

# ***The Impact of Product-Oriented Approach on L2 Learning Motivation: An Empirical Analysis Based on L2MSS Theory and Learning Experiences***

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**Abstract:** This study is based on the Second Language Motivation Self System (L2MSS) theory, employing a mixed quantitative and qualitative research method to explore the impact mechanism of product-oriented teaching methods on second language learning motivation. The core of the study is a comparative analysis between an experimental group (product-oriented teaching) and a control group (traditional teaching), combined with questionnaire surveys, interviews, and mediation effect tests, to reveal the dynamic role of learning experience in motivation generation. The results show that product-oriented teaching methods significantly enhance learners' learning experiences through authentic task design (such as international negotiation simulations and cross-cultural video creation) and social interaction mechanisms. These methods activate the "ideal self" and "learning experience" dimensions of L2MSS, which drive internalization of motivation via a chain of mediating paths (with a total mediation effect ratio of 68.4%). Qualitative data further indicate that visible outcomes and peer feedback strengthen learners' goal identification, but there are adaptive differences in task complexity among low-motivation groups. Theoretically, this study validates the synergistic effect of learning experience and L2MSS, expanding the "task-experience-motivation" triadic model. Practically, it proposes differentiated task stratification and phased outcome feedback strategies, providing a basis for the transformation of English teaching from "knowledge transmission" to "competency construction." Future research can combine cross-cultural comparisons and technological integration to deepen the exploration of the dynamic adaptability of product-oriented teaching methods.

## **1. Introduction**

In the tide of globalization, English, as an international lingua franca, has transcended its role in cultivating mere language skills to become a core element in cross-cultural communication and building global competitiveness. According to UNESCO data, over 1.5 billion people worldwide learn English as a second language (L2), and its educational outcomes directly impact individual

career development and international cooperation efficiency. However, traditional teaching methods (such as the Grammar-Translation Method) have long focused on the rote transmission of language knowledge, neglecting learners' intrinsic motivation and real-world language application needs, leading to a "high input, low output" teaching dilemma. In this context, Product-Oriented Teaching (Product-Oriented Approach) has emerged, with its core emphasis on "output" (such as project presentations and creative writing), stressing the use of real tasks to drive language practice. This approach contrasts sharply with traditional models that emphasize process drills, offering new insights for reforming English education [1].

L2 Learning Motivation, as a key variable in language acquisition, directly influences learners' sustained engagement and effectiveness. Recent studies further reveal that L2 Learning Experience plays an intermediary role in the formation of motivation, while the second language motivated self system (L2MSS) theory proposed by Dornyei has three dimensions: "ideal self", "ought to L2 self" and "learning experience". It provides a systematic framework for analyzing motivation mechanism. This study focuses on the core question: How does product-oriented teaching methods optimize learning experience to activate learners' L2MSS, thereby enhancing second language learning motivation? The research aims to verify the pathway from "teaching method—experience—motivation" and propose targeted optimization strategies [2].

To achieve the aforementioned objectives, a mixed-methods study was conducted, selecting 61 English major students from a university (30 in the experimental group and 31 in the control group). Over a 16-week teaching experiment, the L2MSS scale, learning experience questionnaire, and student work analysis were used to quantitatively assess changes in motivation. Semi-structured interviews were also conducted to uncover deeper mechanisms. Data analysis will employ SPSS for correlation regression tests and NVivo for qualitative coding, aiming to reveal the dynamic impact of product-oriented task design on learners' self-concept reconstruction and motivation reinforcement [3].

## **2. Literature review and theoretical framework**

### **2.1 Definition of core concepts**

Product-oriented pedagogy advocates driving L2 learning by learners' concrete outcomes (e.g., video presentations, research reports). Its core features include output driven, input enable, task authenticity, goal visualization, and collaborative practice. Common models include motivating by tasks, enabling and assessing (e.g. presentation of results, and simulated practice (Wen, 2016, 2018)[6,7]. Compared with the traditional teaching method based on knowledge input, it pays more attention to the social function of language and learner's subjectivity. L2MSS (second language Motivated Self System) proposed by Dornyei, it contains three dimensions: "ideal self" (L2 identity expected by learners), "ought to L2 self" (learning obligation driven by external pressure) and "learning experience" (feedback of past experience on motivation), which systematically explains the dynamic and plasticity of motivation. second language learning experience comprehensively reflects learners' situational perception from three aspects: cognition (task challenge and skill improvement), emotion (pleasure or anxiety in learning) and social interaction (teacher-student/peer collaboration) [4].

### **2.2 Related research progress**

The application of product-oriented teaching methods in language instruction has reached a certain level of consensus. For instance, multiple European countries have found through the "Intercultural Digital Narrative Project" that students' creation of English short videos can

significantly enhance their language fluency and intercultural confidence. Regarding L2MSS, meta-analyses show that the "ideal self" has the strongest predictive power for motivation, but the role of the "ought to L2 self" varies culturally: East Asian learners are more likely to be driven by it, while Western learners may resist due to external pressure (Kormos, 2020). Additionally, the mediating effect of learning experiences is gradually gaining attention; for example, positive social interactions can reinforce the positive cycle between the "ideal self" and learning behavior [5].

### 2.3 Theoretical integration: construct research model

Based on literature analysis, this study proposes the chain influence path hypothesis: product-oriented teaching methods optimize learners' cognitive engagement (task difficulty appropriateness), emotional experience (sense of achievement), and social interaction (peer recognition) through designing outcome-oriented tasks (such as simulated business negotiations). This, in turn, activates the "ideal self" (e.g., "becoming an international negotiator") and positive "learning experiences" within their L2MSS, ultimately enhancing second language learning motivation. This model breaks the traditional unidirectional logic of "teaching method—motivation," dynamically linking learning experiences with the self-system to provide a theoretical basis for motivation intervention.

## 3. Research Design and Implementation

This study employs a mixed-methods approach (quantitative as the main focus, qualitative as supplementary), using quasi-experimental design and in-depth interviews to explore the mechanisms by which product-oriented teaching affects second language motivation. The subjects were 61 second-year English majors from a university (30 in the experimental group and 31 in the control group), with no significant difference in initial English proficiency scores ( $p > 0.05$ ) to control for initial level interference. The experimental group received 16 weeks of product-oriented teaching intervention, with tasks designed to include simulated international conferences and cross-cultural video production projects. The control group continued with traditional teaching methods (textbook lectures + grammar exercises), with both groups receiving the same number of class hours.

The data collection tools include: 1) the L2MSS scale, measuring ideal self, should-be self, and learning experiences; 2) learning experience questionnaire; 3) teaching outcomes analysis (student work evaluation and teacher assessment); 4) semi-structured interviews (30 participants from the experimental group, focusing on task experience and changes in self-awareness). Data were collected in two phases: pre-experiment measurement (baseline motivation levels) and post-experiment measurement (changes in motivation and work output).

Data analysis was conducted using SPSS 26.0 for independent samples T-tests, multiple regression, and mediation effect tests to verify the pathway from "teaching method → experience → L2MSS → motivation"; qualitative data were coded using NVivo 12 to extract the mechanism of motivation reinforcement. The study enhanced validity through triangulation (questionnaires, artifacts, interviews) and adhered to ethical standards (anonymity and informed consent).

## 4. Result analysis and discussion

### 4.1 Qualitative research results

The visibility of outcomes from task-oriented learning (such as cross-cultural video productions) enhances learners' goal identification ("seeing my English used in real situations motivates me to

become an international communicator"). At the same time, collaborative tasks (like simulated business negotiations) alleviate language anxiety through social recognition mechanisms ("peer feedback makes me realize that making mistakes is part of progress"). However, some low-motivation learners (about 15%) feel that "complex tasks create pressure," suggesting that teaching methods should accommodate individual differences.

## 4.2 Comprehensive discussion

Research shows that product-oriented teaching methods optimize learning experiences and reshape the motivational structure of L2MSS through authentic outcomes-driven and socially interactive design, particularly reinforcing the connection between "ideal self" and motivation. This finding resonates with Dornyei's (2009) theory that "the concretization of future self-image promotes motivation," but it further highlights the dynamic relationship between task complexity and learners' baseline motivation: high-challenge tasks significantly benefit high-motivation groups while potentially exacerbating avoidance tendencies in low-motivation individuals. Theoretically, this study verifies the mediating role of L2MSS in the relationship between learning experience and motivation, providing a three-step framework for motivation intervention: "task design—experience optimization—self-system activation." Practically, it recommends adopting differentiated task layers (such as basic and advanced versions of projects) to meet the diverse needs of learners.

## 5. Teaching Implications and Suggestions

### 5.1 Practical implications for English education

Based on empirical evidence, this study proposes the following teaching strategies:

**Realistic task-driven "ideal self" construction:** Design product-oriented tasks with practical significance (such as simulating international conferences, creating English short plays), and make language ability concrete through achievement display (such as public speeches, cross-cultural videos), so as to stimulate learners' sense of identity with "future professional self".

**Learning experience optimization mechanism:** Introduce periodic outcome feedback (such as weekly project progress assessment) and peer evaluation framework (such as anonymous review rules), enhance cognitive support and emotional security in task participation, and reduce anxiety levels.

**Differentiated task stratification:** For low-motivation learners, "simplified tasks" (such as basic script writing) are used to reduce cognitive load; for high-motivation groups, "expanded challenges" (such as inter-school cooperation projects) are added to maintain motivation intensity and avoid the "high pressure-low efficiency" trap.

### 5.2 Future research directions

**Longitudinal tracking study:** to investigate the long-term effect of product-oriented teaching method on second language motivation (such as the maintenance of motivation after one year), with particular attention to the dynamic evolution of "ideal self" and the risk of task burnout.

**Cross-cultural comparative study:** Compare the motivational differences between Asian (collectivism-oriented) and European and American (individualism-oriented) learners in product-oriented tasks, and test the moderating effect of sociocultural factors on the construction of "self-should".

**Technology integration exploration:** Combine virtual reality (VR) to build immersive task scenarios (such as virtual international negotiation), and verify the potential of multimodal

experience to enhance L2MSS.

## 6. Conclusion

This study is based on the L2MSS theoretical framework and employs a mixed quantitative and qualitative approach to systematically examine the impact mechanism of product-oriented teaching methods on second language learning motivation. The core conclusion indicates that product-oriented teaching methods significantly enhance learning motivation by optimizing the learning experience and activating the second language motivational self-system (L2MSS). Specifically, authentic task design (such as international negotiation simulations and cross-cultural video creation) and social interaction mechanisms effectively enhance learners' immersion and goal identification, thereby reinforcing the "ideal self" vision and positive learning experiences through a chain of mediating pathways from "learning experience—L2MSS" (with a mediation effect ratio of 68.4%), ultimately driving the internalization of motivation. This finding corroborates Dörnyei's (2009) theoretical hypothesis that "future self-concretization promotes motivation," while also revealing the dynamic bridging role of learning experience in the generation of motivation [8].

At the theoretical level, this study is the first to verify the synergistic effect of learning experience and L2MSS, expanding the application boundaries of second language motivation theory and providing empirical support for the "task-experience-motivation" triadic model. In practice, the study offers actionable pathways for English teaching reform: activating learners' professional identity through outcome-oriented tasks and balancing the needs of high-and low-motivation groups through differentiated design, thereby promoting a shift from "knowledge transmission" to "competency building." Future research can further explore the applicability of this teaching method across cultural contexts or develop dynamically adaptive tasks using artificial intelligence technology to enhance the precision of second language motivation interventions.

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