



The Environmental Impact Research Based on L2MSS

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Abstract. Zoltán Dörnyei's L2 Motional Self System is a crucial theoretical foundation for researching motivation in second language learning and has been successfully used in the field of second language acquisition. The author began with a number of influencing elements and wanted to investigate and comprehend in greater detail the part of the theory that relates to second language self-motivation being influenced by the surroundings. This paper examined 100 second-language learners including both secondary and university study groups, using questionnaires to investigate the influences and motivational factors in the process of second-language learning. Due to the lack of understanding of the specific environmental influences in this theory, the paper also compared the various environmental impact and the different degrees of these influences on secondary school and university student groups. Based on the results of the questionnaire data, the author compares several factors and propose ways to improve classroom efficiency as well as the final recommendation for second language teachers to increase and improve the efficacy of both teaching and learning in the classroom setting.

Keywords: L2MSS, environmental impact, L2 acquisition, classroom setting.

1 Introduction

The motivation of second language learners is essential to the success of second language learning since it influences expectations for second language acquisition and is reflected in actual learning behaviors. Also, the student is significantly impacted by the environment regarding how effectively they can learn and how well-defined their goals are. This makes it a significant field for researching environmental impact and motivation for second language learners. The learning opportunities are expanding, and the elements affecting learning are changing daily in the context of the globalization of knowledge, mainly when dealing with epidemic times. This also implies that second language education must understand how motivation for second language acquisition changes when diverse circumstances are at play.

As a result, much attention has been paid to the learner's approach to L2 learning motivation study. Zoltán Dörnyei's L2 Motional Self System is the leading research theory and comprises three main parts: the ideal L2 self, the ought-to L2 self, and the L2 learning experience ^[1]. The expectations of the individual's social surroundings

(family, friends, etc.), which are external to the individual, form the basis of the ideal L2 self. The L2 learner's learning scenarios, including instructors, resources, learning environments, etc., are called the L2 learning experience component [2].

Based on the aforementioned theories, this paper investigates the attitudes and beliefs of two groups—secondary school students and college students—about learning a second language under various contextual conditions, beginning with the learners' immediate surroundings. By making changes to the environment both within and outside of the classroom, this article aims to provide second language instructors with some ideas and suggestions for improving second language education as well as the quality and effectiveness of teaching.

2 Method

Many researchers have utilized data to analyze the extent to which one thing affects another. One of the most well-known tools for assessing the environmental impact on second language learners is the questionnaire, which is particularly useful in studying specific and concrete influencing factors in their learning periods.

2.1 Research Objects

The cohort was divided into two groups according to the learning stage. A random sample of students with L2 ability was recruited from secondary schools and universities, representing the curriculum-driven group and the self-goal-oriented group. With the initial cohort of 100 samples, 50 percent each for two target groups which came from all provinces of China.

2.2 Questionnaires

The questionnaire consists of ten questions, including six single-choice and one multiple-choice question, which aimed to measure the following constructs:

a) What are the differences between the most influential factors in the initial second language learning stage and the current stage?

b) How do these differences play out between the two age groups of learners?

c) Which influencing factor most motivates second language learning and why?

In addition, there are two questions in the questionnaire that analyzed and looked for ways to improve the learning situation by investigating the extent to which participants agreed with the topic statements, forcing on the two main external influences, the classroom's atmosphere, and the teachers. At the same time, the questionnaire ended with an optional subjective investigation in which participants were asked to state their current difficulties and problems in second language learning.

The questionnaire was generated and distributed in the form of a QR code and link. The whole process from questionnaire production to distribution to collection lasted for three weeks, from February 19 to March 5. A total of 102 questionnaires were sent out and 100 were collected, with an efficiency of 98%. A P value Descriptive data were generated for all variables.

3 Result

In order to improve and enhance the efficiency of second language learning in China from the perspective of second language teachers, and to motivate and develop second language self-learning motivation by stimulating students' interest in their second language, the author hopes to obtain the results of classroom-related environmental influences on second language learning motivation through this research report.

The author placed the research group with secondary school students focused on the curriculum (curriculum-driven group) and university students focused on their own goals (self-goal-oriented group) to study the impact of the environment on second language learners at various learning stages with each containing 50 samples. The questionnaire's 10 questions gauge how much the learning environment has an impact on various motives, facilitators, learning goals, and future perspectives.

The first and second question focuses on the reasons and motivations for starting second language learning. Fifty-two of the 100 respondents, or 52% of the total, claimed that their school's compulsory education policy-driven curriculum was the reason they began learning a second language. It is shown that one of the most crucial aspects of environmental influences on learning is national policy. Interest-driven learning, family arrangements, and life environment demands are other motivations for beginning second language acquisition, respectively accounting for 26%, 17%, and 4% of these second language learners (see Figure 1).

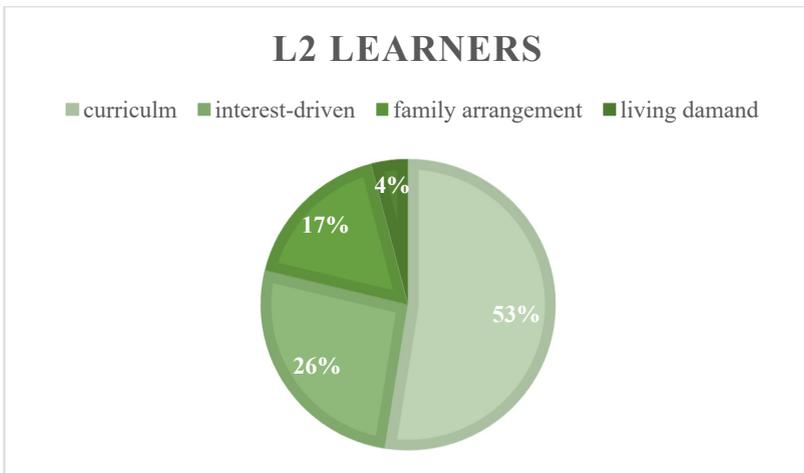


Fig. 1. Starting factors

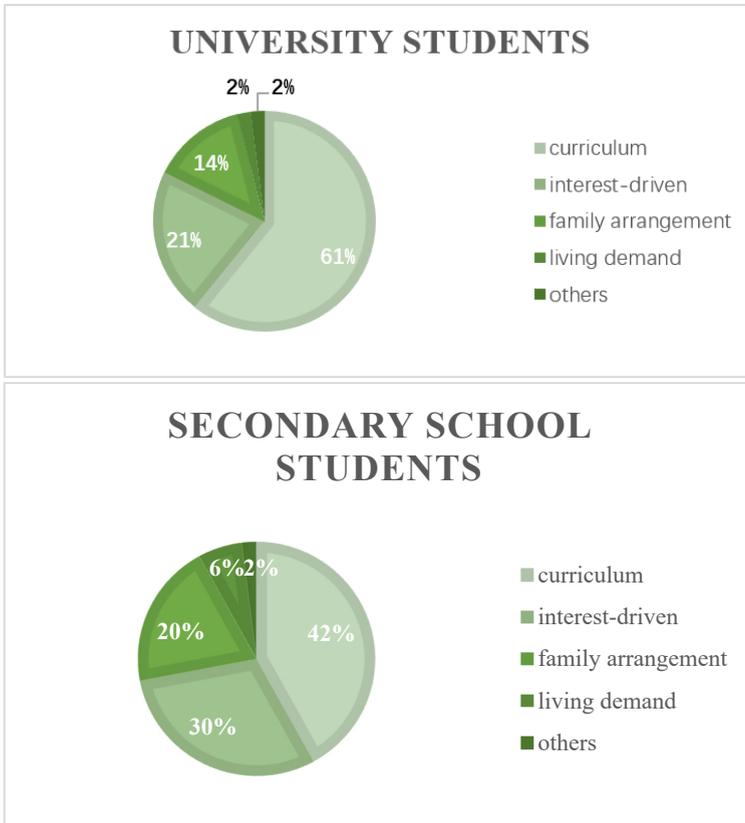


Fig. 2. Two groups comparison table

Figure 2 shows that the statistics on this topic varied greatly between the two age groups. It illustrates that more secondary school students started second language studies due to interest-driven and parental arrangements than the university group. This demonstrates the growing interest in second languages among kids and the increasing desire of parents for their kids to be fluent in more than two languages or to have an advantage in the language classroom [3].

The second and third multiple-choice questions were centered on how much various environmental factors influence second language acquisition and how these effects vary across the two age groups during the learning process. Nine aspects from five perspectives—recreation, life, family, education, and self—are available. The findings demonstrate that more than 84% of students view foreign movies, TV shows, and internet searches for international news and gossip as the most significant motivating elements. Meanwhile, 51% concur that living abroad and studying abroad will foster the acquisition of a second language. In terms of self-motivation, 35% of the students thought that learning a second language would help them get better grades, and 23% thought that learning a second language would help them prove themselves. 17% thought that

external expectations and encouragement would be internalized as a motivating factor for learning a second language.

The poll revealed that, at 33% and 29%, respectively, entertainment-related reasons accounted for the biggest share in both groups. In other words, motivation is the best teacher, and the most common method of learning for most pupils is through viewing foreign films and keeping up with celebrities. However, the remaining other factors behaved differently in the two groups.

Table 1. Comparison of the learning purpose in two groups

| Factors | Travel abroad | Study abroad | Classroom setting | Exam-oriented | Self-encouragement |
|------------|---------------|--------------|-------------------|---------------|--------------------|
| Secondary | 4 | 1 | 17 | 22 | 6 |
| University | 8 | 14 | 6 | 10 | 12 |
| total | 12 | 15 | 23 | 32 | 18 |

Table 1 shows that the aforementioned five elements behaved considerably differently in the two groups, demonstrating that motivation for second language learning varies depending on the learning groups' developmental stages and environmental influences.

Compared to secondary school students, who are primarily engaged in high school and university entrance tests, university students need to think about further education, thus exam-oriented education has become the main driving force in the secondary group. This is due to university students being more likely to study overseas.

Secondary school pupils are under academic pressure, whereas university students have more time on their hands. However, this component contributes less to overall travel considerations due to the global epidemic and the regulations of many nations that restrict travel [4].

The influence on the classroom aspect was divided into two parts, the classroom atmosphere and the influence brought by the teachers. Two judgment questions were created to gauge how much these two parts would affect motivation in second language learning. According to the statistics, 90% of respondents believed that a good teacher increases their willingness to study a second language, and 88% said that a good classroom environment promotes language learning. 56% of people are prepared to continue learning a third language under these two conditions.

It is evident that studying for exams still has a significant impact even at the university level, which is one of China's hallmarks. The statistics of the outcomes from the previous multiple-choice question also support this. More than 33.3% of respondents named motivation as the main difference between Chinese and foreign second language learners, and 23% named the purpose of learning, which is in line with the first half of the poll and our forecasts (see Figure 3).

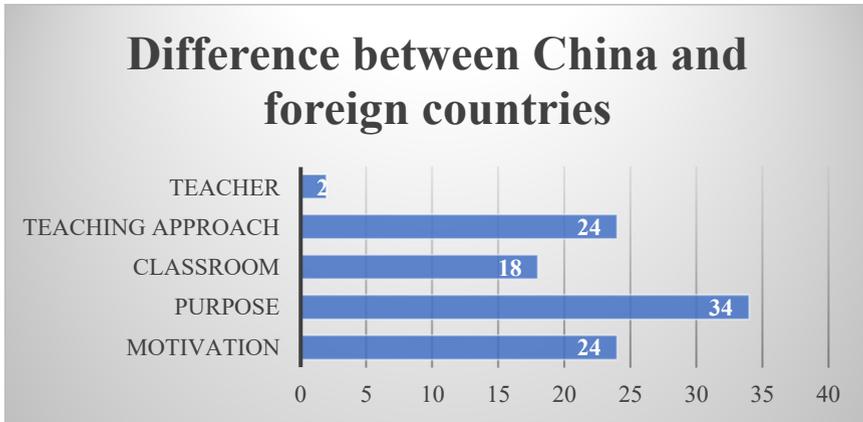


Fig. 3. Difference between China and foreign countries

4 Discussion

The research findings suggest that interest is a major motivator for Chinese students to learn a second language, and government policy and the classroom environment are also significant influencing factors. The ought-to L2 self, which primarily expresses these three aspects, is a key element of the second language self-motivation theory. From a social psychological standpoint, motivation experts Gardner and Lambert distinguished between "integrative motivation" and "instrumental motivation" in 1959 [5]. The most significant element of integrative motivation, interest motivation, is extrinsic motivation (learning activity as a means to achieve a goal), which corresponds to instrumental motivation. Exam motivation, including the desire to obtain a position by passing a test, is extrinsic motivation (learning activity as a means to achieve a goal) [6].

Based on the findings of this study, the author believes that foreign language teachers in this country can teach and learn by combining logical and emotional strategies that are enjoyable, most of the time, by engaging students in topics and methods that interest them in learning a second language. The specific methods include presenting films, videos, etc., or introducing them to areas of interest. The study's part on classroom environments demonstrates that if we desire to boost interest in second language learning, improving the classroom environment is crucial. Teachers can get to know their students better by adopting interactive teaching techniques in the classroom to fulfill their practical requirements and make learning conversational [7]. Future research on second language motivation strategies must pay close attention to the influence of the second language motivation process view on motivational strategy research, focus on motivational learning strategies and their training, and study motivational teaching strategies in-depth within the context of self-system theory [8]. Classrooms teaching English as a second language should place more emphasis on student-to-student and teacher-to-student communication. In order to boost students' motivation to speak,

teachers should employ effective teaching techniques to establish a good learning environment [9].

However, in terms of research methodology, the study of Chinese students' motivation for learning a second language lacks a controlled study of foreign second language learners, rendering the study of the influence of Chinese and foreign environments on motivation for learning a second language only a simple research conclusion from the perspective of Chinese students, and there is no in-depth investigation of the environmental influences on foreign students' learning a foreign language. Only secondary school and university students and non-student workers were included in the study population; all other age groups, including those in elementary school and non-student workers, were disregarded. It is possible to conduct further research on these two groups in the future, and this may promote preschool instruction and adult continuing education. What's more, another study that examined second language acquisition through a questionnaire also found that girls were more motivated to learn English than boys, proving that gender is a significant influencing element in the motivation survey. This paper does not address this factor [10].

5 Conclusion

The current findings add substantially to the understanding of the difference between students from China and foreign countries regarding environmental impact, which evokes the motivation to learn a second language. This is the ideal L2 self in L2MSS and reflects the individual second language learners' anticipation of the future. This kind of perception of self-learning is stimulated by environmental factors, including social life and policies consistent with the ought-to L2 self-part. This also confirms the research showing that the ought-to L2 self will be internalized as part of the ideal L2 self, and both are future-oriented. This motivation is also influenced by many cultures and regions, encouraging second language learners to adapt and thus promote second language acquisition. Consistent with the L2 learning experience mentioned in the L2MSS, it is only possible to consider the importance of the classroom setting as a significant environmental factor in the investigation of second language learners' motivation. In terms of students' initiative to learn and communicate, for instance, different classroom environments in China and overseas have distinct effects on their learning. In general, the study of second language learners' past and present circumstances can be very beneficial in improving their future learning environment. It can be reflected in a more in-depth study of how to improve the classroom environment to increase the interest and awareness of domestic students. Furthermore, early childhood educators should also consider techniques for fostering an early interest in and aptitude for learning a second language in their kids.

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