.143	1.97	2.55	1	5
Total	206	2.20	0.975	0.068	2.07	2.33	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
10. I can imagine myself as someone who is able to use French/German/Italian/Spanish well **S1**					Lower Bound	Upper Bound		
French	199	2.39	0.946	0.067	2.25	2.52	1	5
German	176	2.26	0.956	0.072	2.12	2.4	1	5
Italian	145	2.28	0.932	0.077	2.12	2.43	1	5
Spanish	199	2.24	0.964	0.068	2.1	2.37	1	5
Total	719	2.29	0.95	0.035	2.22	2.36	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
10. I can imagine myself as someone who is able to use French/German/Italian/Spanish well **S2**					Lower Bound	Upper Bound		
French	47	2.21	0.907	0.132	1.95	2.48	1	5
German	57	2.11	0.838	0.111	1.88	2.33	1	4
Italian	48	2.21	0.743	0.107	1.99	2.42	1	4
Spanish	54	2.26	0.873	0.119	2.02	2.5	1	4
Total	206	2.19	0.839	0.058	2.08	2.31	1	5

5.12 ANOVA results for table 6.16

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
11. I am studying French/German /Italian/Spanish because I want to improve my French/German/Italian/Spanish **S1**					Lower Bound	Upper Bound		
French	199	1.87	0.834	0.059	1.76	1.99	1	5
German	176	1.65	0.755	0.057	1.54	1.77	1	5
Italian	145	1.74	0.705	0.059	1.63	1.86	1	4
Spanish	199	1.77	0.827	0.059	1.65	1.88	1	5
Total	719	1.76	0.791	0.03	1.71	1.82	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
11. I am studying French/German /Italian/Spanish because I want to improve my French/German/Italian/Spanish **S2**					Lower Bound	Upper Bound		
French	47	1.57	0.542	0.079	1.42	1.73	1	3
German	57	1.49	0.504	0.067	1.36	1.63	1	2
Italian	48	1.48	0.583	0.084	1.31	1.65	1	3
Spanish	54	1.63	0.653	0.089	1.45	1.81	1	4
Total	206	1.54	0.572	0.04	1.47	1.62	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
12. I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments **S1**					Lower Bound	Upper Bound		
French	199	2.47	0.984	0.07	2.33	2.61	1	5
German	176	2.19	0.858	0.065	2.06	2.32	1	5
Italian	145	2.19	0.819	0.068	2.06	2.33	1	4
Spanish	199	2.42	0.889	0.063	2.3	2.55	1	5
Total	719	2.33	0.903	0.034	2.27	2.4	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
12. I am getting high scores on tests and assessments, e.g. homework, class tests, mid-term assessments **S2**					Lower Bound	Upper Bound		
French	47	2.43	0.972	0.142	2.14	2.71	1	4
German	57	2.21	1.031	0.136	1.94	2.48	1	5
Italian	48	2.13	0.789	0.114	1.9	2.35	1	4
Spanish	54	2.33	1.009	0.137	2.06	2.61	1	5
Total	206	2.27	0.96	0.067	2.14	2.4	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
13. I find it easy to memorise words and expressions **S1**					Lower Bound	Upper Bound		
French	199	2.7	0.899	0.064	2.57	2.82	1	5
German	176	2.51	0.938	0.071	2.37	2.65	1	5
Italian	145	2.49	0.936	0.078	2.34	2.64	1	5
Spanish	199	2.55	0.935	0.066	2.42	2.68	1	5
Total	719	2.57	0.928	0.035	2.5	2.64	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
13. I find it easy to memorise words and expressions **S2**					Lower Bound	Upper Bound		
French	47	2.55	0.928	0.135	2.28	2.83	1	5
German	57	2.56	1.053	0.139	2.28	2.84	1	5
Italian	48	2.38	0.866	0.125	2.12	2.63	1	4
Spanish	54	2.57	0.944	0.128	2.32	2.83	1	5
Total	206	2.52	0.951	0.066	2.39	2.65	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
14. I feel comfortable when I have to speak French/German/Italian/Spanish during lessons **S1**					Lower Bound	Upper Bound		
French	199	2.70	1.005	0.071	2.56	2.84	1	5
German	176	2.47	1.047	0.079	2.32	2.63	1	5
Italian	145	2.59	1.071	0.089	2.41	2.76	1	5
Spanish	199	2.54	1.048	0.074	2.39	2.68	1	5
Total	719	2.58	1.042	0.039	2.5	2.65	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
14. I feel comfortable when I have to speak French/German/Italian/Spanish during lessons **S2**					Lower Bound	Upper Bound		
French	47	2.77	1.183	0.173	2.42	3.11	1	5
German	57	2.53	1.054	0.14	2.25	2.81	1	4
Italian	48	2.54	0.988	0.143	2.25	2.83	1	5
Spanish	54	2.83	1.005	0.137	2.56	3.11	1	5
Total	206	2.67	1.059	0.074	2.52	2.81	1	5

5.13 T-Test and ANOVA results for table 6.17

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L1 **S1**								Lower	Upper
Equal variances assumed	1.917	0.167	-3.7	717	0	-0.16667	0.04504	-0.25511	-0.07824
Equal variances not assumed			0.461	231.394	0.645	0.02045	0.04434	-0.06691	0.10781

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L1 **S2**								Lower	Upper
Equal variances assumed	0.138	0.71	1.025	204	0.306	0.10368	0.1011	-0.09566	0.30302
Equal variances not assumed			1	37.073	0.324	0.10368	0.10368	-0.10639	0.31374

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Cultural background **S1**					Lower Bound	Upper Bound		
Australians without cultural heritage from an L2-speaking country	408	2.2173	0.46674	0.02311	2.1718	2.2627	1.06	3.71
Australians with cultural heritage from an L2-speaking country	51	2.0237	0.52152	0.07303	1.8771	2.1704	1	3.13
Other	260	2.2132	0.51153	0.03172	2.1507	2.2757	1	5
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Cultural background **S2**					Lower Bound	Upper Bound		
Australians without cultural heritage from an L2-speaking country	133	2.1608	0.50551	0.04383	2.0741	2.2476	1.16	3.94
Australians with cultural heritage from an L2-speaking country	16	2.1922	0.6533	0.16333	1.8441	2.5403	1.52	4.23
Other	57	2.1444	0.46411	0.06147	2.0212	2.2675	1.06	3.05
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Age **S1**								Lower	Upper
Equal variances assumed	0.254	0.615	0.213	717	0.831	0.01516	0.07111	-0.12444	0.15476
Equal variances not assumed			0.217	58.256	0.829	0.01516	0.06982	-0.12459	0.15491

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Age **S2**								Lower	Upper
Equal variances assumed	2.247	0.135	0.432	204	0.666	0.06256	0.14492	-0.22317	0.34828
Equal variances not assumed			0.346	12.992	0.735	0.06256	0.1809	-0.32829	0.4534

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Gender **S1**					Lower Bound	Upper Bound		
Female	517	2.208	0.48285	0.02124	2.1662	2.2497	1	5
Male	196	2.1836	0.50293	0.03592	2.1127	2.2544	1	3.56
Other	6	2.2996	0.63496	0.25922	1.6333	2.966	1.17	2.96
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Gender **S2**					Lower Bound	Upper Bound		
Female	155	2.165	0.49365	0.03965	2.0866	2.2433	1.06	3.94
Male	47	2.1164	0.5445	0.07942	1.9566	2.2763	1.21	4.23
Other	4	2.4147	0.48606	0.24303	1.6413	3.1881	2.15	3.14
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

5.14 T-Test and ANOVA results for table 6.18

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
L2 within the study plan **S1**					Lower Bound	Upper Bound		
Core subject	229	1.996	0.47813	0.0316	1.9337	2.0583	1.06	3.79
Optional/elective subject	461	2.1898	0.4882	0.02274	2.1451	2.2344	1	4.04
Other	29	2.0546	0.41657	0.07736	1.8961	2.2131	1.21	2.81
Total	719	2.1226	0.49016	0.01828	2.0867	2.1585	1	4.04

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
L2 within the study plan **S2**					Lower Bound	Upper Bound		
Core subject	95	2.0487	0.50477	0.05179	1.9459	2.1515	1.06	3.42
Optional/elective subject	108	2.0878	0.47568	0.04577	1.997	2.1785	1.17	3.71
Other	3	2.4306	0.70228	0.40546	0.686	4.1751	1.65	3
Total	206	2.0747	0.49194	0.03427	2.0072	2.1423	1.06	3.71

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extra L2(s) currently studied **S1**								Lower	Upper
Equal variances assumed	0.297	0.586	-2.985	717	0.003	-0.12961	0.04342	-0.21486	-0.04437
Equal variances not assumed			-2.902	253.826	0.004	-0.12961	0.04466	-0.21757	-0.04166

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extra L2(s) currently studied **S2**								Lower	Upper
Equal variances assumed	0.098	0.754	-1.285	204	0.200	-0.10063	0.07828	-0.25497	0.05372
Equal variances not assumed			-1.29	91.07	0.200	-0.10063	0.07803	-0.25563	0.05438

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Languages **S1**					Lower Bound	Upper Bound		
French	199	2.2018	0.47944	0.03399	2.1348	2.2689	1.06	4.04
German	176	2.0413	0.50229	0.03786	1.9666	2.116	1	3.44
Italian	145	2.1385	0.4604	0.03823	2.0629	2.2141	1.06	3.1
Spanish	199	2.1036	0.50149	0.03555	2.0335	2.1737	1.06	3.81
Total	719	2.1226	0.49016	0.01828	2.0867	2.1585	1	4.04

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Languages **S2**					Lower Bound	Upper Bound		
French	47	2.1494	0.56642	0.08262	1.9831	2.3157	1.13	3.71
German	57	2.0143	0.5176	0.06856	1.8769	2.1516	1.06	3.31
Italian	48	2.0378	0.4446	0.06417	1.9087	2.1669	1.17	3.15
Spanish	54	2.1065	0.43369	0.05902	1.9881	2.2249	1.4	3.42
Total	206	2.0747	0.49194	0.03427	2.0072	2.1423	1.06	3.71

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L2(s) studied in the past **S1**								Lower	Upper
Equal variances assumed	0.538	0.463	1.325	717	0.186	0.06114	0.04614	-0.02945	0.15172
Equal variances not assumed			1.352	216.547	0.178	0.06114	0.04523	-0.02801	0.15028

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L2(s) studied in the past **S2**								Lower	Upper
Equal variances assumed	1.797	0.182	0.018	204	0.986	0.00175	0.0961	-0.18772	0.19122
Equal variances not assumed			0.015	36.595	0.988	0.00175	0.11506	-0.23147	0.23496

5.15 T-Test and ANOVA results for table 6.19

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' status **S1**								Lower	Upper
Equal variances assumed	0.358	0.55	-4.335	717	0.000	-0.19125	0.04412	-0.27787	-0.10463
Equal variances not assumed			-4.17	228.834	0.000	-0.19125	0.04587	-0.28162	-0.10088

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' status **S2**								Lower	Upper
Equal variances assumed	0.884	0.348	-0.98	204	0.328	-0.09958	0.10157	-0.29985	0.10069
Equal variances not assumed			-0.879	32.115	0.386	-0.09958	0.11324	-0.3302	0.13104

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Universities **S1**					Lower Bound	Upper Bound		
UoM	228	2.1213	0.48891	0.03238	2.0575	2.1851	1	3.81
USyd	121	2.1622	0.50888	0.04626	2.0706	2.2538	1	3.79
UWA	109	2.1921	0.50909	0.04876	2.0954	2.2887	1.19	4.04
MU	87	2.0256	0.4915	0.05269	1.9209	2.1304	1.13	3.27
ANU	67	2.1334	0.43033	0.05257	2.0284	2.2384	1.25	3.13
UQ	38	2.2571	0.49199	0.07981	2.0954	2.4188	1.13	3.23
UNSW	42	1.934	0.43166	0.06661	1.7995	2.0685	1.06	2.77
UA	27	2.0656	0.47129	0.0907	1.8792	2.252	1.25	2.81
Total	719	2.1226	0.49016	0.01828	2.0867	2.1585	1	4.04

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Universities **S2**					Lower Bound	Upper Bound		
UoM	64	2.0752	0.45279	0.0566	1.9621	2.1883	1.25	3.23
USyd	33	2.0802	0.51862	0.09028	1.8963	2.2641	1.25	3.42
UWA	31	2.1116	0.54333	0.09759	1.9123	2.3109	1.06	3.71
MU	30	1.9757	0.41796	0.07631	1.8196	2.1318	1.17	3.13
ANU	25	2.1842	0.44295	0.08859	2.0013	2.367	1.46	3
UQ	9	1.8032	0.49598	0.16533	1.422	2.1845	1.17	2.63
UNSW	7	2.3006	0.71967	0.27201	1.635	2.9662	1.27	3.17
UA	7	2.0387	0.67255	0.2542	1.4167	2.6607	1.19	3.31
Total	206	2.0747	0.49194	0.03427	2.0072	2.1423	1.06	3.71

Appendix six – Quantitative data analysis outcomes at the meso level

Statistical analysis results for the sub-component categories and variables belonging to the LE facto at the meso level.

6.1 Teacher-specific Motivational Components S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	31	4.3%	2.67	39	5.4%
1.17	51	7.1%	2.83	21	2.9%
1.33	57	7.9%	3	19	2.6%
1.5	67	9.3%	3.17	3	0.4%
1.67	62	8.6%	3.33	9	1.3%
1.83	52	7.2%	3.5	2	0.3%
2	92	12.8%	3.67	1	0.1%
2.17	96	13.4%	3.83	2	0.3%
2.33	76	10.6%	5	1	0.1%
2.5	38	5.3%	**Total**	**719**	**100%**

6.1.1 Teacher-specific Motivational Components S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	11	5.3%	2.67	6	2.9%
1.17	11	5.3%	2.83	7	3.4%
1.33	19	9.2%	3	7	3.4%
1.5	23	11.2%	3.17	3	1.5%
1.67	14	6.8%	3.33	2	1%
1.83	19	9.2%	3.67	1	0.5%
2	25	12.1%	3.83	1	0.5%
2.17	28	13.6%	4.33	1	0.5%
2.33	19	9.2%	5	1	0.5%
2.5	8	3.9%	**Total**	**206**	**100%**

6.1.2 Variable 15. I get along well with my teacher.

Likert scale variable 15	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	307	42.7%	96	46.6%
Agree	356	49.5%	85	41.3%
Neither agree nor disagree	48	6.7%	19	9.2%
Disagree	7	1%	4	1.9%
Strongly disagree	1	0.1%	2	1%
Total	719	100%	206	100%

6.1.3 Variable 16. My teacher makes me feel comfortable during lessons.

Likert scale variable 16	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	302	42%	92	44.7%
Agree	323	44.9%	88	42.7%
Neither agree nor disagree	73	10.2%	17	8.3%
Disagree	18	2.5%	7	3.4%
Strongly disagree	3	0.4%	2	1%
Total	719	100%	206	100%

6.1.4 Variable 17. My teacher focuses on all main language abilities (speaking, reading, listening and writing).

Likert scale variable 17	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	253	35.2%	75	36.4%
Agree	363	50.5%	106	51.5%
Neither agree nor disagree	62	8.6%	14	6.8%
Disagree	35	4.9%	7	3.4%
Strongly disagree	6	0.8%	4	1.9%
Total	719	100%	206	100%

6.1.5 Variable 18. Teacher's explanations are easy to understand.

Likert scale variable 18	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	223	31%	65	31.6%
Agree	380	52.9%	106	51.5%
Neither agree nor disagree	81	11.3%	21	10.2%
Disagree	31	4.3%	12	5.8%
Strongly disagree	4	0.6%	2	1%
Total	719	100%	206	100%

6.1.6 Variable 19. I often have the opportunity to communicate in French/German /Italian/Spanish in class.

Likert scale variable 19	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	190	26.4%	57	27.7%
Agree	397	55.2%	120	58.3%
Neither agree nor disagree	88	12.2%	13	6.3%
Disagree	40	5.6%	13	6.3%
Strongly disagree	4	0.6%	3	1.5%
Total	719	100%	206	100%

6.1.7 Variable 20. My teacher focuses on translation.

Likert scale variable 20	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	98	13.6%	23	11.2%
Agree	225	31.3%	70	34%
Neither agree nor disagree	242	33.7%	62	30.1%
Disagree	147	20.4%	48	23.3%
Strongly disagree	7	1%	3	1.5%
Total	719	100%	206	100%

6.2 Course-specific Motivational Components S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	31	4.3%	2.67	39	5.4%
1.17	51	7.1%	2.83	21	2.9%
1.33	57	7.9%	3	19	2.6%
1.5	67	9.3%	3.17	3	0.4%
1.67	62	8.6%	3.33	9	1.3%
1.83	52	7.2%	3.5	2	0.3%
2	92	12.8%	3.67	1	0.1%
2.17	96	13.4%	3.83	2	0.3%
2.33	76	10.6%	5	1	0.1%
2.5	38	5.3%	**Total**	**719**	**100%**

6.2.1 Course-specific Motivational Components S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	4	1.9%	2.57	5	2.4%
1.14	7	3.4%	2.71	7	3.4%
1.29	6	2.9%	2.86	10	4.9%
1.43	5	2.4%	3	4	1.9%
1.57	8	3.9%	3.14	3	1.5%
1.71	21	10.2%	3.43	2	1%
1.86	27	13.1%	3.57	1	0.5%
2	31	15%	3.86	1	0.5%
2.14	16	7.8%	4.14	1	0.5%
2.29	27	13.1%	**Total**	**206**	**100%**
2.43	20	9.7%			

6.2.2 Variable 21. The material used in class is useful to learn French/German/Italian/Spanish.

Likert scale variable 21	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	182	25.3%	55	26.7%
Agree	470	65.4%	132	64.1%
Neither agree nor disagree	41	5.7%	16	7.8%
Disagree	22	3.1%	2	1%
Strongly disagree	4	0.6%	1	0.5%
Total	719	100%	206	100%

6.2.3 Variable 22. I like my classmates.

Likert scale variable 22	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	209	29.1%	66	32%
Agree	398	55.4%	113	54.9%
Neither agree nor disagree	90	12.5%	20	9.7%
Disagree	19	2.6%	6	2.9%
Strongly disagree	3	0.4%	1	0.5%
Total	719	100%	206	100%

6.2.4 Variable 23. Visual and audio materials (such as videos and DVDs) are used during lessons.

Likert scale variable 23	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	205	28.5%	52	25.2%
Agree	389	54.1%	118	57.3%
Neither agree nor disagree	49	6.8%	15	7.3%
Disagree	59	8.2%	18	8.7%
Strongly disagree	17	2.4%	3	1.5%
Total	719	100%	206	100%

6.2.5 Variable 24. Cultural topics covered in lessons are interesting.

Likert scale variable 24	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	187	26%	49	23.8%
Agree	385	53.5%	124	60.2%
Neither agree nor disagree	89	12.4%	21	10.2%
Disagree	51	7.1%	11	5.3%
Strongly disagree	7	1%	1	0.5%
Total	719	100%	206	100%

6.2.6 Variable 25. French/German/Italian/Spanish language content we study for the course is easy to understand.

Likert scale variable 25	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	105	14.6%	29	14.1%
Agree	414	57.6%	115	55.8%
Neither agree nor disagree	138	19.2%	41	19.9%
Disagree	56	7.8%	17	8.3%
Strongly disagree	6	0.8%	4	1.9%
Total	719	100%	206	100%

6.2.7 Variable 26. The amount of hours I need to study for tests/assessments and final exams satisfies my initial expectations.

Likert scale variable 26	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	86	12%	29	14.1%
Agree	369	51.3%	113	54.9%
Neither agree nor disagree	148	20.6%	28	13.6%
Disagree	104	14.5%	32	15.5%
Strongly disagree	12	1.7%	4	1.9%
Total	719	100%	206	100%

6.2.8 Variable 27. The pace of lessons is appropriate for learning French/German /Italian/Spanish.

Likert scale variable 27	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	104	14.5%	32	15.5%
Agree	342	47.6%	112	54.4%
Neither agree nor disagree	122	17%	29	14.1%
Disagree	133	18.5%	28	13.6%
Strongly disagree	18	2.5%	5	2.4%
Total	719	100%	206	100%

6.3 University context S1

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	13	1.8%	3.25	46	6.4%
1.25	19	2.6%	3.5	33	4.6%
1.5	31	4.3%	3.75	18	2.5%
1.75	34	4.7%	4	9	1.3%
2	98	13.6%	4.25	3	0.4%
2.25	125	17.4%	4.5	4	0.6%
2.5	115	16%	5	1	0.1%
2.75	86	12%	**Total**	**719**	**100%**
3	84	11.7%			

6.3.1 University context S2

Likert scale values	Number	Percentage	Likert scale values	Number	Percentage
1	3	1.5%	3	16	7.8%
1.25	7	3.4%	3.25	5	2.4%
1.5	11	5.3%	3.5	9	4.4%
1.75	8	3.9%	3.75	4	1.9%
2	39	18.9%	4	2	1%
2.25	37	18%	4.25	1	0.5%
2.5	37	18%	4.5	1	0.5%
2.75	26	12.6%	**Total**	**206**	**100%**

6.3.2 Variable 28. The class size is appropriate to learn the language.

Likert scale variable 28	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	181	25.2%	55	26.7%
Agree	384	53.4%	103	50%
Neither agree nor disagree	63	8.8%	24	11.7%
Disagree	74	10.3%	19	9.2%
Strongly disagree	17	2.4%	5	2.4%
Total	719	100%	206	100%

6.3.3 Variable 29. The facilities in class are useful to stimulate my learning.

Likert scale variable 29	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	109	15.2%	27	13.1%
Agree	420	58.4%	138	67%
Neither agree nor disagree	144	20%	31	15%
Disagree	45	6.3%	10	4.9%
Strongly disagree	1	0.1%	0	0%
Total	719	100%	206	100%

6.3.4 Variable 30. The time spent in French/German/Italian/Spanish classes is enough to learn properly.

Likert scale variable 30	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	76	10.6%	22	10.7%
Agree	273	38%	102	49.5%
Neither agree nor disagree	148	20.6%	37	18%
Disagree	185	25.7%	35	17%
Strongly disagree	37	5.1%	10	4.9%
Total	719	100%	206	100%

6.3.5 Variable 31. My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language.

Likert scale variable 31	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	101	14%	17	8.3%
Agree	365	50.8%	69	33.5%
Neither agree nor disagree	209	29.1%	63	30.6%
Disagree	42	5.8%	46	22.3%
Strongly disagree	2	0.3%	11	5.3%
Total	719	100%	206	100%

6.3.6 ~~Interactive computer-based/online activities are used during lessons.~~

Likert scale variable cut off by PCA	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	81	11.3%	20	9.7%
Agree	269	37.4%	73	35.4%
Neither agree nor disagree	111	15.4%	28	13.6%
Disagree	214	29.8%	67	32.5%
Strongly disagree	44	6.1%	18	8.7%
Total	719	100%	206	100%

6.3.7 ~~There are lots of exchange programs overseas I can access if I learn French/German /Italian/Spanish.~~

Likert scale variable cut off by PCA	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	101	14%	24	11.7%
Agree	365	50.8%	111	53.9%
Neither agree nor disagree	209	29.1%	45	21.8%
Disagree	42	5.8%	22	10.7%
Strongly disagree	2	0.3%	4	1.9%
Total	719	100%	206	100%

6.3.8 ~~There is substantial government financial support (e.g. scholarships) to study French /German/Italian/Spanish at university.~~

Likert scale variable cut off by PCA	**Number S1**	**Percentage S1**	**Number S2**	**Percentage S2**
Strongly agree	18	2.5%	4	1.9%
Agree	63	8.8%	21	10.2%
Neither agree nor disagree	369	51.3%	91	44.2%
Disagree	198	27.5%	70	34%
Strongly disagree	71	9.9%	20	9.7%
Total	719	100%	206	100%

6.3.9 ~~I wanted to learn French/German/Italian/Spanish already at secondary school although this subject was not offered.~~

Likert scale variable cut off by PCA	**Number S1**	**Percentage S1**	**Number S2**	**Percentage S2**
Strongly agree	134	18.6%	52	25.2%
Agree	201	28%	53	25.7%
Neither agree nor disagree	107	14.9%	30	14.6%
Disagree	202	28.1%	58	28.2%
Strongly disagree	75	10.4%	13	6.3%
Total	719	100%	206	100%

6.4 ANOVA results for table 7.3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Learning Experience **S1**					Lower Bound	Upper Bound		
French	199	2.2171	0.44517	0.03156	2.1549	2.2793	1.08	3.42
German	176	2.2332	0.48779	0.03677	2.1606	2.3057	1.06	3.71
Italian	145	2.0784	0.47361	0.03933	2.0006	2.1561	1	3.18
Spanish	199	2.2497	0.53048	0.0376	2.1755	2.3238	1.13	5
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Learning Experience **S2**					Lower Bound	Upper Bound		
French	47	2.2242	0.48201	0.07031	2.0826	2.3657	1.06	3.11
German	57	2.1026	0.62499	0.08278	1.9368	2.2685	1.16	4.23
Italian	48	2.0151	0.39006	0.0563	1.9019	2.1284	1.21	2.73
Spanish	54	2.2887	0.43938	0.05979	2.1687	2.4086	1.51	3.53
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

6.5 T-test results for table 7.6

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Continuing & discontinuing students **S1**								Lower	Upper
Equal variances assumed	2.718	0.1	-5.705	717	0.000	-0.26791	0.04696	-0.3601	-0.17571
Equal variances not assumed			-5.169	166.373	0.000	-0.26791	0.05183	-0.37024	-0.16557

6.6 T-test results for table 7.7

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Continuing & discontinuing students **S2**								Lower	Upper
Equal variances assumed	0.954	0.33	-2.787	204	0.006	-0.24613	0.08832	-0.42027	-0.07199
Equal variances not assumed			-2.448	50.308	0.018	-0.24613	0.10053	-0.44802	-0.04424

6.7 ANOVA results for table 7.9

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Teacher-specific Motivational Components **S1**					Lower Bound	Upper Bound		
French	199	1.9598	0.5239	0.03714	1.8866	2.033	1	3.33
German	176	1.9261	0.51415	0.03876	1.8496	2.0026	1	3.5
Italian	145	1.8598	0.55891	0.04641	1.768	1.9515	1	3.67
Spanish	199	2.0838	0.63694	0.04515	1.9947	2.1728	1	5
Total	719	1.9657	0.56672	0.02113	1.9242	2.0072	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Teacher-specific Motivational Components **S2**					Lower Bound	Upper Bound		
French	47	1.9787	0.52775	0.07698	1.8238	2.1337	1	3.17
German	57	1.9269	0.73532	0.0974	1.7318	2.122	1	5
Italian	48	1.8021	0.52778	0.07618	1.6488	1.9553	1	3
Spanish	54	2.1728	0.65233	0.08877	1.9948	2.3509	1	4.33
Total	206	1.9741	0.63406	0.04418	1.887	2.0612	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Course-specific Motivational Components **S1**					Lower Bound	Upper Bound		
French	199	2.2154	0.49318	0.03496	2.1464	2.2843	1	3.57
German	176	2.1412	0.49745	0.0375	2.0672	2.2152	1	3.43
Italian	145	1.9961	0.48909	0.04062	1.9158	2.0763	1	3.43
Spanish	199	2.1565	0.55302	0.0392	2.0792	2.2338	1	5
Total	719	2.1367	0.51529	0.01922	2.099	2.1744	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Course-specific Motivational Components **S2**					Lower Bound	Upper Bound		
French	47	2.2948	0.5655	0.08249	2.1288	2.4609	1	3.86
German	57	1.9599	0.60954	0.08074	1.7982	2.1216	1	4.14
Italian	48	1.9464	0.39606	0.05717	1.8314	2.0614	1.14	3
Spanish	54	2.2116	0.41695	0.05674	2.0978	2.3254	1.57	3.57
Total	206	2.0992	0.52643	0.03668	2.0269	2.1715	1	4.14

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
University Context **S1**					Lower Bound	Upper Bound		
French	199	2.4761	0.59596	0.04225	2.3928	2.5594	1	4
German	176	2.6321	0.71261	0.05371	2.5261	2.7381	1	4.5
Italian	145	2.3793	0.62577	0.05197	2.2766	2.482	1	4
Spanish	199	2.5088	0.65731	0.0466	2.4169	2.6007	1	5
Total	719	2.5038	0.65328	0.02436	2.456	2.5517	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
University Context **S2**					Lower Bound	Upper Bound		
French	47	2.3989	0.56784	0.08283	2.2322	2.5657	1	3.75
German	57	2.4211	0.75023	0.09937	2.222	2.6201	1	4.5
Italian	48	2.2969	0.60945	0.08797	2.1199	2.4738	1.25	4
Spanish	54	2.4815	0.51132	0.06958	2.3419	2.621	1.25	3.75
Total	206	2.4029	0.61904	0.04313	2.3179	2.4879	1	4.5

6.8 ANOVA results for table 7.11

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
15. I get along well with my teacher **S1**					Lower Bound	Upper Bound		
French	199	1.68	0.64	0.045	1.59	1.77	1	4
German	176	1.59	0.617	0.046	1.5	1.68	1	4
Italian	145	1.63	0.645	0.054	1.52	1.73	1	4
Spanish	199	1.73	0.714	0.051	1.63	1.83	1	5
Total	719	1.66	0.658	0.025	1.62	1.71	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
15. I get along well with my teacher **S2**					Lower Bound	Upper Bound		
French	47	1.74	0.736	0.107	1.53	1.96	1	4
German	57	1.65	0.79	0.105	1.44	1.86	1	5
Italian	48	1.52	0.799	0.115	1.29	1.75	1	4
Spanish	54	1.85	0.833	0.113	1.62	2.08	1	5
Total	206	1.69	0.796	0.055	1.58	1.8	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
16. My teacher makes me feel comfortable during lessons **S1**					Lower Bound	Upper Bound		
French	199	1.79	0.742	0.053	1.69	1.89	1	4
German	176	1.7	0.737	0.056	1.59	1.81	1	5
Italian	145	1.69	0.75	0.062	1.57	1.81	1	4
Spanish	199	1.78	0.842	0.06	1.66	1.9	1	5
Total	719	1.74	0.771	0.029	1.69	1.8	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
16. My teacher makes me feel comfortable during lessons **S2**					Lower Bound	Upper Bound		
French	47	1.85	0.834	0.122	1.61	2.1	1	4
German	57	1.65	0.834	0.111	1.43	1.87	1	5
Italian	48	1.5	0.684	0.099	1.3	1.7	1	4
Spanish	54	1.93	0.887	0.121	1.68	2.17	1	5
Total	206	1.73	0.827	0.058	1.62	1.85	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
17. My teacher focuses on all main language abilities (speaking, reading, listening and writing) **S1**					Lower Bound	Upper Bound		
French	199	1.78	0.717	0.051	1.68	1.88	1	4
German	176	1.83	0.852	0.064	1.7	1.96	1	5
Italian	145	1.74	0.746	0.062	1.62	1.86	1	4
Spanish	199	2.04	0.942	0.067	1.91	2.17	1	5
Total	719	1.86	0.83	0.031	1.8	1.92	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
17. My teacher focuses on all main language abilities (speaking, reading, listening and writing) **S2**					Lower Bound	Upper Bound		
French	47	1.79	0.72	0.105	1.58	2	1	4
German	57	1.86	0.972	0.129	1.6	2.12	1	5
Italian	48	1.63	0.606	0.087	1.45	1.8	1	3
Spanish	54	2.02	0.961	0.131	1.76	2.28	1	5
Total	206	1.83	0.847	0.059	1.71	1.95	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
18. Teacher's explanations are easy to understand **S1**					Lower Bound	Upper Bound		
French	199	1.93	0.735	0.052	1.83	2.03	1	4
German	176	1.86	0.812	0.061	1.74	1.98	1	5
Italian	145	1.77	0.752	0.062	1.65	1.9	1	4
Spanish	199	2.02	0.864	0.061	1.9	2.14	1	5
Total	719	1.91	0.798	0.03	1.85	1.96	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
18. Teacher's explanations are easy to understand **S2**					Lower Bound	Upper Bound		
French	47	1.98	0.737	0.107	1.76	2.2	1	4
German	57	1.77	0.846	0.112	1.55	2	1	5
Italian	48	1.71	0.713	0.103	1.5	1.92	1	4
Spanish	54	2.26	0.994	0.135	1.99	2.53	1	5
Total	206	1.93	0.858	0.06	1.81	2.05	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
19. I often have the opportunity to communicate in French/German/Italian/Spanish in class **S1**					Lower Bound	Upper Bound		
French	199	1.96	0.699	0.05	1.87	2.06	1	5
German	176	1.91	0.816	0.062	1.79	2.03	1	5
Italian	145	1.93	0.77	0.064	1.8	2.06	1	4
Spanish	199	2.12	0.928	0.066	1.99	2.25	1	5
Total	719	1.99	0.812	0.03	1.93	2.05	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
19. I often have the opportunity to communicate in French /German/Italian/Spanish in class **S2**					Lower Bound	Upper Bound		
French	47	1.87	0.711	0.104	1.66	2.08	1	4
German	57	2.07	1.083	0.143	1.78	2.36	1	5
Italian	48	1.9	0.627	0.091	1.71	2.08	1	4
Spanish	54	1.96	0.868	0.118	1.73	2.2	1	5
Total	206	1.96	0.851	0.059	1.84	2.07	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
20. My teacher focuses on translation **S1**					Lower Bound	Upper Bound		
French	199	2.61	0.962	0.068	2.47	2.74	1	5
German	176	2.67	0.904	0.068	2.54	2.8	1	4
Italian	145	2.4	0.996	0.083	2.24	2.56	1	4
Spanish	199	2.81	1.04	0.074	2.67	2.96	1	5
Total	719	2.64	0.986	0.037	2.57	2.71	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
20. My teacher focuses on translation **S2**					Lower Bound	Upper Bound		
French	47	2.64	0.87	0.127	2.38	2.89	1	4
German	57	2.56	0.982	0.13	2.3	2.82	1	5
Italian	48	2.56	1.009	0.146	2.27	2.86	1	4
Spanish	54	3.02	1.055	0.144	2.73	3.31	1	5
Total	206	2.7	0.996	0.069	2.56	2.84	1	5

6.9 ANOVA results for table 7.13

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
21. The material used in class is useful to learn French /German/Italian/Spanish **S1**					Lower Bound	Upper Bound		
French	199	1.91	0.629	0.045	1.82	2	1	4
German	176	1.76	0.616	0.046	1.66	1.85	1	4
Italian	145	1.82	0.597	0.05	1.72	1.92	1	4
Spanish	199	2.01	0.823	0.058	1.9	2.13	1	5
Total	719	1.88	0.685	0.026	1.83	1.93	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
21. The material used in class is useful to learn French /German/Italian/Spanish **S2**					Lower Bound	Upper Bound		
French	47	1.89	0.667	0.097	1.7	2.09	1	4
German	57	1.75	0.763	0.101	1.55	1.96	1	5
Italian	48	1.79	0.544	0.079	1.63	1.95	1	3
Spanish	54	1.94	0.529	0.072	1.8	2.09	1	3
Total	206	1.84	0.636	0.044	1.76	1.93	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
22. I like my classmates **S1**					Lower Bound	Upper Bound		
French	199	1.92	0.677	0.048	1.82	2.01	1	4
German	176	1.98	0.807	0.061	1.86	2.1	1	5
Italian	145	1.89	0.737	0.061	1.77	2.01	1	4
Spanish	199	1.82	0.744	0.053	1.72	1.92	1	5
Total	719	1.9	0.742	0.028	1.85	1.95	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
22. I like my classmates **S2**					Lower Bound	Upper Bound		
French	47	2.02	0.766	0.112	1.80	2.25	1	4
German	57	1.84	0.774	0.103	1.64	2.05	1	5
Italian	48	1.65	0.565	0.081	1.48	1.81	1	3
Spanish	54	1.89	0.816	0.111	1.67	2.11	1	4
Total	206	1.85	0.747	0.052	1.75	1.95	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
23. Visual and audio materials (such as videos and DVDs) are used during lessons **S1**					Lower Bound	Upper Bound		
French	199	2.29	1.135	0.08	2.13	2.45	1	5
German	176	2.02	0.923	0.07	1.88	2.15	1	5
Italian	145	1.81	0.745	0.062	1.69	1.94	1	5
Spanish	199	1.89	0.825	0.058	1.78	2.01	1	5
Total	719	2.02	0.946	0.035	1.95	2.09	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
23. Visual and audio materials (such as videos and DVDs) are used during lessons **S2**					Lower Bound	Upper Bound		
French	47	2.45	1.138	0.166	2.11	2.78	1	5
German	57	1.86	0.875	0.116	1.63	2.09	1	4
Italian	48	1.96	0.874	0.126	1.7	2.21	1	4
Spanish	54	1.94	0.564	0.077	1.79	2.1	1	4
Total	206	2.04	0.899	0.063	1.92	2.16	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
24. Cultural topics covered in lessons are interesting **S1**					Lower Bound	Upper Bound		
French	199	2.17	0.869	0.062	2.04	2.29	1	5
German	176	2.04	0.94	0.071	1.9	2.18	1	5
Italian	145	2	0.717	0.06	1.88	2.12	1	4
Spanish	199	1.92	0.893	0.063	1.8	2.05	1	5
Total	719	2.03	0.869	0.032	1.97	2.1	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
24. Cultural topics covered in lessons are interesting **S2**					Lower Bound	Upper Bound		
French	47	2.38	0.968	0.141	2.1	2.67	1	5
German	57	1.79	0.725	0.096	1.6	1.98	1	4
Italian	48	1.92	0.647	0.093	1.73	2.1	1	4
Spanish	54	1.91	0.622	0.085	1.74	2.08	1	3
Total	206	1.99	0.774	0.054	1.88	2.09	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
25. French/German/Italian/Spanish language content we study for the course is easy to understand **S1**					Lower Bound	Upper Bound		
French	199	2.28	0.811	0.057	2.17	2.39	1	4
German	176	2.32	0.87	0.066	2.19	2.45	1	5
Italian	145	1.94	0.643	0.053	1.84	2.05	1	4
Spanish	199	2.29	0.862	0.061	2.17	2.41	1	5
Total	719	2.23	0.821	0.031	2.17	2.29	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
25. French/German/Italian/Spanish language content we study for the course is easy to understand **S2**					Lower Bound	Upper Bound		
French	47	2.43	0.827	0.121	2.18	2.67	1	4
German	57	2.09	1.005	0.133	1.82	2.35	1	5
Italian	48	2.17	0.694	0.1	1.97	2.37	1	4
Spanish	54	2.46	0.884	0.12	2.22	2.7	1	5
Total	206	2.28	0.877	0.061	2.16	2.4	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
26. The amount of hours I need to study for tests/ assessments and final exams satisfies my initial expectations **S1**					Lower Bound	Upper Bound		
French	199	2.44	0.913	0.065	2.31	2.56	1	5
German	176	2.41	0.958	0.072	2.27	2.56	1	5
Italian	145	2.28	0.911	0.076	2.13	2.43	1	5
Spanish	199	2.53	0.947	0.067	2.4	2.66	1	5
Total	719	2.43	0.935	0.035	2.36	2.49	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
26. The amount of hours I need to study for tests/ assessments and final exams satisfies my initial expectations **S2**					Lower Bound	Upper Bound		
French	47	2.47	0.952	0.139	2.19	2.75	1	5
German	57	2.21	1.048	0.139	1.93	2.49	1	4
Italian	48	2.04	0.798	0.115	1.81	2.27	1	5
Spanish	54	2.72	0.94	0.128	2.47	2.98	2	5
Total	206	2.36	0.972	0.068	2.23	2.5	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
27. The pace of lessons is appropriate for learning French/German/Italian/Spanish **S1**					Lower Bound	Upper Bound		
French	199	2.5	0.958	0.068	2.37	2.64	1	5
German	176	2.46	1.131	0.085	2.29	2.63	1	5
Italian	145	2.22	0.946	0.079	2.07	2.38	1	4
Spanish	199	2.63	1.036	0.073	2.48	2.77	1	5
Total	719	2.47	1.03	0.038	2.39	2.55	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
27. The pace of lessons is appropriate for learning French/German/Italian/Spanish **S2**					Lower Bound	Upper Bound		
French	47	2.43	0.95	0.139	2.15	2.7	1	4
German	57	2.18	0.947	0.125	1.92	2.43	1	5
Italian	48	2.1	0.905	0.131	1.84	2.37	1	4
Spanish	54	2.61	1.036	0.141	2.33	2.89	1	5
Total	206	2.33	0.977	0.068	2.2	2.46	1	5

6.10 ANOVA results for table 7.15

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
28. The class size is appropriate to learn the language **S1**					Lower Bound	Upper Bound		
French	199	2.11	0.918	0.065	1.98	2.23	1	5
German	176	2.26	1.105	0.083	2.09	2.42	1	5
Italian	145	2.01	0.878	0.073	1.86	2.15	1	5
Spanish	199	2.07	0.972	0.069	1.93	2.21	1	5
Total	719	2.11	0.976	0.036	2.04	2.18	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
28. The class size is appropriate to learn the language **S2**					Lower Bound	Upper Bound		
French	47	2.15	0.884	0.129	1.89	2.41	1	5
German	57	2.32	1.183	0.157	2	2.63	1	5
Italian	48	1.92	0.895	0.129	1.66	2.18	1	4
Spanish	54	2.02	0.879	0.12	1.78	2.26	1	4
Total	206	2.11	0.982	0.068	1.97	2.24	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
29. The facilities in class are useful to stimulate my learning **S1**					Lower Bound	Upper Bound		
French	199	2.17	0.69	0.049	2.07	2.27	1	4
German	176	2.29	0.786	0.059	2.17	2.41	1	4
Italian	145	2.1	0.752	0.062	1.98	2.23	1	4
Spanish	199	2.14	0.817	0.058	2.03	2.25	1	5
Total	719	2.18	0.764	0.028	2.12	2.23	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
29. The facilities in class are useful to stimulate my learning **S2**					Lower Bound	Upper Bound		
French	47	2.28	0.826	0.121	2.03	2.52	1	4
German	57	2.04	0.68	0.09	1.85	2.22	1	4
Italian	48	2.08	0.647	0.093	1.9	2.27	1	4
Spanish	54	2.09	0.559	0.076	1.94	2.25	1	4
Total	206	2.12	0.681	0.047	2.02	2.21	1	4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
30. The time spent in French/German/Italian /Spanish classes is enough to learn properly **S1**					Lower Bound	Upper Bound		
French	199	2.71	1.027	0.073	2.57	2.86	1	5
German	176	2.93	1.129	0.085	2.76	3.1	1	5
Italian	145	2.52	1.061	0.088	2.34	2.69	1	5
Spanish	199	2.86	1.149	0.081	2.7	3.02	1	5
Total	719	2.77	1.102	0.041	2.69	2.85	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
30. The time spent in French/German/Italian /Spanish classes is enough to learn properly **S2**					Lower Bound	Upper Bound		
French	47	2.49	1.081	0.158	2.17	2.81	1	5
German	57	2.54	0.983	0.13	2.28	2.8	1	5
Italian	48	2.42	0.986	0.142	2.13	2.7	1	5
Spanish	54	2.76	1.132	0.154	2.45	3.07	1	5
Total	206	2.56	1.047	0.073	2.41	2.7	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
31. My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language **S1**					Lower Bound	Upper Bound		
French	199	2.91	0.989	0.07	2.78	3.05	1	5
German	176	3.05	0.964	0.073	2.91	3.19	1	5
Italian	145	2.89	0.958	0.08	2.73	3.05	1	5
Spanish	199	2.96	1.009	0.072	2.82	3.1	1	5
Total	719	2.96	0.982	0.037	2.88	3.03	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
31. My university organises many activities where I can learn more on the culture of French-/German-/Italian-/Spanish-speaking countries and practise the language **S2**					Lower Bound	Upper Bound		
French	47	2.68	0.911	0.133	2.41	2.95	1	5
German	57	2.79	1.191	0.158	2.47	3.11	1	5
Italian	48	2.77	1.016	0.147	2.48	3.07	1	5
Spanish	54	3.06	0.979	0.133	2.79	3.32	1	5
Total	206	2.83	1.038	0.072	2.69	2.97	1	5

6.11 T-Test and ANOVA results for table 7.16

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L1 **S1**								Lower	Upper
Equal variances assumed	0.073	0.787	0.451	717	0.652	0.02045	0.04537	-0.06863	0.10953
Equal variances not assumed			0.461	231.394	0.645	0.02045	0.04434	-0.06691	0.10781

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L1 **S2**								Lower	Upper
Equal variances assumed	0.138	0.71	1.025	204	0.306	0.10368	0.1011	-0.09566	0.30302
Equal variances not assumed			1	37.073	0.324	0.10368	0.10368	-0.10639	0.31374

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Cultural background **S1**					Lower Bound	Upper Bound		
Australians without cultural heritage from an L2-speaking country	408	2.2173	0.46674	0.02311	2.1718	2.2627	1.06	3.71
Australians with cultural heritage from an L2-speaking country	51	2.0237	0.52152	0.07303	1.8771	2.1704	1	3.13
Other	260	2.2132	0.51153	0.03172	2.1507	2.2757	1	5
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Cultural background **S2**					Lower Bound	Upper Bound		
Australians without cultural heritage from an L2-speaking country	133	2.1608	0.50551	0.04383	2.0741	2.2476	1.16	3.94
Australians with cultural heritage from an L2-speaking country	16	2.1922	0.6533	0.16333	1.8441	2.5403	1.52	4.23
Other	57	2.1444	0.46411	0.06147	2.0212	2.2675	1.06	3.05
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Age **S1**								Lower	Upper
Equal variances assumed	0.254	0.615	0.213	717	0.831	0.01516	0.07111	-0.12444	0.15476
Equal variances not assumed			0.217	58.256	0.829	0.01516	0.06982	-0.12459	0.15491

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Age **S2**								Lower	Upper
Equal variances assumed	2.247	0.135	0.432	204	0.666	0.06256	0.14492	-0.22317	0.34828
Equal variances not assumed			0.346	12.992	0.735	0.06256	0.1809	-0.32829	0.4534

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Gender **S1**					Lower Bound	Upper Bound		
Female	517	2.208	0.48285	0.02124	2.1662	2.2497	1	5
Male	196	2.1836	0.50293	0.03592	2.1127	2.2544	1	3.56
Other	6	2.2996	0.63496	0.25922	1.6333	2.966	1.17	2.96
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Gender **S2**					Lower Bound	Upper Bound		
Female	155	2.165	0.49365	0.03965	2.0866	2.2433	1.06	3.94
Male	47	2.1164	0.5445	0.07942	1.9566	2.2763	1.21	4.23
Other	4	2.4147	0.48606	0.24303	1.6413	3.1881	2.15	3.14
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

6.12 T-Test and ANOVA results for table 7.17

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
L2 within the study plan **S1**					Lower Bound	Upper Bound		
Core subject	229	2.2077	0.47424	0.03134	2.146	2.2695	1	3.71
Optional/elective subject	461	2.1924	0.4957	0.02309	2.147	2.2378	1	5
Other	29	2.3113	0.50262	0.09333	2.1201	2.5025	1.35	3.29
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
L2 within the study plan **S2**					Lower Bound	Upper Bound		
Core subject	95	2.2142	0.50972	0.0523	2.1104	2.318	1.24	4.23
Optional/elective subject	108	2.1108	0.49388	0.04752	2.0166	2.205	1.06	3.94
Other	3	2.127	0.76203	0.43996	0.234	4.02	1.6	3
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extra L2(s) currently studied **S1**								Lower	Upper
Equal variances assumed	0.581	0.446	1.204	717	0.229	0.05244	0.04355	-0.03307	0.13795
Equal variances not assumed			1.18	256.672	0.239	0.05244	0.04444	-0.03508	0.13996

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extra L2(s) currently studied **S2**								Lower	Upper
Equal variances assumed	4.797	0.03	0.064	204	0.949	0.00514	0.08064	-0.1539	0.16415
Equal variances not assumed			0.057	75.079	0.955	0.00514	0.09088	-0.1759	0.18618

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Languages **S1**					Lower Bound	Upper Bound		
French	199	2.2171	0.44517	0.03156	2.1549	2.2793	1.08	3.42
German	176	2.2332	0.48779	0.03677	2.1606	2.3057	1.06	3.71
Italian	145	2.0784	0.47361	0.03933	2.0006	2.1561	1	3.18
Spanish	199	2.2497	0.53048	0.0376	2.1755	2.3238	1.13	5
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Languages **S2**					Lower Bound	Upper Bound		
French	47	2.2242	0.48201	0.07031	2.0826	2.3657	1.06	3.11
German	57	2.1026	0.62499	0.08278	1.9368	2.2685	1.16	4.23
Italian	48	2.0151	0.39006	0.0563	1.9019	2.1284	1.21	2.73
Spanish	54	2.2887	0.43938	0.05979	2.1687	2.4086	1.51	3.53
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L2(s) studied in the past **S1**								Lower	Upper
Equal variances assumed	0.087	0.768	-0.166	717	0.869	-0.00763	0.0461	-0.09814	0.08287
Equal variances not assumed			-0.171	219.394	0.865	-0.00763	0.04472	-0.09577	0.0805

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L2(s) studied in the past **S2**								Lower	Upper
Equal variances assumed	0.151	0.698	-0.87	204	0.386	-0.08559	0.09841	-0.27963	0.10845
Equal variances not assumed			-0.887	42.029	0.38	-0.08559	0.09653	-0.28038	0.1092

6.13 T-Test and ANOVA results for table 7.18

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' status **S1**								Lower	Upper
Equal variances assumed	0.079	0.778	0.687	717	0.492	0.03064	0.04459	-0.05689	0.11818
Equal variances not assumed			0.679	236.67	0.498	0.03064	0.04514	-0.05828	0.11956

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' status **S2**								Lower	Upper
Equal variances assumed	2.306	0.13	-0.381	204	0.704	-0.03975	0.10442	-0.24564	0.16614
Equal variances not assumed			-0.338	31.962	0.737	-0.03975	0.11746	-0.27901	0.19952

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Universities **S1**					Lower Bound	Upper Bound		
UoM	228	2.0893	0.44504	0.02947	2.0312	2.1473	1	3.29
USyd	121	2.3355	0.53381	0.04853	2.2394	2.4315	1.17	5
UWA	109	2.2486	0.49123	0.04705	2.1553	2.3418	1.06	3.44
MU	87	2.2433	0.50881	0.05455	2.1349	2.3517	1	3.5
ANU	67	2.3692	0.44658	0.05456	2.2602	2.4781	1.35	3.71
UQ	38	2.1679	0.48447	0.07859	2.0087	2.3272	1.21	3.42
UNSW	42	2.0595	0.46247	0.07136	1.9154	2.2036	1.13	3.35
UA	27	2.0914	0.44495	0.08563	1.9154	2.2674	1.31	3.06
Total	719	2.2021	0.48913	0.01824	2.1663	2.2379	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Universities **S2**					Lower Bound	Upper Bound		
UoM	64	2.0681	0.53424	0.06678	1.9347	2.2016	1.16	3.43
USyd	33	2.0836	0.47668	0.08298	1.9145	2.2526	1.26	3.05
UWA	31	2.2323	0.3736	0.0671	2.0953	2.3694	1.33	3.06
MU	30	2.2089	0.59216	0.10811	1.9877	2.43	1.06	4.23
ANU	25	2.4446	0.50969	0.10194	2.2342	2.655	1.71	3.94
UQ	9	2.0542	0.29172	0.09724	1.83	2.2785	1.63	2.37
UNSW	7	2.0232	0.42566	0.16088	1.6296	2.4169	1.52	2.61
UA	7	2.0493	0.46665	0.17638	1.6177	2.4809	1.6	2.85
Total	206	2.1587	0.50474	0.03517	2.0894	2.2281	1.06	4.23

Appendix seven – Quantitative data analysis outcomes at the macro level

Statistical analysis results for the sub-component categories and variables belonging to the SCE factor at the macro level.

7.1 Instrumental Orientation S1

Likert scale values	Frequency	Percentage	Likert scale values	Frequency	Percentage
1	10	1.4%	3	38	5.3%
1.17	3	0.4%	3.17	33	4.6%
1.33	16	2.2%	3.33	19	2.6%
1.5	30	4.2%	3.5	13	1.8%
1.67	32	4.5%	3.67	15	2.1%
1.83	38	5.3%	3.83	5	0.7%
2	76	10.6%	4	4	0.6%
2.17	73	10.2%	4.17	1	0.1%
2.33	83	11.5%	4.33	5	0.7%
2.5	86	12%	5	1	0.1%
2.67	82	11.4%	**Total**	**719**	**100%**
2.83	56	7.8%			

7.1.1 Instrumental Orientation S2

Likert scale values	Frequency	Percentage	Likert scale values	Frequency	Percentage
1.17	11	5.3%	2.83	15	7.3%
1.33	3	1.5%	3	11	5.3%
1.5	3	1.5%	3.17	9	4.4%
1.67	12	5.8%	3.33	4	1.9%
1.83	9	4.4%	3.5	4	1.9%
2	19	9.2%	3.67	2	1%
2.17	25	12.1%	3.83	1	0.5%
2.33	18	8.7%	4.17	1	0.5%
2.5	23	11.2%	**Total**	**206**	**100%**
2.67	36	17.5%			

7.1.2 Variable 32. I think knowing French/German/Italian/Spanish will help me to become a more knowledgeable person.

Likert scale variable 32	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	258	35.9%	72	35%
Agree	410	57%	125	60.7%
Neither agree nor disagree	42	5.8%	9	4.4%
Disagree	7	1%	0	0%
Strongly disagree	2	0.3%	0	0%
Total	719	100%	206	100%

7.1.3 Variable 33. I think French/German/Italian/Spanish will help in my future career.

Likert scale variable 33	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	216	30%	42	20.4%
Agree	335	46.6%	123	59.7%
Neither agree nor disagree	119	16.6%	33	16%
Disagree	36	5%	6	2.9%
Strongly disagree	13	1.8%	2	1%
Total	719	100%	206	100%

7.1.4 Variable 34. Knowing French/German/Italian/Spanish will help me to obtain a better job.

Likert scale variable 34	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	107	14.9%	29	14.1%
Agree	276	38.4%	85	41.3%
Neither agree nor disagree	246	34.2%	73	35.4%
Disagree	72	10%	17	8.3%
Strongly disagree	18	2.5%	2	1%
Total	719	100%	206	100%

7.1.5 Variable 35. Studying French/German/Italian/Spanish to a high level of proficiency will allow me to earn more money.

Likert scale variable 35	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	71	9.9%	24	11.7%
Agree	209	29.1%	66	32%
Neither agree nor disagree	313	43.5%	88	42.7%
Disagree	100	13.9%	25	12.1%
Strongly disagree	26	3.6%	3	1.5%
Total	719	100%	206	100%

7.1.6 Variable 36. The knowledge of French/German/Italian/Spanish would help me finding a job in the public service.

Likert scale variable 36	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	40	5.6%	10	4.9%
Agree	214	29.8%	80	38.8%
Neither agree nor disagree	345	48%	80	38.8%
Disagree	106	14.7%	27	13.1%
Strongly disagree	14	1.9%	9	4.4%
Total	719	100%	206	100%

7.1.7 Variable 37. I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries.

Likert scale variable 37	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	71	9.9%	22	10.7%
Agree	157	21.8%	43	20.9%
Neither agree nor disagree	313	43.5%	91	44.2%
Disagree	154	21.4%	42	20.4%
Strongly disagree	24	3.3%	8	3.9%
Total	719	100%	206	100%

7.2 Contextual Components S1

Likert scale values	Frequency	Percentage	Likert scale values	Frequency	Percentage
1.6	5	0.7%	3.6	105	14.6%
1.8	5	0.7%	3.8	99	13.8%
2	6	0.8%	4	83	11.5%
2.2	9	1.3%	4.2	53	7.4%
2.4	23	3.2%	4.4	29	4%
2.6	31	4.3%	4.6	14	1.9%
2.8	36	5%	4.8	9	1.3%
3	51	7.1%	5	3	0.4%
3.2	66	9.2%	**Total**	**719**	**100%**
3.4	92	12.8%			

7.2.1 Contextual Components S2

Likert scale values	Frequency	Percentage	Likert scale values	Frequency	Percentage
1	1	0.5%	3.33	24	11.7%
1.5	1	0.5%	3.5	29	14.1%
1.83	2	1%	3.67	26	12.6%
2.17	5	2.4%	3.83	26	12.6%
2.33	7	3.4%	4	21	10.2%
2.5	6	2.9%	4.17	8	3.9%
2.67	10	4.9%	4.33	4	1.9%
2.83	8	3.9%	4.5	3	1.5%
3	7	3.4%	4.67	2	1%
3.17	16	7.8%	**Total**	**206**	**100%**

7.2.2 Variable 38. I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries.

Likert scale variable 38	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	65	9%	17	8.3%
Agree	184	25.6%	60	29.1%
Neither agree nor disagree	338	47%	88	42.7%
Disagree	111	15.4%	39	18.9%
Strongly disagree	21	2.9%	2	1%
Total	719	100%	206	100%

7.2.3 Variable 39. The French/German/Italian/Spanish subject was advertised during the orientation sessions before starting university.

Likert scale variable 39	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	15	2.1%	5	2.4%
Agree	60	8.3%	24	11.7%
Neither agree nor disagree	283	39.4%	61	29.6%
Disagree	285	39.6%	97	47.1%
Strongly disagree	76	10.6%	19	9.2%
Total	719	100%	206	100%

7.2.4 Variable 40. Speaking French/German/Italian/Spanish is very important in Australia.

Likert scale variable 40	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	7	1%	3	1.5%
Agree	58	8.1%	21	10.2%
Neither agree nor disagree	246	34.2%	69	33.5%
Disagree	304	42.3%	89	43.2%
Strongly disagree	104	14.5%	24	11.7%
Total	719	100%	206	100%

7.2.5 Variable 41. I often have opportunities to practise French/German/Italian/Spanish with native speakers outside university.

Likert scale variable 41	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	31	4.3%	8	3.9%
Agree	109	15.2%	36	17.5%
Neither agree nor disagree	89	12.4%	19	9.2%
Disagree	305	42.4%	103	50%
Strongly disagree	185	25.7%	40	19.4%
Total	719	100%	206	100%

7.2.6 Variable 42. I learn French/German/Italian/Spanish because I want to communicate with my family members.

Likert scale variable 42	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	62	8.6%	18	8.7%
Agree	60	8.3%	13	6.3%
Neither agree nor disagree	53	7.4%	11	5.3%
Disagree	212	29.5%	67	32.5%
Strongly disagree	332	46.2%	97	47.1%
Total	719	100%	206	100%

7.3 Ought-to L2 Self S1

Likert scale values	Frequency	Percentage	Likert scale values	Frequency	Percentage
1	5	0.7%	3.33	66	9.2%
1.33	5	0.7%	3.67	87	12.1%
1.67	11	1.5%	4	150	20.9%
2	32	4.5%	4.33	84	11.7%
2.33	19	2.6%	4.67	47	6.5%
2.67	59	8.2%	5	81	11.3%
3	73	10.2%	**Total**	**719**	**100%**

7.3.1 Ought-to L2 Self S2

Likert scale values	Frequency	Percentage	Likert scale values	Frequency	Percentage
1	1	0.5%	3.33	21	10.2%
1.33	1	0.5%	3.67	24	11.7%
1.67	3	1.5%	4	39	18.9%
2	14	6.8%	4.33	20	9.7%
2.33	14	6.8%	4.67	11	5.3%
2.67	18	8.7%	5	21	10.2%
3	19	9.2%	**Total**	**206**	**100%**

7.3.2 Variable 43. People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian/Spanish.

Likert scale variable 43	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	36	5%	6	2.9%
Agree	137	19.1%	51	24.8%
Neither agree nor disagree	188	26.1%	52	25.2%
Disagree	225	31.3%	65	31.6%
Strongly disagree	133	18.5%	32	15.5%
Total	719	100%	206	100%

7.3.3 Variable 44. I consider learning French/German/Italian/Spanish important because the people I respect think that I should do so.

Likert scale variable 44	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	22	3.1%	7	3.4%
Agree	118	16.4%	41	19.9%
Neither agree nor disagree	145	20.2%	49	23.8%
Disagree	269	37.4%	75	36.4%
Strongly disagree	165	22.9%	34	16.5%
Total	719	100%	206	100%

7.3.4 Variable 45. If I fail to learn French/German/Italian/Spanish, I will be letting other people down.

Likert scale variable 45	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	14	1.9%	2	1%
Agree	64	8.9%	25	12.%1
Neither agree nor disagree	86	12%	28	13.6%
Disagree	282	39.2%	91	44.2%
Strongly disagree	273	38%	60	29.1%
Total	719	100%	206	100%

7.3.5 ~~The media report good news from French-/German-/Italian-/Spanish-speaking countries.~~

Likert scale variable cut off by PCA	Number S1	Percentage S1	Number S2	Percentage S2
Strongly agree	9	1.3%	8	3.9%
Agree	99	13.8%	31	15.0%
Neither agree nor disagree	445	61.9%	118	57.3%
Disagree	147	20.4%	42	20.4%
Strongly disagree	19	2.6%	7	3.4%
Total	719	100%	206	100%

7.4 ANOVA results for table 8.3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Socio-cultural Environment **S1**					Lower Bound	Upper Bound		
French	199	3.2162	0.5093	0.0361	3.1451	3.2874	1.53	4.49
German	176	3.0985	0.52477	0.03956	3.0204	3.1766	1.6	4.22
Italian	145	3.2653	0.55458	0.04606	3.1743	3.3563	1.2	4.64
Spanish	199	3.2399	0.4979	0.03529	3.1703	3.3095	1.84	4.42
Total	719	3.2039	0.5221	0.01947	3.1656	3.2421	1.2	4.64

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
The Socio-cultural Environment **S2**					Lower Bound	Upper Bound		
French	47	3.1478	0.64303	0.0938	2.959	3.3366	1.22	4.5
German	57	2.9717	0.47305	0.06266	2.8462	3.0973	1.78	4.11
Italian	48	3.1609	0.52857	0.07629	3.0074	3.3144	1.67	4.22
Spanish	54	3.1996	0.42427	0.05774	3.0838	3.3154	2.22	3.94
Total	206	3.1157	0.52233	0.03639	3.0439	3.1874	1.22	4.5

7.5 T-test results for table 8.5

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Continuing & discontinuing students **S1**								Lower	Upper
Equal variances assumed	0.293	0.589	-3.062	717	0.002	-0.15591	0.05092	-0.25588	-0.05594
Equal variances not assumed			-3.168	188.745	0.002	-0.15591	0.04921	-0.25298	-0.05884

7.6 T-test results for table 8.6

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Continuing & discontinuing students **S2**								Lower	Upper
Equal variances assumed	1.763	0.186	-1.687	204	0.093	-0.156	0.09248	-0.33834	0.02633
Equal variances not assumed			-1.462	49.759	0.15	-0.156	0.10667	-0.37029	0.05828

7.7 ANOVA results for table 8.8

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Instrumental Orientation **S1**					Lower Bound	Upper Bound		
French	199	2.4246	0.57654	0.04087	2.344	2.5052	1	4.33
German	176	2.2595	0.53799	0.04055	2.1794	2.3395	1	5
Italian	145	2.731	0.66469	0.0552	2.6219	2.8401	1	4.33
Spanish	199	2.3677	0.58825	0.0417	2.2854	2.4499	1	4.17
Total	719	2.4302	0.61054	0.02277	2.3855	2.4749	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Instrumental Orientation **S2**					Lower Bound	Upper Bound		
French	47	2.4291	0.69656	0.1016	2.2246	2.6336	1.17	4.17
German	57	2.2924	0.5628	0.07455	2.1431	2.4417	1.17	3.67
Italian	48	2.5521	0.53722	0.07754	2.3961	2.7081	1.17	3.67
Spanish	54	2.3117	0.47808	0.06506	2.1812	2.4422	1.17	3.33
Total	206	2.3892	0.57569	0.04011	2.3101	2.4682	1.17	4.17

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Contextual Components **S1**					Lower Bound	Upper Bound		
French	199	3.5658	0.56357	0.03995	3.487	3.6446	1.6	4.8
German	176	3.483	0.63762	0.04806	3.3881	3.5778	1.6	5
Italian	145	3.3614	0.67958	0.05644	3.2498	3.4729	1.6	5
Spanish	199	3.5749	0.57346	0.04065	3.4947	3.655	2	5
Total	719	3.5068	0.61372	0.02289	3.4619	3.5518	1.6	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Contextual Components **S2**					Lower Bound	Upper Bound		
French	47	3.4823	0.6277	0.09156	3.298	3.6666	1.5	4.67
German	57	3.2602	0.60914	0.08068	3.0986	3.4219	1.83	4.67
Italian	48	3.3264	0.69272	0.09999	3.1252	3.5275	1	4.5
Spanish	54	3.5957	0.41538	0.05653	3.4823	3.7091	2.33	4.33
Total	206	3.4142	0.6021	0.04195	3.3315	3.4969	1	4.67

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Ought-to L2 Self **S1**					Lower Bound	Upper Bound		
French	199	3.6583	0.87837	0.06227	3.5355	3.7811	1	5
German	176	3.553	0.92016	0.06936	3.4161	3.6899	1.33	5
Italian	145	3.7034	0.91719	0.07617	3.5529	3.854	1	5
Spanish	199	3.7772	0.85939	0.06092	3.6571	3.8974	1.67	5
Total	719	3.6745	0.89347	0.03332	3.6091	3.74	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Ought-to L2 Self **S2**					Lower Bound	Upper Bound		
French	47	3.5319	0.95214	0.13888	3.2524	3.8115	1	5
German	57	3.3626	0.94969	0.12579	3.1106	3.6146	1.33	5
Italian	48	3.6042	0.90613	0.13079	3.3411	3.8673	1.67	5
Spanish	54	3.6914	0.88512	0.12045	3.4498	3.933	2	5
Total	206	3.5437	0.92539	0.06448	3.4166	3.6708	1	5

7.8 ANOVA results for table 8.10

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
32. I think knowing French/German/Italian /Spanish will help me to become a more knowledgeable person **S1**					Lower Bound	Upper Bound		
French	199	1.71	0.614	0.044	1.63	1.8	1	4
German	176	1.63	0.655	0.049	1.53	1.73	1	5
Italian	145	1.85	0.627	0.052	1.75	1.95	1	4
Spanish	199	1.74	0.645	0.046	1.65	1.83	1	5
Total	719	1.73	0.638	0.024	1.68	1.77	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
32. I think knowing French/German/Italian /Spanish will help me to become a more knowledgeable person **S2**					Lower Bound	Upper Bound		
French	47	1.72	0.579	0.084	1.55	1.89	1	3
German	57	1.58	0.533	0.071	1.44	1.72	1	3
Italian	48	1.75	0.565	0.082	1.59	1.91	1	3
Spanish	54	1.74	0.521	0.071	1.6	1.88	1	3
Total	206	1.69	0.549	0.038	1.62	1.77	1	3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
33. I think French/German/Italian/Spanish will help me in my future career **S1**					Lower Bound	Upper Bound		
French	199	2.01	0.87	0.062	1.89	2.13	1	5
German	176	1.76	0.741	0.056	1.65	1.87	1	5
Italian	145	2.49	1.055	0.088	2.32	2.66	1	5
Spanish	199	1.91	0.851	0.06	1.8	2.03	1	5
Total	719	2.02	0.911	0.034	1.95	2.09	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
33. I think French/German/Italian/Spanish will help me in my future career **S2**					Lower Bound	Upper Bound		
French	47	2.09	0.905	0.132	1.82	2.35	1	5
German	57	2	0.681	0.09	1.82	2.18	1	4
Italian	48	2.31	0.776	0.112	2.09	2.54	1	4
Spanish	54	1.81	0.585	0.08	1.66	1.97	1	3
Total	206	2.04	0.754	0.053	1.94	2.15	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
34. Knowing French/German/Italian /Spanish will help me to obtain a better job **S1**					Lower Bound	Upper Bound		
French	199	2.4	0.921	0.065	2.27	2.53	1	5
German	176	2.28	0.868	0.065	2.15	2.41	1	5
Italian	145	2.94	0.963	0.08	2.79	3.1	1	5
Spanish	199	2.35	0.925	0.066	2.22	2.48	1	5
Total	719	2.47	0.948	0.035	2.4	2.54	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
34. Knowing French/German/Italian /Spanish will help me to obtain a better job **S2**					Lower Bound	Upper Bound		
French	47	2.34	1.006	0.147	2.05	2.64	1	5
German	57	2.33	0.809	0.107	2.12	2.55	1	4
Italian	48	2.71	0.849	0.123	2.46	2.95	1	4
Spanish	54	2.28	0.763	0.104	2.07	2.49	1	4
Total	206	2.41	0.866	0.06	2.29	2.53	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
35. Studying French/German/Italian /Spanish to a high level of proficiency will allow me to earn more money **S1**					Lower Bound	Upper Bound		
French	199	2.69	0.884	0.063	2.56	2.81	1	5
German	176	2.46	0.861	0.065	2.33	2.59	1	5
Italian	145	3.16	0.94	0.078	3	3.31	1	5
Spanish	199	2.67	0.979	0.069	2.54	2.81	1	5
Total	719	2.72	0.946	0.035	2.65	2.79	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
35. Studying French/German/Italian /Spanish to a high level of proficiency will allow me to earn more money **S2**					Lower Bound	Upper Bound		
French	47	2.66	1.089	0.159	2.34	2.98	1	5
German	57	2.46	0.758	0.1	2.26	2.66	1	4
Italian	48	2.88	0.866	0.125	2.62	3.13	1	4
Spanish	54	2.44	0.839	0.114	2.22	2.67	1	4
Total	206	2.6	0.899	0.063	2.47	2.72	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
36. The knowledge of French/German /Italian/Spanish would help me finding a job in the public service **S1**					Lower Bound	Upper Bound		
French	199	2.76	0.78	0.055	2.65	2.87	1	5
German	176	2.68	0.822	0.062	2.56	2.8	1	5
Italian	145	3.02	0.862	0.072	2.88	3.16	1	5
Spanish	199	2.7	0.851	0.06	2.58	2.82	1	5
Total	719	2.78	0.835	0.031	2.72	2.84	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
36. The knowledge of French/German /Italian/Spanish would help me finding a job in the public service **S2**					Lower Bound	Upper Bound		
French	47	2.72	1.015	0.148	2.43	3.02	1	5
German	57	2.77	0.866	0.115	2.54	3	2	5
Italian	48	2.98	0.934	0.135	2.71	3.25	1	5
Spanish	54	2.48	0.771	0.105	2.27	2.69	1	5
Total	206	2.73	0.906	0.063	2.61	2.86	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
37. I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries **S1**					Lower Bound	Upper Bound		
French	199	2.97	0.982	0.07	2.84	3.11	1	5
German	176	2.74	0.986	0.074	2.59	2.89	1	5
Italian	145	2.92	0.994	0.083	2.76	3.09	1	5
Spanish	199	2.82	0.923	0.065	2.7	2.95	1	5
Total	719	2.87	0.972	0.036	2.79	2.94	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
37. I would like to become more like people from French-/German-/Italian-/Spanish-speaking countries **S2**					Lower Bound	Upper Bound		
French	47	3.04	1.083	0.158	2.72	3.36	1	5
German	57	2.61	0.978	0.129	2.35	2.87	1	5
Italian	48	2.69	0.854	0.123	2.44	2.94	1	5
Spanish	54	3.11	0.965	0.131	2.85	3.37	1	5
Total	206	2.86	0.99	0.069	2.72	3	1	5

7.9 ANOVA results for table 8.12

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
38. I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries **S1**					Lower Bound	Upper Bound		
French	199	2.96	0.852	0.06	2.84	3.08	1	5
German	176	2.64	0.933	0.07	2.5	2.78	1	5
Italian	145	2.68	0.92	0.076	2.52	2.83	1	5
Spanish	199	2.78	0.937	0.066	2.65	2.91	1	5
Total	719	2.78	0.916	0.034	2.71	2.84	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
38. I feel an affinity with people who live in French-/German-/Italian-/Spanish-speaking countries **S2**					Lower Bound	Upper Bound		
French	47	2.96	0.884	0.129	2.7	3.22	1	5
German	57	2.65	0.896	0.119	2.41	2.89	1	5
Italian	48	2.58	0.919	0.133	2.32	2.85	1	4
Spanish	54	2.83	0.841	0.114	2.6	3.06	1	4
Total	206	2.75	0.89	0.062	2.63	2.87	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
39. The French/German/Italian/Spanish subject was advertised during the orientation sessions before starting university **S1**					Lower Bound	Upper Bound		
French	199	3.39	0.885	0.063	3.26	3.51	1	5
German	176	3.6	0.835	0.063	3.48	3.73	1	5
Italian	145	3.44	0.889	0.074	3.3	3.59	1	5
Spanish	199	3.5	0.858	0.061	3.38	3.62	1	5
Total	719	3.48	0.868	0.032	3.42	3.55	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
39. The French/German/Italian/Spanish subject was advertised during the orientation sessions before starting university **S2**					Lower Bound	Upper Bound		
French	47	3.49	0.882	0.129	3.23	3.75	1	5
German	57	3.39	0.921	0.122	3.14	3.63	1	5
Italian	48	3.52	1.01	0.146	3.23	3.81	1	5
Spanish	54	3.57	0.815	0.111	3.35	3.8	2	5
Total	206	3.49	0.904	0.063	3.37	3.61	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
40. Speaking French/German/Italian /Spanish is very important in Australia **S1**					Lower Bound	Upper Bound		
French	199	3.6	0.828	0.059	3.49	3.72	1	5
German	176	3.74	0.84	0.063	3.62	3.87	1	5
Italian	145	3.58	0.91	0.076	3.43	3.73	1	5
Spanish	199	3.53	0.881	0.062	3.4	3.65	1	5
Total	719	3.61	0.865	0.032	3.55	3.68	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
40. Speaking French/German/Italian /Spanish is very important in Australia **S2**					Lower Bound	Upper Bound		
French	47	3.74	0.943	0.138	3.47	4.02	1	5
German	57	3.63	0.794	0.105	3.42	3.84	2	5
Italian	48	3.4	0.962	0.139	3.12	3.68	1	5
Spanish	54	3.37	0.808	0.11	3.15	3.59	2	5
Total	206	3.53	0.881	0.061	3.41	3.66	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
41. I often have opportunities to practise French/German/Italian/Spanish with native speakers outside university **S1**					Lower Bound	Upper Bound		
French	199	3.82	1.022	0.072	3.68	3.97	1	5
German	176	3.57	1.226	0.092	3.39	3.75	1	5
Italian	145	3.54	1.173	0.097	3.35	3.73	1	5
Spanish	199	3.81	1.11	0.079	3.66	3.97	1	5
Total	719	3.7	1.135	0.042	3.62	3.78	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
41. I often have opportunities to practise French/German/Italian/Spanish with native speakers outside university **S2**					Lower Bound	Upper Bound		
French	47	3.64	1.112	0.162	3.31	3.96	1	5
German	57	3.42	1.267	0.168	3.08	3.76	1	5
Italian	48	3.6	1.086	0.157	3.29	3.92	1	5
Spanish	54	3.89	0.861	0.117	3.65	4.12	2	5
Total	206	3.64	1.099	0.077	3.48	3.79	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
42. I learn French/German/Italian/Spanish because I want to communicate with my family members **S1**					Lower Bound	Upper Bound		
French	199	4.06	1.12	0.079	3.9	4.21	1	5
German	176	3.86	1.343	0.101	3.66	4.06	1	5
Italian	145	3.57	1.544	0.128	3.32	3.83	1	5
Spanish	199	4.25	1.085	0.077	4.09	4.4	1	5
Total	719	3.96	1.283	0.048	3.87	4.06	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
42. I learn French/German/Italian/Spanish because I want to communicate with my family members **S2**					Lower Bound	Upper Bound		
French	47	4.09	1.176	0.172	3.74	4.43	1	5
German	57	3.89	1.332	0.176	3.54	4.25	1	5
Italian	48	3.75	1.551	0.224	3.3	4.2	1	5
Spanish	54	4.37	0.808	0.11	4.15	4.59	1	5
Total	206	4.03	1.253	0.087	3.86	4.2	1	5

7.10 ANOVA results for table 8.14

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
43. People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian /Spanish **S1**					Lower Bound	Upper Bound		
French	199	3.36	1.101	0.078	3.21	3.52	1	5
German	176	3.31	1.16	0.087	3.13	3.48	1	5
Italian	145	3.39	1.168	0.097	3.19	3.58	1	5
Spanish	199	3.5	1.128	0.08	3.34	3.66	1	5
Total	719	3.39	1.137	0.042	3.31	3.48	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
43. People around me (e.g. family members, partner, friends...) believe that I ought to study French/German/Italian /Spanish **S2**					Lower Bound	Upper Bound		
French	47	3.36	1.051	0.153	3.05	3.67	1	5
German	57	3.16	1.049	0.139	2.88	3.44	1	5
Italian	48	3.33	1.173	0.169	2.99	3.67	1	5
Spanish	54	3.44	1.127	0.153	3.14	3.75	1	5
Total	206	3.32	1.097	0.076	3.17	3.47	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
44. I consider learning French/German /Italian/Spanish important because the people I respect think that I should do so **S1**					Lower Bound	Upper Bound		
French	199	3.61	1.057	0.075	3.47	3.76	1	5
German	176	3.45	1.155	0.087	3.28	3.62	1	5
Italian	145	3.52	1.119	0.093	3.34	3.71	1	5
Spanish	199	3.8	1.057	0.075	3.66	3.95	1	5
Total	719	3.61	1.1	0.041	3.53	3.69	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
44. I consider learning French/German /Italian/Spanish important because the people I respect think that I should do so **S2**					Lower Bound	Upper Bound		
French	47	3.47	1.06	0.155	3.16	3.78	1	5
German	57	3.26	1.094	0.145	2.97	3.55	1	5
Italian	48	3.4	1.106	0.16	3.07	3.72	1	5
Spanish	54	3.59	1.091	0.148	3.29	3.89	1	5
Total	206	3.43	1.087	0.076	3.28	3.58	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
45. If I fail to learn French/German/Italian /Spanish, I will be letting other people down **S1**					Lower Bound	Upper Bound		
French	199	4	1.082	0.077	3.85	4.15	1	5
German	176	3.9	1.04	0.078	3.75	4.06	1	5
Italian	145	4.2	0.962	0.08	4.04	4.36	1	5
Spanish	199	4.03	0.95	0.067	3.89	4.16	1	5
Total	719	4.02	1.016	0.038	3.95	4.1	1	5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
45. If I fail to learn French/German/Italian /Spanish, I will be letting other people down **S2**					Lower Bound	Upper Bound		
French	47	3.77	1.088	0.159	3.45	4.09	1	5
German	57	3.67	1.091	0.145	3.38	3.96	2	5
Italian	48	4.08	0.821	0.118	3.84	4.32	2	5
Spanish	54	4.04	0.91	0.124	3.79	4.29	2	5
Total	206	3.88	0.996	0.069	3.75	4.02	1	5

7.11 T-Test and ANOVA results for table 8.15

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L1 **S1**								Lower	Upper
Equal variances assumed	0.585	0.445	1.591	717	0.112	0.07695	0.04835	-0.01798	0.17187
Equal variances not assumed			1.665	238.567	0.097	0.07695	0.0462	-0.01407	0.16796

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L1 **S2**								Lower	Upper
Equal variances assumed	0.222	0.638	0.817	204	0.415	0.0856	0.10472	-0.12088	0.29208
Equal variances not assumed			0.724	34.848	0.474	0.0856	0.11827	-0.15454	0.32575

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Cultural background **S1**					Lower Bound	Upper Bound		
Australians without cultural heritage from an L2-speaking country	408	3.2818	0.46808	0.02317	3.2362	3.3273	1.84	4.64
Australians with cultural heritage from an L2-speaking country	51	2.6126	0.60075	0.08412	2.4437	2.7816	1.2	4.04
Other	260	3.1976	0.51309	0.03182	3.1349	3.2602	1.6	4.54
Total	719	3.2039	0.5221	0.01947	3.1656	3.2421	1.2	4.64

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Cultural background **S2**					Lower Bound	Upper Bound		
Australians without cultural heritage from an L2-speaking country	133	3.155	0.47718	0.04138	3.0731	3.2368	1.78	4.5
Australians with cultural heritage from an L2-speaking country	16	2.5833	0.4231	0.10577	2.3579	2.8088	1.78	3.56
Other	57	3.1735	0.57102	0.07563	3.022	3.325	1.22	4.22
Total	206	3.1157	0.52233	0.03639	3.0439	3.1874	1.22	4.5

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Age **S1**								Lower	Upper
Equal variances assumed	0.041	0.84	0.12	717	0.905	0.00908	0.0759	-0.13993	0.15809
Equal variances not assumed			0.123	58.409	0.903	0.00908	0.07396	-0.13894	0.15711

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Age **S2**								Lower	Upper
Equal variances assumed	1.615	0.205	-0.241	204	0.81	-0.03616	0.15001	-0.33194	0.25962
Equal variances not assumed			-0.198	13.05	0.846	-0.03616	0.18276	-0.43083	0.35851

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Gender **S1**					Lower Bound	Upper Bound		
Female	517	3.2117	0.51752	0.02276	3.167	3.2564	1.6	4.64
Male	196	3.1897	0.53547	0.03825	3.1143	3.2651	1.2	4.42
Other	6	2.9889	0.5015	0.20474	2.4626	3.5152	2.13	3.54
Total	719	3.2039	0.5221	0.01947	3.1656	3.2421	1.2	4.64

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Gender **S2**					Lower Bound	Upper Bound		
Female	155	3.1616	0.51541	0.0414	3.0799	3.2434	1.22	4.5
Male	47	2.9693	0.54406	0.07936	2.8095	3.129	1.78	3.94
Other	4	3.0556	0.13608	0.06804	2.839	3.2721	2.94	3.22
Total	206	3.1157	0.52233	0.03639	3.0439	3.1874	1.22	4.5

7.12 T-Test and ANOVA results for table 8.16

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
L2 within the study plan **S1**					Lower Bound	Upper Bound		
Core subject	229	3.1357	0.52977	0.03501	3.0667	3.2047	1.2	4.42
Optional/elective subject	461	3.2382	0.52016	0.02423	3.1906	3.2858	1.53	4.64
Other	29	3.1958	0.44948	0.08347	3.0248	3.3668	2.34	4.01
Total	719	3.2039	0.5221	0.01947	3.1656	3.2421	1.2	4.64

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
L2 within the study plan **S2**					Lower Bound	Upper Bound		
Core subject	95	3.0608	0.50841	0.05216	2.9573	3.1644	1.78	4.33
Optional/elective subject	108	3.1569	0.53599	0.05158	3.0547	3.2591	1.22	4.5
Other	3	3.3704	0.33945	0.19598	2.5271	4.2136	3	3.67
Total	206	3.1157	0.52233	0.03639	3.0439	3.1874	1.22	4.5

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extra L2(s) currently studied **S1**								Lower	Upper
Equal variances assumed	1.863	0.173	-1.512	717	0.131	-0.07023	0.04646	-0.16144	0.02099
Equal variances not assumed			-1.462	251.95	0.145	-0.07023	0.04805	-0.16486	0.0244

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Extra L2(s) currently studied **S2**								Lower	Upper
Equal variances assumed	0.005	0.942	0.264	204	0.792	0.02205	0.08344	-0.14247	0.18657
Equal variances not assumed			0.257	86.043	0.798	0.02205	0.08594	-0.14879	0.1929

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Languages **S1**					Lower Bound	Upper Bound		
French	199	2.2018	0.47944	0.03399	2.1348	2.2689	1.06	4.04
German	176	2.0413	0.50229	0.03786	1.9666	2.116	1	3.44
Italian	145	2.1385	0.4604	0.03823	2.0629	2.2141	1.06	3.1
Spanish	199	2.1036	0.50149	0.03555	2.0335	2.1737	1.06	3.81
Total	719	2.1226	0.49016	0.01828	2.0867	2.1585	1	4.04

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Languages **S2**					Lower Bound	Upper Bound		
French	47	3.1478	0.64303	0.0938	2.959	3.3366	1.22	4.5
German	57	2.9717	0.47305	0.06266	2.8462	3.0973	1.78	4.11
Italian	48	3.1609	0.52857	0.07629	3.0074	3.3144	1.67	4.22
Spanish	54	3.1996	0.42427	0.05774	3.0838	3.3154	2.22	3.94
Total	206	3.1157	0.52233	0.03639	3.0439	3.1874	1.22	4.5

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L2(s) studied in the past **S1**								Lower	Upper
Equal variances assumed	0.148	0.701	0.132	717	0.895	0.00647	0.0492	-0.09013	0.10308
Equal variances not assumed			0.13	209.034	0.896	0.00647	0.04968	-0.09146	0.1044

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
L2(s) studied in the past **S2**								Lower	Upper
Equal variances assumed	11.58	0.001	0.094	204	0.925	0.00962	0.10203	-0.19156	0.21079
Equal variances not assumed			0.07	34.534	0.945	0.00962	0.13772	-0.2701	0.28933

7.13 T-Test and ANOVA results for table 8.17

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' status **S1**								Lower	Upper
Equal variances assumed	0.061	0.805	2.215	717	0.027	0.10509	0.04744	0.01195	0.19824
Equal variances not assumed			2.222	241.603	0.027	0.10509	0.04729	0.01194	0.19825

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' status **S2**								Lower	Upper
Equal variances assumed	0.338	0.562	1.214	204	0.226	0.13078	0.10771	-0.0816	0.34315
Equal variances not assumed			1.062	31.699	0.296	0.13078	0.1231	-0.12006	0.38162

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Universities **S1**					Lower Bound	Upper Bound		
UoM	228	3.1894	0.53086	0.03516	3.1201	3.2587	1.64	4.64
USyd	121	3.2313	0.47887	0.04353	3.1451	3.3175	1.92	4.21
UWA	109	3.252	0.5211	0.04991	3.1531	3.3509	1.6	4.54
MU	87	3.2476	0.59165	0.06343	3.1215	3.3737	1.2	4.42
ANU	67	3.2179	0.48525	0.05928	3.0995	3.3363	1.86	4.5
UQ	38	3.2006	0.46621	0.07563	3.0473	3.3538	2.14	4.24
UNSW	42	3.0884	0.51244	0.07907	2.9287	3.248	1.96	4.18
UA	27	3.0169	0.5674	0.1092	2.7924	3.2413	1.53	4.26
Total	719	3.2039	0.5221	0.01947	3.1656	3.2421	1.2	4.64

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Universities **S2**					Lower Bound	Upper Bound		
UoM	64	3.0095	0.46907	0.05863	2.8924	3.1267	1.22	4.11
USyd	33	3.0875	0.4875	0.08486	2.9147	3.2604	1.94	3.78
UWA	31	3.2832	0.55339	0.09939	3.0802	3.4861	1.94	4.5
MU	30	3.2444	0.62422	0.11397	3.0114	3.4775	1.67	4.22
ANU	25	3.1378	0.45137	0.09027	2.9515	3.3241	2.22	4.11
UQ	9	2.9444	0.69444	0.23148	2.4106	3.4782	1.78	3.94
UNSW	7	3.2619	0.33289	0.12582	2.954	3.5698	2.67	3.56
UA	7	2.9206	0.54135	0.20461	2.42	3.4213	2.17	3.44
Total	206	3.1157	0.52233	0.03639	3.0439	3.1874	1.22	4.5