

## Investigating the Influence of L2 Motivational Self-System on Willingness to Communicate in English: A Study of Chinese Non-English Major Students in EFL Classrooms

**Authors :** Wanghongshu Zhou

**Abstract :** This study aims to explore the relationship between the L2MSS and WTC among Chinese non-English major students in order to provide pedagogical implications for English as a Foreign Language (EFL) classrooms in Chinese universities. By employing a mixed methods approach, we involved 103 Chinese non-English major students from a typical university in China, conducted questionnaire survey to measure their levels of L2WTC and L2MSS level, and then analyzed the correlation between the two above mentioned variables. Semi-structured interviews were conducted with eight participants to provide a deeper understanding and explanation of the questionnaire data. Findings show that 1) Chinese non-English major students' ideal L2 self and L2 learning experience could positively predict their L2 WTC in EFL class; 2) Chinese non-English major students' ought-to L2 self might have no significant impact on their L2 WTC in EFL class; and 3) self-confidence might be another main factor that will influence Chinese non-English major students' L2 WTC in EFL class. These findings might shed light on the second language acquisition field and provide pedagogical recommendations for pre-service as well as in-service EFL teachers.

**Keywords :** L2 willingness to communicate, L2 motivation, self-confidence, Chinese non-English major students

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