

8 The Quality of Our Connections Matters: Relationships Motivation Theory in Independent Language Learning

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Introduction: It's All About Connections

Fundamentally, languages are about communication. By developing communication skills, language learners hope to be able to connect with others, whether that connection lasts only as long as a required transaction, as with a shopping purchase or answering a test question, or for an entire lifetime, as might be seen in a cross-cultural marriage. When learners engage with a new language outside a classroom setting, they may do so for numerous reasons but, ultimately, these reasons will reflect some level of interpersonal connection to the community of language speakers.¹ In most situations, learners must develop relationships with other language speakers to succeed.

According to self-determination theory (SDT; Ryan & Deci, 2017), the reasons we engage with a community can have a profound effect on our well-being and success. The six mini-theories of self-determination theory, many covered elsewhere in this volume, propose answers to the *what*, *where*, *when*, *why* and *how* of motivation. Previous work has addressed the other mini-theories of SDT for formal language learning (McEown & Oga-Baldwin, 2019) but it has left out discussions of independent language learning beyond the classroom. This chapter addresses *relationships motivation theory* (RMT), which broadly answers the *who* of motivation and focuses on the interpersonal aspects of motivation, interpersonal relationships and well-being. For language learners, RMT is concerned with the basic need for relatedness, how individuals seek secure and meaningful attachments to a language

community, find authentic interactions and develop emotional reliance and trust through the use of the new language.

While the needs for relatedness, competence and autonomy are theoretically and functionally distinct (Ryan & Deci, 2017), they are correlated and interact in important ways. Other chapters in this book have addressed these basic needs in depth and detail, so I will refrain from a redundant discussion here. Instead, I will emphasize that although the focus of this chapter is primarily on the need for relatedness, it is always assumed to work in parity with the other two basic needs. While it is possible for language learners to feel authentic connection to the community of language users without developing a sense of ability to use the language, this connection is likely to be fleeting. Likewise, attachments to the language community that do not match the learner's sense of volition and involvement may come from controlling or even perverse situations. Optimal relationships for foreign language learning will mirror the optimal relationships seen in parenting, teaching, romance and other spheres.

Evidence for the connected nature of the basic needs in interpersonal functioning comes from a number of general psychology studies on relationship quality and well-being. In cross-cultural research on need-supportive relationships, Lynch and colleagues (2009) illustrated how interpersonal bonds correlate with individuals' self-perceptions. In a multinational sample from China, Russia and the United States, the participants rated their ideal personality traits from the Big Five personality assessments (i.e. openness, extraversion, neuroticism, conscientiousness, agreeableness; McCrae & Costa, 2003). The participants also rated how they expressed these same five traits when with their parents, friends, romantic partners, teachers and roommates, and then rated each of these relationships in terms of satisfaction with the relationship, vitality and well-being within that relationship, and the degree to which the other person provided the desired level of autonomy support. Finally, participants reported their cultural orientation toward an independent or interdependent self. The researchers then calculated the discrepancy between the ratings of the ideal and actual trait expression and looked at the correlations between each of the variables. The results indicated that people are more likely to express their ideal traits when their autonomy is supported by the significant others in their lives and are more likely to feel a greater discrepancy between the actual and ideal traits when their relationships are less supportive. Participants also felt more vital and satisfied in the strength of their relationships when their parents, teachers, partners, friends and roommates supported the need for autonomy. Importantly, the results were consistent across the three cultures, refuting the hypothesis made by intercultural theorists (Markus & Kitayama, 2003) that greater autonomy support does not matter to individuals with an interdependent self-construal. Thus,

interpersonal support for one basic need (autonomy) can bolster the strength of another (relatedness) and bring individuals toward improved well-being within that relationship.

Patrick and colleagues (2007) illustrated how all three basic needs predicted better well-being, commitment to the relationship, and effective resolution of relationship disputes. In a series of studies on university students in romantic relationships, the researchers collected data on individuals' need satisfaction, self-esteem, positive/negative affect, and vitality, relationship vitality and conflict management. As would be expected, relatedness satisfaction had the strongest predictive effect on positive outcomes and effective conflict resolution, but competence and autonomy simultaneously played a key role. In a follow-up study, the researchers indicated that when partners satisfy the *other person's* needs, there appears to be a reciprocal effect on their own need satisfaction. Here again, satisfaction of all three needs supports important outcomes for positive interpersonal relations, but with a further caveat: beneficence toward another in the form of need support can create a virtuous circle that builds positive relationships.

Another set of studies by La Guardia and colleagues (2000) showed how significant others (mothers, fathers, friends and romantic partners) contributed to college students' sense of secure attachment through their basic needs. Importantly, all three need satisfactions contributed significantly to students' sense of secure attachment in each relationship, with relatedness, autonomy and competence showing a descending strength of predictive effect. Again, though relatedness need satisfaction was the best predictor of positive relationships, all three needs are crucial to well-being in interpersonal connections.

Having established the importance of basic needs for relationships, and the usefulness of basic need satisfaction for explaining language learning motivation, it is important to demonstrate the potential effects of positive and supportive relationships for learning and well-being. As an entry point, Cornelius-White's (2007) meta-analysis provides clear evidence for the importance of positive teacher–student relationships generally, showing how across 119 studies over more than fifty years teacher qualities such as empathy, warmth and genuineness are all associated with better student learning. Although these results are primarily a function of classroom dynamics rather than learning beyond the classroom, they demonstrate the importance of good relationships for learning generally.

More specific to language education, Noels *et al.* (1999) showed that teachers' communication styles influenced students' sense of need satisfaction. This study investigated teachers' controlling and informative styles of communication, indicating that more informative teachers were more intrinsically motivating and increased students' likelihood of continuing to study. Later work (McEown, Noels &

Saumure, 2014) has shown how basic needs could underpin intrinsic motives and further promote the desire to continue studying the foreign language. Thus basic need support and satisfaction, especially relatedness support and satisfaction, are important for learning and well-being when engaged with a target community.

More recently, Oga-Baldwin (2020) illustrated how the relationship to the teacher in mandatory university EFL classes could promote attendance and learning. Sampling from several different universities, this study asked students to rate their interest in learning English, their negative affect for learning the language, their teachers' autonomy-supportive behaviors, and their teachers' autonomy-thwarting behaviors. The researcher then received attendance and course grades from each of the participating teachers. Using longitudinal structural equation modeling, the results showed that positive and negative affect for learning English had no relationship to attendance or course grade, but that teachers' autonomy support predicted students' attendance and achievement, while perceptions of teachers as autonomy thwarting negatively predicted attendance and grades. Recognizing the importance of autonomy support for developing positive relationships, this study (Oga-Baldwin, 2020) illustrates how the relationships that teachers develop with their students early in class can help to predict whether students will persist in coming to class, thus achieving higher grades.

Davis (2020) likewise found important connections between teacher behaviors and American university students' decision to continue studying foreign languages. Competence and relatedness need satisfaction had an especially important correlation with intrinsic motivation and the decision to continue learning the language. Communication with others and connection to other cultures were explicit reasons behind this willingness to continue learning a foreign language.

Despite the importance of relationships to both personal well-being, motivation and learning achievement, relationships motivation theory has not yet been explicitly applied to the field of language acquisition. In part, this may be due to the implicit treatment of relationships in prior theory. In order to find theoretical bridges with other areas of language education and psychology, some connections must be drawn between relationships motivation and the historically dominant paradigms in language motivation.

Broad Connections: Other Parts of the Field

Relationships underlie many of the major theories found in the L2 learning literature. Given that language learning outside a formal school setting is fundamentally about the individual's relationship with the language, relationships motivation theory can have a powerful explanatory effect on the how and why of individuals' interaction with

a language community. The prevailing language motivation theories – the socio-educational model (Gardner, 1989) and L2 motivational self-system (Dörnyei, 2005) – as well as socially-oriented learning theories such as communities of practice (Wenger, 1998), are in many ways fundamentally about the quality of relationships that an individual has with the larger community of language users.

Robert Gardner's socio-educational model (Gardner & Lambert, 1959) describes numerous interpersonal reasons for learning a language. *Integrative orientation*, the idea of wishing to join the target community out of interest and a desire for interpersonal interaction, has been associated with more positive learning outcomes, including greater language ability. Items measuring this construct from Gardner's Attitude and Motivation Test Battery (AMTB; Gardner, 1985) represent integrative orientation through wordings such as 'Studying [a language]² is important because I will be able to interact more easily with speakers of [that language]', 'Studying [a language] is important because it will allow me to meet and converse with more and varied people.' Likewise, instrumental orientations can indicate a desire to learn a language to gain social standing, represented by wordings such as 'Studying [a language] is important because other people will respect me more if I know [that language].' Additionally, parental influences are hypothesized as important and can be seen in items such as 'My parents feel that it is very important for me to learn [a language].' Finally, a positive attitude toward the language community is explicitly treated in the theory with items like 'I wish I could have many native [language] speaking friends.'

As demonstrated, the attitudes and orientations used in Gardner's (1985, 1989) AMTB implicitly measure the reasons for the level of desire the individual has to develop a relationship with the specific language community, based on the strength of influence of significant others such as parents and friends. At the same time, the theory does not provide a mechanism for *how* the relationships are supported and developed, nor does it express *what* feeds a desire to integrate with the community and have many friends who speak a certain language. Relationships motivation theory can help address these theoretical holes through the adoption of need support to describe the quality of relationships that feed these orientations and attitudes.

Related to Gardner's (1985) work, Dörnyei's L2 Motivational Self System (Dörnyei, 2005; Dörnyei & Ryan, 2015) overlaps significantly with many of these ideas, though simplifies them in an apparent attempt to create a more parsimonious model of the latent psychological factors. The L2 Motivational Self System (L2MSS) has adopted the ideas of the ideal and ought-to selves to describe motives for language learning. Building on work by Markus and Nurius (1986), this theory works from the concept of *possible selves*, an idea based on individuals' hopes, fears, dreams, and perceived threats for the future. Like the socio-educational

model, other situational variables such as family influence and attitudes to the new language community are measured, but the theoretical spotlight of the theory focuses on the ideal and ought-to selves.

Relationships are inherent to the motivational variables at work here as well. Motivation in this theory is provided through recognizing discrepancies in the current self-concept and future ideal, socially expected (ought-to), or feared self-concept, and acting accordingly in order to either enable or prevent these states from becoming a reality. In the realm of language learning, the *ideal L2-self* applies to a desired future outcome of attaining language ability. The instrumentation presents the ideal L2-self as an image of language use with a target community. While not the only representations of the construct, items often used on surveys include wordings such as ‘I can imagine myself living abroad and using [a language] effectively for communicating with the locals’; ‘I can imagine myself speaking [a language] with international friends or colleagues’; and ‘I can imagine a situation where I am speaking [a language] with foreigners’ (Taguchi *et al.*, 2009). These ideal self-schema are in many ways analogous to the integrative orientation and positive attitude toward the language community described in the socio-educational model.

The other major motive in the L2MSS, the *ought-to L2-self* represents the idea of how a language learner ‘should’ act in order to achieve future outcomes. In many cases, these future self-concepts relate to expectations generated by schools, parents, peers and teachers. Some theoreticians (Markus & Kitayama, 1991, 2003) posit that these reasons may also be perceived positively, especially in East Asian and collectivist societies, though studies have shown problems with that hypothesis (cf. Lynch *et al.*, 2009, discussed earlier). Several representative items further indicate the importance of interpersonal relationships here as well: ‘I study [a language] because close friends of mine think it is important’, ‘Studying [a language] is important to me because other people will respect me more if I have a knowledge of [a language].’ Again, these items share significant overlap with some of the instrumental and family influence aspects of Gardner’s (1989) socio-educational model.

Much like Gardner’s (1989) socio-educational model, L2MSS lacks mechanisms for explaining how these possible selves function and are nurtured. Though the theory provides some environmental predictors (e.g. positive attitudes toward the language community, parental attitudes, visionary capacity), these predictors may not provide the motive power to explain achievement (Hiver & Al-Hoorie, 2019). At the same time, need-supportive relationships may help to provide additional understanding for the mixed nature of results, where ideal and ought-to selves can have inconsistent predictive results (Al-Hoorie, 2018). Recognizing the degree to which feelings of discrepancy toward the different selves are endorsed by the individual, reflect individuals’ need

to feel capable and effective, and provide better and more secure close personal relations, may help to explain these inconsistencies. In short, an ideal or ought-to L2 self-discrepancy that helps the individual meet their basic needs might help them toward better language learning.

As an inroad into testing the relations between these theories, McEown and her colleagues (McEown, Noels & Chaffee, 2014) looked at SDT, the L2 motivational self-system, and the socio-educational model of language learning. This correlational study found evidence for strong connections between integrative orientation, the ideal L2 self, and intrinsic motivation, and then separate connections between the ought-to L2 self and introjected regulation (a sense of acting out of external or internalized social pressure). The strength of the correlations was sufficient to demonstrate them as distinct constructs but also close enough to hypothesize similar functioning in relation to external variables. These connections illustrate the theoretical overlap between SDT and the socio-educational model, and show the potential for need satisfaction in language learning relationships to help explain the interpersonal aspects of integrative and instrumental orientations and ideal and ought-to selves.

Finally, the ideas of communities of practice (Lave & Wenger, 1991; Wenger, 1998) can offer a means for understanding how learners build competence as speakers of the language. A community of practice is a group of learners with a set of shared goals, values, ideals and identities focused around learning related to a particular field or endeavor. Within this community, learners co-construct knowledge, skills and socially accepted roles through collaboration with the other members of the group. Socially oriented learning theories (Bruner, 1983; Vygotsky, 1978, 1986) rely on the notion of use through interaction as central to the acquisition of knowledge. In this conception, learning originates in the social sphere, connecting prior knowledge to new knowledge through bi-directional (or multi-directional) interaction between members of the community. Intuitively, this makes sense: without the connection to the community of speakers, learners are unlikely to receive the exposure to the language necessary to become proficient.

However, a community of practice is more than simply a group of people who provide input: it is the setting where learners co-construct identities and new understandings as users of the language. Lave and Wenger's (1991) situated view of cognition places activities, functions and knowledge as part of a system of relations that define their meanings. The social network of language speakers is a constantly shifting group, and membership in the network is not simply transferring the individual from one community to another. As the learners interact and co-participate in the community, their increasing membership is what grants them expertise. Thus, the social engagements, both in quality and quantity, define the ways that learners become increasingly reciprocal members of the group of language users.

The concept of a community of practice has already been applied to professional development and autonomous learning in language education. Language advising (Mynard, 2012, 2019) has offered one route toward helping students develop both independent and interdependent identities as language learners, where learners and their advisors help each other co-construct roles and relationships as speakers of the language; both advisors and learners are then situated within the community of language speakers in adaptive ways. Studies have used the communities of practice framework as a tool for understanding language development among adult learners (Haneda, 1997). As a primarily ethnographic, qualitative framework for research into personal and professional identities (Haneda, 2011), communities of practice afford opportunities for integrating the idea of need-supportive relationships as a mechanism for greater integration and identity formation with the community of speakers. With the current focus on situational dynamics in language education (Hiver & Al-Hoorie, 2016; Papi & Hiver, 2020), understanding the complex interplay of self/identity, situational context, social interactions and learning outcomes can provide a framework for independent language learning. Self-determination theory has been successfully integrated with research also using communities of practice applied to digital learning and online communities (Buckley *et al.*, 2018; Palmisano, 2009), indicating that the two theoretical frameworks can likewise be used harmoniously.

Deep Connections: Building Theoretical Foundations

As shown, relationships form a fundamental part of language learning motivation, though not every theory explicitly states this. The reasons learners engage with a community of practice may be integrative or instrumental, may come from an ideal or an ought-to self, but, according to self-determination theory, the fundamentals of these relationships all center around basic needs. Thus, relationships motivation theory specifically, and self-determination theory more generally, provide us with an optimal framework for understanding out-of-class language learning. Building an integrated theoretical model of relationships motivation can provide additional explanatory power to existing models and show the underlying mechanisms that motivate learners. At base, the integrative, instrumental, ideal and ought-to motives for language learning are relational. From a self-determination theory perspective, the degree to which these connections satisfy the basic psychological needs of autonomy, competence and relatedness determines their likelihood to provide sustained motivational power. As self-determination theory (Ryan & Deci, 2017) clearly posits, it is not the quantity of motivation (i.e. more connections to others, stronger incentives, greater ability) that nourishes and sustains learners

but, rather, the quality of motivation (i.e. the depth of connection, the agreement with the incentives, the personally valued skills) that pushes people to strive and learn. Knowing that learning a language both inside and outside classrooms is an endeavor that requires sustained effort, an explanation for high-quality sustained relationships with a language community will ultimately provide a parsimonious and practical foundation for studying independent (i.e. out of class) language learning.

Starting with the instrumental and integrative orientations, Gardner's work illustrates that the desire to be a part of a specific community of practice will lead to more positive learning outcomes (Al-Hoorie & MacIntyre, 2019). The initial desire to integrate into that community comes back to an interest in the people and agreement with the values and practices of that community; without autonomy need satisfaction, the learner will not be drawn to that group. Likewise, if the burden of actually communicating with the members of the community is too heavy, the language learner is likely to avoid that community in favor of a language community where they can be understood; without competence need satisfaction, the learner will feel that interaction is a struggle. The most adaptive and feasible long-term form of integrative motivation is thus a desire to integrate with a need supportive community that will provide learners with authentic interactions (Ryan & Deci, 2017).

Following the ideas of the L2MSS, ideal L2 selves are seen as the stronger motivational antecedents to engagement (Dörnyei & Ryan, 2015). These ideal selves form imagined attachments to the community through a desire to interact with the speakers of the language. Previous research (Oga-Baldwin, 2020) has also shown how positive and negative affect for language tasks themselves have little effect on engagement and learning, while the relationships with the significant others can help learners achieve better and more sustained learning. Thus, the ideals that learners have of interacting with the target language community and building relationships can improve learners' ultimate language achievement.

The identities formed by language learners as they interact and build relationships with the target community will help to define the directions that learners take. Rarely are people generally drawn to a language community for its own sake: more often they are drawn to specific groups with a specific set of values and interests. Thus, outside rare cases, it is unlikely that an individual learner will be drawn to the general community of language speakers for a major language: language groups with millions of speakers will be far too diverse and abstract to provide either an ideal or a useful community of practice. More importantly, a community of practice with similar interests, such as a specific sport, type of music, or other activity, will become the larger draw for learners studying a foreign language.

For individuals immersed in a community as a second language learner, although the opportunities for language use are greater, both communities of practice and self-determination theories posit that the strength of the connection to the larger language community will be crucial for forming an identity as a speaker and internalising the language as a competent user. Through shared experiences with autonomy-supportive members of the larger language community facilitated by common interests and shared activities, the learners of the second language are likely to find ways to meet their needs for autonomy, relatedness and competence in order to develop authentic identities that match their idealised personality traits (Lynch *et al.*, 2009).

In both second and foreign language settings, the relationships with the language community and the satisfaction of basic needs that facilitate integrative orientations and ideal L2-selves form a powerful mechanism for out-of-class language learning. As a theoretical vignette, an individual born in a Western country may develop an interest in Korean pop (K-pop) music. Though they have no historical or family ties to Korea, their friends at school are all interested in the styles, dances and songs streamed on social media platforms. Wanting to deepen these friendships, the young person watches videos on their own. They cannot yet comprehend the language but the music, dance and style are the initial draw, and they can follow these capably while spending time with their friends and feeling a sense of fulfillment and enjoyment. As their interest progresses, they begin to interact over social media with others interested in K-pop culture and thus begin studying the Hangul writing system on their own. Though they do this ostensibly to improve their standing within the community of fans, they feel a sense of identification with this group as well and they internally endorse the idea; they do not feel pressured internally or externally.

As the time to choose universities comes, they select a school that has a Korean language program and study abroad program that will allow them to continue developing their ability and identity as a speaker of the language. They seek to integrate themselves into the community of K-pop fans within Korea, imagining situations in which they speak the language fluently and share meaningful interactions with Korean speakers, sharing a love of the music. Perhaps, during this time, they will also have a romantic partner who is a native speaker of Korean. Though they may struggle at times with the language, the relationships with their community of friends and romantic partners help them to overcome these obstacles. They care for and give to the community of speakers, and reciprocally receive the same support. The young person's identity as a fan of K-pop music and now as a speaker of the language has been formed by their interaction with their community of language practice, stemming from an idealized desire to integrate with that community, all the while bolstered by support for their autonomy, relatedness and competence.

Although this vignette is a somewhat fanciful summary of a young language learner's journey chosen to highlight the relational aspects, it also reflects personal experiences of students and acquaintances who have successfully achieved a high degree of language proficiency. More concrete, empirical examples of potential research can help provide direction for future empirical study.

Further Connections: Research Opportunities

Applying relationships motivation theory to language education reveals a number of potential avenues for exploration, both qualitative and quantitative. While the proposed research ideas here are not exhaustive, they offer opportunities for researchers seeking a framework to understand the relational aspects of foreign language learning.

With the growth and potential of self-access centers and language advising (Mynard, 2019, 2020; Mynard & Carson, 2012), sources of need satisfaction between advisors and advisees can be identified. Following the principles of communities of practice (Lave & Wenger, 1991), both self-access and advising create opportunities to scaffold advisees into the community while allowing the advisor to construct and develop their own identity as an expert advisor (Mynard *et al.*, 2018). Through this process, both are brought closer to the larger target community of speakers of the language. Within this community of practice, learners use the language and develop an identity as a speaker while also developing strategies to overcome the eventual pitfalls and difficulties of learning a language. Inroads have been made in this vein, indicating how the advising process can support need satisfaction (Shelton-Strong, 2020), especially relatedness satisfaction, offering insight into how learners form attachments to the language community.

Young learners offer a unique and important perspective, both for language and general development. Since young learners (i.e. learners between 5 and 12 years of age) are still in the process of forming secure attachments to significant others (i.e. parents, teachers and friends; Ainsworth *et al.*, 1978), the process of how young language learners, bilingual and otherwise, develop a sense of relatedness with a language community can help illustrate how motivation to learn a language may grow over time.

Looking at learners with and without clear communities of practice can also show the extent to which RMT can be applied for language learning. Learners who have a specific, interest-based community of practice for the language can be compared with those learning the language without a community of shared interests. Testing the differences between individuals' autonomy, relatedness and competence could provide a clear quantitative value for the communities of practice literature while simultaneously providing insight into integrative

orientation/ideal L2 selves of learners with and without a clear and concrete target community to join.

Finally, though the focus of this chapter (and the volume as a whole) is on autonomy support in independent learning, a classroom-based application may also provide directions for exploration. Teachers are often the first contact a learner has with the new language community of practice and, in some situations, may be the only contact. How students perceive specific relatedness support from teachers has a significant effect on students' engagement (Furrer & Skinner, 2003). Thus, measuring teachers' relatedness support in class may predict how students relate to the language community more generally. Investigating these attitudes among learners in a primarily monolingual setting may offer an understanding of how students learn to relate to the greater community of speakers of a language.

These research directions offer a glimpse into the potential for how the relationships motivation mini-theory can be used in new explorations. Further directions for new research comparing RMT with a different interplay of the language acquisition/applied linguistics theories exist, and these avenues are also worth exploration. The list of ideas presented here is neither comprehensive nor complete but it provides an indication as to the potential of relationships motivation theory for language learning, as well as the potential for self-determination theory more broadly to provide more complete explanations of language learning psychology.

Final Connections: Conclusion

In this chapter, I have presented relationships motivation theory for language learning outside language classrooms. Self-determination theory expresses a full range of specific propositions, claims and hypotheses for this mini-theory (Ryan & Deci, 2017), each of which shows ways in which relationships motivation theory can influence personal and interpersonal well-being. The relational aspects of extant language motivation theories can interface well with the potential explanatory functions provided by these propositions, claims and hypotheses of RMT to bolster and improve the general interaction of language learning psychology with the broader fields of education and psychology. Better interface with the learning sciences will ultimately lead to improved understandings of language learning phenomena (Al-Hoorie *et al.*, 2021; Oga-Baldwin *et al.*, 2019), and so it is important as well to avoid jingle-jangle fallacies (Oga-Baldwin, 2019), where different terms and phenomena are named interchangeably and used inconsistently. Relationships motivation theory offers an opportunity for this type of integration and parsimonious clarity.

With better models for how relations between individuals and communities influence language learning, cleaner and more parsimonious

models will also become possible. The communities of practice literature (Haneda, 2011) is ripe for application in the new framework of complex dynamic systems approaches to language learning psychology (Hiver & Al-Hoorie, 2016), and, as demonstrated here, self-determination theory can provide a clear lens for interpreting language-related motivation and well-being. With a more effective understanding of how language learners are motivated outside classrooms, language teachers can better recognize resources that motivate students within classes. The basically interpersonal nature of learning a new language puts relationships at the core of all actions that fuel individuals' engagement. By bringing these relationships to the forefront, relationships motivation theory illustrates how language learning can promote adaptive functioning and well-being both inside and outside formal education.

Notes

- (1) While a rare and somewhat unique group of language learners may be able to develop some degree of proficiency without interaction with the target language community, these special cases are notable specifically because they are exceptional. Effective language study and learning happen through social connections, and thus notions of independence from, or interdependence with, the new language community are taken as moot for this discussion. As such, in this chapter, independent language learning is used to mean any language study occurring outside a classroom setting, while formal language learning addresses classroom-based efforts toward the language.
- (2) Gardner's (1989) AMTB presents the language in question as English but I have generalized this in the interest of equal representation.

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