

# ***A Study on the Effects of L2 Motivational Self System and Language Learning Anxiety on English Performance of Non-English Major Undergraduates***

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**Abstract:** In the context of the evolving landscape of humanistic psychology and the introduction of the affective filter hypothesis, researchers have increasingly shifted their focus towards students' emotional factors, particularly encompassing learning motivation and anxiety. This departure marks a shift away from the traditionally emphasized intelligence factors. Grounded in Dörnyei's L2 Motivational Self System (L2MSS) and Horwitz's anxiety classification, this study engages a cohort of 107 non-English major undergraduates. Through the application of quantitative research methods, the investigation aims to explore the prevailing status of L2MSS and foreign language anxiety among these students, while also revealing correlations that exist among L2MSS, foreign language anxiety, and English achievements. The study uncovers that a majority of non-English major undergraduates exhibit moderate levels of the L2MSS and language learning anxiety. Notably, significant disparities are observed across all dimensions of L2MSS and learning anxiety among students with varying levels of achievements. Furthermore, the research underscores a notably negative correlation between the L2MSS and learning anxiety. In parallel, a substantial positive correlation emerges between L2MSS and English achievements, while learning anxiety demonstrates a robust negative correlation with English achievements. Expanding upon these insights, this study aims to provide thoughtful recommendations for college English education. The objective is to elevate the levels of non-English major undergraduates' ideal L2 self, enhance their involvement in active second language learning experiences, and effectively alleviate their foreign language learning anxiety.

**Keywords:** non-English major undergraduates, L2MSS, language learning anxiety, English performance

## **1. Introduction**

Amidst a shared cultural context, similar learning environments, a common target, and native languages, an intriguing phenomenon emerges: some learners excel in second language acquisition (SLA) more than others. This has led to the realization that variations in individual traits underlie this occurrence. As a result, the focus of applied linguistics has shifted from educators' instructional methods to students' absorption of knowledge. A growing body of previous research indicates a significant impact of affective elements on language proficiency, either enhancing or impeding

retention and success in mastering a language. Starting from the 1950s, as humanistic psychology gained traction and the affective filter hypothesis was introduced, researchers have gradually come to realize that learning a foreign language extends beyond a simple absorption of information. Instead, it is recognized as a intricate psychological voyage that entails the comprehension and assimilation of data [1]. In 1993, Gardner and MacIntyre proposed that personal cognitive and affective variables were intertwined with second language acquisition. Among these affective variables are the learner's attitude towards learning, motivation, and the anxiety associated with acquiring a foreign language, among other factors. Ellis also identified eleven distinct learner attributes that influence language acquisition, highlighting the pivotal role of learners' affective components in explaining the disparities in individual learning achievements. Similarly, Ehrman argued that the learner's emotional state plays a paramount role in influencing the effectiveness of SLA. Amidst the core affective determinants, motivation and anxiety emerge as pivotal factors that profoundly impact the progression of English proficiency. This remains true regardless of whether the learning context is situated within the formal classroom environment or extends to more informal learning settings [2,3].

Motivation, commonly understood as an internal drive, sentiment, or aspiration that propels individuals towards specific actions, holds a pivotal role in second language acquisition [4,5]. As applied linguistics has witnessed the emergence of various theories, the comprehension of motivation in second language learning has evolved into an ever-developing framework. Commencing in 1959, Gardner and Lambert's foundational motivation theory gradually gained prominence during the social-psychological era. Advancing into the 1990s, psychologists, drawing upon Gardner's classical motivational model, integrated cognitive theories from educational psychology, giving rise to extension models in the cognitive-situated phase. Between 2000 and 2004, during the process-oriented phase, Dörnyei delved into process motivation theory. Subsequently, in 2005, Dörnyei took a notable stride by innovatively introducing the L2 Motivational Self System (L2MSS), which represented a substantial breakthrough in advancing the comprehension of second language motivation. This achievement was built upon the groundwork laid by prior research in the field [6]. This theory underscores the impact of ideal L2 self (IL2M), ought-to L2 self (OL2M), and L2 learning experience (SLLE) on their motivation to participate in second language learning. Addressing limitations of earlier models, the L2MSS highlights motivation's dynamic nature and aligns seamlessly with the evolving trends in English and Esperanto language acquisition.

Another vital emotional factor in SLA is anxiety. Framed as a unique aspect of psychology that covers self-awareness, convictions, feelings, and the conduct of students, foreign language anxiety can be categorized into communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE) [7]. The gap between one's true self and the envisioned self serves not only as a stimulus for learning but also as an obstacle to the learning process [8]. While the majority of research findings support the idea that learning anxiety could potentially hinder the effectiveness of foreign language acquisition, contrasting perspectives from other scholars suggest that learning anxiety could, in fact, facilitate the process of acquiring a second language.

Building upon prior investigations, this study focuses on non-English major undergraduates as its subjects. It employs two distinct questionnaires to examine the L2MSS and foreign language learning anxiety among English learners. By analyzing the existing findings, the research aims to tackle various pivotal questions. Firstly, it seeks to illuminate the current state of L2MSS and foreign language anxiety experienced by non-English major undergraduates. Subsequently, the research aims to uncover differences between a high-scoring cohort and a low-scoring cohort in terms of English achievements, with specific emphasis on L2MSS and foreign language anxiety among non-English major undergraduates. Furthermore, the study aims to establish potential correlations among L2MSS, foreign language anxiety, and English accomplishments. Lastly, the study concludes by offering relevant recommendations tailored to enhancing English learning experiences.

This research holds both theoretical and practical significance, as outlined below. In terms of theoretical development, the second language motivational self-system theory, a recent addition to the domain of second language acquisition motivation theories, has demonstrated its effectiveness through numerous pertinent studies. However, its potential remains untapped, awaiting further enrichment and exploration within unexplored contexts. While empirical research has shown correlations between L2MSS, academic achievements, and learning anxiety, these outcomes have exhibited some inconsistencies. Moreover, the interactive influence of L2MSS and learning anxiety on English performance remains underexplored. Most existing research on L2MSS and language learning anxiety focuses on secondary school students and postgraduates, with limited attention given to the unique demographic of non-English major undergraduates. The motivations and anxieties of this specific group are likely to have distinct characteristics. Therefore, this study not only advances existing research but also offers comprehensive validation of its efficacy, expanding its applicability and guiding future inquiries. In practical terms, college-level English learning significantly impacts students' English proficiency. The findings of this study have the potential to empower students by providing insights into their individual learning motivations, enabling them to set realistic learning objectives based on motivation, and adopting suitable learning strategies to enhance effectiveness. Similarly, this research can assist students in understanding the sources of their learning-related anxiety, leading to improved academic performance by overcoming challenges, fostering self-confidence, and reducing anxiety during the L2 learning process. Additionally, for educators, the study's findings can establish a theoretical framework and pedagogical guidance for English instructors to effectively nurture students' learning motivation while addressing their concerns regarding foreign language acquisition.

## 2. Methodology

This study places a strong emphasis on empirical analysis to establish the interrelation between the L2MSS, learning anxiety, and the English performance of non-English major undergraduates. A total of 107 participants, thoughtfully selected from diverse universities and academic disciplines across China, are involved in this research endeavor. These participants possess over 12 years of experience in studying English as a second language and have all successfully completed the CET-4 (College English Test Band 4).

The research employs a comprehensive questionnaire consisting of 55 carefully crafted questions (see table 1). Among these, four questions gather essential personal information, including gender, test scores, academic year, and major. Additionally, two scales are utilized to assess the L2 motivational self-system and the learning anxiety experienced by L2 learners. The L2 Motivational Self Questionnaire, adapted from Taguchi et al., encompasses three dimensions: IL2M, OL2M, and SLLE [9]. Furthermore, the Foreign Language Classroom Anxiety Scale, developed by Horwitz, consists of three sub-scales: CA, TA, and FNE [7]. Both scales, along with their corresponding Chinese versions, sourced from established prior literature, are chosen due to their demonstrated reliability and validity. The inclusion of Chinese versions ensures that the statements are clear and easily understandable for the participants. An overview of the questionnaire's structure is provided in the subsequent table.

Table 1: General Layout of the Questionnaire.

Variables	Item number
Ideal L2 Self	5,6,7,8,9,10,11,13,17,19,20,21
Ought-to L2 Self	14,16,22

Table 1: (continued).

L2 Learning Experience	12,15,18
Communication Apprehension	23,26,31,36,37,40,46,47,49,50,51,52,54
Test Anxiety	25,27,28,30,32,33,34,38,39,42,43,44,48
Fear of Negative Evaluation	24,29,35,41,45,53,55

To gauge English achievements within this study, participants' total scores on the CET-4 examination are collected and recorded in the questionnaire. The maximum attainable score on this test is 710 points, with scores of 425 points or below indicating a test failure. The total scores encompass performance in the listening, reading, and writing components of the examination.

After inputting the collected valid questionnaires into the computer database, the researcher utilized SPSS 25.0 software for data processing. The encoding process involved converting all data points into corresponding numerical values, facilitating subsequent data manipulation. The data analysis involved three distinct statistical techniques: descriptive statistics, independent sample T-tests, and Pearson correlation analysis. Beginning with descriptive statistics, this approach aimed to provide an overall depiction of participants' L2MSS and their levels of learning anxiety. Subsequently, the independent sample T-test was employed to examine and compare the L2MSS and foreign language learning anxiety displayed by individuals with differing levels of English achievements – specifically, the high-score and low-score groups. To reveal potential interrelationships among the three variables—the dimensions of L2MSS, the dimensions of foreign language anxiety, and English achievements – a bivariate correlation analysis was conducted. This step aimed to determine whether significant correlations existed between these variables, shedding light on potential associations.

### 3. Result

#### 3.1. The Current Situations of Non-English Major Undergraduates' L2MSS and Foreign Language Anxiety

##### 3.1.1. An Analysis of the Current Situation of L2MSS

In this ongoing investigation, a descriptive examination is employed to delve into the attributes of L2 selves. These attributes serve as quantitative proof, illustrating the participants' performance within a survey conducted through a questionnaire. According to Oxford [10], in the context of a five-point Likert scale, a mean score surpassing 3.5 signifies a relatively elevated level of the measured variable. Meanwhile, a mid-level designation encompasses mean values spanning from 2.5 to 3.5. Conversely, a score below 2.5 indicates a relatively diminished level. The outcomes of the descriptive analysis pertaining to the participants' L2MSS are exhibited in the following table.

Table 2: The Current Situation of L2MSS.

	N	Min.	Max.	M	SD
IL2M	107	1.08	5	3.65	0.9395
OL2M	107	1	5	3.12	1.1066
SLLE	107	1	5	3.21	1.0740
L2MSS (total)	107	1.02	5	3.33	1.0400

The research subjects' L2MSS demonstrates a mean value of 3.33, positioning it within the range of 2.5 to 3.5. This suggests that the chosen EFL learners are driven by their L2MSS at an intermediate level. The tabulated data reveals that the mean scores for all three facets of L2MSS surpass 2.5, spanning from 3.12 to 3.65. Notably, the highest mean score of 3.65 corresponds to the IL2M, affirming the participants' elevated IL2M level. Evidently, the potential of L2 learners' hoped-for future selves holds substantial sway over their English learning motivation. The mean value for the learning experience stands at 3.21, slightly below that of the IL2M. Contrastingly, the OL2M registers the lowest mean score, at 3.12, denoting that participants in this study encounter minimal pressure from parents and friends during their English learning journey (see table 2).

### 3.1.2. An Analysis of the Current Situation of Foreign Language Anxiety

This study employs a descriptive statistical method to illustrate the comprehensive landscape of participants' L2 learning anxiety, along with the distinctive attributes of the three anxiety dimensions. The complete findings derived from the descriptive analysis of participants' learning anxiety are meticulously showcased within the subsequent table.

Table 3: The Current Situation of Learning Anxiety.

	N	Min.	Max.	M	SD
CA	107	1	5	2.97	1.0021
TA	107	1	5	2.86	1.0575
FNE	107	1	5	2.87	1.0090
Learning Anxiety (total)	107	1	5	2.90	1.0229

The outcomes reveal that the average score for English learning anxiety rests at 2.90, signifying that participants' L2 learning anxiety resides within a moderate range. Notably, non-English major undergraduates display apprehension towards English studies, particularly in areas such as being assessed based on their English performance and engaging in communication with others. The three components of learning anxiety manifest scores surpassing 2.5, spanning from 2.86 to 2.97. Among these dimensions, communication apprehension among the selected L2 learners attains the highest mean score of 2.97, indicating a significant level of anxiety related to conversing in English during the learning journey. The mean value pertaining to the fear of negative evaluation stands at 2.87, marginally lower than that of test anxiety. This suggests a notable concern among participants regarding external evaluations and apprehensions about potential criticism. In contrast, participants' test anxiety garners the lowest mean score of 3.86, underscoring that the act of taking tests doesn't impose significant pressure or unease upon the L2 learners (see table 3).

### 3.2. Analysis of Differences in L2MSS and Foreign Language Anxiety among Students of Different English Achievements

To investigate potential disparities in L2MSS and foreign language anxiety among students of varying academic achievements, the researcher initiates the process by segregating the participants into two distinct categories: the high score group (designated as number 1) and the low score group (designated as number 2). The approach for establishing these groups aligns with the methodology proposed by

Qin [11], where the initial 25% of subjects are identified as the high score group, while the subsequent 25% of subjects constitute the low score group.

Table 4: Independent Sample Test of L2MSS Between Two Groups.

IL2M	1	28	45.04	.539	.000
	2	28	41.83	.652	
OL2M	1	28	10.28	.809	.042
	2	28	9.11	.839	
SLLE	1	28	10.32	.673	.000
	2	28	9.66	.569	
L2MSS (total)	1	28	64.46	.453	.000
	2	28	61.76	.559	

The significance probabilities of the two-tailed t-test for the two groups were found to be below the threshold level of 0.05. This observation signifies the presence of significant disparities across the three dimensions of L2MSS within the two groups. The test outcomes reveal that students belonging to the high score group exhibit superior performance across all facets of L2MSS. Consequently, it can be deduced that students possessing a more robust IL2M and a more enriched SLLE tend to exhibit enhanced learning performance (see table 4).

Table 5: Independent Sample Test of Foreign Language Anxiety Between Two Groups.

Dimension	Group	N	M	SD	Sig. (2-tailed)
Communication Apprehension	1	28	38.55	.458	.000
	2	28	42.36	.413	
Test Anxiety	1	28	17.97	.742	.000
	2	28	20.64	.926	
Fear of Negative Evaluation	1	28	34.55	1.078	.028
	2	28	37.96	1.009	
Learning Anxiety (total)	1	28	91.07	.761	.000
	2	28	100.96	.675	

The t-test significance probabilities for both groups, utilizing a two-tailed approach, are demonstrated to be below the threshold of 0.05. This outcome underscores the existence of noteworthy distinctions between the two groups in terms of foreign language anxiety. Notably, the average foreign language anxiety score for the high score group stands at 91.07, while the corresponding average for the low score group is 100.96. This discrepancy signifies that the degree of foreign language anxiety within the high score group is comparatively lower than that observed in the low score group. The findings accentuate the adverse influence of foreign language anxiety on English achievements (see table 5).

### 3.3. The Correlation Analysis among L2MSS, Learning Anxiety and English Performance

This section primarily delved into the interconnections between L2MSS and foreign language anxiety, the associations between L2MSS and English learning outcomes, and the correlations between foreign language anxiety and English learning achievements.



### 3.3.1. The Relationship Between L2MSS and Learning Anxiety

With the objective of establishing a potential connection between students' L2MSS and foreign language anxiety, the research conducted a bivariate correlation analysis on the three dimensions of subjects' L2MSS and the three dimensions of foreign language anxiety, as shown in the following table.

Table 6: The Relationship Between L2MSS and Foreign Language Anxiety.

	CA	TA	FNE	Learning Anxiety (total)
IL2M	-.029	-.052	-.113	-.017
OL2M	.371**	.394**	.529**	.455**
SLLE	-.267**	-.142*	-.324**	-.250**
L2MSS (total)	-.199*	-.115	-.315**	-.209*

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The provided table exhibits a comprehensive breakdown of correlations between the three dimensions of the L2MSS and various subcategories of learning anxiety. Notably, the Pearson correlation coefficient between the L2MSS and learning anxiety stands at -0.209 ( $p < .05$ ), signifying a significant and negative relationship between participants' learning motivations and their experienced anxiety. This outcome implies a reciprocal impact between the L2 motivational self-system and learning anxiety; participants with stronger motivations are likely to experience lower degrees of learning anxiety. In further detail, certain facets of L2MSS demonstrate substantial negative correlations with all three constructs of learning anxiety. Conversely, other motivational attributes either exhibit no significant correlation or even positive correlations with learning anxiety. The correlations between the ought-to L2 self and CA, TA, and the FNE are all statistically significant at the 0.01 level. The respective correlation coefficients are 0.371, 0.394, and 0.529. Among these, the FNE presents the strongest association with the OL2M, followed by TA, while CA exhibits the weakest positive correlation.

The SLLE showcases a noteworthy negative correlation with all three components of learning anxiety. The strongest correlation lies between the SLLE and the FNE ( $r = -0.324$ ,  $p < 0.01$ ), followed by the correlation with CA ( $r = -0.267$ ,  $p < 0.01$ ). Additionally, the correlation between the learning experience and the fear of negative evaluation holds significance at the 0.05 level, with a coefficient of -0.210. On the other hand, the correlations between the IL2M and CA, IL2M and TA, as well as the IL2M and FNE, fail to attain significance. This suggests that minimizing the gap between one's actual and ideal selves is unlikely to evoke substantial apprehension among L2 learners (see table 6).

### 3.3.2. The Correlation Analysis Between L2MSS and English Performance

Subsequently, the researcher proceeded to perform a bivariate correlation analysis, scrutinizing the interrelationships between the four dimensions of the subjects' L2MSS and their accomplishments in English. The ensuing results are meticulously outlined within the presented Table.

Table 7: The Relationship Between L2MSS and English Performance.

	English Performance
IL2M	.192*
OL2M	0.189
SLLE	0.176*

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

The data analysis reveals a noteworthy positive correlation between the IL2M and the SLLE of the chosen L2 learners, and their subsequent English achievements. This correlation attains statistical significance, underscoring the notion that heightened motivation in L2 learners corresponds to improved performance in English. Furthermore, in comparison to the impact of the SLLE, the IL2M exerts a more pronounced positive influence on the enhancement of English achievements. Conversely, the data extracted from the questionnaire utilized in this study does not reveal any significant relationship between the OL2M and English performance (see table 7).

### 3.3.3. The Correlation Analysis Between Learning Anxiety and English Performance

Table 8: The Relationship Between Learning Anxiety and English Performance.

	English Performance
CA	-.209*
TA	-.207*
FNE	-.221*

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

As indicated in the provided table, the p-values corresponding to CA, TA, and the FNE all fall below the threshold of 0.05, indicating statistical significance. This outcome underscores the presence of significant negative correlations between the three constructs of learning anxiety and English achievements. Consequently, it can be inferred that higher levels of student anxiety are associated with poorer outcomes in English performance. Among the three dimensions of learning anxiety, the data suggests that test anxiety exerts a more potent hindering influence on the advancement of English achievements. Following this, CA and FNE are subsequently identified as contributors to reduced English achievements, albeit with a slightly lesser impact (see table 8).

## 4. Discussion

The data reveals distinct differences in the three sub-dimensions of L2MSS and learning anxiety among students with varying levels of English achievements. Importantly, the high-scoring group outperforms the low-scoring group in terms of IL2M, OL2M, and SLLE, with a more pronounced gap in these aspects. This finding suggests that learners' motivation levels, their aspiration for an IL2M, and their enriched SLLE significantly contribute to their English achievements. Notably, the motivation to narrow the divide between their current and envisioned L2 selves inspires learners to allocate greater endeavor, thereby enriching their SLLE and subsequently enhancing their motivation for language acquisition. In relation to anxiety, the data indicates that the high-scoring group exhibits notably lower levels of CA, TA, and FNE compared to the low-scoring group. The latter group



demonstrates heightened concern over external evaluations, while the former displays greater resilience to the impact of external assessment.

Applying a descriptive statistical approach in this study, it becomes evident that various motivational aspects notably contribute to the English achievements of non-English major undergraduates. Among the three L2MSS constructs, the IL2M exerts the most substantial influence on students' second language motivation, followed closely by the L2 learning experience. These findings are consistent with prior research, highlighting the propulsive role of intrinsic and self-internalized motivation [12]. Furthermore, the relatively lower mean score of the OL2M suggests that external expectations and pressures have a minor impact on participants' L2 learning and English performance, signifying a shift away from learning solely to meet external expectations.

Similarly, the research underscores the significant effects of CA, TA, and FNE on non-English major undergraduates' English learning achievements. Communication apprehension emerges as the most prominent form of anxiety, potentially stemming from limited exposure to oral communication opportunities in the classroom and an emphasis on exam-oriented education. Fear of negative evaluation also holds considerable sway due to college students' sensitivity to evaluations and a desire to safeguard their self-esteem. While comparatively less pronounced, test anxiety may arise from a culture of frequent English testing in China and students' familiarity with such assessments. Overall, this research underscores the intricate interplay among various dimensions of motivation, anxiety, and English achievements among non-English major undergraduates, offering valuable insights into the dynamics of language learning and performance.

Based on the research findings, several recommendations emerge that focus on harnessing the positive impacts of L2MSS and mitigating the adverse effects of learning anxiety. To foster heightened learning motivations among learners, a range of strategic approaches can be pursued. Firstly, emphasis should be placed on establishing realistic L2 learning goals, creating an environment where learners are motivated to achieve them. These goals should be framed in a manner that captivates learners' interest and commitment [13]. Secondly, given the pivotal role of the learning experience, it becomes imperative to design engaging and enjoyable learning contexts that invigorate learners' pursuit of English achievements. Thirdly, promoting the formation of cohesive learner groups can significantly contribute to the advancement of English achievements [14].

Moreover, efforts to alleviate learning anxiety are of equal importance. Foremost, learners should adopt rational attitudes towards their anxieties. By acknowledging and confronting their nervousness and fear, students can gain a more precise understanding of their apprehensions. This awareness empowers them to actively address anxiety-related challenges and seek constructive solutions, avoiding avoidance [15]. Additionally, the identification of potential sources of learning anxiety holds significance. By pinpointing factors such as individual attributes, curriculum arrangements, learning objectives, strategies, and testing formats, students can implement targeted measures to mitigate negative emotions and enrich their learning experiences. In summary, by concentrating on bolstering learning motivations and tackling learning anxiety, learners can substantially enhance their English achievements. This strategic approach aligns seamlessly with the research findings and has the potential to optimize language learning outcomes.

## 5. Conclusions

This study delves into the intricate interplay between the L2MSS, learning anxiety, and English performance among non-English major undergraduates. It not only investigates the impacts of these factors but also delves into the underlying causes of these influences. Based on the research outcomes, the paper presents constructive recommendations for enhancing English learning and teaching practices. The research findings reveal that a majority of non-English major undergraduates exhibit moderate levels of the L2MSS. Among these dimensions, the IL2M emerges as the most prominent,

while the OL2M stands as the least pronounced. Concurrently, a significant portion of these students grapple with an intermediate level of learning anxiety, with CA being the most notable form, while TA is relatively lower. Moreover, the study identifies notable disparities across all dimensions of L2MSS among students with distinct levels of achievements. The high-scoring group demonstrates elevated levels of L2MSS and reduced foreign language anxiety when compared to the low-scoring group. Notably, with the exception of the OL2M, all dimensions of L2MSS for non-English major undergraduates exhibit negative correlations with various dimensions of foreign language anxiety. Conversely, L2MSS displays a significant positive correlation with English achievements, while foreign language anxiety shows a negative association with English achievements, highlighting the intricate interplay between these variables.

Drawing from these findings, the paper advocates for the pivotal roles of both learning motivations and learning anxiety in the English learning process. Rooted in these insights, this thesis aims to provide well-founded suggestions for college English teaching, with the goal of elevating non-English major undergraduates' levels of ideal L2 self, enhancing their dynamic SLLE and mitigating their learning anxiety.

However, the present research does have a few limitations that could potentially impact the scientific rigor and validity of its primary findings. To commence, the research methodology utilized is somewhat straightforward, relying solely on self-reported data obtained through a questionnaire-based survey. This approach may introduce elements of subjectivity and recall bias, potentially affecting the accuracy of the outcomes. Furthermore, a noteworthy limitation lies in the relatively small sample size of participants. This restricted number may not comprehensively encompass the diverse spectrum of non-English majors across China, potentially limiting the applicability of the research outcomes to the wider target population. Hence, while the research provides valuable insights, these limitations underscore the need for prudence when interpreting and applying the results. Future research endeavors could gain from employing more comprehensive methodologies and larger sample sizes to augment the robustness and applicability of the findings.

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