**The light side of darkness? The dark triad of personality as positive and negative predictors of L2 language learning**

**Supplementary Materials**

***Measurement Models***

The four measurement models utilised in the structural equation models of this study were tested in JASP (version 0.18.3), using diagonally weighted least squares with standard errors. All measurement models achieved close fit (see Table S1), with CFI and TLI > .95 and RMSEA and SRMR < .05 (Kenny, 2020). The measurement models are visually depicted in Figures S1 – S4.

**Table S1**

*Measurement Model Fit*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *χ2* | *df* | CFI | TLI | RMSEA | SRMR |
| Dark Triad | 129.638 | 51 | .961 | .950 | .060 | .087 |
| L2 Motivational Selves | 427.208 | 167 | .991 | .989 | .060 | .060 |
| L2 Engagement | 212.784 | 125 | .994 | .993 | .040 | .049 |
| L2 WTC | 124.348 | 35 | .992 | .990 | .077 | .062 |

**Figure S1**

*Dark Triad Measurement Model*

A diagram of a diagram

Description automatically generated

*Note.* \*\*\**p* < .001; \*\**p* < .01; \**p* < .05. All factor loadings were significant to *p* < .001.

**Figure S2**

*L2 Motivational Selves Measurement Model*

A diagram of a diagram

Description automatically generated

*Note.* \*\*\**p* < .001; \*\**p* < .01; \**p* < .05. All factor loadings were significant to *p* < .001.

**Figure S3**

*L2 Engagement Measurement Model*

A diagram of a diagram

Description automatically generated

*Note.* \*\*\**p* < .001; \*\**p* < .01; \**p* < .05. All factor loadings were significant to *p* < .001.

**Figure S4**

A diagram of a diagram

Description automatically generated*L2 WTC Measurement Model*

*Note.* \*\*\**p* < .001; \*\**p* < .01; \**p* < .05. All factor loadings were significant to *p* < .001.

***Structural Equation Models***

**Table S4**

*Structural Equation Models Fit Summary*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| DT predicting… | *χ2* | *df* | CFI | TLI | RMSEA | SRMR |
| L2 Motivational Selves (RQ1) | 654.314 | 452 | .995 | .994 | .032 | .049 |
| L2 Engagement (RQ2) | 422.959 | 377 | .998 | .998 | .017 | .044 |
| L2 Achievement (RQ3) | 285.795 | 69 | .994 | .992 | .086 | .037 |
| L2 WTC (RQ4) | 284.022 | 203 | .996 | .996 | .030 | .048 |

**Table S5**

*Latent Regression Paths Summary*

| Predictor | Outcome | β | p-value |
| --- | --- | --- | --- |
| Machiavellianism | Ideal L2 Self | .006 | .896 |
|  | Ought-to L2 Self | .196 | <.001 |
|  | Learning Effort | -.004 | .936 |
|  | Social Engagement | .188 | <.001 |
|  | Teacher Engagement | -.029 | .515 |
|  | Peer Engagement | .331 | <.001 |
|  | Learning Engagement | .276 | <.001 |
|  | Academic Achievement | .075 | <.001 |
|  | Self-Perceived Achievement | .268 | <.001 |
|  | WTC | .047 | .068 |
| Narcissism | Ideal L2 Self | .380 | <.001 |
|  | Ought-to L2 Self | -.233 | <.001 |
|  | Learning Effort | .204 | <.001 |
|  | Social Engagement | -.194 | <.001 |
|  | Teacher Engagement | .210 | <.001 |
|  | Peer Engagement | -.202 | <.001 |
|  | Learning Engagement | -.258 | <.001 |
|  | Academic Achievement | .047 | <.001 |
|  | Self-Perceived Achievement | .232 | <.001 |
|  | WTC | .235 | <.001 |
| Psychopathy | Ideal L2 Self | -.084 | <.001 |
|  | Ought-to L2 Self | -.078 | <.001 |
|  | Learning Effort | -.108 | <.001 |
|  | Social Engagement | -.123 | <.001 |
|  | Teacher Engagement | .015 | .522 |
|  | Peer Engagement | -.074 | .001 |
|  | Learning Engagement | -.084 | .001 |
|  | Academic Achievement | .068 | <.001 |
|  | Self-Perceived Achievement | .153 | <.001 |
|  | WTC | -.055 | <.001 |