

Exploring L2 Motivational Self System and Grit as Predictors of L2 Willingness to Communicate: A Comparative Study between English Majors and Non-Majors in Chinese EFL Context

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Abstract. This study compares the differences between English majors and non-English majors in L2 motivational self-system, L2 grit and L2 WTC in China English environment, and the results are thought-provoking. English majors show clear goals and strong desires in their ideal second language self. This clear goal orientation urges them to pay more attention to English learning and constantly improve their language ability. At the same time, their learning perseverance is also amazing. No matter how many difficulties they encounter, they can persevere until they make progress. In contrast, non-English majors' learning motivations are diverse, but they often lack systematicness and persistence. They are easily disturbed by external factors in the process of learning, which leads to the interruption of learning progress or poor learning effect. In addition, their willingness to communicate is relatively low, and they lack the opportunity and confidence to use English in real contexts. The results show that motivation, self-system, perseverance and willingness to communicate play a vital role in the process of second language acquisition. For English majors, the positive effects of these factors are particularly obvious. For non-English majors, we also need to pay attention to and cultivate their abilities to help them improve their English better. Therefore, future English teaching should pay more attention to students' individual differences, teach students in accordance with their aptitude, stimulate students' [1]internal motivation, enhance their learning perseverance and willingness to communicate, and thus improve their English level in an all-round way.

Keywords: L2 motivational self system, L2 grit; L2 WTC.

1. Introduction

With the acceleration of globalization and the increasing frequency of international communication, English, as an international language, plays an increasingly important role in China's education system.[2] The differences between English majors and non-English majors in English learning, especially in learning motivation, learning perseverance and willingness to communicate, have aroused widespread concern in the education field..

Under the English environment in China, English majors usually receive more systematic and in-depth English education, while non-English majors also learn English, but the learning content and requirements are relatively low. This difference may lead to significant differences in L2 motivation self-system, L2 grit and L2 WTC. L2 motivational self-system refers to learners' motivation and goals for learning a second language, which has an important influence on learners' learning attitude and effect. L2 grit embodies learners' persistence and determination in the face of learning difficulties and challenges. L2 WTC's willingness to communicate in a second language reflects learners' willingness and confidence to use a second language in practical communication.

Therefore, the purpose of this study is to compare the differences between English majors and non-English majors in L2 motivation self-system, L2 grit and L2 WTC, [3]and to explore the influence of different professional backgrounds on students' English learning. Through this study, we can fully understand the characteristics and needs of students of different majors in English learning, and provide targeted suggestions and guidance for English teaching. In addition, this study also has important practical significance. For English majors, a deep understanding of their learning motivation and perseverance will help teachers to formulate more effective teaching strategies and

stimulate students' learning potential.[4] For non-English majors, understanding their weaknesses and challenges in English learning will help teachers provide more targeted guidance and support to help them overcome their learning difficulties and improve their English level. This study not only helps to enrich and improve the theory of second language acquisition, but also provides important reference for English teaching practice[5].

2. Theoretical Framework and Literature Review

2.1 L2 motivation self-system theoretical framework

L2 motivation self-system theory framework is an important theory in the field of second language acquisition, which emphasizes the core role of learners' individual differences and self-concept in second language learning motivation. The theoretical framework consists of three key parts: the ideal second language self, the second language self and the second language learning experience. The ideal second language self refers to the self-image that learners hope to become in the future and can use the target language fluently, which stimulates learners' learning motivation and goal pursuit. Self-response to the second language reflects the second language ability and social responsibility that learners think they should have, and it embodies learners' sense of obligation and normative consciousness. The second language learning experience focuses on the practical challenges and experiences that learners encounter in the learning process, which plays an important role in maintaining and adjusting learners' motivation. These three parts are interrelated and together form a complete framework of L2 motivation self-system. This theoretical framework helps us to better understand learners' motivation for second language learning and provides strong theoretical support for teaching practice.

2.2 L2 grit Theory Framework

L2 grit Theory Framework is a crucial concept in the field of second language acquisition, which emphasizes the perseverance and persistent efforts of learners in the process of pursuing their second language learning goals. According to this theoretical framework, L2 grit is not only a psychological state, but also a performance in action. It involves how to maintain a positive learning attitude and continuous action when learners face learning difficulties, setbacks and fatigue. The cultivation of L2 grit depends on learners' internal motivation and goal pursuit, and also needs the support and challenge of external environment. In educational practice, teachers can help students cultivate and improve L2 grit by designing challenging learning tasks, providing timely feedback and encouragement, and creating a positive learning atmosphere. In addition, learners' own cognitive and emotional factors, such as self-efficacy, learning beliefs and emotional adjustment, also play an important role in the formation and play of L2 grit.[6] The theoretical framework of L2 grit provides a strong theoretical support for us to understand and cultivate learners' perseverance in second language learning.

2.3 theoretical framework of L2 WTC's willingness to communicate in a second language

The theoretical framework of L2 WTC (willingness to communicate in a second language) is a key theoretical model in the field of second language acquisition, which mainly focuses on learners' willingness and tendency to communicate in a second language in a specific situation.[7] The theoretical framework emphasizes that L2 WTC is not only influenced by language ability, but also influenced by many factors such as learners' individual characteristics, social psychological factors and communication environment. In terms of individual characteristics of learners, self-confidence, anxiety level and personality traits will all have an impact on L2 WTC. In terms of social and psychological factors, learners' sense of identity and belonging to the target language culture, as well as their attitudes and expectations to the communicative objects, will also have an impact on their L2 WTC. In addition, the characteristics of communication environment, such as the nature of communication tasks, the familiarity of communication partners and the formality of communication

occasions, will also have an important impact on L2 WTC. Therefore, in order to effectively improve learners' L2 WTC, it is necessary to comprehensively consider these factors and adopt corresponding teaching strategies and methods.

3. Research design and methods

3.1 Research objects and samples

This study focuses on the comparative study of English majors and non-English majors in English environment in China. In the selection of samples, we ensure the diversity and representativeness of samples, and select English majors and non-English majors from universities in different regions and at different levels in China as the research objects. In terms of the number of samples, we strive to reach a sufficient scale to ensure the stability and reliability of the research results.[8]

3.2 Research tools and measurement

In order to explore the differences between English majors and non-English majors in L2 motivational self-system, L2grit and L2 WTC, we adopted various research tools and measurement methods. First of all, we designed a detailed questionnaire to collect students' data in motivation, perseverance and willingness to communicate. The questionnaire design pays attention to science and validity, which ensures the authenticity and accuracy of the data. In addition, we also conducted in-depth interviews to get more specific and in-depth information through communication with the research objects. This paper makes an in-depth investigation on the comparison between English majors and non-English majors in the English environment in China (See Figure 1.).

● Number of people ● Sex ratio ● Age distribution ● Years of English study ● English level

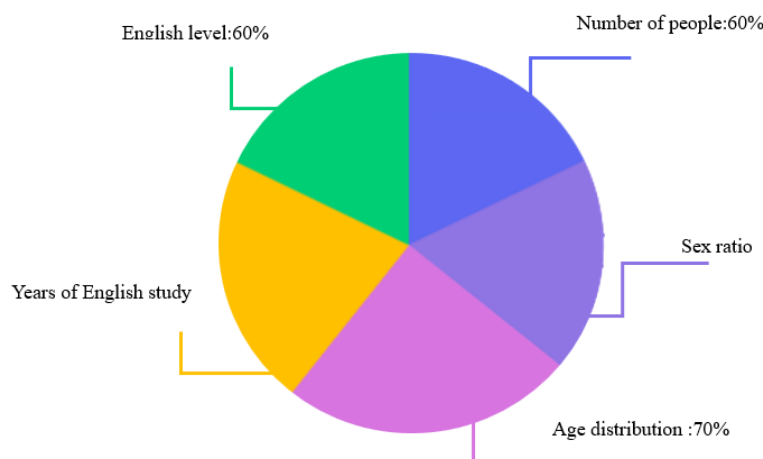


Figure 1 .A Comparative Study of English Majors and Non-English Majors in China

3.3 Data collection and processing

In data collection, we have taken strict measures to ensure the integrity and accuracy of data. The distribution, recovery and sorting of the questionnaire have been carefully arranged to ensure the integrity and reliability of the data. For the interview data, we also recorded and sorted out in detail for subsequent analysis and processing.

In data processing, we use statistical software to sort out and analyze the collected data. Through descriptive statistics, analysis of variance and other methods, we compare the differences between English majors and non-English majors in various measurement indicators. At the same time, we also conducted in-depth discussion and analysis of the research results, and explored the reasons for the differences and possible influencing factors[9]. Through the implementation of this study, we hope to fully understand the differences between English majors and non-English majors in L2

motivational self-system, L2 grit and L2 WTC, provide targeted suggestions and guidance for English teaching, and promote the improvement of students' English level in China English environment. Through investigation, we analyzed L2 motivation self-system and L2 WTC of English majors and non-English majors in China English environment. (See Figure 2.).

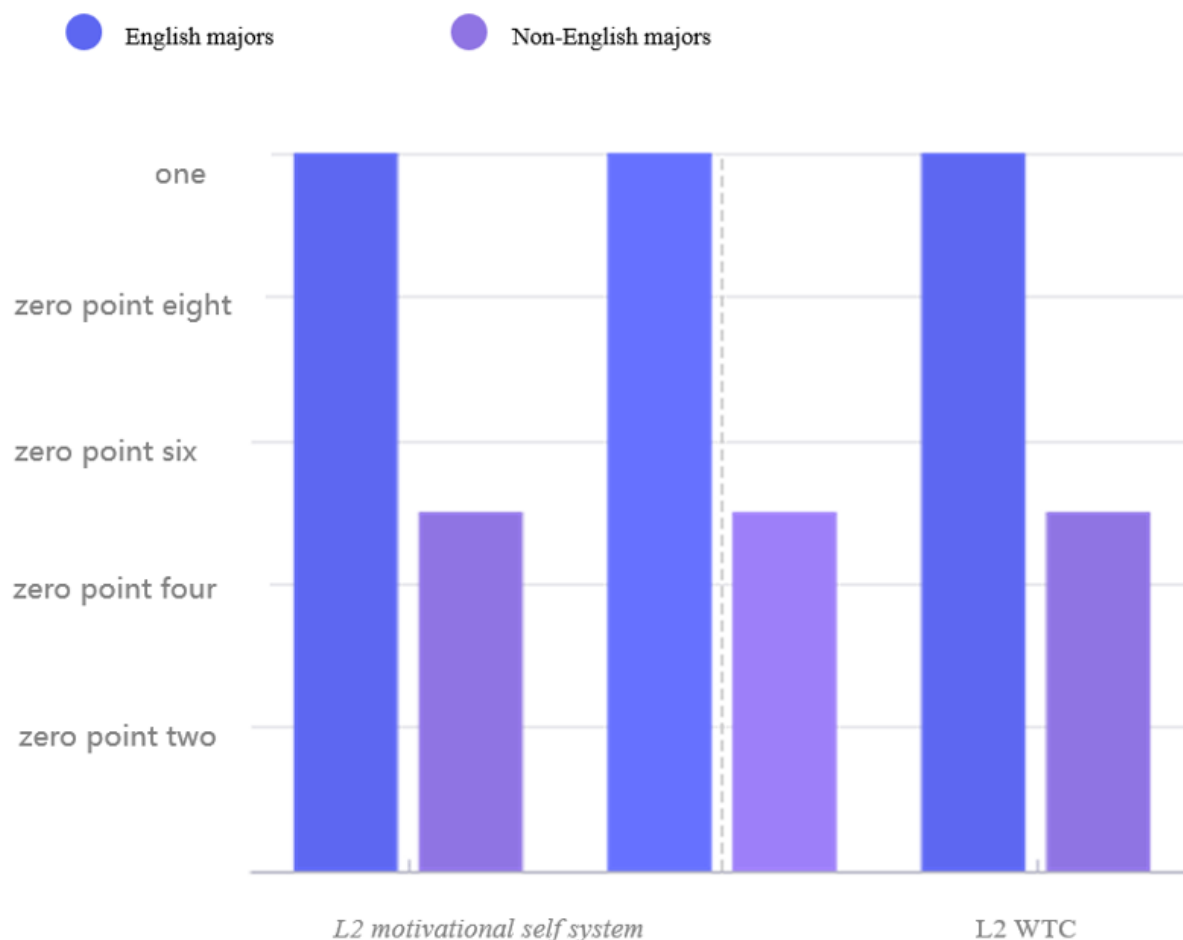


Figure 2. L2 Motivation Self-system and L2 WTC Analysis of English Majors and Non-English Majors in China English Environment

4. A systematic comparison of L2 motivation between English majors and non-English majors.

4.1 English majors and non-English majors L2 motivation self-system characteristics

The characteristics of L2 motivational self-system of English majors are that they usually have a clearer and stronger ideal second language self. This means that they have a clear understanding of their future expectations and goals in English use, and have a strong desire to achieve these goals. This ideal self has become the main source of motivation for them to learn English, prompting them to invest more time and energy to improve their English ability. Secondly, English majors' learning motivation is often more intrinsic and lasting. They usually have a deep interest in English learning, and they can get a sense of satisfaction and accomplishment from learning. This intrinsic motivation enables them to maintain a lasting enthusiasm for learning and persevere even when they encounter difficulties. In addition, English majors are often exposed to more English learning resources and environment for the needs of professional study, which further enhances their learning motivation and self-efficacy.

Characteristics of L2 motivation self-system of non-English majors First, their learning motivation may be more diverse and complicated. In addition to the interest in English and learning needs, it

may also be influenced by external factors such as exams and employment. Although this diversified motivation can promote them to learn English to a certain extent, it may also lead to unstable or lasting learning motivation. Secondly, non-English majors may be relatively vague or lack clear goals in their ideal second language self. They may have certain expectations for their English ability, but they lack specific plans and actions to achieve these goals. This may also lead to their lack of sufficient motivation and perseverance in the learning process. In addition, non-English major students may pay different attention to English and their investment in learning because of their different professional learning priorities.

4.2 Comparative analysis and discussion

By analyzing the differences between English majors and non-English majors in L2 motivation self-system(See Figure 3.). we come to a conclusion,The advantage of English majors in L2 motivation self-system lies in their clear goal orientation and internal driving force, while non-English majors need to improve their learning goals and enhance their internal motivation. Therefore, for students of different majors, teachers need to adopt different teaching strategies to stimulate their learning motivation and improve their learning effect. To sum up, there are obvious differences between English majors and non-English majors in L2 motivation self-system, so it is necessary to teach students in accordance with their aptitude to promote their all-round development.

Figure 3.An Analysis of the Differences between English Majors and Non-English Majors in L2 Motivational Self-system

project	English majors (average score)	Non-English majors (average score)
Ideal second language self	85	70
Should be a second language self	70	60
Second language learning experience (years)	5	3
Intensity of learning motivation (1-10 points)	9	6
English academic performance (100%)	88	75
Correlation between Ideal Second Language Self and Achievement	+0.8	+0.4
The correlation between English second language ego and achievement	+0.4	+0.2
Correlation between Second Language Learning Experience and Achievement	+0.7	+0.3

5. A Comparison of L2 grit and L2 WTC between English Majors and Non-English Majors

5.1 L2 grit and L2 WTC performance of English majors and non-English majors

English majors show admirable persistence and persistence in L2 grit. Facing the challenges of English learning, such as complicated grammar rules and huge vocabulary, they never give up easily. On the contrary, they choose to face up to difficulties, and through continuous practice and efforts, they gradually overcome difficulties and make remarkable progress. This indomitable spirit is not only reflected in their studies, but also in their personal qualities, which has become a powerful guarantee for their future success.

In L2 WTC, English majors also performed well. They are usually confident and dare to communicate in English on many occasions. Whether in class discussions, academic reports or daily conversations, they can express their views and ideas fluently and freely. This positive willingness to communicate not only exercises their oral English, but also enhances their cross-cultural communication ability, laying a solid foundation for future international exchanges and cooperation.

In L2 grit of non-English major students, although most non-English major students are enthusiastic about learning English, their perseverance may be slightly insufficient in the face of challenges and difficulties in learning. Due to the lack of professional background and systematic learning guidance, it may be difficult for them to maintain their devotion and concentration in English learning for a long time, and it is easy for them to have the idea of wavering and giving up on their learning path.

In terms of L2 WTC, the performance of non-English majors is also diverse. Some students may be conservative in communication situations and unwilling to take the initiative to communicate in English because of their lack of practical application opportunities and self-confidence. On the other hand, some students may show a strong willingness to communicate because of their interest in English culture or their future career needs, actively participate in English practice activities, and strive to improve their communication skills.

5.2 Comparative analysis and discussion

There is a sharp contrast between English majors and non-English majors in L2 grit and L2 WTC performance.

English majors show outstanding persistence and persistence in L2 grit. They can persevere and overcome difficulties when facing various challenges in English learning. This firm perseverance is the key to their excellent English achievements. In L2 WTC, English majors are usually confident and dare to communicate in English in various occasions. Their practical English ability is strong, and they can express their views and ideas fluently and freely, which fully demonstrates their English communication ability. In contrast, non-English majors are relatively weak in L2 grit and L2 WTC. Because of their lack of professional background and systematic study, they are more likely to be shaken in the face of learning difficulties, and they may also be more conservative and cautious in English communication.

To sum up, English majors have done well in L2 grit and L2 WTC, which is mainly due to their professional background and learning needs. For non-English majors, we should encourage them to cultivate their study perseverance and improve their English communication ability so as to better adapt to the challenges of the globalization era. The data comes from the following table (See Figure 4.).

Figure 4. Comparison of L2 grit and L2 WTC between English Majors and Non-English Majors

project	English majors (average score)	Non-English majors (average score)
L2 Strength of Perseverance (1-10 points)	8.5	6.5
L2 WTC classroom environment	9.0	7.0
L2 WTC social occasions	8.0	5.5
L2 WTC academic discussion	8.5	6.0
Correlation between L2 grit and Achievement	+0.7	+0.4
Correlation between L2 WTC classroom environment and grades	+0.6	+0.3

Correlation between L2 WTC social occasions and grades	+0.5	+0.2
Correlation between L2 WTC academic discussion and grades	+0.6	+0.3

6. Conclusion and prospect

In the English environment of China, English majors and non-English majors show significant differences in L2 motivation self-system, L2 grit and L2 WTC.

In terms of L2 motivational self-system, English majors usually have a clearer and stronger ideal second language self, and they often have clear plans and expectations for their future ability and performance in English use. This strong internal motivation drives them to devote more time and energy to improving their English. In contrast, L2 motivation of non-English majors may be more external and vague, lacking clear learning goals and lasting motivation.

As far as L2 grit is concerned, English majors show more perseverance. In the face of difficulties and challenges in English learning, they can remain calm and patient, and actively seek solutions to problems instead of giving up easily. This perseverance is an important guarantee for them to achieve excellent results in English learning. Non-English majors may be slightly inadequate in this respect, and they may be more likely to feel frustrated when they encounter difficulties in learning and lack the motivation to continue learning.

In L2 WTC, English majors are usually more confident and willing to communicate in English in various occasions. Their professional background and rich practical opportunities make them perform well in English communication. However, non-English majors may be more conservative and hesitant in English communication because of their lack of language ability and self-confidence.

To sum up, English majors have obvious advantages in L2 motivation self-system, L2 grit and L2 WTC. This not only reflects the characteristics of their professional learning, but also reflects their efforts and investment in English learning. For non-English majors, we can learn from English majors' learning attitudes and strategies to improve their English learning effect and communicative competence. At the same time, teachers and educational institutions should also formulate more personalized teaching programs according to the characteristics of students of different majors in order to promote their all-round development.

6.1 Implications for Second Language Acquisition Teaching

A comparative study of L2 motivational self-system, L2 grit and L2 WTC between English majors and non-English majors in China English environment has important implications for second language acquisition teaching.

First of all, teachers should fully realize the key role of motivation in second language acquisition. For English majors, their ideal second language self is often clearer and stronger, which drives them to devote more energy to learning English. Therefore, for non-English majors, teachers should help them build clear English learning goals, stimulate their intrinsic motivation, and thus enhance their learning motivation. It is very important to cultivate students' L2 grit. English majors usually show more perseverance when facing learning difficulties. Teachers should encourage non-English majors to cultivate perseverance in learning and teach them how to adjust their strategies and be patient when facing challenges. At the same time, by setting appropriate learning tasks and challenges, teachers can help students exercise and improve their perseverance.

Secondly, improving students' L2 WTC is an important goal of second language acquisition teaching. English majors are usually more confident in English communication, which benefits from their rich practical opportunities and professional background. For non-English majors, teachers should create more opportunities for English communication, such as organizing English corners and speech contests, so as to enhance students' communicative will and practical ability.

In addition, teachers should also pay attention to students' individual differences and teach students in accordance with their aptitude. Different students may have differences in L2 motivation, perseverance and WTC. Teachers should make personalized teaching plans according to the actual situation of students to meet their different needs.[10]

Finally, teachers should constantly update their teaching concepts and methods to adapt to the new development in the field of second language acquisition. With the deepening of the research, our understanding of L2 motivation self-system, L2 grit and L2 WTC will be deepened. Teachers should integrate these new research results into teaching practice to improve the teaching effect. A comparative study of English majors and non-English majors in China's English environment provides valuable enlightenment for second language acquisition teaching[11]. Teachers should pay attention to students' motivation, perseverance and willingness to communicate, and teach students in accordance with their aptitude in order to improve their English level and communicative competence.

6.2 Research Limitations and Shortcomings

This study makes a comparative study of L2 motivational self-system, L2 grit and L2 WTC between English majors and non-English majors in China English environment. Although some achievements have been made, there are still some limitations and deficiencies.

First of all, there may be some limitations in sample selection in this study. Due to the limitation of time and resources, the sample size may not be large enough, and it may not cover all types and levels of colleges and universities, which may affect the universality of the research results. Secondly, in terms of research methods, this study mainly uses questionnaires and interviews to collect data. Although these methods are effective, they may also be subjective and biased. In the future, more diversified research methods, such as observation and experiment, can be considered to obtain more objective and accurate data. In addition, this study failed to explore the dynamic interaction among L2 motivation self-system, L2 grit and L2 WTC. These factors may influence and restrict each other, and jointly affect students' English learning effect. Future research can further refine the relationship between these factors to provide a deeper understanding.

Finally, this study failed to fully consider the influence of different cultural backgrounds and individual differences on L2 motivation, perseverance and WTC. These factors may affect students' English learning process and results to varying degrees. Future research can further expand the scope of research to understand the characteristics and needs of different groups in English learning more comprehensively.

6.3 Future research direction and prospect

In the English environment of China, English majors and non-English majors show different characteristics in L2 motivation self-system, L2 grit and L2 WTC, which provides rich exploration space for future research.

First of all, aiming at the study of L2 motivational self-system, we can further explore the differences and connections between students' ideal second language self and self-response second language self in different cultural backgrounds in the future. At the same time, combined with social psychology theory, studying the dynamic change process of students' motivation and the interaction mechanism between motivation and learning effect will help to understand students' learning motivation more deeply. Secondly, with regard to the study of L2 grit, we can pay attention to the process of students' psychological changes in the face of learning difficulties and challenges, and how they can adjust their learning strategies to overcome obstacles. In addition, by comparing the differences in perseverance of students with different professional backgrounds, we can reveal the relationship between perseverance and professional learning needs, and provide targeted guidance for teaching practice. For the research of L2 WTC, the research scope can be further expanded in the future, including communication willingness, communication strategies and communication effects in different situations. At the same time, combining with the theory of cross-cultural communication,

studying students' communicative competence and adaptability in different cultural backgrounds is helpful to improve their cross-cultural communicative competence.

Finally, the interaction among L2 motivational self-system, L2 grit and L2 WTC can be comprehensively considered in future research, so as to construct a more comprehensive English learning model for students. Through in-depth study of the internal relations and dynamic changes among these factors, we can provide more scientific and effective guidance for teaching practice and help students improve their English level and communicative competence. Future research directions and prospects cover L2 motivation self-system, L2 grit and L2 WTC, etc. Through in-depth study of these areas, we can provide strong support for better understanding of students' English learning process.

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