

# Establishing Motivation Model Based on the L2 Motivational Self System to Promote English Learning Enthusiasm

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**Abstract**—In the flipped classroom model, students are required to complete autonomous learning task before class; otherwise the class activities will be affected. When in class, they must take active part in the activities to guarantee the quality of the flipped classroom. Therefore, compared with the traditional classroom, in the flipped classroom, it's more necessary to stimulate students' learning enthusiasm to make them have autonomous learning ability. Based on Dornyei's L2 motivational self-system, this paper focuses on how to give full play to students' learning enthusiasm in the flipped classroom model, and tries to find an effective solution to improve students' learning enthusiasm by building a specific motivational self model suitable for the college English flipped classroom.

**Keywords**—L2 motivational self system; flipped classroom; learning enthusiasm

## I. INTRODUCTION

Flipped classroom is the flipping of traditional classroom. To realize it, before class teachers are needed to create videos, prepare learning materials and put them in the teaching platform, while students should watch the videos and study the related learning resources. In class teachers and students need to interact with each other to explore problems, finish homework and implement cooperative learning (Tucker, 2012). On the one hand, the flipped classroom can ensure students to receive personalized education to meet their personal needs (Bergmann and Sams, 2012); on the other hand, it can adapt to the requirements of contemporary talent training. With the help of teaching platform, knowledge can be taught asynchronously before class through network technology and classroom time can be effectively used (Cockrum, 2014). Therefore, as an innovative exploration of classroom teaching reform, the flipped classroom has its own unique advantages. However, in order to give full play to these advantages and achieve the overall learning quality and good teaching effect, it is more necessary to stimulate students' strong learning enthusiasm than the traditional classroom to complete autonomous learning with high quality, and fully participate in various teaching activities in the classroom, so as to ensure the successful flipped classroom. Based on Dornyei's L2

motivational self system, this paper tries to find an effective solution to improve students' learning enthusiasm by constructing a specific motivational self model of college English flipped classroom.

## II. THE THEORY OF L2 MOTIVATIONAL SELF SYSTEM

Motivation, originating from psychology, is an internal driving force that urges people to take actions to achieve a certain goal (Harmer, 2001). For learners, learning motivation can activate learning behaviors, lead these learning behaviors to learning goals, and strengthen such behaviors (Hu Jiping, 2015). Second language learners' motivation is a key factor for successful second language learning, which determines why learners learn the target language, how hard they work, and how long such enthusiastic learning can last (Mengtian, 2014).

Dornyei conducted an in-depth study on the motivation of second language learning and its role in second language acquisition. Based on the integrative motive proposed by Gardner and Lambert, he established his own L2 Motivational Self System. The Motivational Self System well integrates L2 motivation theory with self theory in the mainstream psychology, which represents a major reformation of previous motivational thinking. It is composed of three parts: Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience (Dornyei, 2009).

### A. Ideal L2 Self

Higgins gave a precise explanation of ideal self. The ideal self refers to the individual's vision of himself, that is, the state that the individual hopes to have under the ideal state, for example, whether the individual's ambition, progress, growth and achievement can approach the ideal final state (Higgins, 1987; Higgins, Klein, and Strauman, 1985). The Ideal L2 Self is the L2-specific facet of one's ideal self. If an individual wants to become a fluent second language speaker, he or she will be eager to reduce the difference between the actual self and the ideal self. In this case, his or her ideal L2 self will become a powerful motivator to learn the L2.

### B. Ought-to L2 Self

The Ought-to Self concerns the attributes that an individual believes he/she should have, such as the responsibilities, obligations or moral responsibilities that an individual needs to undertake. It is the vision of others for this individual. The Ought-to L2 Self is the L2-specific facet of one's ought-to self, which makes individuals believe that they should have some kind of second language ability to meet the expectations and to avoid possible negative outcomes. Therefore, to some extent, the Ought-to L2 Self will be internalized due to the group pressure on individuals, which will lead to its integration with the Ideal L2 Self and form the Possible L2 Self, namely Future Self-guide. Future Self-guide is a powerful motivational tool that can motivate individuals to take action to improve their level of second language (Oyserman, Bybee and Terry, 2006; Yowell, 2002).

### C. L2 Learning Experience

For some language learners, the initial motivation for learning a language is that they can participate in the actual language learning process successfully and find themselves good at learning the language. Such learning experience can motivate them to learn the language. Therefore, L2 Learning Experience focuses on the motivation generated in the learning process, which is directly related to the learning environment and learners' experience, such as the influence of teachers and peers, the difficulty of courses and successful experience in second language learning and so on.

## III. BUILDING FLIPPED CLASSROOM L2 MOTIVATIONAL SELF MODEL TO IMPROVE STUDENTS' ENGLISH LEARNING ENTHUSIASM

In order to improve college students' enthusiasm for English learning in the flipped classroom model, teachers must make them have strong English learning motivation. If students can take the following things like mastering English, going abroad, passing CET4 and CET6 etc. as part of the ideal selves, and integrate the ideal selves with ought-to selves consciously, and at the same time teachers can build harmonious learning environment for students and promote students' successful experience during English learning, they will take all kinds of ways and means constantly to strive to complete all tasks of flipped classroom with high quality, shorten and even eliminate the gap between their ideal selves and real selves, and eventually realize the goal of mastering English.

### A. Building Future English Self-guide

1) *Setting goals and establishing vision*: Firstly, implement good pre-class publicity and guidance. Before the implementation of the flipped classroom, teachers should popularize and publicize something about the flipped classroom teaching method to their students, and give them good preliminary guidance. Through publicity, students will know that this new teaching model can not only improve their learning efficiency and effect, but also get personalized guidance from their teachers to cultivate their abilities in all

aspects and better develop their learning potential. After knowing something about the flipped classroom, students also need to be trained on how to watch the teaching videos and how to interact with videos. At the same time, teachers need to teach them how to write down key points in the videos by taking notes, ask questions and summarize what they have learned.

Secondly, know something about students. Teachers should conduct in-depth research on their students, such as knowing their English learning level, expectations for English learning, personality characteristics etc.

Finally, help students set goals and build vision. On the basis of knowing students, teachers need to help each of them to set a suitable long-term English learning goal, such as mastering English, passing CET4 and CET6, going abroad, etc., so that they can build up their ideal L2 selves. Long-term learning goal is positively related to future self-guide, which provides motivation for action and regulates behavior through self-identification of goal or integration of goal into self-determined goal system (Miller and Brickman, 2004). When the students have clear goals, they will compare their actions with their goals constantly, clearly know the distance between their English learning speed and their goals, which can enhance their vision, maintain and strengthen their motivation for action constantly, consciously overcome difficulties, and maintain their English learning enthusiasm.

2) *Establishing rules to motivate students*: Rules can enable students to transform external pressure into their Ought-to Selves, and make it integrate with their ideal selves, so as to stimulate their enthusiasm, regulate their behavior and complete the corresponding study.

Firstly, link students' study with their process assessment results, and use the rules to ensure that students to cooperate with teachers to complete the flipped classroom teaching. The setting ratio of process assessment results should not be too low, or it can't stimulate students' positive performance in and out of class. Taking our college as an example, the test result and process assessment result account for 50% respectively. Under teachers' strict requirements, students can well cooperate with teachers to complete online and offline learning.

Secondly, quantify process evaluation. For example, teachers can set process evaluation score as 100, with 50 points for autonomous learning and 50 points for classroom performance. Then, it is further subdivided into each autonomous learning and classroom performance. Take college English reading and writing class for example. There are sixteen reading and writing classes in a semester. So each autonomous learning and classroom performance is about three points. The students' autonomous learning can be monitored through the information platform, while for classroom performance, teachers can focus on testing students' answers to questions, discussions, statements, presentations, performances, etc., and whether the students are active and how good the quality is.

Thirdly, establish the organization. In class, teachers and students interact with each other, and teachers are more

likely to know students' performance. In comparison, it is more difficult to know the situation of students' autonomous learning. Therefore, in order to ensure that students can effectively complete autonomous learning, teachers should not only monitor students' learning through the information platform, but also establish an organization to urge and help students complete autonomous learning tasks with high quality. For example, a class of 30 students can be divided into 6 groups, with 5 students in each group. Students living in the same dormitory or next-door dormitory are given priority to be divided into a group, so as to facilitate discussion and mutual help in the process of autonomous learning. Each group selects a responsible and warm-hearted student to be the group leader. The group leader is responsible for checking whether and how the group members have completed autonomous learning, how they have completed the study and what problems the students have. The group leader will register the information and hand it to the teacher.

Finally, strengthen checking. Teachers can check whether students finish their autonomous learning or not by various means, such as taking notes, asking questions and checking their notes etc. In this way, it's easy to know the situation of students' autonomous learning. Teachers should praise the students who have done well in the autonomous learning, and give them high grades. For those who have not done well, teachers can talk with them to find out the reasons, put forward the expectations and push them forward.

Through the above measures, basically teachers can ensure that each student can not only complete autonomous learning, but also take part in the classroom activities actively.

#### *B. Promoting the Formation of Successful English Learning Experience*

In order to make students form successful English learning experience, teachers need to carefully design and reasonably arrange the curriculum, and create a harmonious English learning atmosphere, so that students will have such feelings during the study: when they are in trouble, they can get help; when they are confused, someone will explain for them; when they are left behind, someone will pull them; they can make progress in learning with a clear purpose and enjoyment.

Firstly, grasp the flipped classroom as a whole. The influence of content on the flipped classroom actually comes from the restriction of the subject itself on this organizational form. Not all contents and knowledge points of the course are suitable for using the flipped classroom (Sams & Bergmann, 2013). When designing the flipping classroom, teachers should consider the limitation of different knowledge content characteristics on the flipped classroom to choose whether they use a full or partial flipped one. In the case of college English, the content is various. Have an overall consideration when deciding in what content the flipped classroom can be used. After making sure the content that will be taught in the flipped classroom, teachers need to design the teaching tasks to be completed and teaching

objectives to be achieved carefully. These are the prerequisites for the successful operation of flipped classroom in college English.

Secondly, carefully design each link of flipped classroom teaching. The first important thing for teachers to do is to design tasks before class. For the design of the pre-class tasks, teachers can give personalized answers to the students based on their questions, while students can clearly know what content should be mastered before class, so as to carry out self-paced active inquiry learning according to the teacher's design. The design of pre-class tasks mainly includes autonomic learning task list and the content and form of teaching videos. The autonomic learning task list is actually a soul of students' autonomic learning. In the design, the study guide, study task, confusion and suggestions should be included. When producing the teaching videos, teachers should abide by the following principles: covering key and difficult knowledge; being able to attract students' attention; being easy for students to understand; being able to guide the students' study; designing accompanying exercises for teaching videos etc. The second important thing is to design good classroom activities. Teachers should design the flipped classroom as the combination of a group of short, concise, orderly and efficient activities. Each teaching activity has a strong teaching purpose, which is designed carefully in scene construction and process arrangement. Each class is such a combination of multiple teaching activities. Through the steps of testing, homework, collaboration and presentation etc., the whole class is guaranteed to be interesting and efficient, internalizing students' knowledge and expanding their abilities.

Thirdly, choose appropriate teaching methods. Teaching methods play an important role in the teaching process, which are directly related to the teaching effect and teaching efficiency. Therefore, the selection of appropriate teaching methods is of great significance to the college English flipped classroom (Series Editorial board, 2008). Teachers should choose such methods as natural teaching, scene teaching, listening and speaking teaching and interactive teaching etc., according to different contents and scenes, or carry out diversified and mixed teaching comprehensively to make the class interesting and efficient.

Finally, students should be given timely personalized guidance. For students' problems in learning, teachers should timely provide necessary support and help them through the network platform whenever they can.

When students build their future English self-guide and have formed successful English learning experience with teachers' help, they will have strong English learning motivation and cooperate with teachers actively to complete flipped classroom teaching tasks and achieve their learning goals.

#### IV. CONCLUSION

In recent years, the flipped classroom has exerted a profound influence on Chinese high education and brought about the innovation of college English teaching. The college English flipped classroom is different from the traditional

teaching in the teaching process, the information technology and the learning method. It emphasizes the process of knowledge internalization, pays attention to the cultivation of student's main body consciousness and the ability to learn, and at the same time requires the students to have more autonomous learning consciousness and learning enthusiasm. Therefore, it's a key factor to cultivate students' autonomous learning awareness and stimulate their learning enthusiasm for the teachers who are implementing the flipped classroom. It's imperative. To stimulate students' learning enthusiasm, teachers must promote their learning motivation.

According to the L2 motivation self system, building a reasonable ideal L2 self, ought-to L2 self and second language learning experience can solve the problem of how to stimulate students' learning enthusiasm. Based on this, this study constructs a L2 motivational self-model suitable for college English flipped classroom: Teachers help students set goals and build visions to set up their ideal and ought-to selves; through teachers' careful design and reasonable arrangement of the flipped classroom, students' successful English learning experience can be formed. Under the influence of these two factors, students will have strong motivation to learn and their enthusiasm to learn is enhanced. Finally their goal of mastering English will be achieved. This model can stimulate students' curiosity and innovation ability, enhance learners' self-confidence, reduce learning pressure and anxiety, correct learning attitude, and cultivate the ability of inquiry learning and deep learning, which is undoubtedly of practical significance to college English teachers who are implementing the flipped classroom. However, the research on this model is still in the initial stage, and how to further help students with different learning styles and habits to adapt to the college English flipped classroom model and improve their autonomous learning abilities remains to be further studied.

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