

An Analysis of the Influence of Motivation on Learners' Learning Outcomes Based on the Bilingual Motivational Self-system

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With the deepening of the understanding of second language learning, we have made a deeper exploration of the factors that affect the learning effect of learners. Among them, motivation, as the influence factor second only to academic technology, has been widely concerned by scholars at home and abroad. Dörnyei put forward the theory of second-language motivation self-system in 2005; the two-language motivation self-system mainly consists of three components, namely, the ideal two-language self, should be two-language self, and second-language learning experience.

Keywords: second language acquisition, L2MSS, motivation

Introduction

In the context of globalization, interactions between countries are becoming increasingly close, and the need to acquire new language skills has become more urgent. More and more people want to learn a new language and master a new language. Motivation in the process of learning a foreign language is directly related to the intensity of the input to the language, and motivation is also closely related to the learner's academic performance. As research continues, motivation has been found to play a very important role in the language learning process of learners. Therefore, Dörnyei proposed the self-system theory of bilingual motivation based on his research on motivation, which systematizes motivation, no longer as a general umbrella term, but as a systematic theoretical basis, which plays a very profound role in our further research on motivation.

By analyzing and summarizing the existing data, we investigate the influence of motivation on learners' learning performance and learning effectiveness in the process of second language acquisition, and analyze the relationship between ideal second language self, supposed second language self, and second language learning experience in the second language motivational self system and the influence of second language motivational self system on second language learners' learning outcomes.

Literature Review

Second Language Acquisition and the Second Language Motivational Self System

What is second language acquisition? Literally, second language acquisition is the problem of second language learning, usually referring to any other language learning after the acquisition of the native language,

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and is a cross-cutting discipline. Language learning is very closely related to individual background, experience, motivation, and emotion. Motivation, as an important factor influencing learners' effectiveness, has become an important issue in the field of second language acquisition research. In the coming years, the self-system theory of second language motivation may become the most important theoretical basis for our study of motivation. The self-system of second language motivation was first proposed by Delnay. Its claim is to synthesize previous models into a macro model of language-specific motivation, but it is based on the general social psychological theory of managerial focus and the notion that humans will make a decision about how to act given an ideal self as a reference motivation.

The managerial focus theory was developed by Columbia University emotional and motivational psychologist E. Torrey Higgins. He argued that humans can self-manage their behavior based on balancing a facilitative focus motivation, in which we expect to gain or pleasure from an action, and a preventive focus, in which we expect to gain pain or shame from an action. According to Higgins' theory, a facilitative focus consists of a reference to an "ideal self" and the achievements and aspirations we associate with it. It is also related to a more intrinsic type of motivation: Is it worth doing something? Conversely, a preventive focus involves a reference to a "deserving self" and the value of security and responsibility we associate with it. It is also related to more external or only partially internalized motivations, to the question we ask ourselves: Is doing something worthwhile? Applying these ideas to second language motivation, Delnay proposes a conceptualization of a self-system of second language motivation that includes three main components.

1. The "ideal second language self", which refers to the particular second language aspect of one's "ideal self"—if the person we want to be speaks a second language, the ideal second language self is a powerful motivator to learn the particular language. The ideal second language self is a powerful motivator to learn a particular language because we want to reduce the difference between our actual and ideal selves.

2. The "ought second language self" refers to the attributes we believe we should have in order to avoid possible negative consequences—this dimension of motivation may therefore bear little resemblance to our own desires or aspirations.

3. The "experience of second language learning", which contains executive motivation related to the current learning environment and experience.

The Relationship Between the Second Language Motivational Self System and Learning Outcomes

Ideal bilingual self and learning outcomes. The ideal L2 self is the ideal state that learners expect to achieve, mainly related to personal goals and desired visions. It is believed that learners' L2 motivation stems from their desire to bridge the gap between their ideal L2 self and their real self, and is aligned with internalized instrumental motivation. Most scholars have analyzed learners' motivational behaviors by examining learners' expected efforts, and numerous studies have shown that the ideal bilingual self can contribute to the expected efforts, but its positive effects are based on "feasibility". If the initial goals set by the learners are too high, it is easy to cause "motivational decline" and eventually the ideal second language self will not be realized.

In Huo Wei and Rui Yanping's research survey, it can be seen that the stronger the motivation of ideal self students have, the more likely they are to achieve better academic performance, and Wei Xiaobao's research study on Chinese college students shows that ideal second language self is positively correlated with learners' performance. Several studies have shown that the ideal second language self plays a positive influence on

learners' second language acquisition, and the stronger the motivation of the ideal second language self, the better the learners' learning outcomes.

The stronger the motivation of the ideal bilingual self, the better the learning outcomes of the learners.

Ought-to-bilingual self and learning outcomes. According to Higgins, the ought-to L2 self is the external manifestation of the traits (i.e., responsibilities, obligations, rules) that individuals (or others) believe individuals should possess. In short, the ought bilingual self refers to the traits that people believe they should have in order to meet expectations or avoid negative outcomes. Not only does the should-bilingual self fail to predict learners' language achievement (e.g., Dörnyei & Chan, 2013), but it may also act as a hindrance; however, some studies have shown that learners' should-bilingual selves are more predictive of expected effort in foreign language learning contexts. Moreover, differences in the source of the should-bilingual self may also influence the relationship between it and expected effort, as Blair and Azaz found an indirect positive and negative effect of the self-represented should-bilingual self and the other-represented should-bilingual self on expected effort, respectively, through structural equation modeling. In the context of the new era, today's learners are more mature in their thinking and judgment abilities than previous learners, have more independent thinking abilities, and have their own opinions and requirements for their own second language learning. Therefore, the motivation to learn second language because of factors such as exams or parental expectations may be reduced, and even the environmental pressures around them may be transformed into negative effects exerted on the learners and hinder their second language learning. A study by Hong Min also showed that the contingent self-image lacked the actual motivation to stimulate learners' learning behaviors and did not really promote learners' English proficiency. Therefore, it shows that the ought bilingual self has no significant effect on learners' learning outcomes.

L2 learning experience and learning outcomes. L2 learning experience refers to the contextual motivation associated with a specific learning situation or previous learning experience. It is mainly related to the learning environment and learning experience, and is influenced by factors such as teachers, peers, and syllabus in the learning environment (Dörnyei, 2009). Dörnyei argues that learners' attitudes toward the classroom, teachers, peers, and syllabus can reflect the learners' learning experience. For example, if a learner has had a successful language learning experience before learning a second language, it will have a positive impact on his or her learning of the second language and will lead to better learning outcomes; if a learner has had a bad learning experience before learning a second language, it may have a negative impact on the learner's subsequent learning of the second language and hinder the learning process.

According to positive psychology theory, positive experience at the subjective level, including positive emotions and feelings such as pleasure, joy, interest, satisfaction, pride, etc., has a strong dynamic and positive function and can expand attention and thinking patterns and facilitate broadening horizons, pursuing new knowledge, enhancing mental toughness, and creating individual resources. Chang Haichao showed that if the language learning experience of the research subject is pleasurable and intriguing, it will undoubtedly become an attractor of the learning motivation system, thus greatly contributing to the learners' motivation. For example, study participant interviewee A1 said that because of his personal preference for intensive reading classes, he would listen carefully and take notes when the teacher explained the texts and words, and felt that the classroom content was important and the teacher would expand on the knowledge points, and if he did not listen carefully, he would feel that he missed a lot of content. On the contrary, the type of lesson or the content of the lecture that they do not like will reduce their motivation to learn, so that the motivation trajectory will

tend to be lower, and the phenomenon of “demotivation” will occur. In the case of the listening class, for example, all four interviewees said that they generally did not understand. The teacher would play a movie after listening to a section, and even if they tried hard, they could not understand it, so they gave up and started playing with their phones or sleeping anyway. In conclusion, prior learning experiences are closely related to current learning motivation. The positive predictive effect of learning experience on motivated behavior has been confirmed by relevant studies, If learners enjoy the second language classroom atmosphere and feel that the second language classroom is full of fun, they will be more motivated and willing to put more effort into their second language learning, and thus achieve better learning outcomes.

Internal Relationship of Second Language Motivation Self-system

Domestic research is represented by the experimental results of Wei Xiaobao (2013), who found that ideal bilingual self and bilingual learning experience have significant effects on autonomous learning behavior; while should bilingual self has little effect on autonomous learning behavior; bilingual learning experience plays an important moderating role; ideal bilingual self is negatively correlated with should bilingual self and significantly positively correlated with bilingual learning experience. Dörnyei's theoretical model of the bilingual motivational self system, in which the ideal bilingual self, the should bilingual self, and the bilingual learning experience are all related to the second language learners' intended learning efforts, is related to other learner factors. Su (2012) found that there is an interactive relationship between the ideal bilingual self, the should-bilingual self, and their learning experiences, and that the construction of the ideal bilingual self is a dynamic process, and the should-bilingual self can be transformed into the ideal bilingual self.

Conclusion

The bilingual motivational self system (Dörnyei, 2005) is currently the dominant model of learner motivation, which introduces the psychological concept of self and merges the ideal bilingual self and the should-bilingual self as new dimensions with the bilingual learning experience, which represents the traditional dimensions, to jointly constitute a new study of motivation. Through systematic research, domestic and foreign scholars have demonstrated that the bilingual motivational self system has different effects on learners' learning outcomes. The extent to which motivation is important for different individuals in their second language learning process in terms of achieving different levels of learning outcomes needs to be further explored. This paper only briefly introduces and analyzes the motivational self-system of second language through existing literature and research results, which needs to be further corroborated by more in-depth research in the future.

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