

摘 要

作为影响二语习得的重要因素之一，动机一直备受研究者们的关注。深入研究动机有助于揭示不同学习阶段外语学习者的动机变化，以及动机对习得过程和成果的影响。

尽管二语学习动机研究已经取得了巨大的进展和丰硕的成果，然而当前的研究仍然存在一些缺陷。在理论方面，当前的二语动机研究尚未充分探索基于二语动机自我系统的理论研究视角，特别是对于当前二语自我层面的能动作用的重视不够；在研究内容方面，现有的研究主要集中于外部因素对学习者的影响，而忽视了学习者作为学习主体的内部动机、自我认同以及能动性对学习动机的重要影响；而在研究对象方面，目前对于二语动机自我系统的研究主要聚焦在初中生和高中生群体，对于大学生群体的关注相对较少。

Dörnyei (2005) 提出的二语动机自我系统 (L2MSS) 将动机、自我和认同紧密联系起来，为二语动机研究提供了新的理论视角。本研究以 Dörnyei 的二语动机自我系统为理论基础，借鉴了可能自我理论和自我差异理论关于当前自我的部分定义，对二语动机自我系统做出尝试性的补充，探究二语动机自我系统对大学生英语四级成绩的影响。本文提出以下两个研究问题：

1. 大学生二语动机自我系统的四个组成部分总体分布情况如何？
2. 大学生二语动机自我系统及其构成因素对大学生英语四级成绩有何影响？

本研究所使用的问卷是基于刘珍等人在 2012 年设计的大学生二语动机自我系统问卷，并在此基础上结合前人研究中与当前二语自我相关的问卷进行相应的修改。本文采用定性与定量相结合的方法来探索研究问题。研究结果表明：

(1) 在所测试的大学生中二语动机自我系统的四个维度中，理想二语自我的水平最高，应该二语自我水平其次，二语学习经历水平第三，当前二语自我水平最低。

(2) 大学生的二语动机自我系统的四个维度与大学生英语四级成绩的相关性由高到低依次为：理想二语自我 > 二语学习经历 > 当前二语自我 > 应该二语自我。理想二语自我、二语学习经历、当前二语自我对大学生英语四级成绩呈现正

向相关，而应该二语自我与大学生英语四级成绩无显著相关性。二语动机自我系统对大学生英语四级成绩有积极的影响作用。其中，理想二语自我、二语学习经验和当前二语自我对大学生英语四级成绩有显著预测力。他们分别解释了 18.1%，7.3%和 1.4%的变异量。总体而言，该模型可以解释大学生英语四级成绩 26.8%的方差。这意味着二语动机自我系统在一定程度上能够预测和解释大学生的英语四级成绩。

本研究详细探讨了二语动机自我系统对大学生英语四级成绩的影响，丰富了不同视角下的二语动机研究，并针对英语教学提出相应建议，以期提升大学生的英语学习动力，实现更好的英语学习效果。

关键词：二语动机自我系统；英语四级成绩；影响

Abstract

Motivation is a critical factor in the process of second language acquisition and has received much attention from researchers. Scholars could gain insight into the dynamic change of learners' motivation at different learning stages by conducting comprehensive research on motivation, and understand the influence of motivation on learners' learning processes and outcomes.

Despite substantial progress and notable achievements in second language motivation research, there are still some limitations that need to be addressed. In terms of theory, The existing motivation research has not thoroughly investigated motivation from the theoretical perspective of L2 Motivational Self System (L2MSS) and has not given enough attention to the active role of the Present L2 self. In terms of research content, the existing studies primarily focus on the influence of external factors on learners' motivation, neglecting the crucial influence of learners' internal motivation, self-identity, and initiative on their motivation to learn. In terms of research subjects, the existing focus of the studies on L2 Motivational Self System primarily revolved around middle school and high school students, with relatively less attention given to the college student population.

The L2 Motivational Self System, introduced by Dörnyei in 2005, establishes a close connection between motivation, self, and identity, which provides a new perspective for motivation research. Therefore, based on L2 Motivational Self System, this study incorporates elements of possible selves and self-discrepancy theory to further elucidate the concept of the Present L2 Self and subsequently investigates the effects of the college students' L2 Motivational Self System on their CET-4 scores. The two research questions underpinning this study include:

1. What is the general situation of the four components of college students' L2 Motivational Self System?
2. How do the L2 Motivational Self System and its four components affect college students' CET-4 scores?

The questionnaire used in this study is primarily based on the original L2 Motivational Self System questionnaire developed by Liu Zhen in 2012. To make the questionnaire more suitable for the current study, selected items from previous questionnaires that focused on the Present L2 self were incorporated. Both qualitative and quantitative studies are used in this study. The significant findings of this study are as follows:

(1) It was discovered that the level of IL2S was the highest among the four components of college students' L2MSS. The degree of the OL2S came next, then the level of the L2LE, and finally the level of the PL2S.

(2) The correlations between the four components of college students' L2MSS and their CET-4 scores in sequence from high to low were: IL2S > L2LE > PL2S > OL2S. The former three variables (IL2S, L2LE, and PL2S) are positively correlated with their CET-4 scores, while there was no significant correlation between OL2S and CET-4 scores. IL2S, L2LE, and PL2S had a significant impact on college students' CET-4 scores. They had significant predictive power for college students' CET-4 scores. They explained 18.1%, 7.3%, and 1.4% of the total variance, respectively. Overall, the model was able to account for 26.8% of the variance in CET-4 scores. This indicates that the L2MSS can predict and explain college students' CET-4 scores to some extent.

This study extensively examined the effects of the L2 Motivational Self System on college students' CET-4 scores, thereby enriching the existing research on second language motivation from a new perspective. Additionally, corresponding English teaching suggestions were given to help college students get more motivated and do better in English in future.

Keywords: L2 Motivational Self System; CET-4 Scores; Effects

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List of Abbreviations

L2: Second Language

L2MSS: L2 Motivational Self System

IL2S: Ideal L2 Self

OL2S: Ought-to L2 Self

L2LE: L2 Learning Experience

PL2S: Present L2 Self

CET-4: College English Test Band 4

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Chapter One Introduction

1.1 Research Background

Motivation is a driving force that inspires and sustains students' educational activities, ultimately leading to the attainment of specific academic goals. It is one of the key factors behind successful language acquisition, which constitutes an essential topic in applied linguistics. Although it is not directly involved in the cognitive interaction process, it indirectly influences the external conduct of students and, in turn, affects foreign language learning performance (e.g., changes in learners' learning strategies and efforts). Liu Fengge (2012) said, "Empirical investigations have proven that motivation plays a crucial part in the learning process, as demonstrated by language instructors." Therefore, it is necessary to investigate learners' motivation.

The pervasive lack of motivation among college students often leads to lower levels of concentration in the classroom compared to that in their high school. And passing the College English Test Band 4 (CET-4) has been a big challenge for many students. It is an examination administered by the Ministry of Higher Education that holds authority in evaluating learners' English proficiency and assessing teaching services. Its primary objective is to provide an objective and accurate measurement of students' English language skills, rather than increasing the heavy burden on college students. On the one hand, the lack of motivation among college students is a significant concern for educators as it often leads to discouragement and decreased academic performance. On top of that, the availability of numerous online English learning resources can sometimes confuse students about their motivation. When confronted with various options and external temptations, college students, particularly those with low self-discipline, risk losing sight of their original goals and motives.

Motivation, which permeates the whole process of second language acquisition and reflects the psychological changes in the learners, is strongly related to English

language learning. Students with higher motivation tend to achieve better results, leading to higher motivation. Therefore, it is of great importance to investigate whether achievement is related to students' motivation. Furthermore, each student is an individual with different characteristics and varying levels of motivation. Therefore, the teacher should pay attention to the individual students, notice the psychological changes of the students, and encourage them to take initiative and get motivated. The focus of teaching should be shifted from the teacher to the student.

Drawing on leading theories of motivation from the field of psychology, Dörnyei proposed the Second Language Motivated Self System theory (L2MSS), which connects motivation, self, and identity and redefines the traditional concept of integration, making it more convincing to explain the motivation of second language learners in the global context. Its validity has been verified in numerous different cultural contexts, and much of the recent research attempts to explore the ability of Dörnyei's L2MSS to explain issues of L2 learner motivation and, by extension, L2 achievement. It significantly contributed to the conceptualization of language motivation and the relationship between L2 motivation and the maximized learning outcomes (Al-Hoorie, 2018). However, previous research has paid little attention to the dimension of Present L2 Self. Therefore, this paper will complement Dörnyei's original theory and provide an in-depth analysis of the effect of L2MSS on the college students' CET-4 scores.

1.2 Research Purpose

The research aims to investigate the effects of L2MSS on college students' CET-4 scores. By employing a combination of qualitative and quantitative approaches, the study seeks to understand the overall situation of L2MSS. Furthermore, the research aims to determine if there are any correlations between L2MSS scores and college students' CET-4 scores, and to explore how it influences their performance in the CET-4 examination.

Through comprehensive analysis, the study also intends to provide pedagogical

implications and strategies to enhance students' intrinsic motivation and engagement in English language learning. Furthermore, L2MSS proposed by Dörnyei closely connects motivation, self, and identity, redefines the traditional concept of integration, and shifts the research focus from the external environment to the dynamic change of learners' internal motivation. It broadens the scope of research in second language motivation. In this regard, the research also intends to contribute a fresh theoretical foundation for the second language motivation study.

1.3 Research Significance

This study has important theoretical and practical significance.

Theoretically, Dörnyei's L2 Motivational Self System (L2MSS) is more innovative compared to Gardner's integrated theory. It eliminates the ambiguity of traditional integrative motivation and aligns better with psychology and identity, rendering it adaptable to the current learning context. Although the L2MSS is a new and powerful one in many motivational theories, it only explores the learner's Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience and ignores the dimension of the Present L2 Self. Based on the original theory of the L2MSS, this study tentatively complements the dimension of the present self, which connects the past and the future, making the L2MSS more comprehensive and dynamic. It provides a whole picture of student motivation and enriches theoretical connotations and perspectives to some extent.

Practically, investigating the influence of L2MSS on college students' CET-4 scores will shed light on the teaching process. L2 instruction could be better designed and teachers could have more access to boost students' learning motivation. The recommendations provide guidance for educational institutions and schools to create effective learning environments that foster language proficiency. For college students, they can benefit from adopting a more scientific approach towards understanding the relationship between L2MSS and their scores. They can make adjustments to their learning strategies and enhance their self-confidence in the language learning process.

Additionally, it provides valuable recommendations for improving the quality and effectiveness of foreign language teaching, learning, and assessment practices.

1.4 The Structure of the Thesis

This thesis consists of six chapters.

Chapter One briefly introduces the research background, purpose, significance and structure of the study. It is a general outline of the content and structure of this thesis. It indicates the topic of study, announces the research problems being addressed in the current study, and specifies the research purpose and significance. Moreover it also states how the body of research is organized.

Chapter Two examines a literature review on L2MSS. Chapter two reviews the definition of motivation and specifies Dörnyei's ideas about it. Next, the related theory of L2 learning motivation and its development is presented. Hereafter, a review of the literature related to the L2MSS studies is discussed, covering both domestic and international research.

Chapter Three introduces the theoretical foundation adopted in this study. First, this part presents the L2MSS with a description of its three main components. Subsequently, it delves into the theoretical foundation of L2MSS, specifically examining the possible selves theory and self-discrepancy theory. Within this foundation, a comprehensive definition of Present L2 Self is provided. Finally, a new theoretical foundation is presented, which includes four components: Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, and Present L2 Self. This comprehensive foundation provides a comprehensive perspective through which to examine the motivational dynamics of language learning in this study.

Chapter Four is related to research methodology. This chapter elaborates the research questions, subjects, and instruments. Subsequently, it introduces data collection procedures and data analysis. To better answer the three research questions, both quantitative and qualitative research methods are used. Through qualitative analysis, the study provides valuable insights into the underlying mechanisms and

factors at play, deepening our understanding of how L2MSS may impact students' CET-4 scores. The qualitative analysis provides a detailed explanation of the results from semi-structured interviews and supplement the quantitative analysis.

Chapter Five mainly focuses on the findings and discussion of this study. Both the quantitative and qualitative results are presented. The initial presentation of the quantitative study encompasses three parts: the overall situation of L2MSS among college students, the correlation between L2MSS and their CET-4 scores, and the effects of L2MSS on their CET-4 scores. Subsequently, the qualitative research findings, specifically the results of interviews, are presented to facilitate a more comprehensive and thorough interpretation of potential factors. In other words, it seeks to answer the two research questions in this thesis and provides a detailed explanation of the results of semi-structured interviews.

Chapter Six summarizes the main ideas and findings of the thesis. Following the main findings, this section also presents the pedagogical implications for teaching English as a foreign language. At the end of the thesis, the limitations and suggestions for further research are presented.

Chapter Two Literature Review

2.1 Definition of Motivation

The L2 Motivational Self System (L2MSS) has enormously contributed to current understandings of the conceptualization of language motivation and the interconnections between L2 learning and maximized learning outcomes (Al-Hoorie, 2018). Many motivation theories have been proposed since 1950, among which different definitions of motivation have been offered from different perspectives.

In terms of motivation's composition, some researchers argued that motivation is composed of goals. While some hold that goals are not necessarily components of motivation. And it is more reasonable to relate motivation with effort. Wen Qiufang (1996) believed that the reasons and purposes of learning English could be simply taken as motivation to some extent. He Zhaoxiong and Mei Deming (1999) defined "motivation for language learning as the learners' overall goal or orientation." Johnstone (1999) regarded motivation as "a drive directed towards a goal". However, students cannot be motivated or reach their goals without any action. They must exert unrelenting effort into it. Therefore, some scholars associated motivation with effort and view the degree of effort as an element of motivation. Keller (1983) defined motivation as "the choices people make as to what goals or experience they will approach or avoid, and the degree of effort they will exert in this respect". Ellis (1994) believed that motivation can be regarded as the "effort which learners put into learning a second language as a result of their need or desire to learn it". Motivation varies from person to person, and it seems too casual to simply define motivation as a goal or effort without consideration of its dynamic and complexity.

From a social and psychological perspective, Gardner claimed that L2 motivation is "the will to learn a second language and to make the efforts to achieve the goal and then get the sense of satisfaction from the process." (1985: 10). Although the emphasis on the internal world of the individual is given, this definition still

ignores the external factors. In addition, the effort is stimulated by the positive it imp

From the perspective of constructivism, According to William and Burden (1997), motivation can be defined as a state of cognitive and emotional stimulation that results in a conscious decision to act and a sustained amount of mental or physical effort to achieve a previously chosen objective (s). This definition considers both internal and external factors. Motivation is regarded as a state of cognition and emotion to be stimulated and triggered, in which the actions are taken to reach the set goals and the mental and physical efforts are made to achieve the goals. For Pintrich and Schunk (1996), they stressed the dynamic process of motivation, which holds that motivation is the process whereby goal-directed activity is instigated and sustained.

Dörnyei (1998) defined motivation as “a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate the action, or until the planned outcome has been reached”. Compared with the definition of Gardner, Dörnyei’s definition of motivation puts more emphasis on the two dimensions of goal and effort. At the same time, he sought to embrace both dynamic and static perspectives. It is more comprehensive and reasonable.

Numerous definitions of motivation were given from various perspectives. Though it is challenging to define motivation from one single aspect, these factors (such as goal and effort) do significantly impact motivation, resulting in the shifted focus of research on L2 motivation to its complex and dynamic nature.

2.2 Related Theories of L2 Learning Motivation

Motivation has drawn increasing attention since the 1950s. A great number of motivation theories have been proposed in linguistics, sociolinguistics, and second language acquisition with different concerns at different times. However, it is worth noting that these theories are not simply a reversal of previous theories, but rather a modification and refinement of the original one.

2.2.1 The Socio-educational Oriented L2 Motivation

Gardner's theory was laid down in the 1960s and was grounded in social psychology. It was one of second language acquisition's most representative and influential theories. For the first time, motivation was pointed out as another critical factor accounting for language outcomes besides linguistic aptitude (Gardner & Lambert, 1959).

Gardner put forward the dichotomy of motivation: instrumental motivation and integrative motivation. Students learning to accomplish a task, such as passing an exam, are driven by instrumental motivation (Ehrman, 1996; Hudson, 2000). A positive attitude to community of target language and a wish to integrate is usually considered typical learners driven by integrative motivation (Crookes & Schmidt, 1991; Gardner, 1985). It should be noted in Gardner's theory that integrative motivation is more important than instrumental motivation in second language acquisition and that it is directly and positively related to second language achievement (Gardner, 2001, 2007).

However, his theory leads to doubts and criticism from other researchers. First, most of his experiments were conducted in Canada without concerning for the different contextual circumstances. Clément and Kruidenier (1983) claimed that "a distinction is difficult to make between instrumental and integrative motivation. In addition, integrative motivational orientation concerns a cheerful interpersonal or affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community". It implies an openness and respect for other cultural groups and ways of life; at the extreme, it might involve complete identification with the community (and possibly even withdrawal from one's original group). Since the 1990s, with the growing internationalization of English, globalization, multiculturalism, and immigration, English has increasingly become a "world language", thus posing a severe challenge to Gardner's "integration" theory of motivation.

2.2.2 The Cognitive-situational Oriented L2 Motivation

As a result of the cognitive revolution in psychological research, many vital theories about cognitive motivation were put forward in mainstream psychology. The author will briefly outline three influential cognitive approaches: self-determination theory and self-efficacy theory.

Deci and Ryan (1991) proposed a humanistic theory of motivation, namely, the self-determination theory. It is an empirically based, organismic theory of human nature that focuses on motivation, personality development, and wellness. It has an important precondition: individuals have innate tendencies towards personal growth and vitality that are either satisfied or thwarted by their immediate environment. Deci and Ryan (1985) identified three types of motivation, intrinsic and extrinsic, to account for the different reasons individuals engage in activities. “The term intrinsic motivation refers to the pursuit of goals for their own sake, specifically for the enjoyment, fascination, and fulfillment that result directly from participation. When people are intrinsically motivated, they are completely self-reliant, engage in activities they enjoy, feel a sense of volition, and work effectively without the help of external rewards or restrictions. Extrinsic motivation refers to a variety of regulatory styles that are typically instrumental.” (Deci and Ryan, 1985)

Self-efficacy has come into sight since psychologist Bandura published his seminal 1977 paper, “Self-Efficacy: Toward a Unifying Theory of Behavioral Change”. According to Bandura (1986, 1994), self-efficacy is defined as people’s beliefs about their capabilities to produce designed levels of performance that exercise influence over events that affect their lives. In other words, self-efficacy is the belief people have in their capability to perform a specific task. Human accomplishment and positive well-being require an optimistic sense of personal efficacy (Bandura, 1994). To be specific, people with a strong sense of personal competence in a domain view difficult tasks as challenges to be conquered rather than as dangers to be avoided. They have greater intrinsic interest and deeper engrossment in activities thus setting more challenging goals and making a stronger commitment to them than people with

low self-efficacy (Feng Xuhong, 2008). However, learners' success or failure experiences (direct experiences), vicarious experiences, verbal persuasion, and emotional involvement will influence the formation of self-efficacy (Richard, 1989).

Although the psychological constructs of these two theories emanate from different fields of study, they are rooted in the discovery of how and why people take on different tasks and can have some element of prediction on the individual's success in completing that task in the future. Compared with Gardner's theory, we can see that self-determination theory and self-efficacy theory focus more on the individual factor and emphasize the influence of internal motivation on learners' motivation.

2.2.3 The Process-situational Oriented L2 Motivation

Motivation research soon drew attention to another neglected aspect: its dynamic character and temporal variation. To capture this variation, researchers need to adopt a process-oriented approach that can account for the ongoing changes in motivation over time. L2 motivation is constantly developing and changing rather than static.

Inspired by Heckhausen and Kuhl's Action Control Theory, Dörnyei and Otto (1998) developed a process model involving three stages, namely, the preactional stage, the actional stage, and the postactional stage. This model takes the completion of a task as the core and examines various factors that affect task motivation, so it has more practical value than others. But as Dörnyei himself admits, the drawback of this model is that it treats the completion of an action process as an isolated process without being disturbed by other activities that the individual is doing simultaneously (Dörnyei, 2000). This paradigm stresses the dynamic nature of motivation by focusing on individual activities in classroom.

Reviewing earlier motivation theories, it is reasonable to conclude that the motivation research has long been dominated by Gardner's Socio-Educational Model and its criticisms.

The Canadian social psychological approach energized the field of L2 motivation research for over seven decades, making the study of L2 motivation one of the most developed areas within the study of SLA. While integrative motivation could be seen

with English as a second language learner in Canada who sought to integrate into communities of English speakers, Dörnyei argued that the construct was not supported by studies in English as a foreign language contexts where English was learned for self-improvement but less used as a medium of communication in daily life. The study of motivation has undergone a paradigm change toward a cognitive-oriented and process-oriented perspective in the 1990s. Cognitive psychology became increasingly augmented with neurobiological research, resulting in a broader field that is often referred to as cognitive neuroscience. Language issues have had a prominent place in this new psychological paradigm, and therefore the application of neuro research to the study of SLA and L2 motivation has been an important research development. While the process-oriented approach offers a potentially fruitful method of interpreting and integrating the various motivational factors that affect the student's learning behavior in classroom settings. Using time as an organizing principle offers a natural way of ordering the relevant motivational influences into various stages of the motivational sequence along a temporal axis. According to Dörnyei (2005, 2007), "The cognitive-situated period of second language motivation research shifted the attention to classroom-specific aspects of motivation and created a fertile ground for educational implications directly relevant to classroom practice". Finally, it contributes to the development of the theory of L2 Motivational Self System (L2MSS).

As motivation theories develop with time, more factors, such as social factors, individual differences, learning environments, and time were taken into account. It was not difficult to see a change from static to dynamic in the evolution of motivation theories. With the development of motivation, these theories gradually developed enduring links with other research traditions in SLA and integrated into the traditional domain of applied linguistics. And growing awareness of motivating issues in language classrooms has underlined the necessity of translating research findings into practical terms. English teachers are becoming increasingly curious about what motivation is and how they may encourage their students. However, the primary requirement is to assess students' motivation, self-perception, and self-evaluation. It is

crucial to place greater emphasis on understanding English learners' emotions and feelings.

2.3 Validation in Different Cultures

The theoretical model of the L2 motivational self-system inaugurated a new field of L2 motivation study. The majority research on L2MSS focused on its validation in various cultural settings.

As a dynamic and complex construct, motivation is intertwined with a number of variables. One such crucial factor is the context that influences an individual and their motivation. The L2MSS has been empirically tested in various L2 contexts, including Hungary, Japan, China, and Iran (Dörnyei & Csizér, 2005; Csizér & Kormos, 2009; Papi, 2010; Ryan, 2009; Taguchi et al., 2009) There is evidence that L2MSS has been validated to varying degrees in European and Asian nations. They all acknowledge the significance of L2MSS in promoting learning and learning motivation.

Dörnyei and Csizér (2005) conducted the first study related to L2MSS theory in Hungary. They investigated 13,391 students nationwide, which is the pioneering empirical study to date. Aimed to examine further Dörnyei's views, Csizér and Kormos (2009) investigated the role of Ideal L2 Self and Ought-to L2 Self as well as L2 Learning Experience in two important language learner populations (Hungarian Secondary and University Learners) who study English in a single context, Budapest, the capital city of Hungary. It was found that students' motivational behavior was largely determined by Ideal L2 self and L2 Learning Experience and that the classroom context had a strong influence on the subjects' efforts to engage in second language learning. In contrast, Ought-to L2 Self has little relationship with the learners' learning behavior. This study finally verified the reliability analysis of Dörnyei's L2MSS theory and provided empirical support for the theory of the L2 Motivational Self System. Tae-Young Kim's study (2012) showed that Ideal L2 Self and the Ought-to L2 Self were more appropriate than the integrative motivation in explaining learners' motivation and that internalized instrumental motivation related

to Ideal L2 Self and the Ought-to L2 Self, while instrumental motivation which is not absorbed by learners related with the Ought-to L2 Self. Csizér and Dörnyei's study showed that the ideal bilingual self and ought-to self were more appropriate than the integrative motivation in explaining learners' motivation.

L2MSS has also been verified in Asian nations. Ryan's (2008) investigation of Japanese learners of English is one of a small number of studies to have used a mixed quantitative-qualitative method to test the L2MSS theory. The data of 2397 English learners from five universities and four secondary schools are basically consistent with the results in Hungary. The results revealed a strong correlation between the main motivational variables and participants' intended learning efforts. To explore the applicability of Dörnyei's L2MSS theory in three different Asian countries (China, Japan, and Iran), Taguchi, Magid and Papi (2009) conducted a surveyed among 5,000 Asian students, ranging from senior high school to college and adult language learners. It stated that Ideal L2 Self can replace Gardner's "integrative" motivation, and instrumental motivation can be classified into two types: promotion one and prevention one. Islam, Lamb, and Chambers (2013) undertook a survey on language learning in Pakistan. Correlation and regression analysis was used to verify the validity of Dörnyei's L2MSS as a way to evaluate learners' L2 learning motivation. It shows that L2 Learning Experience and Ideal L2 Self can make students devote more energy to learning.

2.4 The Effects of L2MSS on Achievements

Dörnyei's L2MSS theory has strongly influenced L2 motivation research. Most commonly, L2MSS studies have sought to examine the effects of L2MSS on learning outcomes or achievements. Ryan's (2008) investigation suggested that a high correlation be assumed between L2 Learning Experience and L2 motivation behavior of middle school students; Ideal L2 Self plays a more important role in the motivation of second language learners. Csizér and Kormos (2009) held similar views, they established that Ideal L2 Self and L2 Learning Experience were better predictors of

motivated L2 learning behavior than Ought-to L2 Self. As for Kim's (2011) findings, Ideal L2 Self was a good predictor of the learners' motivated L2 behavior but was not a good predictor of course grades. Dörnyei and Chan (2013) confirmed the capacity of the Self Guides—especially Ideal L2 Self—to predict learners' intended efforts, although Ought-to L2 Self was not successful in predicting the L2 learners' course grades. While Lamb's (2009) research, tracking the levels of motivation of Indonesian high school students over two years, established that Ideal L2 Self underlies a more committed approach to L2 learning and more openness to practice the target language, ultimately leading to better L2 learning outcomes. These researchers have recognized the direct or indirect predictive role of Ideal L2 Self in English language achievements.

However, there are different voices. A questionnaire was conducted among 360 Saudi Arabian students to examine the relationship between L2MSS and English proficiency. Although Moskovsky (2016) found that L2MSS was a good predictor of learners' intended learning efforts, however, the study showed that L2MSS was not correlated with L2 achievement in Saudi Arabia. The findings can be treated as a piece of evidence that L2 motivation does not always have behavioral consequences.

Domestic research on second language motivation systems began much later than that in other countries. Many domestic researchers made contributions to its theoretical introduction. Li Shaopeng and Yang Lianrui (2012) introduced the psychological and sociocultural foundations of L2MSS, its basic theoretical foundation, and its main theoretical contributions to motivation research, and in the last part, they pointed out the drawbacks of the theory. It overemphasizes the facilitating role of Ought-to L2 Self, Ideal L2 Self, and L2 Learning Experience while neglecting the dynamic role of the real self. Liu Fengge (2010) conducted the first large-sample empirical study to verify the validity of L2MSS in different regions of China. This study investigated 956 students from different regions of China. The results of the study indicated that the validity of the L2MSS can be considered acceptable for a variety of different types of English language learners. The Ideal L2 Self could be a predictor of motivation for those low-level students, while Ideal L2

Self was more valid for those high-level learners. Other researchers have done empirical studies in succession after Liu Fengge. Taking 196 college non-English majors as the subjects, Ge Nana and Jin Lixin (2016) examined the relationship between the L2MSS and English learning effectiveness. It found that the English motivational system is prevalent among local undergraduate students and affects their English learning effectiveness. In addition, it further explored the differences between male and female students' L2MSS, which indicated that there were differences in the ideal self and the ought-to self in terms of gender and that the ideal self and should-self components of girls were both generally higher than those of boys. Their IL2S and L2LE were positively influence their English scores. However, no correlation was found between O L2S and language learning performance. Many scholars have also conducted studies to explore the correlation between the second language motivational system and academic achievements in different groups in China. Hong Min (2015) and Zhan Suxian and Bai Yuanyuan (2017) tested the association between CET4 and the L2 motivational self-system of college study via a questionnaire survey. Coincidentally, they shared the same results. There was a significant difference between students with different levels of CET4 achievement in terms of their Ideal L2 Self and their L2 Learning Experience, but no significant difference was found in terms of their Ought-to L2 Self; CET4 achievement had a significant positive association with Ideal L2 Self and L2 Learning Experience, but a negative, not significant, association with Ought-to L2 Self. In addition, Zhan Suxian and Bai Yuanyuan (2017) also investigated and compared the differences between English-speaking and non-English-speaking college students. There was no correlation between Ought-to L2 Self and CET4 achievements for non-English students, while there was a positive correlation between Ought-to L2 Self and CET4 achievements for English majors. Some recent studies have started to take high and middle school students as their research participants. Xiao Yue qin (2018) and Wang Yue (2019) argued that the components of IL2S and L2LE were significantly correlated with senior high school students' English language achievements, while Ought-to L2 Self was not significantly related to their English achievement.

2.5 Critical Comments on Previous Studies

In recent years, theoretical and empirical research on L2MSS has evolved significantly. The validity of L2MSS has been proven in different cultural settings for different groups. The scope of research participants engaged in studies has increased, from elementary school, middle school, college, and even graduate students. Besides, researchers addressed cultural context and made great efforts to examine the validity of L2MSS in diverse nations, spanning from European to Asian countries, substantially extending the research area. It is acknowledged that a number of notable researchers have shown the applicability of L2MSS in diverse situations utilizing a variety of methods, such as interviews, multiple regression analysis, correlation analysis, and structural equation modeling. Therefore, using the L2MSS theory to study Chinese college students is acceptable.

It is important to note that the influence of Ideal L2 Self on learning achievements was stressed in the foreign findings. However, in the domestic findings, more focus was given to Ideal L2 Self and L2 Learning Experience, with limited domestic studies proving the relationship between OL2S and students' English learning achievements. Some researchers, however, hold the different points of view. Researchers (Csizér, 2011; Taguchi, Magid & Papi, 2009) have discussed that Ought-to L2 Self might be relatively remarkable in the Asian L2 context owing to the perceived role of the concept of family in Asian cultures. Therefore, more research is needed to clarify whether Ought-to L2 Self has an effect on the Asian group.

Much of the recent research on L2MSS has been devoted to exploring the capacity of Dörnyei's L2MSS to explain issues of L2 learner motivation and, by extension, L2 achievement. The interrelated nature of Ideal L2 Self, L2 Learning Experience, and intended effort points out the important role of the instructional setting for language learners in L2 contexts; positive learning experiences or attitudes will most probably boost students' ability to imagine themselves as language users and thus put increased effort into learning English in such settings. L2MSS is of significance and should be studied. However, data from various sociocultural and

educational contexts generally support a link between Dörnyei's L2MSS and learners' actual behavior or actual L2 achievement. Nevertheless, this kind of link indirectly works on learners. More focus should be given to their actual situation and actions. Motivation arises from the desire to close the gap between one's actual self and one's ought-to self, that is, one's impression of what significant others would like one to become. If there is no gap between their present selves and their ideal selves or ought-to selves, learners will either be content with their current situation or lack the motivation to improve themselves. Dörnyei (2009) regarded learners' intended learning efforts as predictive of their proficiency levels; the effect of the self-guided and L2 Learning Experience on actual L2 achievement has not been conclusively established by Dörnyei or by other advocates of his theory. Xu (2009a) noted that researchers are shifting away their attention to the integration of the target language community and culture after the introduction of the L2 Motivational Self System theory. Yet, he also pointed out the flaws of this theory, such as inconsistent categorization and neglect of the student's Present L2 Self. Ought-to L2 Self and Ideal L2 Self are tied to the future in Dörnyei's theory; L2 Learning Experience is related to the past, but it disregards the second language learner's present position.

For the study questionnaire, most researchers adopted Liu Fengge's. Many researchers have verified its validity. Later, Liu Zhen et al. adjusted Liu Fengge's questionnaire to make it more acceptable for college students. As a result, the author will mostly embrace Liu's argument and make specific alterations. The author will build the new theoretical foundation for the current thesis by drawing on the Self-discrepancy Theory idea of the actual/present self to address the shortcomings of L2MSS.

Chapter Three Theoretical Foundation

Possible Selves Theory and Self-discrepancy Theory have provided theoretical foundations for the development of L2MSS. The theoretical foundation will then be presented.

3.1 Possible Selves Theory

Markus and Nurius (1986) proposed the Possible Selves Theory, which defined possible selves as “individuals’ ideas about what they might become, what they would like to become, and what they are afraid of becoming”. Furthermore, they also pointed out that individuals have possible selves that are mental representations of the self in the future, and these representations enable the individual to attain the possible selves. Possible selves include hoped-for selves, such as a movie star self; feared selves, such as an unemployed or alcoholic self; and expected selves. Hoped-for possible selves are images of what one strives to achieve (e.g., the successful self, the compassionate self, the healthy/fit self), and feared selves are the images of what one seeks to avoid (e.g., the lonely self, the depressed self, the debilitated self). (Leslie D. Frazier, 2014) Expected self refers to the image of one’s ideal self that one believes they will eventually be able to achieve. “The possible self, as the future self-orientation, can explain how people develop from the present to the future and reflect the dynamic concept of its continuous forward development. The theory of possible self provides a powerful and versatile motivational self-mechanism for the study of L2 motivation” (Wang Yue, 2019). “The central role of possible self-theory is the interaction between the current and future self and its influence on people s behavior. It provides extraordinary power for imagination. The self-image that one may become in the future is very beneficial for us in two aspects. Firstly, it not only helps us to take corrective measures to solve different problems, but it also leads people to achieve the goal” (Xiao Yueqin, 2018). Dörnyei (2005) recognized these two possible ways of

self-influencing the motivational self. And the L2MSS is developed based on a Possible Selves, which is more future self-oriented and dynamic. Therefore, this theory is constructed with more dynamic features.

Wang Lanlan (2014) said that “Due to the imagination-based nature, possible selves are liable to changes. In a word, possible selves are cognitive conceptualizations of one’s aspiration motivation, which mediate motivation and self-concept, and might initiate and sustain the motivation to learn an L2”. We can see that the future-oriented possible selves theory offers a promising way to study second language motivation. Possible selves can intrigue hopes and fantasies, serving as future self-guides that are used for demonstrating the process of how someone meditated by this dynamic notion, from his present state to the future situation. It is worth noting, however, that these possible selves cannot guide an individual's actions in all cases, that is, only when there is a divergence between the desired self and the current self can the possible selves direct the actions.

3.2 Self-discrepancy Theory

Higgins (1987) proposed the self-discrepancy theory, which contained two cognitive dimensions. The first dimension is called domains of the self, which includes the actual self, the ideal self as well as ought self, and the second dimension is standpoints on self, which stated two standpoints respectively from one’s own and some significant others.

According to Higgins (1987), the ideal self refers to the representation of the attributes that someone (yourself or another) would ideally like to possess (i.e. representation of hopes, wishes, and aspirations). Ought self is referred to as the representation of the attributes that someone (yourself or another) believes that one ought to possess (i.e. representation of somebody else’s sense of one’s duties, obligations, or responsibilities). The actual self is defined as the representation of the attributes someone (yourself or another) believes that all possess. As two key components of self-concept, the ideal self and the ought self belongs to future

self-guides. People tend to reduce the discrepancy between the actual self and ought self/the ideal self. Higgins (1987) postulated that individuals were motivated to reach a particular state where their self-concept matched their personally relevant self-guides. The motivation here involves a strong desire to reduce the discrepancies between his or her actual self and ideal self or ought self. It has been found that the more vivid and concrete the future self-guides, the more motivational power they are expected to have. According to Dörnyei (2009), L2 self-discrepancy refers to the gap between one's actual and possible L2 selves. Dörnyei (2009) divided possible L2 selves into Ideal L2 Self and Ought-to L2 Self. The former refers to the L2-specific facet of one's ideal self. It mainly consists of an integrative disposition toward the L2 community and instrumental motives with a promotion focus, that is, a desire to achieve growth or success. Ought-to L2 Self encompasses "the attributes that one believes one ought to possess to avoid possible negative outcomes" (Dörnyei, 2009).

Later, Higgins (1997) proposed two types of motivational tendencies: promotion focus and prevention focus. The former refers to the individual's concern about how to achieve his or her ideal and ambition. The latter focus refers to the individual's concern about how to fulfill their responsibilities and obligations to avoid punishment and criticism. Self-discrepancy not only results in motivation but is also associated with a negative emotional state. The discrepancy between the actual self and the ideal self may result in disappointment; the discrepancy between the actual self and the ought self may lead to anxiety. (Xu, 2012) Specifically, the difference between the present self and the ideal self indicates that one has not achieved his or her ideal state, which reflects the negative psychological state of "absence of positive outcomes". It can lead to the dejection of proposed motions such as depression, disappointment, frustration shame, and so on. Similarly, the discrepancy between the actual self and the ought self indicates one fails to fulfill his or her duty or obligation, which reflects the negative psychological state of "presence of negative outcomes". It may lead to agitation-related emotions (Yang and Chen, 2008).

From what is discussed above, we can see that when there is a gap between the actual self and the ideal self or ought self, the individual is motivated to reduce it and

become a better person in his or her imagination. However, when an individual fails to bridge the gap, the corresponding unfavorable mood will occur. That is to say, the components of Ideal L2 Self and the component of Ought-to L2 Self could serve as the self-guide, providing incentive and impetus for action.

3.3 L2MSS Theory for the Present Study

The L2MSS (Dörnyei, 2005, 2009) emerged as a challenge to Gardner's (1985) theory of integrative motivation to acquire an additional language. The L2 is not being acquired within the target language community and learners have no (direct) contact with the target language speakers. The target language group lacks salience for the L2 learners. It substantially diminishes the role of the integrative motive. It gave rise to Dörnyei's L2MSS. He drew on the concept of possible selves (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1989) to propose a new construct focused on learners' self-concept. There are three components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. From the discussion above, it is clear that the learners' own desire to be a better person in their imagination, pressures from the learning environment and previous positive learning experiences can all motivate L2 learners. Ideal L2 Self is the L2-specific facet of one's ideal self. Suppose that the person we want to become is a fluent user of an L2, and then this Ideal L2 Self would be a really powerful motivator for second language learning because we will be driven to reduce the discrepancies between our ideal selves and actual selves. If there is little difference between the actual and the ideal or ought-to self, then learners will be content with their status quo and lack the motivation to become a better version of themselves, so the present self of learners is also as important to investigate. In addition, in Dörnyei's theory, Ideal L2 Self and Ought-to L2 Self are possible selves, closely related to the future, and the second learning experience is more associated with the past. It is not difficult to find out the absence of the present self. Xu Hongchen (2013) said that L2MSS has a series of problems. Most pronounced one is that this theory does not include the "Present L2 Self" (PL2S), which results from the

absence of a logical starting point for “possible selves”. In this condition, the possible selves are overemphasized, while the dynamic role of the actual selves is weakened. Li Shaopeng and Yang Lianrui (2012) also found this flaw.

Compared with the original L2MSS theory, it connects the past and the future, making L2MSS more comprehensive and dynamic. In Dörnyei’s theory, the learners’ possible selves are not stable and are easily affected by changes in the external environment, so the L2 learner’s ideal and ought-to selves are also in a state of developmental change. And for L2 Learning Experience, it is a more dynamic process as time goes on. All three components of L2MSS reflect common characteristics, namely, the emphasis on individual initiative, individual society, and the dynamics of psychological structure. But this kind of dynamic still lacks focus on reality. It ignores that the human being is also in a dynamic process of development. The present self, the past self and the future self all three contribute to personal development. Without the present self, it makes L2MSS incoherent in the aspect of learners’ personal growth stage. Taken into the indispensable role of them (the present self, the past self and the future self), it is necessary and beneficial to build a new foundation that makes up for the shortcomings of the previous theory to some extent. Therefore, the author provides the theoretical foundation for the present study on the basis of Higgins’s Self-discrepancy Theory. This new foundation includes four components: Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience and Present L2 Self. The first three definitions (Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience) have not been altered and remain consistent with the original theory. Then, the four components of L2MSS in this study will be presented as follows:

1) Ideal L2 Self is the characteristic pertinent to L2 learning that we possess ideally. The source of the ideal self is from within the individual; it is the product of the one’s aspiration. In other words, Ideal L2 Self is an L2-specific aspect of the ideal self a person aspires to become. That person visualizes his or her future self as proficient in the target language. The gap between this person’s present self and the ideal future self motivates him or her to take action to close this gap. In Dörnyei’s view, Ideal L2 Self as a theoretical construct has a significantly larger capacity to

describe learners' motivations for studying the L2 than Gardner's integrative orientation. In Gardner's theory, integrativeness was conceptualized as a driving force for language learners within the target language community. Globally, however, the vast majority of L2 learners, especially English learners, acquire the target language within the community of their first language. In such cases, the integrative variable appears to play little or no role as a motivating factor, as learners are willing to expend considerable effort to acquire a second language not because they are eager to engage in social contacts with or gain membership in the L2 community, but because in their idealized vision of their future selves, they are competent speakers of the target language.

2) Ought-to L2 Self can be described as a combination of necessary characteristics to enable us to live up to what is expected of us. The source of ought-to self is outside of the individual, it is a reflection of what others expect to see in this person. In order to avoid adverse outcomes, learners are motivated to meet the expectations or demands of the external environment (such as family, friends, and teachers). Ought-to self-image, although not stemming from within the individual, can be internalized gradually and can at some point feed into that individual's ideal self (Dörnyei, 2009). In this case, the learners' primary motivation is also known as prevention instrumentality, which is more related to extrinsic and instrumental motivation. In a word, Ought-to L2 Self is a manifestation of the responsibilities and obligations of L2 learners, and the prevention of negative outcomes functions as the driving force. Wang Yue (2009) said that "the impact of Ought-to L2 Self on learners' motivated behaviors is much less than that of Ideal L2 Self". Ought-to L2 Self encourages a person to take action to avoid negative outcomes. This component of the L2MSS is similar to ought-to self in self-discrepancy theory. It also parallels Gardner's (2003) instrumental motivation.

3) L2 Learning Experience is related to the learner's past learning experiences and learning environments, such as the learner's past successful or unsuccessful learning experiences, the setting of the classroom environment, the personal quality of the teacher and the relationship with classmates, which all have an impact on

individually s English learning motivation (Wang Lanlan, 2014). In other words, L2 Learning Experience is described as the situation-specific motives to learn the L2. This aspect of the L2MSS is the most changeable across contexts. It is concerned with aspects of the learning situation here and now, such as teacher, textbook, teaching methodology, classroom environment, and learner group. With that focus, L2 Learning Experience seems to overlap with Gardner's attitudes to the learning situation which, in Dörnyei's (2009) view, plays a key role in determining learners' learning experience. L2 Learning Experience essentially relates to the situated type of motivation derived from learners' immediate experience of the L2 learning process. Successful learning experiences will make them more confident and motivated in the learning process. "The initial motivation to learn an L2 may not come from internally or externally generated self-images, but the successful ones of language learning" (Dörnyei, 2009).

4) Present L2 Self here refers to learners' self-perception or awareness of the current state and actual performance of the second language learning. The "actual" here highlights their own reflection and real reaction to their learning state. At the same time, this paper draws on the emotional effect of self-discrepancy theory to explain the negative emotional development and the negative change in motivation. (The difference between the actual self and the ideal self can lead to dejection-related emotions such as depression, disappointment, frustration shame and so on. The discrepancy between the present self and ought-to self may lead to agitation-related emotions.)

Chapter Four Research Methodology

4.1 Research Questions

To meet the need of the current study, the author modified the original L2MSS theory and incorporated the concept of the present self from Higgin's self-discrepancy theory. Therefore, the L2MSS theoretical foundation in this study consists of four components: IL2S, OL2S, L2LE, and PL2S. More empirical studies need to be conducted to test and validate its viability. Because of this, a study was conducted among college students to investigate the effect of the modified L2MSS on college students' CET-4 scores. First, it gave the general status of the modified L2MSS of college students, and then, in order to clarify the relationship between the modified L2MSS of college students and their CET-4 scores, this study also explored whether there are any correlations between them. Finally, it further investigated how the four components of the modified L2MSS affect the college students' CET-4 scores. Specifically, the study aimed to answer the following two questions:

1. What is the general situation of the four components of college students' L2MSS?
2. How do the L2MSS and its four components affect college students' CET-4 scores?

4.2 Research Subjects

250 sophomore and junior students in Changchun city participated in the main questionnaire study. Totally 250 questionnaires were distributed for this survey. 250 questionnaires were all actually collected, of which 210 were valid, for an effective recovery rate of 84%. Among them, the male students were 108, and the female students 102. Their ages ranged from 18 to 22. The percentages for the arts, sciences, engineering and business disciplines were 28.6%, 28.1%, 23.8% and 19.5%,

respectively. Table 4.1 below shows the basic information about the research participants in detail. To reduce the variability caused by different majors, the research participants of this thesis covered various majors, and the factors of sex and major were also taken into account. Furthermore, considering that freshmen generally have not yet taken CET-4 and that seniors are in the special stage of job hunting and graduation, their learning motivation may tend to be dispositional. Therefore, the research participants of my thesis were mainly sophomore and junior undergraduate students. This ensured that most participants were committed and highly motivated to learn the second language. More detailed information about participants was shown as Table 4.1.

Table 4.1 Basic Information about Research Participants

Information	Category	Number	Percentage (%)
Academic Discipline	Arts	60	28.6
	Science	59	28.1
	Engineering Course	50	23.8
	Business	41	19.5
Gender	Male	108	51.4
	Female	102	48.6

Limited by the fact that the questionnaire was selective, it was not easy to fully understand the modified L2MSS of college students by merely filling in questionnaires. Therefore, for further details about college students' learning motivation and to make an in-depth supplement to the questionnaire survey, it was necessary to conduct a semi-structured interview. The eight participants were selected from those who answered the questionnaire to participate in the interview. Then, the author contacted the interviewees, and all interviewees convened in a comfortable and relaxed setting, providing a comfortable environment for open conversation on various topics of interest. In addition, all interviewees were informed that their conversations and any personal information would remain confidential. With their consent, the interview officially began.

4.3 Research Instruments

Questionnaire, interview, and CET-4 scores are the main kinds of instruments

used in the current study. The following parts will provide a detailed introduction to these three instruments.

4.3.1 Questionnaire

The questionnaire used in this study is mainly based on the L2 Motivational Self Questionnaire designed by Liu Zhen (2010) and partly adapted from the Selves questionnaire (Higgins, 1986) and the research on self-discrepancy and motivation by Zhang Huadong (2004) and Shang Ying (2020). The survey has been modified by adopting a Chinese version to accommodate the real situation of Chinese college students and to facilitate participants' understanding of the questionnaire items. The sequence of adjacent question items was rearranged to reduce their interference. Given those ambiguous items could mislead participants, the author sent questionnaires to three teachers and several classmates before formal distribution to ensure that every item could be understood clearly. Then, according to their feedback and suggestions, the author excluded invalid items and corrected ambiguous questions. Then, to test the internal reliability of the questionnaire, a pilot trial was conducted among 30 college students. Based on the acceptable reliability of the pilot questionnaires, the official questionnaires were revised and determined and then given to 250 college students with the assistance of teachers and professors in September 2022. They sent out the questionnaires to their students before the class and the questionnaires were retrieved on the spot after a rough checking. The research subjects were informed that their privacy would be protected and that the information they provided would be used strictly for academic research before the beginning of questionnaire survey. After over twenty days of work, the author collected 250 questionnaires, of which 210 were valid and used in later analysis. The questionnaire consisted of two parts. The first part included four questions about the basic personal information of participants, such as gender, age, major, and their latest CET-4 scores. The second part consisted of 36 items, divided into four parts to test participants' state of IL2S, OL2S, L2LE and PL2S, respectively. It was still a Likert-type questionnaire on which students indicated the extent to their L2MSS state by responding as 1)

totally disagree, 2) basically disagree, 3) disagree, 4) agree, 5) basically agree 6) totally agree.

The main part of this questionnaire covers four sub-scales as follows.

- Ideal L2 Self (IL2S), which contains 5 items and concerns L2-specific aspects of the ideal self that learners aspire to become and imagination on their future self in English.
- Ought-to L2 Self (OL2S) contains 11 items and focuses on the attributes that parents, teachers and others expect learners to be or what they think they ought to be.
- L2 Learning Experience (L2LE), which covers 8 items and related to the situation-specific motives to learn English, the learner's past learning experiences and learning environments.
- Present L2 Self (PL2S), which covers 12 items and refers to learners' self-perception or awareness of the current state and actual performance of the English.

Table 4.2 Reliability and Validity of the Questionnaire

Subscale/Whole scale	Cronbach's Alpha	KMO	Item Number	Number of Items
Ideal L2 Self	0.902	0.886	1,9,11,24,28	5 items
Ought-to L2 Self	0.923	0.940	2,7,12,15,18,20,23,27,29,33,35	11 items
L2 Learning Experience	0.933	0.942	5,14,16,17,21,26,34,36	8 items
Present L2 Self	0.935	0.953	3,4,6,8,10,13,19,22,25,30,31,32	12 items
Whole scale	0.891	0.914	Totally 36 items	

The author measured its internal reliability and validity (including the whole questionnaire and its four subscales) respectively. It was shown that Cronbach's Alpha of the whole questionnaire was 0.891, with each subscale 0.902, 0.923, 0.933, and 0.935 respectively. They were all over 0.7, which means the reliability of this questionnaire and its every subscale were acceptable. The validity of the whole questionnaire was also acceptable with KMO 0.914 and each subscale of it can be

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