

Motivation for Foreign Language Communication

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KLJUČNE BESEDE: vrste motivacije, komunikacija pri pouku tujega jezika

POVZETEK – V članku poročamo o raziskavi, s katero smo ugotavljali razmerje med vrstami motivacije in pripravljenostjo na komunikacijo v tujem jeziku. Pri tem smo uporabili metodo sistematičnega neeksperimentalnega opazovanja. Uporabili smo naslednje instrumente: Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (Noels idr., 2000) – Cronbachov alfa koeficient (0.915) in vprašalnik pripravljenosti na komunikacijo v tujem jeziku Willingness to Communicate (McCroskey, 1992) – Cronbachov alfa koeficient (0.735). Teoretično podlago našega proučevanja predstavlja teorija samodeterminacije (Deci in Ryan, 2000). Ugotavljamo, da so študentje različno motivirani. Razlike se manifestirajo v ravni motivacije in v orientaciji te motivacije, ki spodbuja k aktivnosti. Potrdili smo tudi predpostavko, da motivacija ni unitarni fenomen, saj smo identificirali številne vidike ekstrinzične in intrinzične motivacije.

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ABSTRACT – The aim of the study is to determine the patterns of relationships between types of motivation and willingness to communicate in a foreign language using systematic non-experimental observation. The types of motivation were examined by Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (Noels et al., 2000). Its reliability was verified with the Cronbach's alpha coefficient (0.915). Willingness to communicate was examined by McCroskey's scale (1992) and Cronbach's alpha coefficient was 0.735. The theoretical basis of the paper is the Self-Determination Theory (Deci and Ryan, 2000). Different types of motivation were noticed in the willingness to engage in the activity. The findings confirm the opinion that motivation is not a uniform phenomenon, since all subtypes of extrinsic and intrinsic motivation were identified.

1 Introduction

The theoretical background of the paper is the Self-Determination Theory (SDT) based on the claim that individuals spontaneously develop their predispositions, i.e. intrinsic motivation and internalization, when fundamental psychological needs are met as a function of interpersonal dynamics and social settings (Deci and Ryan, 2000). Additionally, the willingness to communicate (WTC) in a language for specific purposes (LSP) is defined as a willing decision to start communication in a certain situation with a specific person at a specific moment (MacIntyre et al. 1998).

Opinions outlined in the *Cognitive Evaluation Theory* (CET), proposed by Deci and Ryan (1985), are also important for language learning with the goal of specifying the factors in the social context that affect intrinsic motivation. CET, which is considered a sub-theory of Self-Determination Theory, claims that interpersonal events and structures (e.g. rewards, communication, feedback), which lead to a sense of competence,

may increase intrinsic motivation for these learning activities as they affect the satisfaction of the basic psychological need for competence. CET also holds that the sense of competence itself will not improve motivation unless it is accompanied by the sense of autonomy (Vallerand and Reid, 1984).

Thus, the findings of the CET aspects of SDT are important, suggesting that learning and teaching strategies can facilitate or prevent intrinsic motivation by supporting or hindering the satisfaction of the need for autonomy and competence. However, it is important to keep in mind that intrinsic motivation will only emerge for activities in which the individual has an intrinsic interest – those that have the appeal of novelty, challenge, or aesthetic value for the individual. CET principles do not apply for activities that are not characterized in this way.

When dealing with strategies for encouraging foreign language communication, it is important that the teacher follows the conclusion of SDT, according to which there is greater persistence, more positive self-perception, and better quality of engagement with increased internalization and associated sense of personal commitment (Šafranč and Gojkov-Rajić, 2019; Šafranč et al., 2018; Gojkov-Rajić, 2020; Gojkov-Rajić et al., 2021).

Ryan and Connell (1989) point out the differences in attitudes and adaptability to various types of external motivation. Students with more pronounced external regulation show less interest and commitment, and have a stronger locus of control, resulting in learning failure. The same research finds that introjected regulation is positively related to effort, but is also associated with greater anxiety levels and poor coping with failure (Šafranč, 2018; Gojkov-Rajić, 2020). In addition, the identified elements of motivation correlate with greater school satisfaction and more positive coping styles, while intrinsic motivation correlates with interest, satisfaction, sense of competence, and positive coping (Ryan and Connell, 1989).

Previous considerations of the type of extrinsic regulation state that the identified regulation is important for learning as the type of external motivation that appears in a situation when an internalized sense of the personal value of an activity is achieved. It is also the link to integrated regulation as the next stage of external motivation, when key aspects of an individual's identity are expressed by performing an activity. Therefore, self-regulation of motivation is based on reaching the stage of integrated regulation, which, although encouraged externally, at the same time has the same characteristics as internal motivation because it originates from the values that fully coincide with aspects of the student's self (Deci et al., 1991).

The immediate implication of SDT for foreign language learning is that extremely motivated students can progress towards more self-determined types of motivation in a favourable environment that promotes choice in learning activities, maintains students' efforts in meeting new challenges, and encourages their sense of competence and ability (Noels and Giles, 2009). Previous research has revealed that students who learn a foreign language for more self-determined reasons, usually display higher motivational power, a strong desire to learn foreign languages, more positive attitudes toward learning, and higher achievements (Noels et al., 2000; Pae, 2008). Therefore, it should be expected that WTC would be influenced by these more self-determined types of motivation.

The WTC concept continues to attract significant interest in foreign language studies. It is usually defined as a willing decision to start communication in a foreign language in a certain situation with a certain person at a certain moment (Gegersen and MacIntire, 2014). Although willingness to communicate in the mother tongue was initially described as a constant personality trait, the willing decision to start communication in a foreign language also assumes dynamic contextual factors for foreign language communication (MacIntire and Legatto, 2011). It is generally associated with perceived communication competence and communication anxiety (Fallah, 2014; Öz and Pourfeiz, 2015).

2 Method

The above outlines of the theoretical foundations of the complex phenomenon of self-regulation and the findings related to positioning the concepts of self-determination and the types of regulation in foreign language learning raise the following research questions about inconsistent attitudes and insufficient answers: *“What are the patterns of relationships between motivation and willingness to communicate?”*; *“What is the predictive contribution of the types of motivation to the willingness to communicate in a foreign language in relation to other factors (gender, duration of foreign language learning and staying in the country of the native speaker)?”*

Thus, the aim of this study can be briefly defined as the intention to determine the levels of motivation, i.e. types of motivation (predictive variable) and the relationship between the types of motivation and the willingness to communicate in a foreign language (criterion variable), as a basis for the selection of instructions to encourage self-regulation in foreign language communication. In addition, the intention was to investigate the influence of moderating variables on this relationship: gender, learning achievement, the year when they started learning the foreign language, and whether students visited the country of the native speaker.

The research used an exploratory, quantitative approach, and was carried out using the method of systematic non-experimental observation. The types of motivation were recorded using a Likert-type scale (Noels et al., 2000) with subscales for recording amotivation, three types of extrinsic motivation (extrinsic regulation, introjected regulation, identified regulation), and three subscales for measuring intrinsic motivation (knowledge, achievement, stimulation). Scale reliability was checked based on the Cronbach’s alpha coefficient and it was 0.915. The internal consistency of the scale is presented in Table 2: *Coefficient of correlation between variables*. Willingness to communicate in a foreign language was recorded using the *Willingness to Communicate* scale (McCroskey, 1992). Cronbach’s alpha coefficient was 0.735. The scale contains 20 situations in which respondents could either choose to talk or not to talk. They had the freedom of choice and expressed it in the percentage of time they allocated for a particular type of communication (0 – never to 100 – always).

Hypotheses

Hypotheses:

- *There is a statistically significant correlation between the types of motivation and willingness to communicate in LSP (all subtypes of motivation, both extrinsic and intrinsic) – the correlation is significantly positive.*

This hypothesis also investigates the attitudes of several theories in which motivation is considered a whole, a uniform phenomenon that varies from a very low to a high level of motivation. However, experience suggests that motivation is hardly a uniform phenomenon, which has been confirmed by many research studies (Ratelle et al., 2007). It was found that people show not only different levels of motivation, but also different types of motivation.

- *The predictive contribution of the types of motivation to the willingness to communicate is also statistically significant when moderating variables are included in the analysis: gender, achievement in the foreign language, staying in the country of the native speaker, duration of foreign language learning.*

Sample

The sample consists of:

- 303 students of the University of Novi Sad and the University of Belgrade (56.4% were females).
- The mean value of grades in the foreign language was 7.8 (SD = 2.02).
- Staying in the country of the native speaker for 4.03 (SD = 18.25) months.
- Duration of foreign language learning 12.96 (SD = 2.59) years.

Statistical data analysis

Patterns of relationships between types of motivation and willingness to communicate were calculated using the Pearson correlation coefficient, while multiple regression analysis was carried out to assess the partial predictive contribution of motivation types to the willingness to communicate and to clarify the results more systematically. The criterion variable was the score on the Willingness to Communicate scale, and the predictors were the results across 6 types of motivation (3 extrinsic subtypes and 3 intrinsic subtypes). The influence of moderators on the relationship between motivation and willingness to communicate was investigated using the PROCESS macro (Hayes, 2013) for SPSS. Six analyses were carried out using the following moderators: gender, achievement in a foreign language, starting age of L2 learning, and staying in the country of the native speaker, while six different types of motivation were independent variables.

3 Findings and interpretation

Descriptive statistics and coefficients of reliability (Cronbach's alpha) are presented in Table 1: *Descriptive statistics*. The findings indicate that all variables have skewness and kurtosis values in the proposed range of ± 1.5 (Tabachnick and Fidell, 2013), in-

dicating a univariate normality of variables. The reliability of all scales varies from acceptable to excellent.

Table 1

Descriptive statistics

<i>Scales</i>	<i>Variables</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>Sk</i>	<i>Ku</i>	<i>α</i>
Extrinsic motivation	Extrinsic regulation	3	15	9.19	3.32	−0.24	−0.71	0.76
	Introjected regulation	3	15	7.25	3.46	0.40	−0.83	0.78
	Identified regulation	3	15	11.64	3.29	−0.85	−0.12	0.84
Intrinsic motivation	Knowledge	3	15	9.47	3.61	−0.21	−0.76	0.89
	Achievement	3	15	9.34	3.59	−0.22	−0.84	0.91
	Stimulation	3	15	8.92	3.55	−0.13	−0.86	0.89
WTC		0	2000	1136.07	396.88	−0.18	−0.13	0.92

Note: WTC – Willingness to communicate, Sk – skewness, Ku – kurtosis.

Inspecting the descriptive indicators, it was concluded that all scales show acceptable reliability. The average values in the field of extrinsic (9.36) and intrinsic motivation (9.221) are almost the same, which indicates the equal presence of both types of motivation, and within them their subtypes, which supports the views that disregard the opinion according to which motivation is seen as a whole, as a uniform phenomenon, but support the findings and attitudes of researchers who believe that motivation is not a uniform phenomenon (Ratelle et al., 2007). Thus, this finding confirms that the examined students *show not only different levels of motivation, but also different types of motivation.*

In order to investigate the first hypothesis, which refers to the need to assess the patterns of relationships between types of motivation and willingness to communicate, it was necessary to determine their correlations. This was done using the Pearson correlation coefficient in Table 2.

Table 2

Coefficient of correlation between variables

		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>Extrinsic regulation</i>	<i>1</i>	1						
<i>Introjected regulation</i>	<i>2</i>	0.46**	1					
<i>Identified regulation</i>	<i>3</i>	0.26**	0.34**	1				
<i>Knowledge</i>	<i>4</i>	0.32**	0.31**	0.50**	1			
<i>Achievement</i>	<i>5</i>	0.28**	0.34**	0.47**	0.64**	1		
<i>Stimulation</i>	<i>6</i>	0.22**	0.38**	0.39**	0.56**	0.59**	1	
<i>WTC</i>	<i>7</i>	0.13*	0.01	0.19**	0.13*	0.10	0.16**	1

Note: * $p < 0.05$, ** $p < 0.01$.

Based on the above, it can be concluded that all types of motivation have significant positive correlations. This confirms the first hypothesis of a significant positive correlation of all subtypes of motivation (extrinsic and intrinsic), while WTC shows, although not high, but still significant correlations with *extrinsic regulation*, *identified regulation*, *knowledge and stimulation*. The significant correlation between WTC and stimulation directly indicates the need for finding motivational tools that teachers should adjust to the level of knowledge, abilities, personality traits and other learning and teaching factors.

In addition, it is significant to determine the level of *identified regulation* for students as a source in the willingness to communicate in a foreign language, because it would show how crucial it is for successful communication due to the stronger association with investment in effort and perseverance, although it is not fun for students (Gagne and Deci, 2005). Therefore, a regression analysis was carried out, where the following were predictors of the type of motivation: extrinsic regulation, introjected regulation and identified regulation, with the criterion of willingness to communicate in a foreign language (Table 3: *Relative predictive contribution of types of motivation to willingness to communicate*).

Table 3

Relative predictive contribution of types of motivation to willingness to communicate

Predictor		β	p	VIF
1	Extrinsic regulation	0.149	0.021	1.316
2	Introjected regulation	-0.159	0.020	1.474
3	Identified regulation	0.166	0.015	1.477
4	Knowledge (satisfaction)	0.021	0.791	2.015
5	Achievement (fulfillment)	0.070	0.387	2.100
6	Stimulation	0.161	0.032	1.782

The data in the regression model with the willingness to communicate as a criterion is significant, i.e. $F(6.296) = 3.876$, $p = 0.001$, and the predictor (types of motivation) explains about 7% of the variance of the criterion ($R^2 = 0.073$, adjusted $R^2 = 0.054$). Thus, it can be concluded that *extrinsic regulation*, *identified regulation and stimulation* are significant predictors of willingness to communicate, and these relations are positively oriented, which leads to the conclusion that in the case of *extrinsic regulation*, *identified regulation and stimulation* the correlations are positive, i.e. an increase in the predictors is followed by an increase in the criterion. Thus, higher levels of these types of motivation are accompanied by a greater willingness to communicate compared to the types of intrinsic motivation (achievement and knowledge, i.e. satisfaction in gaining knowledge). This suggests that *the types of intrinsic motivation are less pronounced* when it comes to willingness to communicate in a foreign language. Thus, the observed students invest efforts in training for foreign language communication mostly based on *identified regulation*, because they have self-regulated themselves towards achievements, aware of the need to make an effort for later success. This finding, which can

also be noted in other studies, can be explained by the fact that students are not invested in language study, but that it serves them as an aid in achieving another goal, and it is not realistic to expect a significant presence of the types/forms of intrinsic motivation.

Introjected regulation has been identified as a significant negatively oriented predictor. The values of all VIF statistics are relatively low, which indicates that there is no problem with multicollinearity. Since *introjected regulation* fails to show a significant zero-order correlation with SNK, it still seems to be a significant predictor in the regression model. This indicates that there is suppression between the predictors, because the correlation of *introjected regulation* is negative – an increase in the predictor is followed by a decrease in the criterion. In this case, given that there are no significant correlations between SNK and *introjected regulation*, and that there is a significant prediction in regression, there is most likely an impact of suppression. It can be concluded that this is a suppression of an otherwise statistically significant predictor (*introjected regulation*) from the multiple equation, and thus, it is explained by the logic of the regression model as a case of combined suppression. As a typical suppression, where the main role is played by the suppressor related to the variable of *introjected regulation*, this variable should be excluded from the correlation. This further means that multiple correlation could be reduced by one criterion, because this variable is excluded. This conclusion confirms the finding from Table 2: *Coefficient of correlation between the variables*, where it can be seen that the introjected regulation shows the highest coefficient with extrinsic regulation among the observed variables. This leads to the conclusion that it is suppressed by a higher level, i.e. *identified regulation*, and ultimately it is an indicator that students have succeeded in self-regulating extrinsic motivation, thus bringing themselves to a state which is as significant as intrinsic motivation regarding its consequences. This is confirmed by the positive correlations of the variables *knowledge* and *achievements* for willingness to communicate. It is confirmed by the fact that with the exclusion of *introjected regulation* from the investigated pattern, only the *identified regulation* of all predictors remains significant. In addition, it is somewhat confirmed by slightly higher VIF values for intrinsic motivation: *knowledge (intrinsic motivation – a sense of satisfaction during cognition: 2.015)* and *fulfillment (satisfaction due to achievement 2.100)*, which indicates their lower multicollinearity compared to other variables.

Moderation

The second hypothesis was investigated by a moderation analysis. It was examined whether the third moderation variable, in this case the duration of language learning and staying in the country of the native speaker, can explain the relationship between two variables (*motivation and willingness to communicate*). This is important because the determination of the predictive contribution of the types of motivation to the willingness to communicate (Table 3: *Relative predictive contribution of the types of motivation to willingness to communicate*) showed that this relationship explained only 7% of the variance. Thus, it was significant to examine whether the included moderation variables could change the noted strength of the relationship between the types of motivation and the willingness to communicate in a foreign language. The biggest difference regarding the analysed moderation variables was shown in the role of *gender*

in relation to all 6 types of motivation and the willingness to communicate; the variables are significant in two cases.

Findings in the case of moderation:

- Extrinsic regulation and gender, $F(1.299) = 3.468$, $p > 0.05$;
- Identified regulation and gender, $F(1.299) = 3.85$, $p > 0.05$;
- Knowledge and gender, $F(1.299)$, $p > 0.05$;
- Achievement and gender, $F(1.299) = 2.18$, $p > 0.05$;
- The introduction of the interaction term into the moderation insignificantly improved the model.

There was significant moderation between:

- Introduced regulation and gender, $F(1.299) = 3.93$, $p = 0.048$;
- Stimulation and gender, $F(1.299) = 6.45$, $p = 0.011$.

In both cases, the addition of the interaction term significantly improved the model and the interaction was significant. Thus, it is noticeable that the values of willingness to communicate are higher for men at a low level of introjected regulation and decrease in relation to higher levels of the independent variable.

The pattern of relationships in the case of female students is reversed and it starts with lower levels of willingness to communicate. Female respondents start at lower levels of the dependent variable, at a low level of stimulation, which increases as the independent variable rises.

Thus, moderation analysis has determined that the third variable (moderator), in this case *gender*, *changes the strength of the relationship between the two variables*.

Starting age for L2 learning as a moderator

Starting age for L2 learning was *not a significant moderator* in the relationship between predictors and the willingness to communicate for all the tested interactions: *extrinsic regulation and duration of language learning*, $F(1.299) = 0.64$, $p > 0.05$; *introjected regulation and duration of language learning*, $F(1.299) = 0.10$, $p > 0.05$; *identified regulation and duration of language learning*, $F(1.299) = 0.244$, $p > 0.05$; *knowledge and duration of language learning*, $F(1.299) = 2.94$, $p > 0.05$; *achievements and duration of language learning*, $F(1.299) = 1.89$, $p > 0.05$; and *stimulation and duration of language learning*, $F(1.299) = 0.09$, $p > 0.05$, introducing the interaction term into the moderation failed to significantly improve the model.

Staying in the country of the native speaker as a moderator

In the case of moderation of the *introduced regulation and staying in the country of the native speaker (state)*, $F(1.299) = 0.24$, $p > 0.05$; *identified regulation and staying in the country where the language the student learns is the official language*, $F(1.299) = 1.19$, $p > 0.05$; *knowledge and staying in the country where the language the student learns is the official language*, $F(1.299) = 0.20$, $p > 0.05$; and *stimulation and staying in the country where the language the student learns is the official language*,

$F(1.299) = 0.01$, $p > 0.05$, the introduction of the interaction term did not significantly improve the model.

There was a significant moderation between *extrinsic regulation and staying in the country of the native speaker*, $F(1.299) = 4.74$, $p = 0.030$, and between *achievement and staying in the country of the native speaker*, $F(1.299) = 4.08$, $p = 0.044$. Those who spent some time abroad showed a greater willingness to communicate in comparison with those who were not abroad. These differences disappear at the level of external regulation, and those with high external regulation have similar levels of willingness to communicate at both levels of the moderation variable. Those who resided in a country where the language they are learning is the official one have shown a greater willingness to communicate in comparison with students who are not low-achieving. These differences were not present when achievement was high, where both groups had similar results regarding willingness to communicate.

Grade as a moderator

The grade achieved was not proved to be a significant moderator in the relationship between predictors and the willingness to communicate for all the tested interactions: *extrinsic regulation and achieved grade*, $F(1.299) = 0.01$, $p > 0.05$; *introjected regulation and achieved grade*, $F(1.299) = 1.52$, $p > 0.05$; *identified regulation and achieved grade*, $F(1.299) = 0.59$, $p > 0.05$; *knowledge and achieved grade*, $F(1.299) = 0.99$, $p > 0.05$; *achievement and achieved grade*, $F(1.299) = 0.82$, $p > 0.05$; and *stimulation and achieved grade*, $F(1.299) = 0.33$, $p > 0.05$. The introduction of the interaction term did not significantly improve the model.

The above data partially confirm the second hypothesis, which investigated the statement that *the predictive contribution of types of motivation to the willingness to communicate is statistically significant also when the analysis includes the moderation variables of gender, duration of language learning, achievement in language learning, and staying in the country of the native speaker*. This hypothesis was refuted by the fact that the inclusion of the moderation variable of gender affected the noted strength of the relationship between the types of motivation and willingness to communicate in a foreign language. Namely, it was shown that male and female respondents have different relationships between the willingness to communicate and motivation, which justified the inclusion of gender as a moderation variable.

The major difference in relation to the analysed moderation variables occurred in the role of *gender* in the relationship between all 6 types of motivation and the willingness to communicate; the variables are significant in two cases: *moderation between introjected regulation and gender and moderation between stimulation and gender*.

Another finding that fails to confirm the second hypothesis is the fact that there is a significant moderation between *extrinsic regulation and staying in the country of the native speaker*. Those who visited the country of the native speaker showed a higher willingness to communicate at lower levels of extrinsic regulation compared to those who did not.

Other moderation variables (*starting age for L2 learning and achieved grade*) were not significant moderators in the relationship between predictors (type of motivation) and the willingness to communicate. Thus, the hypothesis has been partially confirmed, which opens up the following questions: the value of a grade as a motivational tool, as well as the broader issue of assessment and quality of knowledge, and the competence of those who teach children at a younger age in private schools because the duration of foreign language learning has not proved to be a significant moderator.

4 Conclusions

The research findings suggest that motivation is acquired for a variety of reasons that trigger activity in foreign language learning. The data indicate that all aspects of both basic types of motivation (intrinsic and extrinsic) are present. This supports the notions that oppose the attitudes about motivation as a whole, as a uniform phenomenon, and support the beliefs that motivation is unlikely a uniform phenomenon (Ratelle et al., 2007). The findings confirm that the examined students vary not only in the level of motivation, i.e. how much willingness for activity they show, but also in the orientation of motivation, i.e. the type of motivation that drives them to do the activity.

The finding that indicates a pronounced *identified* motivation in the ability to communicate in LSP, as the closest to the internal/intrinsic type of motivation, points out the good self-regulation of students, and hypothetically, also the influence of a favourable environment, which promotes learning autonomy and supports maintaining efforts in meeting new challenges and encouraging a sense of competence in the students' own abilities.

This finding also corroborates the opinion that extrinsic motivation differs significantly in its relative autonomy and therefore can maintain extrinsic control or true self-regulation, which is why it is important to study and encourage foreign language learning.

For teaching LSP, it is important to obtain a thorough knowledge of the above types of motivation and their mutual relationship in order to adopt effective didactic strategies to encourage the types of motivation which can result in an outcome equal to intrinsic motivation (Blažič, 2021; Starc, 2010). Some theoretical concepts suggest that there are mechanisms which enable reaching the type of extrinsic motivation that leads to the effects caused by intrinsic motivation; however, with identified motivation, which is very similar to it, identical effects can be achieved.

Moreover, it is important to mention the finding that the variables in the relationship between the types of motivation and the willingness to communicate are not the only factors influencing this relationship. This is indicated by the finding that they explain only 7% of the variance, and only two (*gender and staying in the country of the native speaker*) of the observed variables influenced this relationship, or proved to be significant moderators. This opens up the question of how many and what other variables should be included in order to make the model acceptable in terms of providing teachers (Stanković and Blažič, 2015) as well as students with a safer model, enabling them to take steps (Blažič and Rončević, 2009) towards personalizing learning and teaching strategies in LSP.

Dr. Jelisaveta Šafranj, dr. Aleksandra Gojkov Rajić, mag. Vesna Bulatović

Motivacija za komunikacijo v tujem jeziku

Cilj te študije je določiti vzorce razmerij med vrstami motivacije in pripravljenostjo na komunikacijo v tujem jeziku, ki se ga posameznik uči. Preučevani so tudi predvideni prispevki, ki jih imajo različne vrste motivacij na pripravljenost komuniciranja v povezavi z drugimi dejavniki (spol, dosežki, trajanje učenja tujih jezikov in bivanje v državi maternega govorca). Študija se poslužuje različnih analiz pri raziskovanju, po pristopu je kvantitativna, izvedena pa je bila z metodo sistematičnega neeksperimentalnega opazovanja.

Vrste motivacije so bile zabeležene s pomočjo lestvice jezikovnih usmeritev – notranja motivacija, zunanje motivacije in podlestvice nemotiviranosti (LLOS-IEA) (Noels idr., 2000). Lestvica je vsebovala podlestvice beleženja treh vrst zunanje motivacije (zunanja regulacija, podzavestna regulacija, identifikacijska regulacija) in tri podlestvice merjenja notranje motivacije (znanje, dosežki, stimulacija). Zanesljivost lestvice je bila preverjena na podlagi Cronbachovega alfa koeficienta (0,915). Pripravljenost za komunikacijo v tujem jeziku je preučevala McCroskey v delu *Willingness to Communicate (WTC)* (1992), kjer je bil Cronbach alfa koeficient 0,735.

V pričujočem besedilu so predstavljeni vzorci teoretičnih osnov zapletenega pojava, ki se imenuje samoregulacija oziroma uravnavanje, študija pa želi predstaviti koncept samoodločnosti in vrste regulacij pri učenju tujih jezikov. To sproža vprašanja o nedoslednem odnosu do jezika glede na druge dejavnike (spol, trajanje učenja jezikov in bivanje v državi domačih govorcev), kar je cilj raziskave, ki poskuša potrditi modelno zasnovo, ki pojasnjuje razmerje med vrstami motivacije in pripravljenostjo za lastno uravnavanje učenja. To odpira možnosti tako učiteljem kot študentom, ki bi ne samo lahko, ampak tudi morali regulirati svoje učenje, da najdejo varen model za praktične korake pri prilagajanju strategij učenja in poučevanja.

Teoretični okvir in ugotovitve raziskav kažejo na zapletenost pojava motivacije. Pri učenju in poučevanju se kažejo raznolike vrste motivacije. Te vrste odražajo številne stopnje samostojnosti ali samoodločnosti kot pomembnega dejavnika uspeha pri obvladovanju tujega jezika. Koncepti pri teoriji samoodločanja (*Theory of Self-Regulation*) so pri poučevanju tujih jezikov pomembni, ker ne prepoznajo zunanje motiviranega vedenja kot nespremenljivo notranjega, saj se lahko zunanja motivacija močno razlikuje glede na to, v kolikšni meri je avtonomna, in tako pridobi notranje motivacijske lastnosti. Tako ima funkcijo motivne avtonomije in omogoča, da zunanja motivacija postane notranja, kar bi morali imeti v mislih učitelji tujih jezikov in zato iskati načine zunanje motivacije, ki bi se skozi čas spreminjala in pridobivala avtonomne lastnosti.

V strategijah za spodbujanje tujejezične komunikacije je pomembno slediti zaključku teorije samoodločanja, da vse večja ponotranjenost in s tem povezan občutek osebne zavzetosti vodi do večje vztrajnosti, pozitivnejšega samozavedanja in boljše osebne angažiranosti (Ryan idr., 1997).

Osnovna predpostavka se nanaša na to, da obstaja statistično pomembna povezava med vrstami motivacije in željo oziroma pripravljenostjo na komunikacijo. Vse zunanje in notranje podvrste motivacije so bistveno pozitivno povezane.

Pojasnilo te hipoteze potrjuje predpostavka, da so za tujejezično komunikacijo pomembne tako notranje kot zunanje vrste motivacije, zato je za uporabo strategij važno dobro znanje o učinkih obeh vrst motivacije. Pomemben je tudi odnos do uspešne komunikacije, da je sploh možno uspešno spodbujati motivacijo pri poučevanju jezikov.

Ta hipoteza prav tako raziskuje stališča več teorij, v katerih se motivacijo obravnava kot celoto, ki je sicer enoten pojav, vendar vključuje razlike, saj obsega razpon od zelo majhne zavzetosti do zelo velike. Izkušnje kažejo, da motivacija ni edinstven pojav, številne študije (Ratelle idr., 2007) pa so to potrdile. Tako je bilo ugotovljeno, da ljudje ne kažejo le različnih stopenj zavzetosti, ampak tudi različne vrste motivacije. To pomeni, da se posamezniki razlikujejo ne samo glede na stopnjo motivacije, torej glede na to, koliko pripravljenosti pokažejo, temveč tudi glede na njeno usmerjenost (vrsto motivacije ali zaradi katerega motiva je posameznik navdahnjen). To je pomembno za pripravljenost na komunikacijo, ker omogoča opredelitev vrste zunanjih motivatorjev pri poučevanju, kar sčasoma omogoča avtonomijo tega motiva.

Kot so različne raziskave pokazale, se ta lastnost nanaša na sposobnost posameznika, da integrira določeno vedenje (identifikacijska regulacija), torej samouravnava motivacijo in deluje v skladu s pričakovano usmeritvijo, v tem primeru v smeri tujejezičnega sporazumevanja. Z vidika stilov uravnavanja je ta raven motivacije še vedno daleč od avtonomnega vedenja posameznikov, ki se samostojno odločijo za komunikacijo v tujem jeziku, ki se začne z osnovnim občutkom zadovoljstva in zanimanja (temeljna regulacija) (Carver in Scheier, 2000). Zaradi tega je pomembno ugotoviti, koliko se določene vrste motivacije dejansko pojavljajo in kakšen je njihov odnos med osnovnimi tipi (notranja in zunanja motivacija).

Prva hipoteza pravi, da obstaja statistično pomembna povezava med vrstami motivacije in pripravljenostjo na komunikacijo, podvrsti motivacije, torej zunanja in notranja, pa sta bistveno pozitivno povezani. Ugotovitve te hipoteze preučujejo obseg prispevka motivacijske vrste k pripravljenosti na komunikacijo in s tem sam hevristični model motivacije. To je pomembno tudi za pripravljenost na komunikacijo, saj omogoča določanje vrste zunanjega motivatorja pri poučevanju in s tem avtonomijo motivov.

Druga hipoteza domneva, da so predvideni prispevki vrst motivacije pri pripravljenosti za komuniciranje statistično pomembni, če so moderatorske spremenljivke vključene v analizo (npr. spol, uspeh pri učenju tujega jezika, čas bivanja v državi maternega govorca, obdobje učenja tujega jezika).

Vzorec obsega 303 študente Univerze v Novem Sadu in Beogradu (od tega 56,4% študentk). Raven ocen tujega jezika je bila 7,8 ($SD = 2,02$). Bivanje v državi maternega govorca znaša 4,03 ($SD = 18,25$) meseca. Obdobje učenja tujega jezika je 12,96 ($SD = 2,59$) leta.

S statistično analizo podatkov so izračunali Pearsonove koeficiente korelacije, da bi ocenili vzorce razmerja med vrstami motivacije in pripravljenostjo na komunikacijo. Z večkratno regresijsko analizo smo ocenili delni predvideni prispevek vrst motivacij k pripravljenosti na komunikacijo zaradi bolj sistematične razjasnitve rezultatov. Kriteijska spremenljivka je bila ocena na lestvici pripravljenosti na komunikacijo, napovedovalci pa rezultati pri šestih vrstah motivacije (tri zunanje podvrste in tri notranje podvrste). Makro PROCESS (Hayes, 2013) za SPSS je bil uporabljen za preverjanje vpliva zmernosti na razmerje med motivacijo in pripravljenostjo na komunikacijo.

Opravljenih je bilo šest analiz, pri katerih so bili moderatorji spol, uspeh pri učenju, začetna starost učenja jezika in bivanje v državi maternega govorca, šest različnih vrst motivacije pa je predstavljalo neodvisno spremenljivko.

Teoretična osnova prispevka je teorija samoodločnosti, ki temelji na trditvi, da posameznik spontano razvije svoje predispozicije, torej lastno motivacijo in ponotranjnost, ko so osnovne psihološke potrebe izpolnjene v funkciji medosebne dinamike in družbenih uravnav (Deci in Ryan, 2000).

Osnovne ugotovitve:

- Študenti, ki so bili zajeti v raziskavi, so izkazovali različne vrste motivacij. Razlike so se pokazale pri stopnjah motivacije, torej pri stopnjah pripravljenosti na udeležbo pri aktivnostih, odstopanja pa so bila tudi pri orientaciji motivacije, tj. pri vrsti motivacije, ki jih vodi k dejavnosti. Ugotovitve potrjujejo mnenje, da motivacija ni enoten pojav, saj so bile identificirane vse podvrste zunanje in notranje motivacije.
- Najvišja stopnja prepoznane motivacije v pripravljenosti na komunikacijo je bila najbližja notranji vrsti motivacije, kar kaže na dobro samouravnavanje študentov. To potrjuje stališča, po katerih se zunanja motivacija v svoji relativni avtonomiji bistveno razlikuje, zato lahko ohrani zunanji nadzor ali resnično samoregulacijo, zaradi česar je zanimiva za raziskovanje in spodbujanje pri učenju jezikov.
- Te spremenljivke v razmerjih med vrstami motivacije in pripravljenostjo na komunikacijo pa vseeno niso edini dejavniki, ki vplivajo na to razmerje. O tem sklepamo iz ugotovitve, da spremenljivke pojasnijo pravzaprav le 7 % odstopanj. Ugotovljeno je bilo, da sta se dve od opaženih spremenljivk zmernosti (spol in bivanje v državi maternega govorca) izkazali kot pomembna moderatorja in da tudi ti spremenljivki vplivata na razmerje. To postavlja vprašanje, koliko drugih spremenljivk bi še morali vključiti in kakšne naj bi bile, da bi v zadostni meri pojasnili odnos med motivacijo in pripravljenostjo na samouravnavanje učenja, ki bi posamezniku omogočilo željene rezultate. Te neznane spremenljivke bi bile poglavitnega pomena, da bi lahko učiteljem in učencem predstavili varen model praktičnih korakov v personaliziranem učenju in pri učnih strategijah ter za samouravnavo usvajanja in podajanja znanja.

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Jelisaveta Šafranĳ, PhD (1958), Full Professor of English Language, Faculty of Technical Sciences, University of Novi Sad.

Naslov/Address: Bulevar oslobođenĳa 23, 21000 Novi Sad, Serbia

Telefon/Telephone: (+381) 065 421 67 09

E-mail: savetas@uns.ac.rs

Aleksandra Goĳkov Rajiĳ, PhD (1973), Associate Professor of German Language, Teacher Education Faculty, University of Belgrade.

Naslov/Address: Topovski put 30, 26300 Vršac, Serbia

Telefon/Telephone: (+381) 063 800 44 26

E-mail: aleksandragoĳkovrajic@gmail.com

Vesna Bulatoviĳ, MA (1973), English Language Lecturer, Faculty of Technical Sciences, University of Novi Sad.

Naslov/Address: Kraljeviĳa Marka 32, 21000 Novi Sad, Serbia

Telefon/Telephone: (+381) 060 057 72 20

E-mail: vesna.bulatovic@uns.ac.rs