TITLE: The L2 Motivational Self System, Foreign Language Anxiety and Intended Effort: the Learning of Chinese as a Heritage/Non-heritage Language

SIGNIFICANCE:
This study is to explore and evaluate a motivational model which subsumes some hypothesized links between (a) Dörnyei’s L2 motivational self system (ideal L2 self, the ought-to L2 self, and the L2 learning experience), (b) Chinese anxiety, and (c) learners’ intended effort to learn Chinese. Possible differences in the learning of Chinese between as a heritage language and as a non-heritage language are examined in terms of the key elements of the L2 motivational self system, Chinese anxiety and intended effort.

THEORETICAL FRAMEWORK:
1. Dörnyei’s L2 motivational self system that subsumes three dimensions, the ideal L2 self, the ought-to L2 self, and the L2 learning experience:
   - The ideal L2 self represents an ideal image of an L2 learner that one aspires to be in the future;
   - The ought-to L2 self refers to the attributes that one believes one ought to possess as a result of perceived duties, obligations, or responsibilities. It is a less internalized aspect compared with the ideal L2 self.
   - The learning experience, affected by situation-specific motives related to the immediate learning environment and experience, concerns learners’ attitudes towards foreign language learning.
2. Foreign Language anxiety
   - Foreign Language anxiety, feeling of tension and apprehension specifically relate with foreign language contexts, is viewed as the affective factor frequently impeding the language learning process.
3. Intended effort
   - Intended effort to foreign language learning is viewed as a mediating factor between motivation and success.

PROCEDURE:
A number of 125 adult learners of Chinese language at a cultural institution in Mauritius completed a questionnaire survey specifically developed to be used in the context of Mauritius. The questionnaire consists of two major parts: (1) items measuring the learners’ motivation, attitudes, anxiety and effort concerning Chinese learning; and (2) questions about the learners’ background information (age, sex, ethnical identity, language of forefathers, home language, years of Chinese learning, self-reported proficiency level, etc.). Amos version 24.0, structure equation modeling was employed to analyze the survey data.

FINDINGS:
All the constituents of L2 motivational self system, to different degrees, significantly contributed to intended effort; the ideal L2 self and the L2 learning
experience decreased learners’ anxiety in learning Chinese, while the ought-to L2 self significantly drove them more anxious. It was not discovered that Sino-Mauritian learners and those of other ethnical groups differed in Chinese learning concerning motivations, anxiety and intended effort.

REFERENCES: