STUDENTS' MOTIVATION FOR LEARNING LANGUAGES IN SELF-DETERMINATION

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Abstract. The article concentrates on the relationship between self-determined motivation and language learning. It focuses on different types of motivation such as intrinsic and extrinsic motivation and how they affect students' engagement and performance in language learning. The study was researched through a Google form survey consisting of 10 questions. The study examines a model of self-determination theory that emphasizes autonomy, competence, and relatedness in the development of motivation. In addition, the article discusses the relevance of understanding integrative and instrumental motivation in the context of language learning. The article also highlights the importance of self-determined motivation in developing autonomous language learning and increasing students' readiness for language learning. The research is based on the model of self-determination theory, which emphasizes autonomy, competence and interconnectedness as key elements contributing to motivation. In addition, the article emphasizes the importance of understanding integrative and instrumental motivation in language learning. It also highlights the key role of self-motivation in language learning and increasing students' readiness to master the language.

Keywords: self-determination, motivation, language learning, autonomy, competence, relatedness.

Introduction. Motivation plays a crucial role in the language learning process, and self-determination theory (SDT) represents a useful framework for understanding the factors that determine students' motivation in language learning. The authors of self-determination theory are Edward L. Deci and Richard M. Ryan [1]. They introduced and developed this theory, which centers on the innate human needs for autonomy, competence, and relatedness, and the importance of intrinsic motivation and self-determination in guiding human behavior and personality. Their work has contributed greatly to the understanding of motivation and well-being in a variety of areas including education, health, psychotherapy, sport and the workplace. SDT posits that people have three basic psychological needs - autonomy, competence and relatedness - and that satisfying these needs is necessary to develop intrinsic motivation. When it comes to language learning, students' motivation often relies on their sense of autonomy, competence, and connectedness to others.

Main provisions. The motivation for learning a new language is a complex process that can be influenced by various factors, including autonomy, competence, and relatedness. Researchers have utilized the Self-Determination. Theory (SDT) to explore these factors and their impact on students' motivation for language learning. This literature review aims to integrate and synthesize the research findings from various studies to provide a comprehensive understanding of the role of autonomy, competence, and relatedness in students' motivation for learning languages.

Literature review. Self-determination theory (SDT) argues that fulfilling three basic psychological needs - autonomy, competence, and relatedness - plays a critical role in individual motivation. Deci, Olafsen, and Ryan [1] discussed the state of science concerning SDT in work organizations and highlighted the importance of autonomy, competence, and relatedness in motivating individuals. This is also confirmed by Broeck et al. [2], who developed and validated a scale of basic work-related need satisfaction to measure autonomy, competence, and relatedness in the workplace. In furthermore, Broeck et al. [3] conducted a review of SDT basic psychological needs in the workplace, highlighting the importance of autonomy, competence and relatedness in motivating individuals.

Autonomy refers to the sense of control and choice in one's learning. When students feel they have the freedom to make decisions about their learning path, choose topics of interest, or employ certain learning strategies, their motivation is likely to increase.

In language learning, providing students with opportunities to set personal goals, select materials that interest them, and have a say in the learning process enhances their autonomy. For example, allowing students to choose a book or movie in the target language for a project can boost their motivation.

Competence involves feeling capable and effective in one's actions. In language learning, a student's perception of their language skills and progress significantly influences their motivation.

Recognizing and celebrating students' achievements, whether big or small, contributes to their sense of competence. Providing constructive feedback that highlights improvements and offering challenging but attainable tasks can also enhance competence and, consequently, motivation.

Relatedness pertains to the sense of connection and belonging. Language learning often involves interaction with others, whether through communication with native speakers, collaborative projects, or participating in language communities.

Creating a supportive and inclusive learning environment where students can engage with each other and native speakers fosters a sense of relatedness. Activities such as language exchange partnerships, group projects, or cultural events can enhance students' motivation by connecting them to a community of learners.

SDT emphasizes the importance of intrinsic motivation, where individuals engage in activities for the inherent satisfaction and enjoyment rather than external rewards.

In language learning, fostering intrinsic motivation involves tapping into students' personal interests, incorporating enjoyable activities, and helping them see the inherent value of language proficiency in achieving their broader goals.

While intrinsic motivation is ideal, extrinsic motivation, driven by external rewards or pressures, can also play a role. However, it's crucial to balance extrinsic motivators with the satisfaction of the three basic psychological needs to avoid undermining intrinsic motivation in the long term.

Furthermore, Gagné et al. [4] focused on the Multidimensional Work Motivation Scale and its validation in seven languages and nine countries, providing evidence of the universal importance of autonomy, competence, and relatedness in motivating individuals across diverse cultural contexts. Ryan and Deci further emphasized the essential role of these basic

psychological needs in motivation, development, and wellness. These studies collectively suggest that autonomy, competence, and relatedness are fundamental components of motivation across various domains, including education.

Vasconcellos et al. [5] conducted a systematic review and meta-analysis applying SDT to physical education, indicating that autonomy, competence, and relatedness are essential for fostering motivation and engagement among students in the educational context. Similarly, Kusurkar, Croiset, and Cate [6] provided tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from SDT, underscoring the relevance of autonomy in promoting students' motivation for learning.

However, there are knowledge gaps in understanding the specific influence of autonomy, competence, and relatedness on students' motivation for learning languages. For instance, Fernet et al. [7] explored how job characteristics contribute to burnout, highlighting the mediating roles of perceived autonomy, competence, and relatedness. While this study focused on the workplace, the findings could be extended to the educational context to understand the potential negative consequences of unmet basic psychological needs on students' motivation for language learning. Additionally, Chiu [8] applied SDT to explain student engagement in online learning during the COVID-19 pandemic, indicating the need for further research on the application of autonomy, competence, and relatedness in non-traditional learning environments.

Materials and methods. This research emphasizes building high-quality autonomous motivation in language learners to encourage interaction using the new language. It aligns with the theme of promoting self-determined motivation but focuses on fostering autonomy in all language learners.

Population and sample. The survey was conducted among people aged 16-25. Fifty different people took part in the survey: from high school students themselves to people already working in various spheres. In order to determine whether learning a foreign language helps in self-determination of high school students, people from this age category who study and work in Almaty region were interviewed. The results of the study are limited to the Almaty region.

Design of the study. The study used a survey as a data collection tool, named "Students' motivation for learning languages in self-determination", which contained ten questions. This questionnaire helps us to understand students' motivation in language learning in in self-determination. The questionnaire was anonymous and took the form of a google form.

Results. The results section presents the participants' responses to the questionnaire questions about the impact of language learning on students' self-determination. The data are presented in the form of charts followed by detailed descriptions that explain the respondents' answers to the ten questions of the questionnaire. The tables below reflect the distribution of students' answers about the impact of language learning on self-determination: the majority either strongly agree, agree, somewhat agree, neutral, neutral, somewhat disagree, disagree and strongly disagree.

Table 1 – General percentage of results of the survey "Students' motivation for learning languages in self-determination"

Response	Percentage
Strongly Agree	17.6%
Agree	51%
Neutral	23.5%
Disagree	5.9%
Strongly Disagree	2%

This table contains data on the responses of 50 individuals regarding their opinions on whether learning a language can help in a student's self-determination. The majority of the respondents (51%) agreed with the statement, while 17.6% strongly agreed, 23.5% were neutral, 5.9% disagreed, and 2% strongly disagreed. The survey also includes information on the respondents' gender, age, education level, and number of languages spoken.
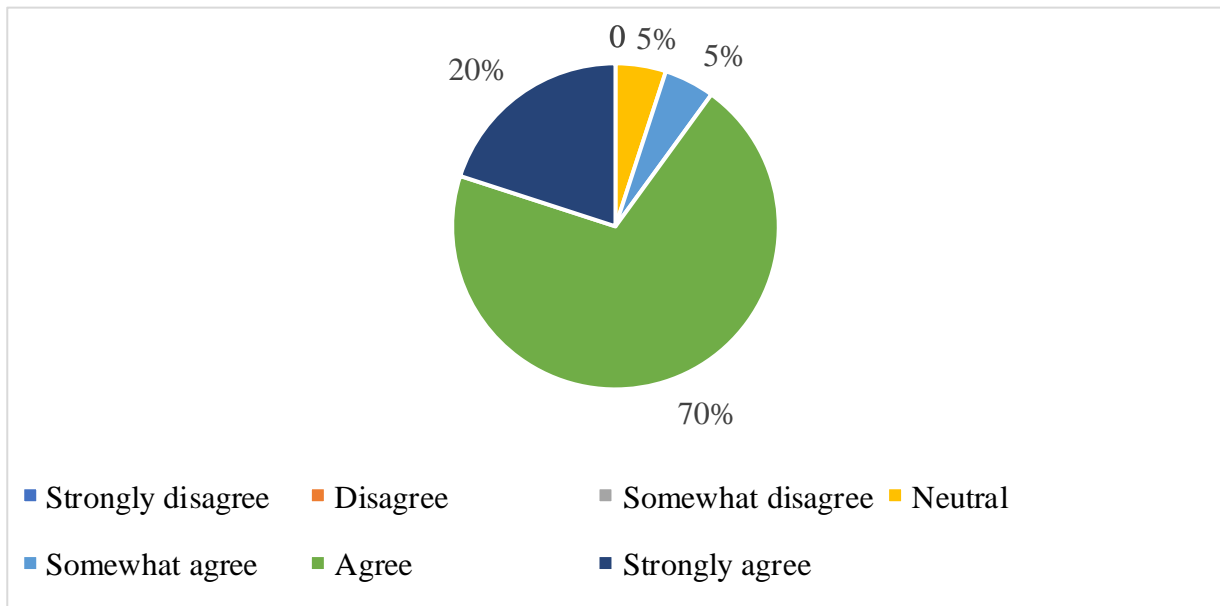
Figure 1 – Learning a language can help in a student's self-determination

Opinions about the advantages of language learning: 70% agreed that learning a foreign language helps students to self-determine themselves, 20% strongly agreed, 5% neutrally agreed and 5% for some reason, somewhat agreed.
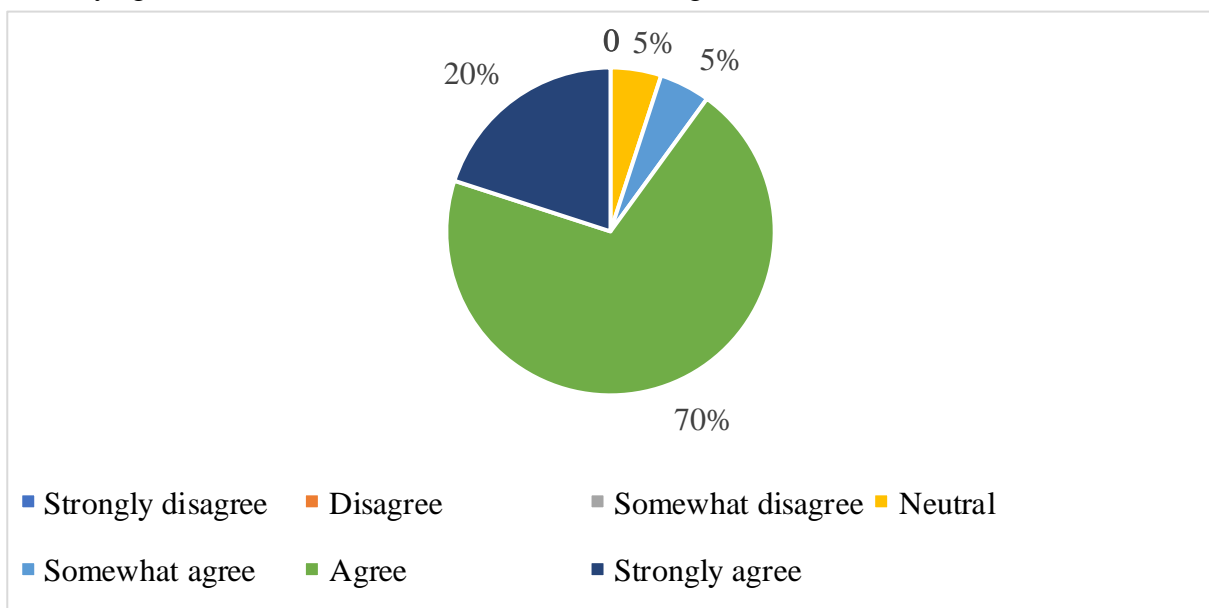
Figure 2 – More careers are possible if you speak a foreign language

Regarding the enhancement of career opportunities due to foreign language skills, 60% of the respondents agreed, 30% strongly agreed, 5% somewhat agreed. While in the previous question there were no disagreement, in this question 5% disagreed with the statement.
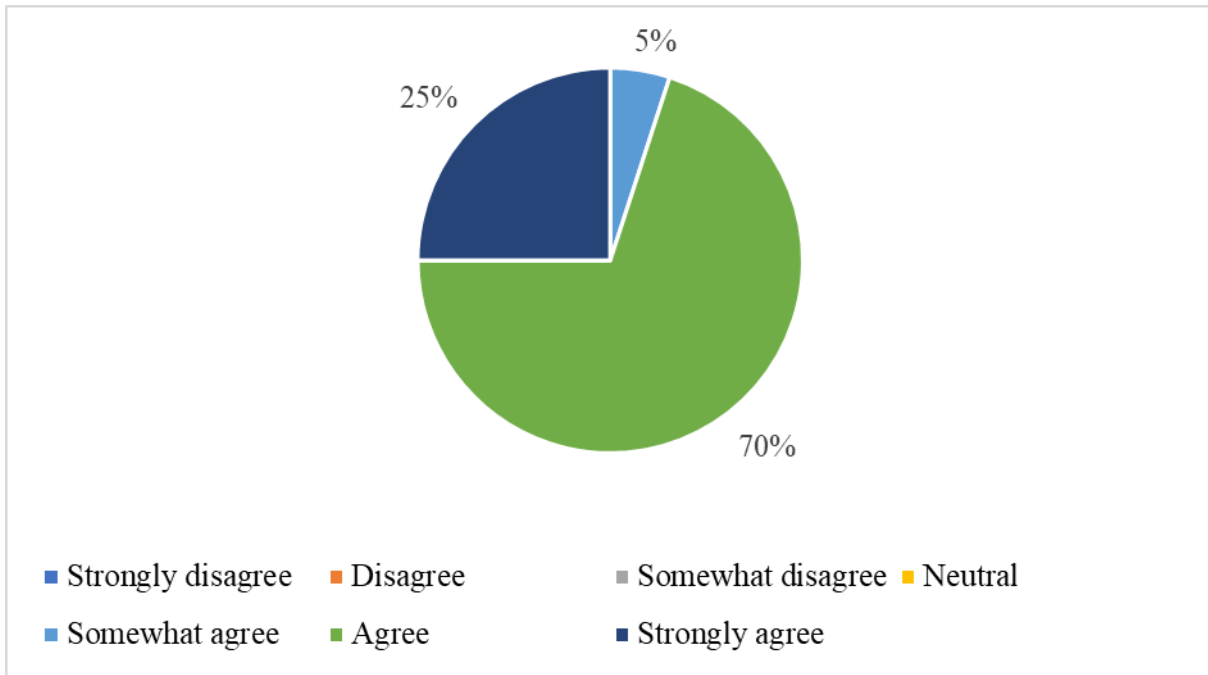

Figure 3 – It is easier to travel to other countries and communicate with people

Concerning the ease of traveling and communication when speaking a foreign language, 70% agreed with the statement, 25% strongly agreed and 5% somewhat agreed.
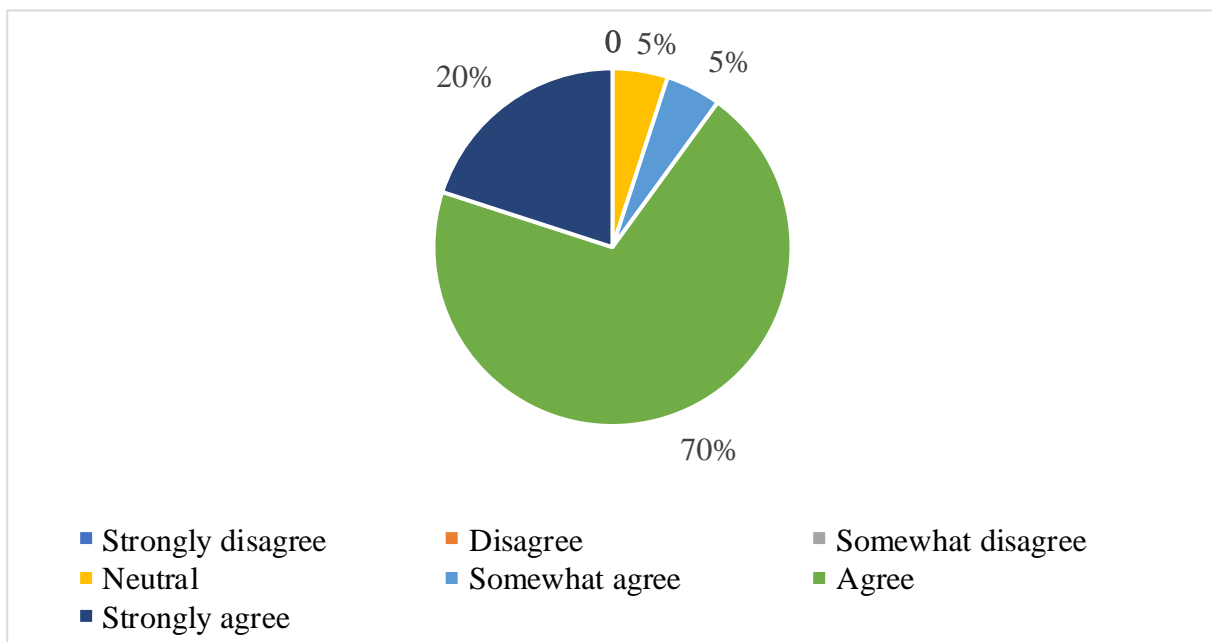

Figure 4 – A foreign language gives you the opportunity to work part-time (tutoring/paid translations)

The majority of respondents agreed with the statement that speaking a foreign language is an opportunity to work part-time with the 60%, while 15% strongly agreed, 15% rather agreed, 5% disagreed and 5% were neutral.

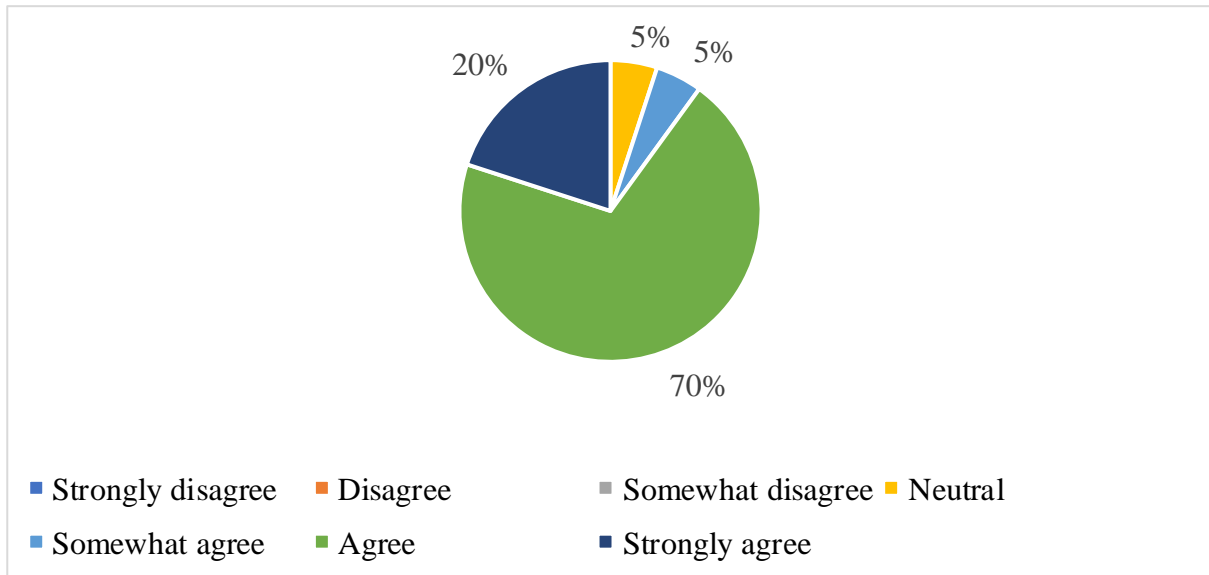**Figure 5** – The opportunity to make friends in other countries and learn firsthand the way of life and culture of the country

In this question as well, with the opportunity to make friends and learn about other cultures 70% of respondents agreed, 20% strongly agreed, 5% were neutral and somewhat agreed.
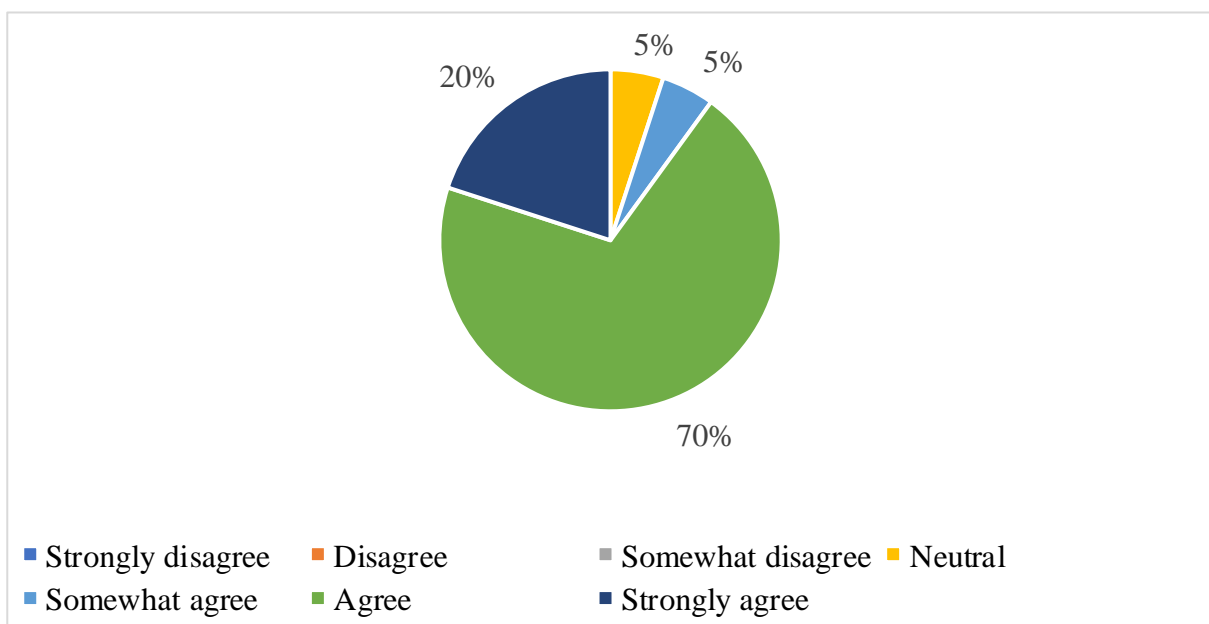

Figure 6 – A foreign language makes it possible to use not only local sources of information, but also foreign ones

As for the opportunity to access foreign sources of information, 65 % agreed, 25 % strongly agreed and 5 % were neutral and somewhat agreed.

Research discussions. This detailed distribution of percentages gives a complete picture of the respondent's views on the advantages of language learning. Responses about the advantages of learning a foreign language were generally positive, with many strongly agreeing that it can help with self-determination, open up more career opportunities, ease travel and communication, provide a part-time job, provide cultural experiences and access to foreign sources of information. There was some variation in the responses, including neutral or disagreeing with some of the advantages, but the general trend was to agree with the benefits of language learning.

The ability to communicate effectively in multiple languages is an increasingly valuable resource in today's globalized world. Research consistently shows that language learning can have a deep impact on a student's self-determination, opening doors to new opportunities and experiences that can shape their future. This discussion aims to explore the various ways in which language learning can promote student self-determination, as emphasized by some researchers.

Travel and communication.

One of the greatest benefits of learning a language is the ease with which students can travel to other countries and communicate with people. This not only increases their cultural understanding but also allows them to make connections with people from different walks of life. This understanding can help develop empathy and tolerance, important features of a self-determined individual.

Career Opportunities.

Another important angle of learning foreign languages is to enhance career opportunities. Language learning can also contribute to professional identity formation. For example, engineers' self-perceptions and gendered professional identity development have been studied by Cech [9], who emphasizes the role of language in professional identity formation. The merging of multiple fields in medical education, as explored by Holden et al. [10], further emphasizes the influence of language and communication skills on professional identity formation, which is closely related to self-determination and career aspirations. Fluency in a foreign language can greatly improve a student's employment outlook, as it opens up a wider range of job opportunities both at home and abroad. It can lead to greater financial stability and personal fulfillment. Greater career mobility can contribute to students' self-determination as they are better prepared to achieve their career goals. Additionally, the study by Wang, Derakhshan, and Pan [11] positions a loving pedagogy in second language acquisition, emphasizing the importance of an inclusive and supportive language learning environment for student empowerment and self-determination.

Part-time jobs and cultural immersion.

In addition to career opportunities, learning a language can give students the chance to work part-time jobs such as tutoring or paid translations. Not only does this bring in extra earnings, but it also provides an opportunity to immerse oneself in the culture of the language being studied. Moreover, Maramba and Velasquez's study [12] emphasizes the impact of campus experiences on students' ethnic identity development, suggesting that language learning can foster a sense of identity and self-determination in a multicultural educational environment. This cultural immersion can be a powerful tool in building students' sense of self-determination, as they can engage with the culture on a more personal level.

Access to information and cultural exchange.

Lastly, language learning can provide students with access to a broader range of information sources, both local and foreign. This can be particularly beneficial for students interested in academic or professional pursuits, as it allows them to familiarize themselves with the latest research and developments in their field and can greatly enhance their knowledge and understanding. This increased access to information can contribute to a student's self-determination as they are better prepared to achieve their academic or professional goals.

These researchers' works provide valuable insights into the role of self-determination theory, intrinsic motivation, and engagement in language learning, emphasizing the importance of autonomy, competence, and relatedness in fostering motivation and success in language learning contexts.

Conclusion. In conclusion, students' motivation for learning languages is intricately tied to their sense of autonomy, competence, and relatedness. Applying the principles of self-determination theory in language education helps create an environment that nurtures intrinsic motivation, making the language-learning journey more engaging and sustainable for students.

Overall, while each study addresses aspects of language learning motivation and self-determination theory, they vary in their specific focus areas, target populations, and implications for enhancing motivation in language education.

Future studies should aim to address these knowledge gaps by investigating the specific impact of autonomy, competence, and relatedness on students' motivation for learning languages in diverse educational settings. This could involve examining the role of autonomy-supportive teaching practices, the development of competence through language learning activities, and the influence of social relatedness on students' motivation. Furthermore, longitudinal studies could explore the dynamic nature of autonomy, competence, and relatedness in shaping students' motivation over time.

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СТУДЕНТТЕРДІҢ ӨЗІН-ӨЗІ АНЫҚТАУ ЖАҒДАЙЫНДА ШЕТ ТІЛДЕРІН ҮЙРЕНУГЕ ЫНТАСЫ

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Түйін. *Мақала өзін-өзі анықтайтын мотивация мен тілді үйрену арасындағы байланысты қарастырады. Ол ішкі және сыртқы мотивация сияқты мотивацияның әртүрлі түрлеріне және олардың студенттердің тіл үйренуге қатысуы мен өнімділігіне қалай әсер ететініне назар аударады. Зерттеу 10 сұрақтан тұратын Google формасындағы сауалнама арқылы жүргізілді. Зерттеу мотивацияны дамытудағы автономияға, құзыреттілікке және байланысқа баса назар аударатын өзін-өзі анықтау теориясының моделін қарастырады. Сонымен қатар, мақалада тіл үйрену контекстіндегі интегративті және аспаптық мотивацияны түсінудің өзектілігі талқыланады. Мақалада сонымен қатар автономды тілді оқытуды дамыту және студенттердің тіл үйренуге дайындығын арттыру үшін өзін-өзі анықтайтын мотивацияның маңыздылығы көрсетілген. Мақалада тілді автономды оқыту мен студенттердің тілді оқуға дайындығын арттыруда өзін-өзі анықтау мотивациясының маңыздылығы атап өтілген. Зерттеу мотивацияға ықпал ететін негізгі элементтер ретінде автономияға, құзыреттілікке және өзара байланысқа баса назар аударатын өзін-өзі анықтау теориясының моделіне негізделген. Сондай-ақ, мақалада тілді оқытуда интегративті және аспаптық мотивацияны түсінудің маңыздылығы атап өтілген. Бұл сонымен қатар тілді үйренуде және оқушылардың тілді меңгеруге дайындығын арттыруда өзін-өзі ынталандырудың негізгі рөлін көрсетеді.*

Түйін сөздер*: өзін-өзі анықтау, мотивация, тіл үйрену, автономия, құзыреттілік, байланыс.*

МОТИВАЦИЯ СТУДЕНТОВ К ИЗУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ В УСЛОВИЯХ САМООПРЕДЕЛЕНИЯ

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Резюме*. Статья посвящена взаимосвязи между самоопределяющейся мотивацией и изучением языка. Она фокусируется на различных типах мотивации, таких как внутренняя и внешняя мотивация, и на том, как они влияют на вовлеченность и производительность студентов в изучении языка. Исследование проводилось с помощью опроса в гугл-форме, состоящего из 10 вопросов. В исследовании рассматривается модель теории самоопределения, которая подчеркивает автономию, компетентность и связанность в развитии мотивации. Кроме того, в статье обсуждается актуальность понимания интегративной и инструментальной мотивации в контексте изучения языка. В статье также подчеркивается важность самоопределяющейся мотивации для развития автономного обучения языку и повышения готовности студентов к изучению языка. Исследование основано на модели теории самоопределения, которая подчеркивает автономию, компетентность и взаимосвязанность как ключевые элементы, способствующие мотивации. Кроме того, в статье подчеркивается важность понимания интегративной и инструментальной мотивации в рамках изучения языка. Это также подчеркивает ключевую роль самостоятельной мотивации в изучении языка и повышении готовности учащихся к овладению языком.*

Ключевые слова*: самоопределение, мотивация, изучение языка, автономия, компетентность, связанность.*

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