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# A Study of Chinese Adults' Motivation to Learn a Third or More Languages

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**August 2022**

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**WORD COUNT: 15, 364**

## Abstract

The level and nuances of motivation when learning third or more languages has not yet been widely researchd despite China having a large population of English language learners. This paper constitutes a quantitative study, involving a questionnaires designed to validate the scale of the third language (L3) motivation, and to compare the motivation of male and female adults (the first language (L1) is Chinese) when learning three or more languages. The data were collected and analysed using the R software online via a questionnaires (N = 398). Exploratory factor analysis, confirmatory factor analysis, and full structural equation modelling were undertaken to answer the research questions raised, as well as analyses of variance (ANOVA) with likelihood ratio tests, chi-squared different tests, Shapiro-Wilk test and Wilcoxon test with a bonferroni correction.

The findings suggest that the scale of the second language (L2) motivational characteristics have been validated and can be applied to the L3 motivation. The results show there to be no obvious difference between the languages other than the English (LOTEs) motivation between Chinese males and Chinese females. The difference in motivation between studying a third language, and a fourth or more language, is not evident except in relation to the factors about the ideal L3 self. In light of the research findings, the methodological and pedagogical implications have been further put forward.

**Key words:** L3+ motivation, gender difference, scale validation

**Acknowlegements**

I would like to thank my supervisor Heath Rose for teaching and instructing me in the past two years and for enlightening me much in Applied Linguistics.

I am very grateful for The University of Oxford, who offers plenty of support, including libraries and activities, and gives me opportunities to meet more people and know myself better.

Sincere thanks go to all my participants in this research. This disseration could not have been completed without their participation and quick responses to the questionnaire.

I would also like to thank my friends Vito, Phil, Iris, Chuck, and Erin, who gave me very helpful support while writing this dissertation. Thanks to all my colleagues, teachers and students in my company Bolanguages so that I can go that further.

Thanks to the stars I chase and the fans club, as star chasing helps me relieve much pressure in this highly required program.

Finally, I would like to thank all my family members for their support over the last two years, especially my parents Xiangdong and Shiyun, and my husband Shaopeng. It is very lucky to have you to share sweets and bitterness in life. Thanks to my daughter Ruxi and my son Yanran, you always give me motivation and the power to keep moving. When you read this, know that you are loved.

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## List of Abbreviations

**AIC:** Akaike Information Criterion

**ANOVA:** Analyses of Variance

**BIC:** Bayesian Information Criterion

**CFA:** Confirmatory Factor Analysis

**EFA:** Exploratory Factor Analysis

**DMM:** Dynamic Model of Multilingualism

**DST:** Dynamic Systems Theory

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**L3:** Third Language

**L4:** Fourth Language

**LOTE:** Languages Other Than English

**P1-8:** Part 1-8

**SEM:** Structural Equation Modeling

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# Chapter 1. Introduction

## 1.1 Background of the study

More varied linguistic practices have arisen due to globalisation and it has increased the demand for multilingual job recruits (Aronin and Singleton, 2008; Lanvers, 2017). Many have been inspired to enrich their language repertoires by learning languages other than English (LOTEs) due to thid demand (Ushioda, 2017).

Motivation is no longer a mere consideration of the 'self' and a set of achievements realised by language learning as a result of multilingualism; language learning itself is diverse, and an individual may learn a range of languages in different contexts in the course of their lifetime (Bui and Teng, 2021). While the distinction between a 'first' or native language and a 'second' language that has been learned or acquired after the 'first' language has reached a functional level of development, is generally well-established (Hammarberg, 2014). It is also important to differentiate between an L2 or L2s and a subsequent 'L3'. Hammarberg (2010, p.97) defines an L3 as: "a non-native language which is currently being used or acquired in a situation where the person already has the knowledge of one or more L2s in addition to one or more L1s". This means that an L3 learner has prior knowledge of at least one L1 and one L2, with an additional language (L3) being newly added to the learner's linguistic repertoire (Bui and Teng, 2021)

Theoretical breakthroughs in language motivation research offer new directions in relation to reconceptualisation of motivation. Researchers such as Dörnyei (2005), Norton (2000), and Ushioda (2009) have recently shifted their focus from conceptualising motivation as a static construct to theorising it to be a dynamic temporal and contextual concept. The 'L2 Motivational Self System' (Dörnyei, 2005) is representative of this trend; it theorises motivation in relation to the learners' 'ideal language selves', i.e. their aspirational imaginations of using the language in the future, and their 'ought-to' language selves,

specifically detailing their obligations as language learners, and their language learning experience.

The available models of L2 motivation have been criticised as being only applicable only to a second language, and not necessarily to a foreign language learning context (Dörnyei, 2005; Man et al., 2018). Although the dynamic nature of the L2 motivation is acknowledged, a single focus on L2 motivation may nevertheless obscure the diversity of the motivational factors when the learning of different target languages. Herdina and Jessner's (2002) dynamic model of multilingualism (DMM) brings this perspective into the context of academic discussion and formal investigation. Henry (2012) offers an in-depth consideration of L3 motivation, suggesting that the language learning motivation may change due to the increased cross-linguistic awareness of L3 learners. The relevant literature has, to date, focused almost exclusively on cross-linguistic influence and other cognitive effects resulting from the knowledge of two or more languages (Witney and Dewaele, 2018) while the motivational process, rarely examined in a developmental light and in relation to the role of language learning, remains unclear (Wu and Liu, 2021).

## 1.2 Purposes of this study

Unlike English, the socio-cultural background of LOTE learning is often more nuanced, resulting in distinct challenges and affordances for the learners (Dörnyei and Al-Hoorie, 2017). In particular, the unique status of English as a global language may affect the learners' motivation when they are engaged in the study of additional languages (Henry, 2011). For example, the instrumentality of the L3 may not be as strong as that of L2 English, and the learners' L3 motivation may thus easily change in response to their immediate language learning environment as a result (Gabrys-Barker, 2011).

The LOTE learners' language learning motivation, which describes and determines why, for how long, and how hard one is willing to work in order to learn a foreign language (FL) (Dörnyei and Ushioda, 2013), is perceived as being contextual and heterogenous (Waninge et

al., 2014), requiring further investigation. Motivation is now regarded as a dynamic phenomenon, encompassing a range of intricate cognitive, affective, and behavioural processes (McEown et al., 2014).

By underscoring the interplay between language learners and their actual learning experiences (Dörnyei and Ushioda, 2009), this theoretical model facilitates the investigation of the dynamics of language motivation using a constructive framework. Based on the 'L2 Motivational Self System', this paper reports the results of a quantitative enquiry into the L3+ motivational trajectories of Chinese adults (N=398) who have commenced their learning of a third or more foreign language. Thus study reports the results of the online survey that was designed to validate whether the scale of L2 motivation can be used in L3 motivation. This was in addition to also exploring the motivational role of vision by comparing the motivational dispositions of male and female Chinese L3 and L4+ learners.

### 1.3 Research questions

On the basis of the above discussion, the research questions are configured as follows.

I. Are motivational constructs and questionnaire measures of L2 motivation appropriate for capturing L3+ motivation questionnaire?

II. Does L3+ motivational characteristics differ between male and female Chinese learners?

III. Do motivational factors differ between L3 and L4+ Chinese learners?

### 1.4 Outline of the dissertation

The present study therefore aims to fill in several of the research gaps determined; it considers whether the scope of the existing L2 motivation questionnaires can be validated in investigations of L3+ motivation; it also investigates whether Chinese male- and female adults have obvious different motivations when learning third and/or additional languages. The motivational differences between the Chinese learners of L3 and L4+ is also explored.

The paper is organised as follows: **Chapter 2** comprises a literature review, which firstly focuses on the L2 motivation and the L2 motivation self-system (L2MSS), followed by a

theoretical overview of the L3+ motivation and any appropriate previous studies, as well as a discussion on the role of gender in motivation, as previously mentioned. **Chapter 3** presents the paper's methodology, including the design, participants, and the quantitative aspect of the study. **Chapter 4** presents the results and data analysis, followed by a discussion in **Chapter 5**, which identifies some of the limitations and implications of this study. **Chapter 6** concludes this paper and suggests directions for further associated research.

# Chapter 2. Literature review

## 2.1 Definitions

In second language learning, motivation is an area of sustained research (Ushioda, 2016). 'Motivation', as a theretical construct, is both multi-faceted and notoriously difficult to define. Gardner and Lambert's (1972) concepts of integrative- and instrumental motivation traditionally dominate the research on second language acquisition. The learner's desire to identify with the members of the target language community, while the latter emphases the practical value and advantages of learning an additional language is referred to by the former(Gardner, 1985, 2001). Pioneered by Gardner and Lambert (1972), successive studies have explored the role of motivation from many perspectives, ranging from considering it static in nature to focusing on the motive rather than the ongoing motivation, as well as considering a more dynamic system that accounts for environmental factors when maintaining motivation (Lantolf and Genung, 2002; Ushioda, 2001).

Gardner and Lambert's (1972) early research and Gardner's (1985) subsequent socio-psychological model of motivation differentiates between integrative and instrumental motivation. This suggests that integrative orientation is derived from the learners' eagerness to understand the target language group and their culture. On the other hand, instrumental orientation focuses on the utilitarian and pragmatic value of learning a second language, such as for the purposes of passing an examination, and/or to advancing in specific employment projects. Gardner's notion of 'integrativeness' has, however, been challenged on the grounds that "it is not quite clear what the target of the integration is" (Dörnyei, 2009, p.23),

particularly as World English has become the norm of lingua franca (Ushioda, 2017). Recent research highlights the constantly changing nature of L2 motivation (Ushioda, 2001) rather than its links to a static set of attitudes and aspirations.

## 2.2 The 'L2 motivational self system'

Dörnyei's (2005) 'L2 motivational self-system', comprising of the ideal L2 self, the ought-to L2 self, and language learning experience shaped by important others such as parents and peers is one of the most influential models seeking to capture the dynamic nature of L2 motivation.

Psychologists Markus and Nurius (1987, p. 157) contend that "possible selves" represent the individuals' ideas of what they can potentially become, what they would like to become, and what they are afraid of becoming. By the late 1980s, some researchers began arguing for the need to refocus research onto motivation. This resulted in a new era of the so-called 'cognitive situated period' (Dörnyei and Ushioda, 2011). Influential theories from this period include Dörnyei's three-level framework of L2 motivation (1994), and Williams and Burden's social constructivist model (1997, 1999) which emphasise the influence of the cultural context and social situation.

Dörnyei (2005, 2009) proposed the 'L2 Motivational Self System' (L2MSS) with its theoretical roots in Markus and Nurius's (1987) 'possible selves' theory and in Higgins's (1987) 'self-discrepancy' theory in an attempt to better understand foreign language learning motivation. Dörnyei distinguishes between three main components: the 'ideal self', the 'ought-to' self, and the L2 learning experiences. The 'ideal self' is the individual's hopes, aspiration, or wish to possess certain attributes, such as the representation of a L2 user that a person would like to become. The 'ought-to self' refers to the attributes that the person believes they should possess as a result of their perceived duties, obligations, or responsibilities towards thier family and/or significant others. In other words, it is the representation of what the L2 user feels others want them to become.

By definition, self-guides are elements of an individual's overall self-concept, and they are conceptualised as future-oriented projections of the current self (Higgins, 1987; Ushioda, 2011). For any learner, the two self-guides can overlap, although not necessarily. While the 'ideal' and 'ought-to' L2 selves offer the initial motives for learning the target language, the L2 learning experience serves to either support or undermine said motivation (Khany and Amiri, 2018). The L2 learning experience involves situated and executive motives. These are related to the immediate learning environment and experience, such as the teache's impact, the curriculum, and the learner's experiences of successes and failures (Dörnyei, 2009; Rocher Hahlin and Granfeldt, 2021). Because this element does not originate in the 'possible selves' theory, its operationalisation in actual research terms has been subject to more variation than those of the two 'future self' guides.This represents the largely terminological variation and specific questionnaire items that were used to measure this element and how they have been broadly similar across the different studies, indicating that researchers are exploring the same construct.

The tripartite construct has been successfully validated in diverse L2 learning contexts in the past decade, Dörnyei and Ryan (2015) provided a recent review. The converging empirical evidence indicates that future self-guides, the 'ideal L2 self' in particular, function as powerful motivators for L2 learners in a variety of learning environments. This is irrespective of the learners' specific age groups (from adolescence onwards, or according to their specific learning situations such as secondary-, higher-, and adult education). The studies conclude that self-guides have the capacity to support sustained and motivated learning, although the effect of the 'ought-to self' appears less consistent across the cultures and requires contextualised interpretations (Busse, 2013; Papi et al., 2019). This concept has been validated in various contexts and in different languages such as in the work of Jiang and Dewaele (2015) and Taguchi et al. (2009).

An empirical study by Dörnyei and Chan (2013) of Hong Kong-based secondary school pupils confirmed the link between future self-guides and salient imagery/visualisation aspects in the learning of both English and Mandarin. This suggests that the potent combination of

‘possible selves’ and imagery can be perceived as the learners’ L2-related vision, This has a strong motivational role.

Based on the ‘possible selves theory’ (Markus and Nurius, 1986) and the self-discrepancy theory (Higgins, 1987), the L2MSS (Dörnyei, 2009) enriches the concept of language learning motivation. It does so by providing an introspective view of the learners as complex and irreducible entities. With its analytical primary focus on the learners’ self-perceptions, it has rapidly gained popularity for its conceptual simplicity and applicability across a wide range of linguistic and sociocultural contexts (Boo et al., 2015). The learners’ perception of a manageable discrepancy between their actual self and ideal L2 self represents a motivational catalyst to improve their language learning in L2MSS (Higgins, 1987; Dörnyei, 2009). Since its introduction over than a decade ago, L2MSS has found empirical support in numerous studies; an overview has been provided by Boo et al. (2015).

The dynamic conceptualisation of L2MSS rejects the traditional notion of language learning motivation as an attribute that is static and compartmentalist. Recent research emphasises the way in which motivation is formed both temporally and contextually, and how different components of the‘self’ underlie the motivational triggers for thelearners’ behaviours (Dörnyei, 2005; Teng and Bui, 2018). A more recent insight into this field is provided by Dörnyei et al. (2015); they investigated the language learners’ “directed motivational currents”, which differ from thier general motivation. This is due to their intensity at a specific point, such as in the lead-up to an examination.

## 2.3 The ‘L3 motivational self system’

Dörnyei’s (2005) ‘L2 Motivational Self System’ was adopted as the theoretical framework through which to research L3 motivation in this study. This is because it provides a conceptual basis for re-theorising language motivation in a dynamic way; this model features two future-oriented motivational constructs (Dörnyei, 2005). The ‘ideal language self’ refers to the learners’ aspirational imagination of using the language in future, while the ‘ought-to’

language self represents their desire to fulfil others' expectations and to avoid negative outcomes. Notably, the learners' 'ideal' and 'ought-to' language selves differ from the fixed learning goals in that they represent imagined mental images of using the language in the future and "involve tangible images and senses" which approximate to what level individuals experience in reality (Dörnyei, 2009, p.12). As the learners experience different situations during the learning process, their 'ideal' and 'ought-to' language selves are constantly reformulated. Due to the dynamic nature of their 'ideal' and 'ought-to' selves, their roles in triggering the learners' behavioural consequences are also subject to change. Dörnyei (2009) holds that when 'ideal' language selves become increasingly elaborate, plausible, feasible, and counterbalanced by the ought-to L3 selves during the learning process, their motivating effect is potentially significantly enhanced. As suggested by Henry (2015), the 'ideal' and 'ought-to' language selves are, by nature, dynamic motivational constructs that are constantly reformulated over time and space.

Although this theoretical framework is comprised of both future-oriented motivations, namely the 'ideal' and 'ought-to' language selves, and those which are present-oriented such as the language learning experience, it is significant that these two dimensions do not exist in isolation, and are, in fact, closely related. This system is rendered as distinctive by this integration when researching language motivational dynamics (Ryan, 2008; Ushioda, 2011). Ryan (2008) emphasises that whereas the learners' imaginations of their use of the language in the future transcends their day-to-day learning, these imaginations embody personalised experiences shaped by the learners' situated learning process.

Through consideration of the interplay between the learners' future aspirations and/or obligations and their appraisals of their current learning, this model uses a unique lenses through which to investigate the formation of long-term motivational trajectories (Ushioda, 2011). Some empirical studies, such as the one by Ryan (2008), have explored the relationship between the learners' 'future language selves' and language learning experience, but their main research aim was to confirm the existence of the correlation between these two dimensions. The question of how the learners' 'ideal' and 'ought-to' selves are shaped by

their actual learning remains under-researched. Hessel (2015) suggested that there need to be more in-depth qualitative studies in order to fill this research gap. To this end, based on a longitudinal qualitative design, this study is focused on the developmental trajectories of the learners' 'ideal' and 'ought-to' L3 selves, examining how such dynamics are formed in relation to their actual experiences of L3 learning.

## 2.4 Other motivational factors

Anxiety, self-efficacy beliefs, self-concept, and intrinsic motivation, as other constructs, can provide insights into the nature of language learning motivation. Finally, motivated behaviour and self-regulation, both of which relate to sustaining learning activities and effort expenditure, are also discussed.

One of the most frequently researched language learning goals is integrative orientation. It implies that the learner studies the language to become similar to members of the target language community (Gardner, 1985). Instrumentality is another important goal, first used in Gardner and Lambert's (1972) work to denote motivation stemming from the utilitarian benefits of language learning. Knowledge orientation and international orientation are two other common language learning goals. The first focuses on the use of a language to obtain broader access to information (Csizér and Kormos, 2009). In the previous research, knowledge orientation has been linked to parental encouragement (Csizér and Kormos, 2009; Kormos and Kiddle, 2011), international posture (Csizér and Kormos, 2009; Kormos and Csizér, 2008), and ideal L2 self (Kormos and Csizér, 2008). The second goal, international orientation, refers to the role of English as a tool of communication among people worldwide (Iwaniec, 2014).

## 2.5 Dynamic systems theory

It is important to note that multiple FL learning is a complex process in which interactions between the learners' L1 and FL(s) occur continuously. Jessner (2006, p.35; 2009) claims that the multilingual mind is a dynamic system in which the interaction between these systems results in different abilities and skills that the learners "develop due to their prior language

learning experience". Mercer's (2011) empirical study also supports the view that the learners' motivation to learn a particular language is closely-linked to their engagement in other activities, such as the learning of additional languages. She highlights, how learners prioritise their language learning and other tasks in different contexts and how this contributes to the dynamics of language motivation, a matter that is worthy of further research.

The majority of empirical studies focus on L2 English motivation even though the dynamic nature of language recognition is recognised more widely (Yashima and Arano, 2015; You and Chan, 2015). In view of the unique status of English as a lingua franca, learners' motivation to study additional foreign languages can, nevertheless, be significantly different from their motivation to learn English (Henry 2010, 2011). This view is substantiated by Gabrys-Barker's (2011) empirical study which identifies the fact that the instrumentality of the L3 is not as apparent as that of English. The L3 motivation is presented as being more susceptible to change as a result of the learners' evaluations of their actual learning experiences and contexts.

It is the existence of global English that significantly influences the learners' motivation to acquire additional foreign languages, generally in a negative way, according to the additional research (Lukács, 2010; Henry, 2010). Despite these distinctive features of L3 motivational dynamics, relevant research remains still very limited, especially longitudinal empirical studies. This means that an in-depth longitudinal inquiry into the L3 motivational trajectories is significant and worthwhile (Wang and Liu, 2020).

When using a theoretical framework based on a single L2 motivational system, the interactions of multiple motivational forces as part of multilingual learning may be difficult to capture. In reconceptualising L3 motivation, the dynamic system theory (DST) has the potential to provide a new perspective on the complexity of the multiple interactions at play during multilingual learning (Dörnyei 2009). In essence, DST suggests that a dynamic system with two or more interlinked elements, which change over time, potentially creates a highly-complex system that is applicable to the motivational currents found in L2 and L3 learning (Dörnyei, 2009; Larsen-Freeman, 2015). It avoids a simplistic and reductionist view

by tending to adopt a holistic approach towards research. Instead of simply regarding complex issues such as language and its acquisition as consisting of individual elements, DST emphasises the influence that any element of the system has on other elements. This includes how the interactions between these elements result in new changes in the system as a whole.

DST improves on the L2 motivational self-system in three respects. Firstly, the concept of 'ideal' and 'ought-to' selves is context-constituted and experientially-construed. This means that it changes according to the experience and contexts experienced by the learners. Secondly, the three elements of Dörnyei's model create new and more intricate motivational forces through their mutual interactions. Thirdly, the 'possible selves' encompass motivational, cognitive, and emotional elements; these potentially generate motivational forces that have never previously been taken into account (Dörnyei, 2009). From the perspective of DST, it is plausible to pre-suppose that the learning of a third language influences the motivation for an existing L2. Researchers studying multilingualism such as Herdina and Jessner (2000, 2002) and Jessner (2008) have adopt DST as a theoretical framework to better understand the complex psycho-linguistic effects that may be found in learners who are, or have been, engaged in the learning of more than two language systems.

One of the more prominent proposals when it comes to explaining multilingual interactions is Herdina and Jessner's (2002) Dynamic Model of Multilingualism (DMM). This model holds that cross-linguistic interaction does not solely include the traditional understanding of linguistic transfer and interference, as used by Lado (1957) and Odlin (1989). It is further stated that as a result of the existence of two or more languages in the learners' linguistic repertoire, it also includes borrowing, code-switching, and additional cognitive effects.

Although this notion has been adopted extensively in the research literature in recent years such as that of De Angelis and Dewaele (2011) and Jessner (2006, 2008), these studies are almost exclusively focused on the psycho-linguistic, interactive mutual influence of languages, rather than putting forward an investigation of the affective factors and how they contribute to the concept of 'selves' which underlie the motivation to learn additional languages.

Nevertheless, several studies such as works by Cenoz (2003), Jessner (2008), and Sánchez (2011) have explored the notion of cross-linguistic awareness and, in particular, discuss the role of 'psychotypology'; that is, the learner's perception of the typological closeness or distance between two languages (Kellerman, 1983). The traditional view of psychotypology considers the similarity between L1 and an additional language to facilitate, and thus potentially motivate, the learning of the latter. Although psychotypology is a relative concept (Sánchez 2011), a perceived closer link between one's mother tongue and a new language to learn potentially helps to reduce the psychological barriers to learning an additional language, including anxiety. However, a hypothesis of this nature can be challenged in terms of whether the potentially easier learning of an additional language due to the closer psychotypological effects will necessarily result in increased motivation.

Herdina and Jessner (2002) suggest that learners need to prioritise their limited learning resources when faced with an L3, of which motivation is one, to address the particular features of the language. For example, learners might thus find it difficult to remain motivated when simultaneously learning two languages, or when learning an additional language whilst maintaining proficiency in an already learned language. In view of this, it is legitimate to question whether a general 'L2 learning motivation' is transferred to the learning of a particular L3. This is an addition to whether the outcomes of earlier L2 learning are likely to positively or negatively affect the motivation for the learning of an additional L3.

Two recent studies provide further clarification. Firstly, Wang and Liu (2017) investigated five Chinese learners' L3 learning of German over a two-year span. They concluded that, in common with L2 motivation, L3 motivation fluctuates during the learning process. These learners' 'ideal' L3 selves displayed a clear upward trajectory during the initial stage. However, a discernible decline was later evidenced where their 'ought-to' L3 selves became weaker over the two-year period. Secondly, Man et al. (2018) identified a dual-motivation system among multilinguals in Hong Kong. This presents interesting interactions between the L2 and L3 learning motivations and further highlights a DST effect through the use of quantitative research methods. As Henry (2012, p.48) concludes: "This [the interaction and

competition of cognitive processes in acquiring language systems] would appear to be an important area for future research, and one which could potentially be addressed from a 'possible selves' perspective".

This review demonstrates that some attention has been paid to the differences between L2 and L3 motivations, in particular to the matter of how such differences evolve dynamically during the learning process. However, the focus on 'L2 motivation' generally obscures the potential differences of this nature. Multilingual motivation studies such as those by Henry (2011, 2012) which do distinguish between motivation for the learning of an L2, L3, and/or L4, have typically omitted considering of the role of the learner's L1. Any linguistic system in an individual's multilingual repertoire inevitably makes an impact on, and is influenced by, additional and alternative linguistic systems according to the DST perspective. This study aims to address this gap by exploring the effects of L1, L2, and L3 on additional language learning motivations from a DST perspective, thus highlighting the complexity of the relevant motivational forces.

### 2.6 L2 motivation's effect on L3 motivation

Research into motivation in connection to L3 is scant compared to the large body of research looking into English L2 motivation. Previous studies have frequently emphasised the growing importance of English as an international language, and how learning English reduces the learners' motivation to learn L3s and/or local languages in relation to the topic of third language (L3) motivation (Dörnyei et al., 2006; Gabrys-Barker, 2011; Henry, 2010, 2011; Ushioda, 2009, 2013).

The unique nature of LOTE as L3 motivation has its roots in two inter-related areas of tension. One is the significance of English. Thischallenges the perceived value of LOTE learning (Lanvers, 2017); the other is the additional interactions between learners' different foreign language (FL) motivational systems generated by L3 learning. Considering the value-adding function of English competence (Morgan and Clarke, 2011) and the prevalence of neo-liberal discourse, LOTE learners can be regarded as less likely to receive the same levels of "even

and unchanged" societal support (Dörnyei and Al-Hoorie, 2017, p.460) as their English-learning counterparts. Learners may need to purposively draw on the cultural and intellectual value of FL learning in order to sustain their motivation, on the subject of a lack of personal motives to acquire a particular LOTE (Stolte, 2015). It is argued that a "multilingual ideal self", prompted by the wish to become a multilingual individual, rather than someone with proficiency in the target language at hand, constitutes a key motivational construct for LOTE learners (Henry, 2017; Henry and Thorsen, 2018; Ushioda, 2017). This is affirmed by the studies on Chinese university learners of Spanish and Arabic (Liao et al., 2020; Zheng et al., 2019). The learners' initially vague multilingual 'ideal self' may be strengthened or transformed into language-specific 'ideal selves' over time as they progress in their FL learning - something else was als observed (Zheng et al., 2020).

LOTE-as-L3 learning is more intricate because the totality of learners' existing linguistic repertoire is potentially involved in the L3 learning process. Additionally, frequent interactions between FL systems inevitably result in turbulence (Aronin and Jessner, 2014). Many researchers identify that there are competing relationships between the motivation for different FLs (Lukács, 2010; Henry, 2010). The perceived significance of English can lead to negative attitudes towards LOTE learning, posing a threat to the construction of the LOTE ideal and ought-to selves, for LOTE-major university students whose L2 is usually English (Wang and Liu, 2020). In contrast, some students report the strategic prioritisation of the L3 by consciously suspending their English learning (Siridetkoon and Dewaele, 2018); this suggests that the LOTE-major student identity may counteract the societal emphasis on English learning. Further exploring the way in which LOTE major students perceive and balance this tension and their corresponding motivational fluctuations is a potential line of future research.

Learners often have negative attitudes towards additional FLs due to the global dominance of English, as reported by some of the previous studies of motivation to learn multiple languages other than English (Siridetkoon and Dewaele, 2018). Ushioda (2013, p.2), as an example, warns that the global status of English: "may have negative consequences for students'

motivation to learn other foreign, national or local languages". Henry (2010) reports on the negative influence of English among Swedish high school students learning additional FLs, particularly boys. The status of global English has been found to exert a negative effect on the interest in the learning of languages other than English (LOTE) among young Europeans across different European countries (Busse, 2017). Wang (2020) highlights the finding that one significant difference between English and LOTEs might be the learners' attitudes towards the importance of learning the target language where LOTEs are often perceived as being less important.

Some studies show that alternative FLs nevertheless consistently attract learners (Zaragoza, 2011). Even though the population of learners of FLs other than English is relatively small compared to the number of students of English, the promotion of the need to study a larger diversity of FLs is important due to attempts to promote multilingualism in many parts of the world, such as within the European Union (EU) or Association of Southeast Asian Nations (ASEAN). This is due to ensuring that there is an increased number of multilingual FL learners. Some studies looking into English L2 and other FLs demonstrate positive attitudes towards the latter, challenging the perception of the negative influence of English on the learning of other languages (Henry, 2012).

Some learners regard learning an additional FL, as a means of broadening their horizons and thus their potential for job opportunities (Grin, 2001; Zaragoza, 2011). The predominant perception of the negative influence of English on additional FLs risks impeding the attempts to promote additional FL learning if such beliefs create self-fulfilling prophecies or misconceptions among both parents and educators that they should make less of an effort to promote other FL learning. This potentially results in a less-diverse language curriculum.

The introduction of two obligatory FLs obliges learners to become tri- or multi-lingual, with different levels of competence in the L2s and L3s in secondary schools. Henry and Apelgren (2008) reported that after approximately one year of introduction to a new L3 course among Swedish learners of L2 English, whether of French, Spanish, German, or sign language, the

students had higher 'ideal self'-scores for the L3s than for English. The studies by Henry (2011) and Zaragoza (2011) reported similar findings; the effect of global English does not impact the monolingual Swedish and Mexican learners' motivation to learn additional L3s.

Some researchers have report that the learners have separat 'language selves' (Lau et al., 1999; Mercer, 2011; Yeung and Wong, 2004). However, few studies have investigated the way in which these different language self-systems operate or co-exist. Wu and Liu (2021) explored, within the framework of the L2 motivational self-system theory of LOTE learners' L3, the motivational dynamics present. This study called for a non-reductionist and developmental means of conceptualising LOTE as L3 motivation, and for attention to be paid to the unique opportunities and challenges faced by LOTE learners.

Siridetkoon and Dewaele (2018) explored the motivation of five Thai university students who were simultaneously studying L2 English and additional L3s, specifically Chinese, Japanese, and Korean, as part of a language specialist major at a Thai university. The study aimed to investigate the complex interactions in the motivation systems of the Thai university students in reference to their learning of various FLs. This is while additionally attempting to address the research gap in research on the motivation of multiple language learners across their different languages. Their findings show that, while English does diminish some of the leaners' motivation to study other FLs, it also encourages them to study additional FLs as well. It was concluded that the learners of multiple FLs develop unique motivational systems in which the inter-relationships of multiple motivations are both dynamic and complex. This meant that the students' motivation to study other FLs is mainly stimulated by an immediate need and imagined future use of that particular language.

## 2.7 Gender differences in motivation

The possibility of gender differences in language acquisition has long been a topic of research interest. This has been bolstered more recently by findings in neurolinguistics demonstrating

that men and women process language differently (Baxter et al., 2003; Weiss et al., 2003). However, the possible gender differences in language learning motivation have not been extensively examined. Recent research data indicate that female learners tend to score higher than male learners in relation to different measures of language achievement, such as accuracy in oral production (Chavez, 2014), a general English proficiency test (Główka, 2014), judgements of accents in terms of the likeness to native speakers (Polat, 2011), lexical availability Fontecha, 2010), and vocabulary production tests (Catalán, 2010; cited from Iwaniec, 2019). Ehrman and Oxford (1989) found that females more frequently use strategies in the general study of authentic language use, as well as searching and communicating meaning, and metacognition. However, Ehrman and Oxford (1990), in a follow-up to the previous study, proffered that personality variables may counter the gender effects. This is because the interviews with individuals who evidenced a high and low strategy use revealed that the commonalities could be explained better by personality dispositions of thinking/analytic versus feeling/emotional than by gender.

Gardner and Lambert's (1972) construct of integrative motivation has been predominantly employed by studies focused on gender differences in language learning motivation, while other theories and constructs have received less attention. However, Gardner and Lambert's construct has come under criticism, primarily regarding the issue of identification with the target language community, when in reference to English (Dörnyei, 2009).

The cause of the gender gap in language learning achievements might be possible to trace back to factors such as language learning motivation. This has been previously reported as being linked to achievement (Gardner and Lambert, 1972; Gardner et al., 1997; Hernández, 2008). Gender differences in language learning motivation have been researched in a number of contexts, such as Hungary (Dörnyei and Csizér, 2002), the US (Kissau et al, 2010), Turkey (Öztürk and Gürbüz, 2013), Japan (Ryan, 2009) and the UK (Williams et al., 2002). These studies concluded that there is a higher motivation among female learners than their male colleagues (cited from Iwaniec, 2019). However, a small number of studies reported lack of

such differences (Henry and Cliffordson, 2013; Sylvén and Thompson, 2015). There still exists a need to investigate gender differences.

A growing body of research has examined the role of gender from the perspective of Dörnyei's (2009) Motivational Self System. This includes the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The findings regarding the ideal L2 self, or an image of oneself as a proficient speaker of an L2 (Dörnyei, 2009), are evidenced as being conflicting. More robust visions of themselves as successful language users are reported by female learners than their male peers in the studies looking at Japanese learners of English (Ryan, 2009) and Swedish L3 learners of German, French and Spanish (Henry and Cliffordson, 2013). Henry and Cliffordson (2013) proposed that the reason for this difference is that females are more likely than males to construct interdependent selves. This stresses interactions with others, leading to more robust ideal L2 selves. However, a number of studies looking at learners of English found no evidence of any gender differences (Henry and Cliffordson, 2013; Sylvén and Thompson, 2015; Thompson and Erdil-Moody, 2016), suggesting that the combination of language and context matters.

The language learning experience, which concerns the influence of the immediate environment on language learning (Dörnyei, 2009), has not yet been investigated in light of gender differences. This coincides with a general tendency not to include this construct in research. This is perhaps due to difficulties associated with its operationalisation. An exception to this is the study by Csizér and Kormos (2009) in which the operationalisation of the language learning experience implied a strong focus on positive language learning attitudes (Csizér and Kormos, 2009).

A recurring source of systematic variation in the previous motivation studies is the marked difference between males and females in terms of their attitudinal and motivational disposition. This is where the female learners almost always exceed their male counterparts. In a review of this issue, Henry (2010) contrarily highlighted the fact that despite the widely-observed gender division in the majority of empirical studies across different sociocultural contexts, little focused analysis had been directed at accounting for this disparity.

He proposed that the core difference between male- and female learners may lie in their self-construction, with women's 'possible selves' being characterised by more inter-dependence and inter-personal qualities than those of men. In a follow-up study, Henry and Cliffordson (2013) further argued that the females' greater concern with interpersonal interaction and their investment in self–other relationships renders it easier for them to envision themselves in future L2 communication situations. This, in turn, enables the development of more elaborate and phenomenologically, robust motivational future self-guides (You et al., 2016).

The most committed sample demonstrated a partial overridde of the male-female discrepancy, i.e. university students who have chosen English as their main degree course. You et al. (2016) wrote a report on the second phase of a large-scale, stratified survey in China, examining the role of vision and imagery in the learners' motivation to learn English as a foreign language. This study surveyed several imagery-related variables using in an extensive sample of Chinese secondary school- and university students by comparing the male and female Chinese L2 learners' often different motivational dispositions. Tthe functional aspects of gender differences were examined to see if visualisation played a different role in the overall motivational setup among females and males. Although they did find some discrepancies in the scores of the two genders, the key components of the model operated rather similarly for males and females. The vividness of imagery fed into the future self-guides at a similar level, while the interrelationships among the components of the L2 Motivational Self System and Intended Effort did not show any substantial gender-based distinction.

In a recent study, Iwaniec (2019) explored gender differences in a population of 599 Polish learners of English aged 14-16 years old. They aimed to examine the extent to which gender affects the different aspects of the Polish learners' motivation to learn English in terms of the reported levels of their motivation and the relationships between the motivational variables.

## 2.8 Research gaps

As stated above, despite of the large number of studies related to L2 motivation, the research about L3+ motivation is still lacking. Needless to say, there are very few L3+ motivational studies involving Chinese adults. In addition, there were found to be a few L2 motivational studies related to gender but fewer still gender studies are related to L3 motivation. There were barely any studies concerning about L3 and L4+ motivation. Therefore, this study will try to examine whether the motivational constructs and questionnaire measures of L2 motivation are appropriate for capturing L3+ motivation in the form of a questionnaire. Meanwhile, the differences in the L3+ motivational characteristics between male and female Chinese learners will be checked. Furthermore, the data on the motivational factors between L3 and L4+ Chinese learners will also be analysed and compared the differences.

# Chapter 3. Methodology

## 3.1 Introduction

The data, only a few studies have been carried out in the field of L3 motivation, and even fewer targeting the L4+ motivation. This research validates the scale of the L3+ motivation characteristics using L2 motivation, in addition to seeing if there are any possible gender differences. It also investigates the difference in the motivational characteristics of Chinese adults between L3 and L4+.

## 3.2 Participants and setting

The present study used a quantitative method approach. in which 398 adults (L1=Chinese) who had started learning their third or more languages completed a motivational questionnaire. Regarding the participants, 281 were female, 100 were male, and 17 failed to provide any gender data. Additionally, 252 participants were learning their third language, 144 learners had started learning their fourth or more language, and 2 were missing data. All of the participants were older than 18 years old, and they had to confirm this before starting to fill in the survey. This was as well as filling in their present age and the age when they had started learning their L3+ at the end of the survey. The reason behind the choice of this age group was that the adults might have distinct language experiences and learning ways

compared to teenagers and children, therefore it was better to control the variables of ages in order to examine the context of the research questions.

## 3.3. Questionnaire design

### 3.3.1 Likert scale

As the participants in this study were native Mandarin speakers, the test items were translated into Mandarin to avoid any misunderstanding caused by unfamiliarity with the second language. The author translated the English version of the questionnaire into Chinese; thier L1 is Chinese and English level is C1.

The questionnaire was divided into eight parts and contained 32 items, eliciting data about motivation as well as background information about the participant. The first part contained the items used, to measure eight factors including the ideal L3 self, the ought-to L3 self, the attitudes toward learning L3+, instrumentality, international orientation, foreign language self-concept, parental encouragement, and motivated learning behaviour.

The questionnaire (see **Appendix 3**) is attributed to Iwaniec through the original System article and the British Council report. The origins of the questionnaire can be found in Iwaniec (2014). A subsequent version of the questionnaire was used in the following study which is linked to the earlier version of the questionnaire in the IRIS database (Alderson et al., 2016). The final version of the questionnaire was developed by Iwaniec who contributed to the following British Council Report (the first of many reports where the questionnaire has been used in numerous countries). Rose et al. (2019) used the same version of the questionnaire.

A six-point Likert scale was employed to measure the extent to which the participants agreed with the various statements. The participants had to indicate on the six-point Likert scale to what extent they agreed or disagreed with the statements. The answers included ‘strongly agree’, ‘agree’, ‘slightly agree’, ‘slightly disagree’, ‘disagree’, and finally ‘strongly disagree’

were the scale answers (see **Appendix 3**). There were eight independent constructs of motivation in the questionnaire. In detail, the scales were as follows:

Part 1 (P1): Ideal L3 self (4 items) — The language learners' vision of themselves using this language successfully in the future. Example: I imagine myself comfortably reading books and articles in this language.

Part 2 (P2): Ought-to L3 self (4 items) — The representation of what the learner feels that others want them to become. Example:Llearning this language is necessary because the people surrounding me expect me to do so.

Part 3 (P3): Attitudes toward learning L3+ (4 items) — F self-initiated, voluntary attitude stemming from natural curiosity and motivation. Example: I really enjoy learning this language.

Part 4 (P4): Instrumentality (4 items) — The language learners' perceptions of the utilitarian benefits connected with proficiency in this language, in particular those connected with professional careers. Example: I study this language because it will facilitate my job hunting in the future.

Part 5 (P5): International orientation (4 items) — The language learners' perceptions of English as a lingua franca of today's world, facilitating communication with other speakers of English. This draws Yashima's (2000) concept of international posture. Example: If I could speak English well, I could get to know more people from all over the world.

Part 6 (P6): Foreign language self-concept (4 items) — The language learners' perceptions of themselves as learners of a foreign languages based on social comparisons with others and their past experiences. Example: I have always done well in this language.

Part 7 (P7): Parental encouragement (4 items) — The process by which parents encourage their offsprings to take initiative and directs their behaviour. Example: My parents feel that it is very important for me to learn this language.

Part 8 (P8): Motivated learning behaviour (4 items) —These behaviours control the learners' interactions with those goal objects in the language learning. Example: I am working hard at learning learning this language.

Language learners are conceptualised as static and generalisable subjects (Ushioda, 2009) in the quantitative questionnaire. Most scales were developed based on already existing ones related to L2 motivation. The international orientation was developed based on the work of Clément et al. (1994), and were adapted from Csizér and Kormos (2009), in terms of the ideal L2 self, motivated learning behaviour, and parental orientation scales. Items from the scales developed by Gardner and Lambert (1972) were used, specifically from the motivated learning behaviour, parental encouragement, and instrumental orientation scales. The language self-concept scale had been previously used by Lau et al. (1999), who adapted it from Marsh's (1990) Academic Self-Description Questionnaire.

### 3.3.2 Participant profile

In the beginning of the questionnaire, the participants were asked to certify that they had agreed to participate with the understanding that the data they submitted would be processed accordingly after reading the information, and that they were18 years of age or over. They also needed to confirm that their first language was Chinese, and that they had started learning their third or more languages.

Several questions about the participant's profile were asked at the end of the questionnaire after the Likert scale. The participants needed to answer regarding their gender and age, as well as the following three open-ended questions:

1. What foreign language(s) are you currently learning besides this?

2. How old were you when you started learning your third language?

3.If you had a choice, which foreign languages (other than English and this language) would you choose to learn next year? Please mark three languages in order of importance.

## 3.4 Data collection instruments

The researcher approached the participants through WeChat or Weibo (with 50,000 followers across the two platforms), providing them with information on the purpose of the survey in addition to details on the questionnaire and receiving permission to proceed. The questionnaires were filled in by the learners online, taking 10 minutes on average. The completed forms were shown in Qualtrics and the final data were output into Microsoft Excel. All of the questionnaire data obtained was computed and analysed using R studio.

## 3.5 Data analysis

### 3.5.1 Exploratory factor analysis and confirmatory factor analysis

The analysis of the data consisted of several types of procedures. First, exploratory factor analysis (EFA) was used to find which factor loadings best reproduced the correlations between the observed variables. Because the L2 Motivational Self System was originally proposed as a framework with no directional links among the three components, past empirical studies employing structural equation modeling (SEM) were not been uniform when it comes to specifying these interrelationships (You et al., 2016). Confirmatory factor analysis (CFA) was then used to validates the scales of the L3 motivation questionnaire, checking whether the 32 items ccould be divided into eight parts like the previous L2 motivation questionnaire.

EFA is a statistical method used to uncover the underlying structure of a relatively large set of variables in multivariate statistics as EFA procedures are more accurate when each factor is represented by multiple measured variables in the analysis (Fabrigar et al., 1999). The EFA model involves a set of latent constructs underlying a battery of measured variables. Researchers should use EFA first before moving on to CFA when developing a scale (Worthington and Whittaker, 2006). Thus, EFA is often considered to be more appropriate

than CFA in the early stages of scale development because CFA does not show how well your items load in relation to the non-hypothesised factors (Kelloway, 1995).

CFA is used to test whether the measures of a construct are consistent with the researcher's understanding of the nature of said construct (or factor). As such, the objective of confirmatory factor analysis was to test whether the data fitted a hypothesized measurement model. This hypothesized model is based on theory and/or previous analytical research (Marshall et al, 2009).

CFA is typically performed using structural equation modeling (SEM) software. Many of the rules of interpretation regarding the assessment of model fit and model modification in structural equation modeling apply equally to CFA. In CFA, there are no directed arrows between the laten factors, unlike whaqt is present in structural equation modeling. In other words, while in CFA the factors are not presumed to directly cause one another, SEM often does specify particular factors and variables to be causal in nature. The CFA is often called 'the measurement model' in the context of SEM, while the relations between the latent variables (with directed arrows) are called 'the structural model'.

Several statistical tests were used to determine how well the model fitted to the data (Suhr, 2006) in CFA. A good fit between the model and the data does not mean that the model is "correct", or even that it explains a large proportion of the covariance. A "good model fit" only indicates that the model is plausible (Schermelleh et al., 2003).

To analyse the differences in the links between the various latent variables across the participants involved, this study employed multi-group comparisons. First, measurement models were drawn up based on the theoretical considerations outlined in the review of previous the literature. The various latent variables were thenb combined into a full structural model. The research then set up multi-group models for the various subgroups (for details, see the specific analyses below); running multi-group procedures meant that the models were

fitted simultaneously but separately in the structural models in order to assess the possible differences between the groups (You et al., 2016).

EFA is essential to determining the underlying factors/constructs for a set of measured variables; while CFA allows the researcher to test whether there was a relationship between the observed variables and their underlying latent factor(s)/construct(s) exists according to the hypothesis (Suhr, 2006).

Another strong argument for the initial use of EFA, is that the misspecification of the number of factors in an early stage of the scale development will typically not be detected by CFA. In the later stages of scale development, confirmatory techniques may provide more information through the explicit contrast of competing factor structures (Kelloway, 1995). Identifying the factors based on data and to maximising the amount of variance explained was the goal of EFA in this study (Suhr, 2006). Both EFA and CFA were employed to understand the shared variance of the measured variables that are believed to be attributable to a factor or latent construct.

### 3.5.2 Analyses of variance with likelihood ratio tests and chi-squared different tests

In addition, analyses of variance (ANOVA) using likelihood ratio tests and chi-squared different tests were then undertaken to check the differences between male and female in L3+ motivation, and between L3 and L4+ motivational characteristics.

In the likelihood ratio test, the goodness of fit of two competing statistical models based on the ratio of their likelihoods is assessed, specifically the one found through maximisation over the entire parameter space and the other found after imposing some constraint. If the constraints (i.e., the null hypothesis) is supported by the observed data, the two likelihoods should not differ by any more than the sampling error (King, 1998). Thus the likelihood-ratio test tests looked into whether this ratio was significantly different from one, or equivalently whether its natural logarithm is significantly different from zero.

Under the null hypothesis, the numerator corresponds to the likelihood of an observed outcome. The denominator corresponds to the maximum likelihood of an observed outcome with varying parameters over the whole parameter space. The numerator of this ratio is less than the denominator, meaning that the likelihood ratio is between 0 and 1. Low values for the likelihood ratio meant that the compared to the alternative, the observed result was much less likely to occur under the null hypothesis. High values for the statistic mean of the observed outcome were nearly as likely to occur under the null hypothesis as the alternative which means that the null hypothesis could not be rejected.

Chi-squared test was applied to examine and report. This is able to indicate the difference between observed and expected covariance matrices. Values closer to zero indicate a better fit and a smaller difference between the expected and observed covariance matrices (Gatignon, 2014). Chi-squared statistics can also be used to directly compare the fit of nested models in relation to the data. One difficulty with the chi-squared test of model fit, however, is that researchers may fail to reject an inappropriate model in small sample sizes and reject an appropriate model in large sample sizes (Gatignon, 2014). Other measures of fit have been developed as a result.

Confirmatory factor analysis, path analysis and structural equation modeling are where chi-square difference tests are frequently used to test differences between nested irregularities. A chi-square difference test typically involves calculating the difference between the chi-square statistic for the null and alternative models, the resulting statistic is distributed chi-square with degrees of freedom equal to the difference in the degrees of freedom between the two models. To examine the statistical details about the distinction between L3 and L4+ motivation, two CFA models were able to be demonstrated.

### 3.5.3 Shapiro-Wilk test and Wilcoxon test with a Bonferroni correction

The Shapiro-Wilk test and the Wilcoxon test were used to compare the mean scores of the variables and the results were finally analysed by using multiple t-tests with a Bonferroni correction.

In frequentist statistics, the Shapiro–Wilk test is a test of normality. The null-hypothesis of this test is that the population is normally distributed. Thus, if the p-value is less than the chosen alpha level, the null hypothesis is rejected and there is evidence that the data tested are not normally distributed. On the other hand, if the p-value is greater than the chosen alpha level, then the null hypothesis (that the data coming from a normally distributed population) can not be rejected (e.g., for an alpha level of .05, a data set with a p-value of less than .05 rejects the null hypothesis that the data are from a normally distributed population).

The Wilcoxon test is a nonparametric statistical test that compares two paired groups, which can refer to either the rank sum test or the signed rank test version. The tests essentially calculate the difference between sets of pairs and analyse these differences to establish if they are statistically significantly different from one another. Statistical significance refers to the claim that a set of observed data are not the result of chance but can instead be attributed to a specific cause instead.

The Bonferroni correction is a method that is used to counteract the multiple comparisons problem. Bonferroni correction is the simplest method for counteracting this; however, it is a conservative method that has the greater risk of failure when it comes to the rejection of a false null hypothesis compared to other methods. This is because it ignores potentially valuable information such as the distribution of p-values across all comparisons (which, if the null hypothesis is correct for all comparisons, is expected to take uniform distribution).

## 3.6 Ethical considerations

Prior to distributing the survey and conducting date collection, the procedures and instruments used for this investigation were granted ethical clearance by the University of Oxford Central University Ethics Committee (CUREC) inclusive of an approval e-mail and reference number (**Appendix 1**). Before the sample population decided to participate in the study, the information about authentication (see **Appendix 2**) was given to students ahead of time on the first page of the questionnaire, explaining that the participation is voluntary and anonymous. In addition, all the information gathered about the participants for use in this study was only

accessed by the researcher and her supervisor for the research purposes. The participants were also explicitly told that they could withdraw from the study at any stage.

## 3.7 Methodological limitations

### 3.7.1 The design of the questionnaire

Questions related to L2 were not put in the questionnaire due to L3+ motivation focus. This led to the regret that the motivational characteristics between the L2 and L3+ among the same participants could not be compared and examined. However, this may allow this research attracts more participants to take part in without a large amount of the time, and scale validation is a field that worths investigating.

### 3.7.2 The setting of the questionnaire

Due to the unfamiliarity with Qualtrics, once the online questionnaire started to be distributed, it was not set that the participants could not proceed to the next step until they had completed the page, leading to some missing data and incomplete forms. Actually this study got 699 responses in the end, but only 398 among them were complete and could be used in the analysis. This is a regret and will be adjusted for and corrected in the furture studies.

### 3.7.3 Research methods

Due to the time limit, only quantitative research was applied in this study. However, questionnaire surveys are usually ill-suited when it comes to explaining the underlying reasons for an observed trend. Therefore, a mixed method with a qualitative research addition would be helpful to investigate more about the participants' background and experiences more in relation to their L3+ motivational characteristics.

### 3.7.4 Language proficiency

In the questionnaire, participants only needed to clarify that they have started learning their third or more language, but no questions on language learning hours or language proficiency were answered in the survey. The reason for this is that the participants were all adults from different fields and backgrounds, therefore it was challenging to count the hours undertaken

outside of formal education. Even within the similar learning time, learners' proficiency was hard to evaluate due to the various learning backgrounds and individual differences. Meanwhile, bey9ond the method of self-assessment, the learners' proficiency of the L3+ is difficult to assess and it is not currently possible to gather consistent proficiency. In addition, some of the motivational characteristics may vary depending on their learning hours and proficiency.

# Chapter 4: Findings

## 4.1 Introduction

As it mentioned above, **Part 1** to **Part 8** are represented by the abbreviations **P1** – **P8** for different groups of motivational characteristics (**Table 1**). Specifically, **P1.1** – **P1.4** represent four items in each part (i.e. **P1.1** is the first question in **Part 1** of the questionnaire: I imagine myself comfortably reading books and articles in this language; see **Table 2**).

| | |
|---|---|
| **P1** | Ideal L3+ self |
| **P2** | Ought to L3+ self |
| **P3** | Attitudes toward learning L3+ |
| **P4** | Instrumentality |
| **P5** | International orientation |
| **P6** | Foreign language self-concept |
| **P7** | Parental encouragement |
| **P8** | Motivated learning behaviour |

**Table 1: Motivational Characteristics**

| | |
|---|---|
| **P1.1** | I imagine myself comfortably reading books and articles in this language. |
| **P1.2** | I imagine myself writing in this language with ease. |
| **P1.3** | I imagine myself speaking this language fluently. |

| | |
|---|---|
| **P1.4** | I imagine myself easily being able to follow what others say to me in this language. |

| | |
|---|---|
| **P2.1** | Learning this language is necessary because people surrounding me expect me to do so. |
| **P2.2** | Studying this language is important to me because an educated person is supposed to be able to speak this language. |
| **P2.3** | Studying this language is important to me because other people will respect me more if I have knowledge of this language. |
| **P2.4** | I consider learning this language important because the people I respect think that I should do it. |

| | |
|---|---|
| **P3.1** | Learning this language is really great. |
| **P3.2** | I really enjoy learning this language. |
| **P3.3** | I look forward to my classes of this language. |
| **P3.4** | I find learning this language really interesting. |

| | |
|---|---|
| **P4.1** | The things I want to do in the future require me to use this language. |
| **P4.2** | I study this language because it will facilitate my job hunt in the future. |
| **P4.3** | I need this language for my future career. |
| **P4.4** | I study this language as it will help me to earn good money. |

| | |
|---|---|
| **P5.1** | If I could speak this language well, I could get to know more people from other countries. |
| **P5.2** | Studying this language will help me understand different people from other countries. |
| **P5.3** | In the future, I would really like to communicate with people from other countries. |
| **P5.4** | Studying this language will help me feel part of the international community of people speaking this language. |

| | |
|---|---|
| **P6.1** | I have always done well in this language. |
| **P6.2** | I usually get good marks in this language. |

| | |
|---|---|
| **P6.3** | Compared to other students I'm good at this language. |
| **P6.4** | Studying this language comes easy to me. |

| | |
|---|---|
| **P7.1** | My parents feel that it is very important for me to learn this language. |
| **P7.2** | My parents encourage me to practice this language as much as possible. |
| **P7.3** | My parents think I need to know this language to be well-educated. |
| **P7.4** | My parents have stressed the importance this language will have for me in the future. |

| | |
|---|---|
| **P8.1** | I am working hard at learning learning this language. |
| **P8.2** | I am prepared to put a lot of effort into learning this language. |
| **P8.3** | I think I'm doing my best to learn this language. |
| **P8.4** | I spend lots of time studying this language. |

**Table 2: Questions in Motivational Characteristics**

### 4.2 Research question I:

### Are motivational constructs and questionnaire measures of L2 motivation appropriate for capturing L3+ motivation questionnaire?

In order to further explore the nature of this motivational role, this study applies SEM in order to process the data. As previously mentioned, this procedure enables investigation of both the interrelationships of multiple variables within a broad construct, and also comparison of these relationships across various subgroups within the sample. The EFA and CFA of the items were carried out in order to identify the motivational variables interrogated by the motivational questionnaire; all operationalized variables emerged as factors. A correlation matrix was run to illustrate the correlation between all the possible pairs of values in a graph. This is a powerful tool enabling the summary of a large dataset, and also the identification and visualisation of patterns in the given data.

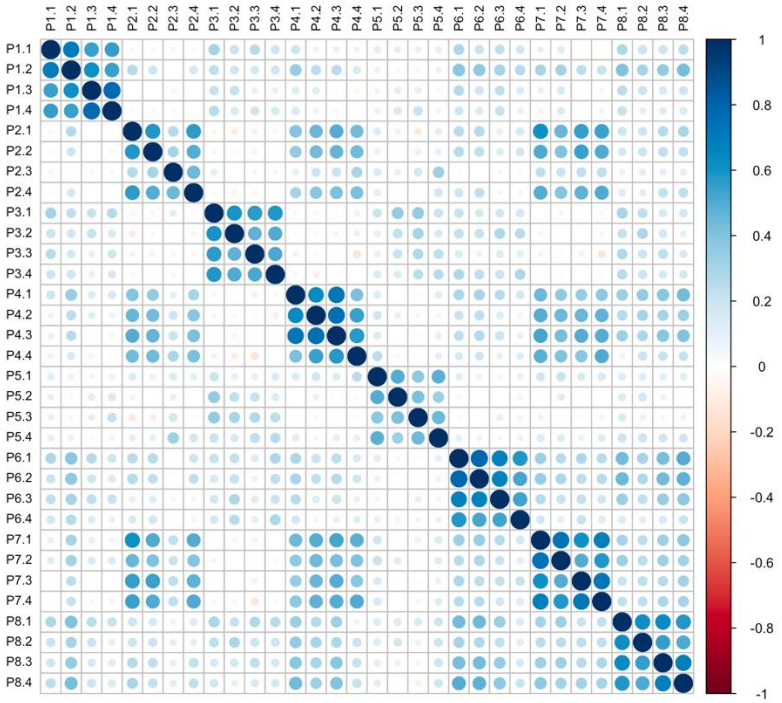



**Figure 1: Exploratory Factor Analysis Model Results (L3+ Motivation)**

This study applies a graphical display of a correlation matrix (**Figure 1)** to demonstrate the correlation coefficients for different variables, highlighting the majority of correlated variables within a data table. In this plot, correlation coefficients are coloured according to their value. A correlation matrix can be also reordered according to the degree of association between the variables. This section provides a simple function for formatting a correlation matrix into a graph containing variables 1 and 2 for the correlation test, the correlation coefficients, and the p-values of the correlations.

In **Figure 1**, positive correlations are displayed in blue and negative correlations in red; color intensity and the size of the circle are proportional to the correlation coefficients. To the right side of the correlogram, the legend colour shows the correlation coefficients and the corresponding colours. In the above plot, correlations with $p > .01$ are considered as insignificant. In this case, the correlation coefficient values are left blank, or crosses are added.

In the EFA model above, it is evident that each of the four variables is more highly connected than the others, indicating that they can be grouped as they were in the L3+ motivation questionnaire; this followed the structure of the previous L2 motivation questionnaire.

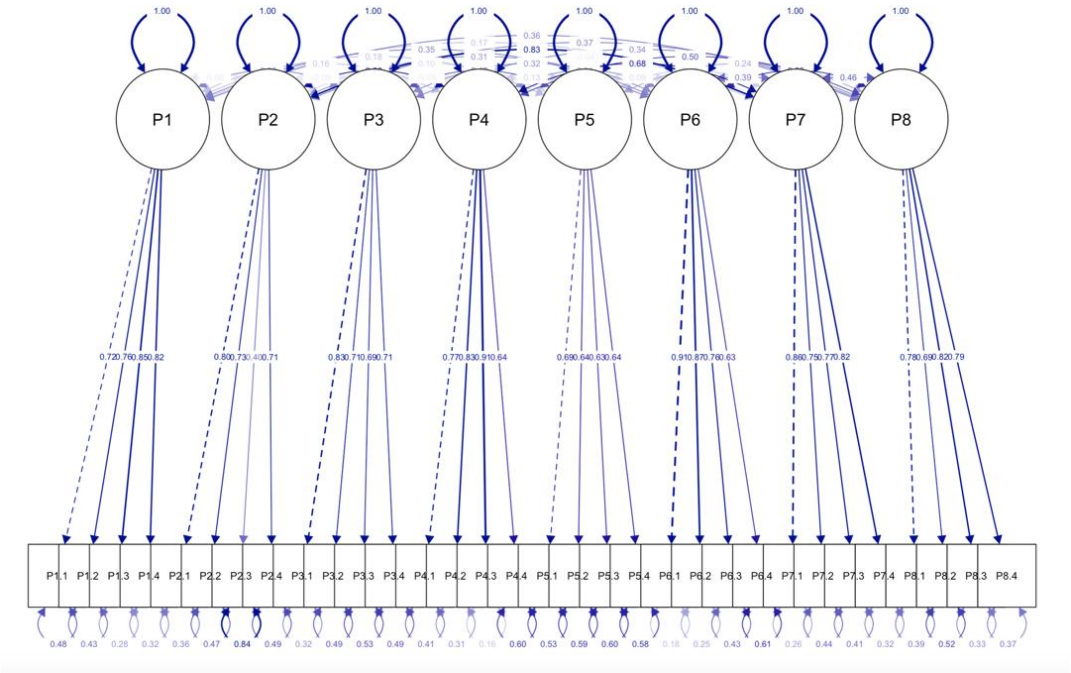



**Figure 2: Confirmatory Factor Analysis Model Results (L3+ Motivation)**

The model fit measures were obtained to assess how well the proposed model illustrated the covariance between all the items and/or measures in the model. Specifically, the path diagram (**Figure 2**) enables understanding of the CFA model because it is a symbolic one-to-one visualisation of both measurement model and the model-implied covariance. This rapidly indicates the parameters coming resulting either from the measurement model or the model-implied covariance. In the path diagram, circles represent latent variables, squares represent observed indicators, one-way arrows represent paths and two-way arrows represent either variances or covariances.

In **Figure 2**, the correlations between latent variables demostrate that factors are generally strongly related to each other, with more than ten paths' λ being greater than 0.80. Only the one-way arrow connecting **P2** and **P2.3** is in a relatively light colour (λ

= 0.40), which indicates ought-to L3+ self with the question about "Studying this language is important to me because other people will respect me more if I have knowledge of this language. " Overall, these EFA and CFA models specify the relationship between observed indicators and their supposed primary latent factors, as used in the previous motivation questionnaire.

### 4.3 Research question II:

### Does L3+ motivational characteristics differ between male and female Chinese learners?

| | Df | AIC | BIC | Chisq | Chisq diff | DF diff | Pr (>Chisq) |
|---|---|---|---|---|---|---|---|
| fit_4 | 872 | 34766 | 35744 | 1976.8 | | | |
| fit_5 | 896 | 34753 | 35636 | 2011.5 | 34.670 | 24 | 0.07345 |
| fit_6 | 920 | 34738 | 35536 | 2044.1 | 32.636 | 24 | 0.11198 |

**Table 3: Chi-squared Difference Test Results (Males and Females)**

In the multi-group SEM, this study uses three CFA models for the testing of gender difference: '**fit_4**' represents gender groups with different loadings and intercepts, '**fit_5**' represents gender groups with the same loadings, and '**fit_6**' represents gender groups with the same loadings and intercepts.

These were checked in ANOVA with the chi-squared difference test (**Table 3**). It is clear that **'fit_5'** does not provide a statistically significantly better model fit to the data than **'fit_5'** ($\chi^2$ (24) = 34.67, **p** = .073); **'fit_6'** also does not provide a statistically significantly better model fit to the data than **'fit_5'** ($\chi^2$ (24) = 32.64, **p** = .112).

Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) figures can be observed from Table 2; the smaller the AIC, the better. BIC is similar to AIC, but has a larger penalty. BIC also quantifies the trade-off between a model which fits well and the number of model parameters; however, for a reasonably sample size, a smaller model than AIC is

generally selected, while the model with the smallest BIC is normally used for model selection.

There are actually no obvious differences among **'fit_4'**, **'fit_5'** and **'fit_6'** as their **p** = .073 and .112 respectively, which are both above .05, but **'fit_6'** is the best for observation because it has the fewest AIC and BIC figures, indicating gender groups with the same loadings and intercepts; this means that there is no obvious difference between male and female in terms of L3+ motivation.

### 4.4 Research question III:

**Do motivational factors differ between L3 and L4+ Chinese learners?**

| | Df | AIC | BIC | Chisq | Chisq diff | DF diff | Pr (>Chisq) |
|---|---|---|---|---|---|---|---|
| fit_7 | 872 | 36830 | 37817 | 1893.6 | | | |
| fit_8 | 896 | 36868 | 37760 | 1979.9 | 86.356 | 24 | 5.731e-09 |
| fit_9 | 920 | 36866 | 37662 | 2026.0 | 46.034 | 24 | 0.004385 |

**Table 4: Chi-squared Difference Test Results (L3 and L4+ Motivation)**

This similar ANOVA with the chi-squared difference test was applied in order to check the figures between L3 and L4+ characteristic motivation (**Table 4**): **'fit_7'** represents L3 and L4+ groups with different loadings and intercepts, **'fit_8'** stands for L3 and L4+ groups with the same loadings, and **'fit_9**' represents L3 and L4+ groups with the same loadings and intercepts.

The CFA models of **'fit_7'** are illustrated below in **Figure 3** and **Figure 4**. **Figure 3** is the CFA model of L3 characteristics motivation, and **Figure 4** is the CFA model of L4 characteristics motivation. As is evident, there are obvious differences between **'fit_7'**, **'fit_8'** and **'fit_9'** as their **p**-values are less than .05, although **'fit_9'** is the best to observe because **'fit_8'** provides a statistically significantly better model fit to the data than **'fit_7'** ($\chi^2$ (24) = 86.36, **p** < .05); statistically, **'fit_9'** also provides a statistically significantly better model fit

to the data than **'fit_8'** ($\chi^2$ (24) = 46.03, **p** = .004). Thus, this indicates L3 and L4+ groups with the same loadings and intercepts, which means that there is no obvious difference between L3 and L4+ motivation.

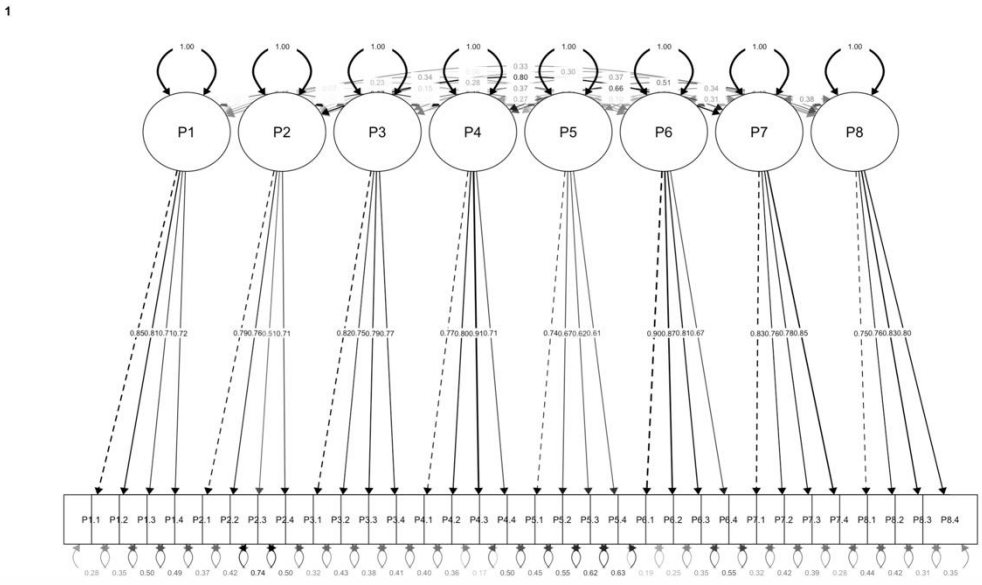



**Figure 3: CFA Model Results (L3 Motivation)**

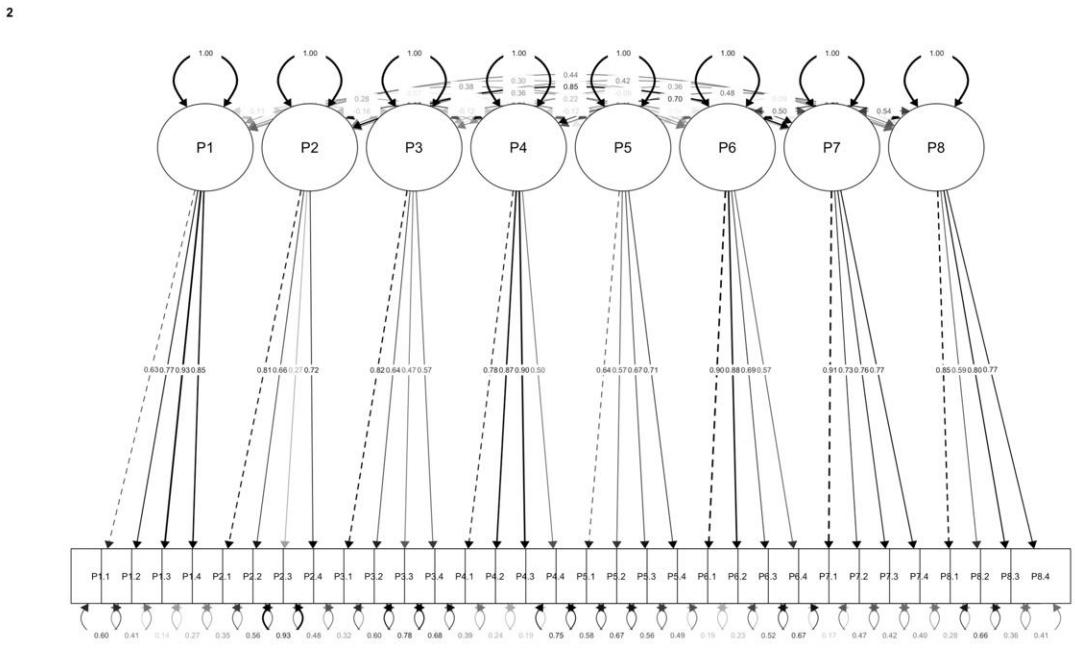



**Figure 4: CFA Model Results (L4+ Motivation)**

For further analysis, the Shapiro-Wilk normality test was used to check figures between motivation of L3 and L4+. Among these 16 figures tested, the majority do not follow normal distribution (**Table 5**).

| | W | p-value |
|---|---|---|
| **L3 with P1 mean** | 0.84775 | 4.982e-15 |
| **L3 with P2 mean** | 0.98552 | 0.01182 |
| **L3 with P3 mean** | 0.9257 | 6.398e-10 |
| **L3 with P4 mean** | 0.96523 | 8.455e-06 |
| **L3 with P5 mean** | 0.9153 | 9.156e-11 |
| **L3 with P6 mean** | 0.98139, | 0.002199 |
| **L3 with P7 mean** | 0.96687 | 1.396e-05 |
| **L3 with P8 mean** | 0.97215 | 7.661e-05 |
| **L4+ with P1 mean** | 0.88874 | 5.518e-09 |
| **L4+ with P2 mean** | 0.97145 | 0.004184 |
| **L4+ with P3 mean** | 0.94181 | 1.08e-05 |
| **L4+ with P4 mean** | 0.96212 | 0.0005256 |
| **L4+ with P5 mean** | 0.92454 | 6.635e-07 |
| **L4+ with P6 mean** | 0.97671 | 0.01479 |
| **L4+ with P7 mean** | 0.93968 | 7.491e-06 |
| **L4+ with P8 mean** | 0.98245 | 0.06233 |

**Table 5: Shapiro-Wilk Normality Test Results**

Thus, the Wilcoxon rank sum test was appkied with continuity correction rather than the t-test as follows (**Table 6**).

| | W | p-value |
|---|---|---|
| **P1_mean by L3+** | 21196 | 0.00509 |
| **P2_mean by L3+** | 20516 | 0.03008 |
| **P3_mean by L3+** | 16090 | 0.05854 |
| **P4_mean by L3+** | 21046 | 0.007994 |

| | | |
|---|---|---|
| **P5_mean by L3+** | 19108 | 0.9739 |
| **P6_mean by L3+** | 18846 | 0.5206 |
| **P7_mean by L3+** | 21016 | 0.008596 |
| **P8_mean by L3+** | 20310 | 0.04754 |

**Table 6: Wilcoxon Rank Sum Test Results**

In statistics, the Bonferroni correction is a method which counteracts the problem of multiple comparisons. Statistical hypothesis testing is based on the rejection of the null hypothesis if the likelihood of the observed data under the null hypotheses is low. If multiple hypotheses are tested, the probability of observing a rare event increases, and therefore, the likelihood of incorrectly rejecting a null hypothesis consequently increases (Mittelhammer et al., 2000).

Because eight comparisons were computed within each subsample, a Bonferroni adjusted alpha level of .006 was used for significance, as the Bonferroni correction compensates for this increase by testing each individual hypothesis at a significance level of 0.05/8 = 0.00625, where 0.05 is the desired overall **p**-value level and 8 is the number of hypotheses.

As is evdient from the **p**-values from Wilcoxon's rank sum test with continuity correction above (**Table 6**), only the first one's **p** = .005 (< .006) which has an obvious difference, while other **p**-values are all above .006, indicating non-apparent difference. Motivational factors tested appear to have no obvious distinction between L3 and L4+ Chinese participants, apart from the items related to Ideal L3+ self.

### 4.5 Other correlations

From the **Figure 2** above, it is evident that there are strong correlations between **P2** and **P7** (**λ** = 0.83), and between **P4** and **P7** (**λ** = 0.68). This means that Ought-to L3 self and Parental encouragement are highly inter-related, and quite high inter-relation is also shown between Instrumentality and Parental encouragement as well.

### 4.6 Language plans

In the ‘open-ended questions’ part of the questionnaire, participants also confirmed the L3+ languages that they are learning and listed the subsequent three languages that they plan to learn. These could be used and analysed in future follow-up studies in order to gain a broader understanding of the language interests and motivations of Chinese adults.

## Chapter 5: Discussion

### 5.1 Introduction

After the data collection and analysis, motivational constructs and questionnaire measures of L2 motivation were examined in order to consider their appropriateness for use in the L3+ motivation questionnaire. Additionally, L3+ motivational characteristics showed no obvious difference between male and female Chinese learners. Furthermore, motivational factors did apparently differ between L3 and L4+ Chinese learners, apart from the motivational characteristics of the Ideal L3+ self.

Several motivational studies conclude that the residents of rural areas tend to have lower scores on the motivational scales than their urban counterparts (Lamb, 2012); Iwaniec also identifies this limitation in studies conducting during the years 2014 and 2019.

This study then distributed the questionnaire via the social media and collected responses online with no geographical limitations. However, to control the variables, only learners whose first language is Chinese were involved in the present study; this may produce some specific results relating to the borders.

Unlike English, the L3 questionnaire was used in much narrower circles, which mean fewer chances for communication and authentic practice unless learners immersed themselves in the L3 environment (Siridetkoon and Dewaele, 2018). Noticeably, from the questionnaires received, the L3+ languages that participants are learning are not only popular languages such as French and Spanish, but also some minority languages including Icelandic and Burmese, or

various ancient languages which are no longer used for communications, such as Sanskrit and Biblical Hebrew. Thus, this chapter discusses the data and results presented in the preceding chapters.

## 5.2 Methodological use

Stone (2004) suggests that: "If six options are provided and respondents use only two, three or, perhaps, four, we do not have six options to be considered" (p. 211). In the light of this scale construction concern, many studies of motivational factors used a 4- or 5- point rating scale rather than a 6-point rating system ranging from 'disagree' to 'agree' (i.e. Tseng et al., 2017; Iwaniec, 2019). However, this study applied six options, as this enabled learners to properly express their motivational factors. Also, as anticipated, over 300 surveys were received, clearly facilitating analysis of a wider range of choices. It was interesting to note that all six points were opted by participants in **Appendix 5**.

The majority of L3-related motivation studies, such as Wu and Liu (2021), and Bui and Teng, (2021) mentioned in **Chapter 2** applied only the qualitative method with a limited number of learners. Although You et al. (2016) used a quantitative method with a large number of participants, they only involved students learning a second language. Thus, this quantitative research on L3+ motivation potentially sheds new light to the field of applied linguistics. Furthermore, the relatively innovative statistical methods of EFA and CFA with SEM models, which are not frequently seen in the field of L3 motivation, are used in this study.

## 5.3 Scale validation

The previous finding of this study is that the grouping of L2 motivational characteristics scale can be used in consideration of L3 motivational characteristics.

In addition to their L3 experiences in the learning environment, learners' perceptions of English also influenced how they evaluated the importance of the L3 in their ideal future. Some previous studies (Lukács, 2010; Henry 2010) found that English generally negatively

influences L3 learning. However, Wang and Liu (2020) concluded that learners' anxiety over the reduced competitiveness of only being able to speak English gave them the impetus to integrate more foreign languages into their future plans.

Although Dörnyei et al. (2006) argued that there has been a decrease in motivation to learn languages other than English because students feel that knowing English is sufficient, the results of this study suggest that the picture might, in fact, be more nuanced. The findings revealed that many reasons behind students' motivation to learn the L2 can be validated into the scale of L3, namely, students making their own active choices, L3 offering them job opportunities and increased financial rewards, and having integrative orientation towards the learning of an L3.

Positive attitudes towards English were not always sufficient to sustain students' efforts if it was not considered fitting in their future plans. Meanwhile, if students could perceive their improvement of performance, instrumentality or the idea of future gains, dislike for other FLs could be overcome. Such 'combined impact of multiple factors' (Dörnyei et al., 2014) confirmed the dynamic nature of motivation in various FLs.

### 5.4 Gender difference

This study finds no obvious difference between Chinese males and females in terms of L3+ motivation. However, there are very few studies on gender difference related to L3+ motivation, thus the discussion is generally based on previous gender studies related to L2 motivation.

Henry and Cliffordson's (2013) reported a lack of gender variation in the English 'ideal self' in their sample of Swedish secondary school students. However, Okuniewski (2014) found that female learners of German scored higher on the ideal L2 self than males in Poland, while Ryan (2009) uncovered the same difference in Japan, regarding female students as having more robust visions of themselves as future successful users of English than their male counterparts. This discrepancy is not surprising, as the gender equality levels of Poland and

Japan ranks quite low compared to Sweden (Iwaniec, 2019); in fact, Sweden is regarded as the country with the highest level of gender equality in the world according to the United Nations Human Development Programme (UNHDP, 2011).

Therefore, the role of languages for different gender groups might vary by country. You et al. (2016) conducted a gender-based multi-group comparison of the full structural model in China, identifying the fact that males and females do not differ from each other in their overall functional system of visionary motivation. They concluded that females are more likely to expand positively on their visualization experiences than males, who are more likely to lose the power of the future self-imagery over time.

Iwaniec (2019) found that females scored higher than males on scales of international orientation, the ideal L2 self and self-regulation. No gender differences were observed on instrumentality, self-efficacy beliefs, English self-concept, and intrinsic motivation. There is also a significant difference in the strength of links between self-regulation and instrumentality, self-efficacy beliefs, and English self-concept. The reasons for a higher endorsement of international orientation could be a stronger preference for communication amongst females than males (Chavez, 2000). Girls appeared to be more interested in communication with speakers of English around the world than boys. Therefore, it is possible that there is no obvious difference between males and females in terms of general motivational factors but distinct differences may exist in some specific motivational characteristics.

When considering their language learning attitudes, male and female learners reported similar levels of these, and enjoyment of learning (Iwaniec, 2019), which is in contrast to previous research findings (Lee and Kim, 2014; Okuniewski, 2014; Sylvén and Thompson, 2015). One explanation for this discrepancy might be the more stringent statistical analysis adopted in the present study, compared to the studies by Okuniewski (2014) and Sylvén and Thompson (2015). In Iwaniec (2019) and present study, MANOVA was used, whereas the other two studies employed one-way ANOVA to analyse their results. Pallant (2020) recommends the use of MANOVA, in which the study compares the results on more than one related variable,

in this case motivational variables, because other methods, such as t-tests or ANOVA, are more vulnerable to 'inflated Type 1 error,' which means that differences are identified as significant, even when they are not (Pallant, 2020).

**Table 4** demonstrates that the significance level for intrinsic motivation was much higher (**p** = 0.058) than the significance level recommended for this analysis by applying the Bonferroni correction (**p** > 0.006). Thus, a change in the analysis would be likely to produce a change in the result.

Iwaniec (2019), and Öztürk and Gürbüz (2013) whose studies focused on English, did not identified gender differences on the scale of instrumentality while some research on other langauges (Spanish: Kissau et al., 2010; French: Kissau, 2006; German: Okuniewski, 2014) detected gender differences on this factor. This might be attributable to the fact that participants from studies related to specific other FLs generally aim at language specific professions, such as language teachers or translators, which tend to be considered a female domain (Eccles, 1994), compared to English as a lingua franca. However, participants from the present study are learning a wide range of languages; 144 out of 398 learners have commenced study of a fourth or more languages. Therefore, FL learning has more interest meaning than working aims from this perspective; these are different situations to previous studies related to other FLs.

### 5.5 Minority and multi-language learning

Taguchi et al. (2009) and Kormos et al. (2011) investigating family expectation in the Asian context, observed that a major factor in learners' motivational thinking. However, students who are pursuing multi-language learning for fun might not have a sense of fear about failing exams, and a high level of competition both in the classroom and in the job market. As this study's participants are all over 18 years old, students themselves were able to perceive the importance and objectives of the language(s) they are learning, with or without their families' expectations,

In Wang and Liu (2020)'s study, it is observed that most participants decreased the significance of minority languages in their future lives after embracing the idea that English was a global language, and minority languages would not be frequently used. The underlying reason for this may be the different status of minority languages and English in China. While English is generally emphasised as important in the workplace, minority languages do not occupy such a prominent position, which makes learners' ideal L3 selves less firmly aligned to their future plans (Gabrys-Barker 2011). However, as the author conclude, an obvious difference on Ideal L3+ self between L3 and L4+ motivation, learners' future imaginations about using FLs might be varied due to their different language aims.

### 5.6 Implications for teachers and language schools

As suggested by Yashima (2009), the teacher here functioned as an accessible representation of a successful language user who helped the learners to link their 'far away' idealised L3 future with what they observed in real classroom situations.

Motivation is one of the most significant factors which influence language learning (Dörnyei, 2005). Therefore, it is important to know what motivates different groups of language learners in order to be able to create the most appropriate learning environment for them. Although the unequal status of a particular L3+ cannot easily be changed by individual educators or learners, the actual learning environment and teachers do exert a significant influence on learners' L3+ motivation.

In addition, the creation of opportunities for real life communication with other students of FLs from around the world might also be helpful, particularly, in terms of their levels of international orientation. Opportunities of this nature can be effectively created by use of the modern technologies available in language schools, in particular online applications and social media.

## Chapter 6 Conclusion

## 6.1 Summary of research questions

Language learning motivation is a dynamic and multi-dimensional construct. This study examines the motivation of Chinese adults (N = 398) to learn the third or more languages. The quantitative data presented in this paper also provides some support for the idea that the scale of L2 motivational constructs and questionnaire measures is appropriate for use in the L3+ motivation questionnaire. The findings also identify no apparent distinction in levels of L3+ motivation between Chinese males and females, and no obvious difference found between the L3 and L4+ motivational characteristics of Chinese learners, except factors about the ideal L3+ self.

## 6.2 Limitations of the study

### 6.2.1. Background of the participants

The sample in this study includes 398 learners whose first language was confirmed as Chinese in the questionnaire. However, participants did not clarify whether Chinese is their only first language; there may be some bilinguals included, which potentially varies the L3+ motivational factors. Meanwhile, the assumption is made that English is the second language for Chinese people, as this is generally the case, but there may be the situations in which English is the third or more languages for some Chinese people.

In addition, if participants noticed that this survey is associated with Oxford University, this potentially leads to some over-evaluated answers, especially for any multi-language learners when they chose the lagnauge they are learning. In this case, lesser-known languages might be prioritised over more popular languages.

### 6.2.2 Methodology

Due to the time limitation, only the quantitative research method was applied in this study rather than mixed methods.The non-use of the qualitative method, including interviews, renders it difficult to capture the dynamic nature of learners' motivation (Dörnyei and

Ushioda, 2011) and to generate in-depth and contextualised explanations of language motivations.

Although the large stratified sample lends credibility to the results, it is important to note that the linear relationships underlying SEM cannot do full justice to the dynamic processes involved in the ongoing changes. A further limitation of the SEM procedure is that it can only test the theoretical model that has been input and is only one of several possible constructs which might be applied to the data.

On reflection, the most significant omission of this study is that the online questionnaire was not designed and formulated to enable the completion of all questions before progressing to the next page, resulting in some 301 of the 699 submitted questionnaires having incomplete responses which could not be used. Although 398 participants is a considerably higher number than expected, more data should be collected in future associated studies.

### 6.2.3 Language proficiency

Although there are various standard language examinations for English and certain other widely-used languages around the world, the assessments for many minority languages remain very limited. Due to the differing backgrounds of language learners, and individual differences such as aptitude and age, simple calculation of learning hours cannot be used as evaluation of the learning level. Thus, this study only invited Chinese adults who have commenced study of their third or further languages, although they were not questioned about their language proficiency. Motivational factors may be affected by different levels of proficiency, but it is challenging to gather similar-level students with a wide range of language choices.

#### 6.2.4 Research field

This study only collected data about L3 motivational characteristics, therefore it is not possible to compare these motivational factors between L2 and L3+ among the same

participants; instead, there is examination of the scale validation between L2 and L3+ motivational constructs and questionnaire measures for the first research question.

In seeking the answer to the second research question, although no quantitative gender difference is identified in the present study, little information was gained by comparing motivational variables among learners of different gender. Qualitative data would be likely to offer more insights into the specific characteristics of the learners of both genders.

As participants learning a wide ranges of languages completed the questionnaire, it is difficult to group these languages into more detailed subsections, such as majority and minority languages. Definitions and options for popular and less popular languages also vary depending on continents, while learners of both ancient and modern languages completed the questionnaire, which potentially produces some extreme results when it comes to communicaiton-related questions but having an ancient language in mind.

Due to the large number of participants and time limits, it is difficult to review and categorise the L3+ languages that participants are learning and the following three languages that they plan to learn filled in the completed questionnaire. These might also be very valuable for further follow-up studies in order to understand more about Chinese adults' language interests and motivations.

## 6.3 Suggestions

### 6.3.1 Suggestions for future teaching

Some pedagogical implications can therefore be drawn from this study. As the scale of L2 motivation was validated to L3+ motivation, it is suggested that language teachers could help learners to specify their imagined usages of the L3 and increase their confidence about their realisation of these ideal L3 selves. In particular, it would be helpful if educators could support learners in understanding the importance of being multilingual, also providing them with additional opportunities for them to use the L3. Moreover, it may also be essential for L3

educators to set targets for learners to increase their motivation for them to sustain their L3 learning.

In view of the various L3+ motivational characteristics, language schools and teachers could adjust their teaching strategies depending on students' interests. More interest-oriented resources could be used rather than some exam-focused practice. One-to-one instruction could be more tailored, according to students' aims for FLs. Meanwhile, practitioners should consider the diversity of learners' motivational patterns, encouraging and guiding learners to reflect on the personal relevance of LOTE competence. To this end, interventions which facilitate the construction of multilingual identity construction (Forbes et al., 2021) can be effective in enhancing learners' relevance perceptions regarding language learning, thus promoting motivation.

As this study finds no obvious differences between Chinese males and females in terms of L3+ motivaiton, class-level pedagogical interventions, such as designing individual tasks appealing to specific gender groups and/or utilising learning styles preferred by boys or girls, might therefore be insufficient to address this issue. These policies should position the mastery of foreign languages as essential for all, regardless of gender. This could be achieved if the focus of language courses is shifted from the learning of language itself to content instruction. An example of this could be a development of the curriculum and teaching resources, in which some classes are specifically dedicated to content instruction.

This could be achieved in class by ensuring that the students have the opportunity to familiarise themselves with, reflect on and experiment with a range of learning strategies in order to find the ones which work best for them. In addition, strengthening attribution between effort and success in language learning is essential to sustain motivation leading to increased investment of effort. For this purpose, tasks and activities which provide clear evidence of the link between effort and improved performance should be used.

This research highlights the fact that a large number of Chinese learners enjoy the language learning process, and have a positive view of themselves as multi-language learners.

Therefore, language teachers should strive to create a language learning environment which offers students the opportunity to develop positive L3+ selves, also enabling students to enjoy the language learning process. Similarly, learners would benefit from being made aware of the potential importance of different foreign languages, not only for employment purposes, but also in broadening topics and enriching life.

### 6.3.2 Suggestions for further studies

A mixed method approach, comprising both quantitative and qualitative is helpful for the investigation of more research questions concerning L3+ motivation. In this way, both differences between groups can be compared, and also participants' L3+ motivational characteristics can be analysed in more depth after taking into account, their individual and dynamic information such as background, experience, and attitude towards FLs.

As this study finds that ought-to L3+ self is not much correlated with the question about "Studying this language is important to me because other people will respect me more if I have knowledge of this language" compared with other questions, therefore further studies might consider to change this question when applying L2 motivation questionnaire to the L3+ motivational field.

In terms of further L3+ motivation linked to gender, further studies are recommended in order to compare general differences, and also to investigate whether there are gender differences in the way in which the variables mutually interact. Thus, more specific pedagogical implications and suggestions can be promoted regarding towards male- and female learners.

It might be useful to further explore L3+ motivation in relation to majority and minority languages if they can be appropriately separated, as well as investigating languages which are both ancient and modern. Different kinds of language may be associated with various motivational purposes, which is worthy of further discussion.

Additionally, this study is aimed only at adults whose first language is Chinese, more studies in different areas of the world are called for. As this study only reports only on participants aged over 18 years, involving individuals from different age groups may also produce different motivational results. Learning experience and future language learning plans can be incorporated into further discussion to gain greater understanding of L3+ motivation.

## 6.4 Conclusion

In summary, despite its identified limitations, this study's three research questions were nevertheless examined. Firstly, this shed new light on the L3+ motivation scale validation with the L2's, which is helpful for further studies related to L3+ motivation; these could adopt the motivational constructs and questionnaire content from the L2 motivation questions. This study also contributes to the comparison between Chinese males' and females' L3+ motivation, although more specific motivational factors are worthy of investation between these two groups, as no obvious L3+ motivational difference is identified within gender, indicating that the focus should be more on the language itself than other individual differences such as this. Finally, a new insight involving comparison of L3 and L4+ motivation among Chinese adults is provided and examined in this motivational research. More interesting questions relating to L3+ motivation for the categoriation of FLs for analysis are a starting point for exploration in future associated studies.

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# APPENDICES

## Appendix 1: CUREC Approval E-mail

**发件人:** [redacted]k>
**发送时间:** Wednesday, June 1, 2022 2:26:33 PM
**收件人:**
**抄[redacted]**ent CUREC <student.curec@education.ox.ac.uk>
**主题:** CUREC Ref: CIA-22HT-110

Title: A study of Chinese adults' motivation to learn a third or more languages

Ref: CIA-22HT-110

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethics approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted. In Section E2 you say that you will store data on Jisc. Please consider using Qualtrics, which the University has a contract with. You should also download you data to a secure location (your university-provided OneDrive, for example), and not be left on Jisc for any longer than necessary.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse
http://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-child-abuse-reporting-requirements-professionals.pdf

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

Best wishes

**Appendix 2: General Information in Questionnaire**

Motivations for Chinese adults to learn a third or more languages

中国成年人学习第三种或更多语言的动机

CUREC Approval Reference: CIA-22HT-110

General Information

常规信息

We appreciate your interest in participating in this questionnaire. The aim of this study is to better understand the thoughts and beliefs of learners of foreign languages in China.

感谢您有兴趣参与本问卷调查。本研究旨在更好地了解中国外语学习者的想法和动机。

You have been invited to participate as you are over 18 years and your first language is Chinese. Please read through this information before agreeing to participate (if you wish to) by ticking the 'yes' box below.

您已被邀请参加本研究，请在同意参与之前通读此信息（如果您愿意）。请确保您已年满 18 岁，并且您的第一语言是中文，并勾选下方的"是"。

You may ask any questions before deciding to take part by contacting the researcher. The Principal Researcher is XXX, who is attached to the the Department of Education at the University of Oxford. This project is being completed under the supervision of XXX.

在决定参与前，如有任何疑问您可以联系研究人员。主要研究员为牛津大学教育系 XXX，该项目在 XXX 的监督下完成。

We would like to ask you to help us by answering the following questions in a survey. This should take about 10 minutes. No background knowledge is required. This questionnaire is

not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely, as only this will ensure the success of this project.

我们想请您在调查中通过回答以下问题来帮助我们，用时大约 10 分钟，不需要背景知识。此问卷不是测试，因此没有“正确”或“错误”答案。您不必在上面写下您的名字，我们对您的个人意见感兴趣。本次调查结果仅用于研究目的，请如实回答，才能保证本项目的成功。

Do I have to take part?

我必须参加吗?

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by pressing the ‘Exit’ button/closing the browser. However, we are only able to reimburse participants who complete all study activities. All questions are optional.

不是强制的。请注意，参与是自愿的。如果您决定参加，可以在提交答案之前以任何理由随时退出，方法是按“退出”按钮或关闭浏览器。但是我们只能给完成所有研究活动的参与者福利。所有问题都是可选的。

How will my data be used?

我的数据将如何被使用?

Your IP address will not be stored. We will take all reasonable measures to ensure that data remain confidential.

您的 IP 地址将不会被储存。我们会采取一切合理措施确保数据保密。

The responses you provide will be stored in a password-protected electronic file on University of Oxford secure servers and may be used in academic publications, conference presentations, reports for external organisations, websites, videos. Identifiable information will be deleted as soon as it is no longer required for the research. Research data will be stored for 3 years after publication or public release of the work of the research.

您的回答将存储在牛津大学安全服务器上的受密码保护的电子文件中，并可用于学术出版物、会议演示、外部组织的报告、网站、视频。一旦研究不再需要可识别信息，将立即删除。研究数据将在研究工作发表或公开发布后存储 3 年。

Who will have access to my data?

谁可以访问我的数据?

The University of Oxford is the data controller with respect to your personal data and, as such, will determine how your personal data is used in the study. The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest. Further information about your rights with respect to your personal data is available from https://compliance.admin.ox.ac.uk/individual-rights.

牛津大学是您个人数据的控制者，因此将决定您的个人数据在研究中的使用方式。大学将出于上述研究的目的处理您的个人数据。研究是我们为了公共利益而执行的一项任务。有关您对您的个人数据权利的更多信息，可访问 https://compliance.admin.ox.ac.uk/individual-rights。

We would also like your permission to use the data in future studies, and to share data with other researchers (e.g. in online databases). Data will be de-identified before it is shared with other researchers or results are made public.

我们还希望您允许在未来的研究中使用这些数据，并与其他研究人员共享数据（例如在线数据库）。在与其他研究人员共享或公开结果之前，数据将被去识别化。

The results will be written up for an MSc degree.
数据结果将被写入完成硕士学位的论文。

Who has reviewed this study?

谁审查了这项研究?

This project has been reviewed by, and received ethics clearance through, a subcommittee of the University of Oxford Central University Research Ethics Committee.
该项目已经过牛津大学中央研究伦理委员会小组委员会的审查，并获得了伦理许可。

Who do I contact if I have a concern or I wish to complain?

如果我有疑虑或想投诉，应该联系谁?

If you have a concern about any aspect of this study, please speak to XXX (XXX@education.ox.ac.uk) or supervisor XXX (XXX@education.ox.ac.uk) and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:
Social Sciences & Humanities Interdivisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

如果您对本研究的任何方面有任何疑问，请联系 XXX (XXX@education.ox.ac.uk) 或她的导师 XXX (XXX@education.ox.ac.uk), 我们将尽最大努力回答您的询问。我们将在 10 个工作日内确认您的疑虑，并告知您将如何处理。如果您仍然不满意或希望提出正式投诉，请联系牛津大学研究伦理委员会主席，他会尽快解决问题： 社会科学与人文学科跨学科研究伦理委员会；电子邮件：ethics@socsci.ox.ac.uk；地址：Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

**Appendix 3: Questionnaire**

Please note that you may only participate in this survey if you are 18 years of age or over.
请注意，只有年满 18 岁或以上才能参与本次调查。

☐ I certify that I am 18 years of age or over

我确保自己已年满 18 岁

☐ I certify that my first language is Chinese.

我的第一语言/母语是中文。

☐ I have started the learning of the third or more languages.

我已开始了第三门或更多语言的学习。

This language is _____

请问这门语言是?

This is your _____ language (including Chinese and English)?

请问这是您学习的第几门语言（包含中文和英文）？

☐ The third 第三门

☐ The fourth 第四门

☐ The fifth 第五门

☐ The sixth or more 第六门及以上

If you have read the information above and agree to participate with the understanding that the data you submit will be processed accordingly, please tick the box below to start.
如果您已阅读以上信息并同意参与，并理解您提交的数据将得到相应处理，请勾选下面的框以开始。

☐ Yes, I agree to take part

是的，我同意参加

Part I

第一部分

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.

在这一部分，我们希望您通过简单地圈出 1 到 6 的数字来告诉我们您同意或不同意以下陈述的程度。请不要遗漏任何题目。

Scales for statement-type items:

范围比例陈述：

1 (Strongly Disagree)

1（非常不同意）

2 (Disagree)

2（不同意）

3 (Slightly Disagree)

3（有点不同意）

4 (Slightly Agree)

4（略微同意）

5 (Agree)

5（同意）

6 (Strongly Agree)

6（非常同意）

**Part 1 Ideal L3+ Self:**

1. I imagine myself comfortably reading books and articles in this language. 我想象自己舒适地阅读这种语言的书籍和文章。
2. I imagine myself writing in this language with ease. 我想象自己轻松地用这种语言写作。
3. I imagine myself speaking this language fluently. 我想象自己能流利地说这种语言。
4. I imagine myself easily being able to follow what others say to me in this language. 我想象自己能够轻松地听懂别人用这种语言对我说的话

**Part 2 Ought-To L3+ Self:**

5. Learning this language is necessary because people surrounding me expect me to do so. 学习这种语言是必要的，因为我周围的人都希望我这样做
6. Studying this language is important to me because an educated person is supposed to be able to speak this language. 学习这门语言对我来说很重要，因为受过教育的人应该能够说这种语言
7. Studying this language is important to me because other people will respect me more if I have knowledge of this language. 学习这门语言对我来说很重要，因为如果我掌握了这门语言，其他人会更加佩服我。
8. I consider learning this language important because the people I respect think that I should do it. 我认为学习这门语言很重要，因为我佩服的人认为我应该这样做。

**Part 3 Attitudes Toward Learning L3+**

9. Learning this language is really great. 学习这门语言真的很棒。
10. I really enjoy learning this language. 我真的很喜欢学习这门语言。

11. I look forward to my classes of this language. 我期待我的这门语言课程。
12. I find learning this language really interesting. 我发现学习这门语言真的很有趣。

**Part 4 Instrumentality**

13. The things I want to do in the future require me to use this language. 我以后想做的事情，需要我用这门语言。
14. I study this language because it will facilitate my job hunt in the future. 我学习这门语言是因为它有助于我以后找工作。
15. I need this language for my future career. 我未来的职业需要这门语言。
16. I study this language as it will help me to earn good money. 我学习这门语言，因为它可以帮助我赚很多钱。

**Part 5 International Orientation**

17. If I could speak this language well, I could get to know more people from other countries. 如果我能说好这门语言，我可以结识更多来自其他国家的人。
18. Studying this language will help me understand different people from other countries. 学习这门语言将帮助我了解来自其他国家的不同人。
19. In the future, I would really like to communicate with people from other countries. 以后我很想和其他国家的人交流。
20. Studying this language will help me feel part of the international community of people speaking this language. 学习这门语言会让我感觉自己是说这种语言的国际化社会一员。

**Part 6 Foreign Language Self-concept**

21. I have always done well in this language. 我在这门语言上一直做得很好。
22. I usually get good marks in this language. 我通常在这门语言上取得好成绩。
23. Compared to other students I’m good at this language. 与其他学生相比，我擅长这门语言。

24. Studying this language comes easy to me. 学习这门语言对我来说很容易。

**Part 7 Parental Encouragement**

25. My parents feel that it is very important for me to learn this language. 我的父母觉得学习这门语言对我来说很重要。
26. My parents encourage me to practice this language as much as possible. 我的父母鼓励我尽可能多地练习这种语言。
27. My parents think I need to know this language to be well-educated. 我的父母认为我需要懂这门语言才能算受过良好的教育。
28. My parents have stressed the importance this language will have for me in the future. 我的父母强调了这种语言对我未来的重要性。

**Part 8 Motivated Learning Behaviour**

29. I am working hard at learning learning this language. 我正在努力学习这门语言。
30. I am prepared to put a lot of effort into learning this language. 我准备花很多精力学习这门语言。
31. I think I'm doing my best to learn this language. 我认为我正在尽我最大的努力学习这门语言。
32. I spend lots of time studying this language. 我花很多时间学习这门语言。

**Finally, would you please answer a few personal questions – we need this information to be able to interpret your answers properly.** 最后, 请您回答一些个人问题 - 我们需要这些信息才能合适理解您的回答。

1. Your gender? (Please underline): male female

您的性别？ （请下划线）：男 女

2. How old are you (in years)? .....

您的年龄（以岁计）？

3. What foreign language(s) are you currently learning besides English? 除了英语，您目前还在学习什么外语?

.....

4. How old were you when you started learning the third language? 您几岁开始学习第三语言的 .....

5. If you had a choice, which foreign languages (other than English and this language) would you choose to learn next year? Please mark three languages in order of importance. 如果让您选择，接下来会学习哪些外语（英语和这门语言除外）？请按重要性顺序标记三种语言。

1)..... 2)..... 3).....

# Appendix 4: Data

| data | Q5 | Q6 | P1.1 | P1.2 | P1.3 | P1.4 | P1_mean | P2.1 | P2.2 | P2.3 | P2.4 | P2_mean | P3.1 | P3.2 | P3.3 | P3.4 | P3_mean | P4.1 | P4.2 | P4.3 | P4.4 | P4_mean | P5.1 | P5.2 | P5.3 | P5.4 | P5_mean | P6.1 | P6.2 | P6.3 | P6.4 | P6_mean | P7.1 | P7.2 | P7.3 | P7.4 | P7_mean | P8.1 | P8.2 | P8.3 | P8.4 | P8_mean | Gender | Age |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 法语 | 1 | 5 | 4 | 5 | 4 | 4.5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.75 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4.25 | 3 | 3 | 4 | 3 | 3.25 | 4 | 4 | 4 | 3 | 3.75 | 1 | 29 |
| 2 | 法语 | 1 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 2 | 3.25 | 5 | 4 | 4 | 4 | 4.25 | 4 | 5 | 3 | 3 | 3.75 | 6 | 6 | 6 | 6 | 6 | 4 | 3 | 3 | 3 | 3.25 | 4 | 4 | 3 | 3 | 3.5 | 4 | 4 | 4 | 4 | 4 | 2 | 36 |
| 3 | 俄语 | 1 | 4 | 4 | 5 | 5 | 4.5 | 5 | 4 | 6 | 6 | 5.25 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 6 | 5.25 | 4 | 4 | 3 | 2 | 3.25 | 3 | 4 | 2 | 3 | 3 | 5 | 4 | 4 | 4 | 4.25 | 1 | 28 |
| 4 | 日语 | 1 | 5 | 4 | 6 | 6 | 5.25 | 6 | 5 | 6 | 6 | 5.75 | 6 | 5 | 5 | 5 | 5.25 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 5 | 4 | 5.25 | 5 | 4 | 3 | 3 | 3.75 | 5 | 6 | 4 | 5 | 5 | 5 | 5 | 4 | 6 | 5 | 1 | 24 |
| 5 | 德语 | 1 | 6 | 5 | 6 | 5 | 5.5 | 3 | 5 | 5 | 4 | 4.25 | 6 | 5 | 4 | 4 | 4.75 | 4 | 3 | 4 | 4 | 3.75 | 6 | 5 | 5 | 5 | 5.25 | 3 | 4 | 4 | 2 | 3.25 | 3 | 4 | 3 | 2 | 3 | 5 | 5 | 6 | 5 | 5.25 | 1 | 22 |
| 6 | 法语 | 1 | 2 | 1 | 2 | 4 | 2.25 | 6 | 6 | 5 | 6 | 5.75 | 6 | 5 | 5 | 5 | 5.25 | 6 | 6 | 6 | 3 | 5.25 | 6 | 6 | 6 | 6 | 6 | 2 | 2 | 2 | 1 | 1.75 | 4 | 5 | 5 | 5 | 4.75 | 5 | 4 | 2 | 1 | 3 | 2 | 24 |
| 7 | 西班牙语 | 1 | 5 | 5 | 6 | 5 | 5.25 | 2 | 1 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 4.75 | 1 | 1 | 1 | 1 | 1 | 3 | 5 | 6 | 6 | 5 | 4 | 4 | 4 | 3 | 3.75 | 2 | 2 | 1 | 1 | 1.5 | 4 | 4 | 3 | 4 | 3.75 | 1 | 22 |
| 8 | 西班牙语 | 2 | 6 | 4 | 4 | 5 | 4.75 | 1 | 1 | 1 | 1 | 1 | 6 | 6 | 6 | 6 | 6 | 2 | 2 | 3 | 1 | 2 | 4 | 5 | 5 | 4 | 4.5 | 4 | 5 | 5 | 5 | 4.75 | 1 | 1 | 1 | 1 | 1 | 4 | 3 | 2 | 2 | 2.75 | 1 | 24 |
| 9 | 西班牙语 | 1 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 3.5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3.75 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 2.75 | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 3.5 | 2 | 21 |
| 10 | 韩语 | 1 | 5 | 4 | 6 | 5 | 5 | 3 | 3 | 4 | 4 | 3.5 | 5 | 5 | 6 | 6 | 5.5 | 3 | 3 | 1 | 1 | 2 | 5 | 5 | 3 | 5 | 4.5 | 4 | 4 | 3 | 3 | 3.5 | 2 | 4 | 1 | 2 | 2.25 | 4 | 3 | 3 | 3 | 3.25 | 2 | 26 |
| 11 | 日语 | 1 | 6 | 5 | 6 | 6 | 5.75 | 3 | 4 | 4 | 3 | 3.5 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 5 | 4 | 4.75 | 6 | 6 | 5 | 6 | 5.75 | 5 | 5 | 4 | 4 | 4.5 | 4 | 4 | 2 | 2 | 3 | 6 | 5 | 5 | 5 | 5.25 | 2 | 24 |
| 12 | 法语 | 2 | 4 | 4 | 5 | 5 | 4.5 | 3 | 2 | 5 | 2 | 3 | 5 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 5.75 | 4 | 4 | 4 | 3 | 3.75 | 5 | 5 | 3 | 2 | 3.75 | 5 | 5 | 5 | 4 | 4.75 | 1 | 19 |
| 13 | 古希腊语 | 2 | 2 | 1 | 1 | 1 | 1.25 | 2 | 2 | 3 | 2 | 2.25 | 6 | 6 | 5 | 5 | 5.5 | 4 | 2 | 2 | 1 | 2.25 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 1 | 3.75 | 3 | 3 | 1 | 2 | 2.25 | 6 | 5 | 5 | 5 | 5.25 | 1 | 49 |
| 14 | 法语 | 1 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 5 | 6 | 4.75 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 3 | 5.25 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 5 | 5.75 | 5 | 6 | 4 | 6 | 5.25 | 6 | 5 | 5 | 5 | 5.25 | 2 | 20 |
| 15 | 意大利语 | 1 | 5 | 4 | 5 | 5 | 4.75 | 1 | 1 | 4 | 2 | 2 | 5 | 4 | 5 | 5 | 4.75 | 4 | 3 | 3 | 2 | 3 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 3 | 3.75 | 1 | 28 |
| 16 | 法语 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2.5 | 4 | 4 | 5 | 4 | 4.25 | 3 | 4 | 3 | 2 | 3 | 6 | 6 | 6 | 6 | 6 | 3 | 4 | 2 | 2 | 2.75 | 1 | 1 | 2 | 2 | 1.5 | 4 | 4 | 4 | 4 | 4 | 1 | 37 |
| 17 | 日语 | 1 | 5 | 3 | 6 | 6 | 5 | 1 | 1 | 4 | 1 | 1.75 | 5 | 5 | 5 | 6 | 5.25 | 2 | 2 | 2 | 1 | 1.75 | 4 | 5 | 6 | 6 | 5.25 | 5 | 5 | 5 | 5 | 5 | 2 | 1 | 1 | 1 | 1.25 | 5 | 4 | 3 | 3 | 3.75 | 1 | 18 |
| 18 | 希伯来语 | 1 | 5 | 4 | 5 | 5 | 4.75 | 2 | 2 | 2 | 2 | 2 | 5 | 4 | 4 | 5 | 4.5 | 2 | 2 | 2 | 2 | 2 | 5 | 4 | 5 | 4 | 4.5 | 2 | 3 | 3 | 1 | 2.25 | 2 | 3 | 2 | 2 | 2.25 | 5 | 3 | 3 | 3 | 3.5 | 1 | 29 |
| 19 | 德语 | 2 | 3 | 3 | 5 | 5 | 4 | 2 | 2 | 2 | 2 | 2 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 3 | 3.75 | 2 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 3.25 | 1 | 22 |
| 20 | 法语 | 1 | 5 | 5 | 6 | 6 | 5.5 | 2 | 2 | 4 | 1 | 2.25 | 6 | 6 | 6 | 6 | 6 | 3 | 2 | 2 | 2 | 2.25 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 5 | 4.25 | 2 | 5 | 2 | 1 | 2.5 | 6 | 4 | 5 | 4 | 4.75 | 1 | 19 |
| 21 | 日语 | 2 | 4 | 4 | 6 | 6 | 5 | 2 | 1 | 2 | 1 | 1.5 | 6 | 6 | 6 | 6 | 6 | 2 | 1 | 2 | 1 | 1.5 | 6 | 6 | 6 | 6 | 6 | 5 | 4 | 5 | 4 | 4.75 | 2 | 1 | 1 | 1 | 1.25 | 4 | 4 | 2 | 3 | 3.25 | 1 | 21 |
| 22 | 日语 | 1 | 6 | 6 | 6 | 6 | 6 | 3 | 2 | 2 | 1 | 2 | 6 | 6 | 6 | 6 | 6 | 4 | 2 | 2 | 2 | 2.5 | 5 | 5 | 6 | 4 | 5 | 2 | 2 | 2 | 3 | 2.25 | 3 | 5 | 1 | 1 | 2.5 | 4 | 4 | 4 | 4 | 4 | 1 | 26 |
| 23 | 韩语 | 2 | 4 | 5 | 4 | 4 | 4.25 | 2 | 2 | 4 | 3 | 2.75 | 6 | 6 | 6 | 6 | 6 | 5 | 2 | 4 | 3 | 3.5 | 6 | 6 | 6 | 6 | 6 | 4 | 5 | 4 | 4 | 4.25 | 1 | 4 | 2 | 2 | 2.25 | 6 | 5 | 5 | 5 | 5.25 | 2 | 24 |
| 24 | 希腊语 | 1 | 6 | 6 | 6 | 6 | 6 | 1 | 6 | 4 | 1 | 3 | 6 | 6 | 6 | 6 | 6 | 6 | 2 | 3 | 3 | 3.5 | 5 | 5 | 5 | 4 | 4.75 | 6 | 5 | 6 | 6 | 5.75 | 4 | 5 | 4 | 4 | 4.25 | 5 | 5 | 5 | 5 | 5 | 2 | 25 |
| 25 | 德语 | 1 | 5 | 4 | 6 | 6 | 5.25 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4.75 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 5 | 5 | 5.25 | 4 | 5 | 5 | 3 | 4.25 | 4 | 4 | 2 | 4 | 3.5 | 6 | 6 | 6 | 6 | 6 | 1 | 20 |
| 26 | 法语 | 1 | 4 | 4 | 4 | 3 | 3.75 | 4 | 3 | 3 | 2 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 1 | 3.5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4.5 | 3 | 2 | 2 | 1 | 2 | 5 | 5 | 5 | 5 | 5 | 1 | 19 |
| 27 | 法语 | 1 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 5 | 6 | 5 | 6 | 5 | 5.5 | 3 | 3 | 3 | 3 | 3 | 6 | 6 | 6 | 5 | 5.75 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 2 | 3 | 3.75 | 5 | 5 | 5 | 5 | 5 | 1 | 18 |
| 28 | | 2 | 5 | 3 | 6 | 6 | 5 | 1 | 6 | 6 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 3 | 5.25 | 6 | 6 | 6 | 4 | 5 | 2 | 3 | 3 | 3 | 2.75 | 3 | 4 | 3 | 2 | 3 | 3 | 5 | 3 | 2 | 3.25 | 2 | 19 |
| 29 | 法语 | 1 | 6 | 5 | 6 | 6 | 5.75 | 4 | 3 | 5 | 2 | 3.5 | 6 | 6 | 6 | 6 | 6 | 4 | 2 | 1 | 2 | 2.25 | 5 | 5 | 6 | 6 | 5.5 | 4 | 4 | 5 | 2 | 3.75 | 3 | 3 | 2 | 1 | 2.25 | 5 | 4 | 5 | 4 | 4.5 | 2 | 21 |
| 30 | 越南语 | 2 | 3 | 3 | 4 | 3 | 3.25 | 1 | 2 | 5 | 2 | 2.5 | 6 | 6 | 6 | 6 | 6 | 2 | 1 | 2 | 1 | 1.5 | 5 | 5 | 6 | 6 | 5.5 | 6 | 5 | 5 | 4 | 5 | 2 | 2 | 1 | 1 | 1.5 | 5 | 4 | 4 | 4 | 4.25 | 2 | 24 |
| 31 | 意大利语 | 1 | 6 | 4 | 6 | 6 | 5.5 | 1 | 2 | 1 | 1 | 1.25 | 6 | 6 | 6 | 6 | 6 | 5 | 3 | 3 | 3 | 3.5 | 4 | 6 | 6 | 6 | 5.5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 1 | 27 |
| 32 | 泰语 | 1 | 5 | 4 | 6 | 6 | 5.25 | 1 | 1 | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 3.5 | 6 | 6 | 6 | 4 | 5.5 | 4 | 4 | 6 | 5 | 4.75 | 5 | 5 | 5 | 4 | 4.75 | 2 | 4 | 1 | 1 | 2 | 6 | 6 | 6 | 5 | 5.75 | 1 | 25 |
| 33 | 法语 | 1 | 6 | 6 | 6 | 6 | 6 | 4 | 1 | 4 | 3 | 3 | 6 | 6 | 6 | 6 | 6 | 3 | 3 | 1 | 1 | 2 | 4 | 4 | 4 | 6 | 4.5 | 4 | 4 | 4 | 2 | 3.5 | 1 | 2 | 3 | 3 | 2.25 | 3 | 6 | 4 | 3 | 4 | 1 | 22 |
| 34 | 法语 | 1 | 6 | 6 | 6 | 6 | 6 | 2 | 2 | 4 | 2 | 2.5 | 4 | 3 | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 5 | 4 | 3 | 4 | 4 | 2 | 2 | 1 | 1 | 1.5 | 2 | 4 | 2 | 2 | 2.5 | 4 | 4 | 4 | 4 | 4 | 1 | 20 |
| 35 | 韩语 | 1 | 3 | 4 | 5 | 6 | 4.5 | 2 | 2 | 3 | 2 | 2.25 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 2 | 3.25 | 6 | 5 | 6 | 6 | 5.75 | 3 | 3 | 3 | 4 | 3.25 | 2 | 3 | 2 | 2 | 2.25 | 5 | 4 | 5 | 4 | 4.5 | 1 | 32 |
| 36 | 挪威语 | 1 | 6 | 5 | 6 | 6 | 5.75 | 3 | 4 | 5 | 3 | 3.75 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 4 | 5 | 4.25 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 6 | 2 | 4.5 | 4 | 6 | 4 | 4 | 4.5 | 6 | 5 | 6 | 6 | 5.75 | 1 | 23 |
| 37 | 法语 | 2 | 6 | 6 | 6 | 6 | 6 | 2 | 2 | 6 | 2 | 3 | 6 | 5 | 5 | 5 | 5.25 | 4 | 4 | 4 | 4 | 4 | 5 | 6 | 6 | 6 | 5.75 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 6 | 2 | 4 | 3.5 | 1 | 22 |
| 38 | 意大利语 | 2 | 4 | 4 | 5 | 6 | 4.75 | 1 | 1 | 4 | 1 | 1.75 | 5 | 4 | 4 | 4 | 4.25 | 1 | 1 | 1 | 1 | 1 | 1 | 6 | 4 | 3 | 3.5 | 1 | 1 | 1 | 3 | 1.5 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 2 | 2 | 22 |
| 39 | 西班牙语 | 1 | 6 | 6 | 6 | 6 | 6 | 5 | 4 | 4 | 4 | 4.25 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 1 | 2 | 2.25 | 6 | 6 | 6 | 4 | 5.5 | 4 | 4 | 3 | 3 | 3.5 | 2 | 2 | 1 | 1 | 1.5 | 5 | 4 | 3 | 3 | 3.75 | 1 | 29 |
| 40 | 日语 | 2 | 4 | 5 | 4 | 5 | 4.5 | 1 | 1 | 5 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 3 | 4 | 3.25 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3.5 | 3 | 4 | 3 | 3 | 3.25 | 2 | 21 |
| 41 | 日语 | 1 | 6 | 5 | 5 | 6 | 5.5 | 2 | 2 | 2 | 5 | 2.75 | 6 | 5 | 6 | 5 | 5.5 | 6 | 2 | 2 | 2 | 3 | 5 | 6 | 5 | 5 | 5.25 | 5 | 5 | 5 | 3 | 4.5 | 2 | 2 | 2 | 2 | 2 | 5 | 5 | 4 | 4 | 4.75 | 1 | 34 |
| 42 | 法语 | 1 | 4 | 3 | 4 | 4 | 3.75 | 1 | 1 | 2 | 1 | 1.25 | 5 | 5 | 5 | 5 | 5 | 4 | 2 | 1 | 1 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 3 | 1 | 1 | 1.75 | 4 | 3 | 4 | 4 | 3.75 | 1 | 23 |
| 43 | 法语 | 1 | 5 | 5 | 6 | 6 | 5.5 | 2 | 1 | 3 | 2 | 2 | 5 | 5 | 4 | 6 | 5 | 4 | 3 | 2 | 1 | 2.5 | 4 | 6 | 4 | 3 | 4.25 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4.25 | 5 | 5 | 4 | 4 | 4.5 | 2 | 24 |
| 44 | 日语 | 1 | 5 | 5 | 6 | 5 | 5.25 | 5 | 5 | 4 | 6 | 5 | 5 | 6 | 5 | 6 | 5.5 | 5 | 5 | 5 | 5 | 5 | 2 | 1 | 2 | 1 | 1.5 | 5 | 6 | 4 | 3 | 4.5 | 5 | 5 | 4 | 6 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 21 |
| 45 | 冰岛语及法语 | 2 | 6 | 6 | 6 | 6 | 6 | 6 | 3 | 6 | 6 | 5.25 | 6 | 5 | 6 | 6 | 5.25 | 2 | 5 | 4 | 4 | 3.75 | 6 | 6 | 6 | 6 | 6 | 3 | 3 | 3 | 1 | 2.5 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 5 | 5.25 | 1 | 32 |
| 46 | 韩语 | 1 | 6 | 6 | 6 | 6 | 6 | 4 | 3 | 4 | 4 | 3.75 | 5 | 5 | 6 | 6 | 5.5 | 3 | 3 | 1 | 4 | 2.75 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 3 | 6 | 4.75 | 1 | 2 | 1 | 1 | 1.25 | 6 | 6 | 6 | 6 | 6 | 1 | 21 |
| 47 | 拉丁语 | 2 | 6 | 6 | 4 | 5 | 5.25 | 1 | 1 | 4 | 6 | 3 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 5 | 5 | 6 | 6 | 6 | 5.75 | 4 | 4 | 5 | 3 | 4 | 3 | 4 | 1 | 1 | 2.25 | 6 | 4 | 4 | 6 | 5 | 1 | 19 |
| 48 | 德语 | 1 | 5 | 5 | 5 | 6 | 5.25 | 5 | 5 | 6 | 5 | 5.25 | 5 | 6 | 5 | 6 | 5.5 | 5 | 6 | 5 | 6 | 5.5 | 5 | 6 | 5 | 6 | 5.5 | 5 | 6 | 5 | 2 | 4.5 | 4 | 5 | 5 | 5 | 4.5 | 5 | 5 | 6 | 5 | 5 | 2 | 22 |
| 49 | 日语 | 1 | 6 | 6 | 6 | 6 | 6 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 4.5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 2 | 3.75 | 5 | 5 | 1 | 2 | 3.25 | 5 | 5 | 5 | 5 | 5 | 1 | 20 |
| 50 | 韩语 | 1 | 5 | 5 | 5 | 5 | 5 | 2 | 3 | 4 | 2 | 2.75 | 5 | 5 | 4 | 4 | 4.5 | 3 | 5 | 4 | 5 | 4.25 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 2.75 | 5 | 5 | 5 | 5 | 5 | 1 | 28 |
| 51 | 拉丁语 | 2 | 2 | 1 | 1 | 1 | 1.25 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 5 | 6 | 5.25 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1.5 | 1 | 32 |
| 52 | 德语 | 1 | 5 | 6 | 5 | 5 | 5.25 | 5 | 6 | 5 | 2 | 4.5 | 5 | 6 | 5 | 2 | 4.5 | 5 | 6 | 5 | 5 | 5.25 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 5 | 5 | 5.25 | 5 | 6 | 2 | 5 | 4.5 | 5 | 6 | 5 | 6 | 5.5 | 1 | 23 |
| 53 | 韩语 | 1 | 5 | 4 | 6 | 5 | 5 | 1 | 1 | 2 | 2 | 1.5 | 5 | 5 | 5 | 5 | 5 | 2 | 2 | 2 | 3 | 2.25 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 2 | 4.75 | 4 | 4 | 2 | 2 | 3 | 4 | 4 | 4 | 3 | 3.75 | 1 | 24 |
| 54 | 西班牙语 | 2 | 5 | 5 | 6 | 5 | 5.25 | 2 | 3 | 4 | 2 | 2.75 | 6 | 5 | 5 | 5 | 5.25 | 2 | 2 | 2 | 2 | 2 | 5 | 6 | 6 | 4 | 5.25 | 3 | 4 | 4 | 4 | 3.75 | 2 | 2 | 2 | 2 | 2 | 5 | 5 | 5 | 5 | 5 | 1 | 25 |
| 55 | 拉丁语 | 1 | 6 | 6 | 6 | 6 | 6 | 1 | 1 | 6 | 4 | 3 | 6 | 6 | 6 | 6 | 6 | 3 | 3 | 3 | 3 | 3 | 6 | 6 | 6 | 6 | 6 | 2 | 3 | 2 | 2 | 2.25 | 1 | 1 | 1 | 1 | 1 | 6 | 6 | 6 | 6 | 6 | 2 | 22 |
| 56 | 韩语 | 2 | 6 | 5 | 6 | 6 | 5.75 | 1 | 1 | 2 | 1 | 1.25 | 5 | 5 | 5 | 5 | 5 | 6 | 3 | 3 | 1 | 3.25 | 4 | 4 | 4 | 5 | 4.25 | 5 | 5 | 4 | 4 | 4.5 | 4 | 4 | 1 | 2 | 2.75 | 5 | 6 | 3 | 4 | 4.5 | 1 | 18 |
| 57 | 日语 | 1 | 6 | 6 | 6 | 6 | 6 | 2 | 4 | 5 | 6 | 4.25 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 5 | 1 | 4 | 3.5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 1 | 20 |
| 58 | 德语 | 1 | 6 | 4 | 5 | 5 | 5 | 1 | 1 | 5 | 1 | 2 | 6 | 6 | 6 | 6 | 6 | 1 | 1 | 1 | 1 | 1 | 6 | 6 | 6 | 6 | 6 | 3 | 2 | 4 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 4 | 5 | 1 | 4 | 3.5 | 1 | 30 |
| 59 | 德语 | 1 | 4 | 5 | 6 | 4 | 4.75 | 5 | 5 | 6 | 5 | 5.25 | 5 | 6 | 5 | 5 | 5.25 | 5 | 6 | 5 | 5 | 4.5 | 5 | 5 | 6 | 5 | 5.25 | 6 | 5 | 6 | 5 | 5.5 | 5 | 6 | 5 | 5 | 5.25 | 5 | 6 | 6 | 6 | 5.75 | 2 | 20 |
| 60 | 荷兰语 | 2 | 4 | 4 | 4 | 5 | 4.25 | 1 | 1 | 5 | 2 | 2.25 | 6 | 5 | 6 | 5 | 5.5 | 1 | 1 | 1 | 1 | 1 | 6 | 6 | 6 | 4 | 5.5 | 4 | 4 | 4 | 4 | 4 | 1 | 5 | 2 | 2 | 2.5 | 6 | 5 | 3 | 2 | 4 | 1 | 20 |
| 61 | 英语 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 22 |
| 62 | 西班牙语 | 1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 5 | 5 | 3.5 | 5 | 5 | 5 | 4 | 4.75 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 3 | 2 | 2 | 2 | 2.25 | 6 | 6 | 4 | 6 | 5.5 | 6 | 6 | 6 | 5 | 5.75 | 1 | 30 |
| 63 | 日语 | 1 | 6 | 4 | 6 | 6 | 5.5 | 2 | 2 | 3 | 2 | 2.25 | 5 | 5 | 5 | 4 | 4.75 | 3 | 3 | 3 | 1 | 2.5 | 4 | 6 | 5 | 4 | 4.75 | 3 | 3 | 4 | 3 | 3.25 | 2 | 3 | 2 | 2 | 2.25 | 4 | 3 | 3 | 3 | 3.25 | 1 | 27 |
| 64 | 日语 | 1 | 5 | 6 | 2 | 5 | 4.5 | 5 | 2 | 6 | 2 | 3.75 | 5 | 2 | 5 | 5 | 4.25 | 5 | 2 | 5 | 5 | 4.25 | 5 | 2 | 5 | 5 | 4.25 | 4 | 2 | 5 | 6 | 4.25 | 5 | 2 | 5 | 5 | 4.25 | 3 | 3 | 6 | 6 | 4.5 | 1 | 20 |
| 65 | 德语 | 2 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 1 | 1 | 3.5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 3 | 5.25 | 6 | 6 | 6 | 4 | 5.5 | 5 | 5 | 5 | 3 | 4.5 | 3 | 3 | 4 | 3 | 3.25 | 5 | 5 | 4 | 5 | 4.75 | 2 | 25 |
| 66 | 德语 | 1 | 6 | 6 | 6 | 6 | 6 | 5 | 3 | 4 | 1 | 3.25 | 5 | 4 | 5 | 4 | 4.5 | 6 | 4 | 4 | 1 | 3.75 | 4 | 4 | 6 | 6 | 5 | 5 | 5 | 6 | 3 | 4.75 | 5 | 4 | 1 | 1 | 2.75 | 5 | 4 | 3 | 6 | 4.5 | 1 | 24 |
| 67 | 泰语 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 2 | 4.75 | 6 | 5 | 2 | 6 | 4.75 | 5 | 2 | 6 | 6 | 4.75 | 5 | 2 | 5 | 5 | 4.25 | 5 | 2 | 5 | 6 | 4.5 | 5 | 5 | 6 | 5 | 5.25 | 5 | 5 | 1 | 6 | 4.25 | 2 | 23 |
| 68 | 日语 | 1 | 6 | 6 | 6 | 6 | 6 | 3 | 3 | 2 | 2 | 2.5 | 6 | 6 | 6 | 6 | 6 | 5 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4.75 | 4 | 4 | 1 | 1 | 2.5 | 5 | 5 | 5 | 5 | 5 | 2 | 21 |
| 69 | 日语 | 1 | 5 | 5 | 2 | 6 | 4.5 | 5 | 6 | 2 | 5 | 4.5 | 5 | 6 | 4 | 6 | 5.25 | 5 | 5 | 5 | 6 | 5.25 | 5 | 6 | 5 | 6 | 5.5 | 5 | 6 | 5 | 2 | 4.5 | 5 | 6 | 5 | 6 | 5.5 | 5 | 5 | 6 | 5 | 5.25 | 1 | 21 |
| 70 | 法语 | 2 | 6 | 6 | 6 | 6 | 6 | 2 | 2 | 4 | 3 | 2.75 | 6 | 6 | 6 | 6 | 6 | 3 | 2 | 3 | 3 | 2.75 | 5 | 5 | 6 | 5 | 5.25 | 4 | 5 | 4 | 4 | 4.25 | 3 | 4 | 2 | 2 | 2.75 | 5 | 5 | 4 | 5 | 4.75 | 1 | 29 |
| 71 | 日语 | 2 | 6 | 5 | 5 | 5 | 5.25 | 1 | 1 | 1 | 1 | 1 | 6 | 6 | 6 | 6 | 6 | 2 | 1 | 3 | 1 | 1.75 | 5 | 6 | 6 | 6 | 5.75 | 4 | 4 | 4 | 5 | 4.25 | 1 | 6 | 1 | 1 | 2.25 | 4 | 4 | 4 | 5 | 4.25 | 1 | 31 |
| 72 | 泰语 | 2 | 5 | 5 | 2 | 5 | 4.25 | 5 | 2 | 5 | 6 | 4.5 | 5 | 2 | 6 | 5 | 4.5 | 5 | 2 | 6 | 2 | 3.75 | 5 | 5 | 5 | 5 | 5 | 2 | 6 | 5 | 2 | 3.75 | 5 | 2 | 5 | 2 | 3.5 | 5 | 2 | 5 | 5 | 4.25 | 1 | 20 |
| 73 | 法语 | 1 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 2 | 3 | 6 | 6 | 6 | 6 | 6 | 2 | 2 | 2 | 2 | 2.5 | 3 | 5 | 5 | 5 | 4.5 | 4 | 4 | 4 | 3 | 3.75 | 2 | 2 | 1 | 1 | 1.5 | 5 | 4 | 3 | 3 | 3.75 | 1 | 35 |
| 74 | 法语 | 1 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 4 | 4 | 3.75 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | 4 | 3 | 3.75 | 5 | 5 | 5 | 4 | 4.75 | 4 | 3 | 3 | 4 | 3.5 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 2 | 2 | 2.75 | 1 | 30 |
| 75 | 德语 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3.25 | 4 | 4 | 3 | 4 | 3.75 | 4 | 4 | 4 | 4 | 4 | 5 | 2 | 5 | 1 | 3.25 | 4 | 5 | 6 | 1 | 4 | 4 | 5 | 3 | 5 | 4.25 | 5 | 5 | 3 | 5 | 4.5 | 2 | 23 |
| 76 | 西班牙语 | 1 | 5 | 5 | 5 | 5 | 5 | 3 | 1 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 4 | 2 | 3 | 2 | 2.75 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4.5 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 5 | 5 | 4.5 | 1 | 24 |
| 77 | 日语 | 1 | 5 | 6 | 5 | 2 | 4.5 | 5 | 6 | 4 | 6 | 5.25 | 5 | 6 | 5 | 4 | 5 | 5 | 6 | 5 | 3 | 4.75 | 5 | 6 | 5 | 2 | 4.5 | 5 | 4 | 5 | 6 | 5 | 5 | 6 | 5 | 2 | 4.5 | 5 | 5 | 4 | 5 | 4.75 | 2 | 20 |
| 78 | 加泰罗尼亚语 | 2 | 5 | 2 | 2 | 5 | 3.5 | 5 | 2 | 5 | 5 | 4.25 | 5 | 5 | 6 | 6 | 5.5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 5 | 5.75 | 4 | 5 | 3 | 4 | 4 | 5 | 6 | 3 | 6 | 5 | 5 | 5 | 3 | 5 | 4.5 | 1 | 23 |
| 79 | 法语 | 1 | 4 | 4 | 5 | 6 | 4.75 | 4 | 4 | 5 | 4 | 4.25 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 3 | 3.75 | 6 | 6 | 6 | 6 | 6 | 3 | 3 | 2 | 3 | 2.75 | 3 | 4 | 3 | 3 | 3.25 | 4 | 5 | 2 | 2 | 4 | 1 | 21 |
| 80 | 德语 | 1 | 4 | 3 | 4 | 5 | 4 | 3 | 1 | 5 | 2 | 2.75 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 3 | 2.75 | 5 | 5 | 4 | 4 | 4.5 | 4 | 4 | 4 | 3 | 3.75 | 2 | 2 | 1 | 2 | 1.75 | 3 | 2 | 2 | 2 | 2.25 | 1 | 22 |
| 81 | 法语 | 1 | 6 | 5 | 6 | 6 | 5.75 | 3 | 3 | 5 | 4 | 3.75 | 6 | 5 | 6 | 5 | 5.5 | 3 | 4 | 2 | 4 | 3.25 | 5 | 6 | 6 | 6 

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