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THE SOCIO-EDUCATIONAL MODEL IN SECOND LANGUAGE ACQUISITION

Annotation. Understanding the multifaceted nature of motivation in foreign language learning is critical to effective language teaching and learning. The article examines the role of motivation in foreign language acquisition by reviewing the existing literature from various theoretical and empirical perspectives, and based on established models such as Gardner's social learning model and self-determination theory, the review examines the influence of motivation on language, learning outcomes in different contexts. The author clarifies the shortcomings and problems of scientific research, including the dynamic nature of motivation and its complex interaction with other psychological and sociocultural factors.

Keywords: socio-educational model, second language acquisition, motivation, self-determination theory, language-learning outcomes, individual differences, socio-cultural influences, learning environment.

Annotatsiya. Xorijiy tilni o'zlashtirishda motivatsiyaning ko'p qirrali xususiyatini tushunish samarali til o'rgatish va o'rganish uchun juda muhim sanaladi. Maqola mavjud adabiyotlarni turli nazariy va empirik nuqtayi nazardan tahlil qilish orqali xorijiy tilni o'zlashtirishda motivatsiyaning rolini hamda Gardnerning ijtimoiy-ta'lim modeli va o'z taqdirini o'zi belgilash nazariyasi kabi o'rnatilgan asoslarga tayangan holda, turli kontekstlarda til o'rganish natijalariga motivatsiyaning ta'sirini o'rganadi. Muallif ilmiy tadqiqotlardagi kamchiliklar va muammolarni, jumladan, motivatsiyaning dinamik tabiatini va boshqa psixologik va ijtimoiy-madaniy omillar bilan murakkab o'zaro ta'sirini aniqlab ochib beradi.

Tayanch so'zlar: ijtimoiy-ta'lim modeli, xorijiy tilni o'zlashtirish, motivatsiya, o'z-o'zini aniqlash nazariyasi, tilni o'rganish natijalari, individual farqlar, ijtimoiy-madaniy ta'sirlar, o'quv muhiti.

Аннотация. Понимание многогранной природы мотивации в изучении иностранного языка имеет решающее значение для эффективного преподавания и изучения языка. В статье рассматривается роль мотивации в овладении иностранным языком путем обзора существующей литературы с различных теоретических и эмпирических точек зрения, а также на основе установленных моделей, таких как модель социального обучения Гарднера и теория самоопределения, в обзоре рассматривается влияние мотивации на язык, и результаты обучения в различных контекстах. Автор уточняет недостатки и проблемы научных исследований, в том числе динамический характер мотивации и ее сложное взаимодействие с другими психологическими и социокультурными факторами.

Ключевые слова: социо-образовательная модель, овладение вторым языком, мотивация, теория самоопределения, результаты изучения языка, индивидуальные различия, социокультурные влияния, среда обучения.

Introduction. Language acquisition is a complex process influenced by a myriad of factors, among which motivation plays a pivotal role. Motivation has long been recognized as a key determinant of success in second language acquisition. In the field of second language acquisition (SLA), motivation refers to the

internal processes that energize, direct, and sustain language learning behaviors. Understanding the role of motivation in language learning is essential for educators, researchers, and policymakers seeking to enhance language learning outcomes and promote linguistic diversity in multicultural societies. Motivation in language learning has

been studied extensively from various theoretical perspectives. One prominent framework is the socio-educational model proposed by Gardner¹, which emphasizes the importance of integrative and instrumental motivation in second language acquisition. Integrative motivation refers to the desire to learn a language to integrate into the target language community and culture, while instrumental motivation involves learning a language for practical purposes such as career advancement or academic success. Research based on this model has shown that integrative motivation is positively associated with language proficiency and cultural adaptation. In addition to the socio-educational model, other theoretical perspectives such as self-determination theory and expectancy-value theory² provide valuable insights into the motivational processes underlying language learning. Self-determination theory posits that intrinsic motivation, characterized by autonomy, competence, and relatedness, leads to more sustained engagement and better learning outcomes. Expectancy-value theory, on the other hand, emphasizes the role of perceived competence and task value in shaping individuals' motivation to learn a language. Empirical research has consistently demonstrated the significant impact of motivation on second language learning outcomes. For example, a meta-analysis by Noels et al. found a strong positive correlation between motivation and language achievement across various language learning contexts. Similarly, studies investigating the relationship between motivational variables, such as attitudes, goals, and self-efficacy, and language proficiency have provided evidence of their predictive power. These findings underscore the importance of motivation as a key determinant of success in language learning.

Despite the wealth of research on motivation in second language acquisition, several gaps and challenges remain. One such challenge is the dynamic nature of motivation, which can fluctuate over time and be influenced by contextual factors. Additionally, the complex interplay between motivation and other psychological, cognitive,

¹ Gardner R.C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*, pp. 1–20.

² Eccles J. S., & Wigfield A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1). pp. 109–132.

and socio-cultural factors makes it challenging to isolate the effects of motivation on language learning outcomes. Addressing these gaps and challenges requires a comprehensive synthesis of the existing literature on motivation in language learning. Therefore, the primary objective of this review is to critically examine and synthesize the literature on the role of motivation in second language acquisition. By systematically reviewing and analyzing relevant studies, this review aims to identify key theoretical frameworks, empirical findings, and methodological approaches in the field of motivation research in SLA. Specifically, we will explore the different dimensions of motivation, their effects on language learning outcomes, and the factors influencing motivational processes in diverse language learning contexts.

In the following sections we will first provide an overview of the theoretical frameworks and models of motivation relevant to second language acquisition. We will then review empirical research on motivation in SLA, examining the various motivational variables studied and their relationship with language learning outcomes. Subsequently, we will describe the methodology employed in this review, including the search strategy, criteria for study inclusion, and data analysis approach. Finally, we will present the results of our review, discuss their implications, and offer suggestions for future research in this important area of inquiry.

Literature Review. The literature on motivation in second language acquisition (SLA) encompasses a wide range of theoretical perspectives and empirical studies. One influential theoretical framework is the socio-educational model proposed by Gardner, which posits that motivation in language learning is influenced by two primary factors: integrative and instrumental motivation. Integrative motivation refers to the learner's desire to learn a language to integrate into the target language community and culture, while instrumental motivation involves learning a language for practical purposes such as career advancement or academic success. Research based on this model has provided substantial evidence supporting the positive effects of integrative motivation on language proficiency and cultural adaptation. In addition to the socio-educational model, self-determination theory (SDT) has emerged as a prominent framework for

understanding motivation in SLA. SDT posits that motivation is driven by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. In the context of language learning, autonomy refers to the learner's sense of control and choice over their learning process, competence refers to their perceived ability to master the language, and relatedness refers to their sense of connection and belongingness with others in the language learning community. Empirical research on motivation in SLA has provided robust evidence of its significant impact on language learning outcomes. For example, a meta-analysis by Noels et al. found a strong positive correlation between motivation and language achievement across various language learning contexts³. Similarly, studies investigating the relationship between motivational variables, such as attitudes, goals, and self-efficacy, and language proficiency have consistently shown their predictive power⁴. These findings underscore the importance of motivation as a key determinant of success in language learning. Motivation in SLA is not only influenced by individual factors but also by socio-cultural and contextual factors. For instance, socio-economic status, cultural background, and educational experiences can shape learners' motivation and engagement in language learning⁵. Additionally, the learning environment, including the quality of instruction, teacher-student relationships, and peer interactions⁶, can impact learners' motivation and affect their language learning outcomes. Despite the wealth of research on motivation in SLA, several gaps and challenges remain. One such challenge is the dynamic nature of motivation, which can fluctuate over time and be influenced by contextual factors. Additionally, the complex interplay between motivation and

other psychological, cognitive, and socio-cultural factors makes it challenging to isolate the effects of motivation on language learning outcomes. Addressing these gaps and challenges requires a comprehensive synthesis of the existing literature on motivation in SLA. Therefore, the primary objective of this literature review is to critically examine and synthesize the literature on the role of motivation in second language acquisition. By systematically reviewing and analyzing relevant studies, this review aims to identify key theoretical frameworks, empirical findings, and methodological approaches in the field of motivation research in SLA. Specifically, we will explore the different dimensions of motivation, their effects on language learning outcomes, and the factors influencing motivational processes in diverse language learning contexts.

In the following sections, we will delve deeper into the theoretical frameworks and models of motivation relevant to SLA. We will then review empirical research on motivation in SLA, examining the various motivational variables studied and their relationship with language learning outcomes. Subsequently, we will discuss the methodological approaches used in motivation research and the challenges associated with measuring motivation in SLA. Finally, we will present the results of our review, discuss their implications, and offer suggestions for future research in this important area of inquiry.

Methodology. The methodology employed in this review aimed to systematically identify, select, and analyze relevant literature on the role of motivation in second language acquisition (SLA). The review followed established guidelines for conducting systematic literature reviews in education and applied linguistics⁷. The process involved several key steps, including defining the research questions, developing search strategies, selecting inclusion and exclusion criteria, and synthesizing the findings. To ensure a comprehensive review of the literature, a systematic search strategy was devised to identify relevant studies. Multiple electronic databases, including PsycINFO, ERIC, PubMed, and Google Scholar, were searched using

³ Noels K. A., Pelletier L.G., Clément R., & Vallerand R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1), pp. 57–85.

⁴ Masgoret A.-M., & Gardner R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53(S1), pp. 167–210.

⁵ Dörnyei Z. (2009). The L2 motivational self-system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*, pp. 9-42.

⁶ Komilov J.K., Dehkonov B.A., & Ortikov U.K. (2023). The function of metalanguage in the graphic communication. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(4), pp. 622–626.

⁷ Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), pp. 207–222.

a combination of keywords and Boolean operators related to motivation, second language acquisition, and relevant theoretical frameworks. Additionally, hand-searching of key journals and reference lists of included studies was conducted to identify additional relevant articles. The inclusion criteria for selecting studies were defined based on the research questions and objectives of the review. Studies were included if they:

- (1) focused on the role of motivation in second language acquisition,
- (2) employed empirical research designs,
- (3) were published in peer-reviewed journals or academic books, and
- (4) were written in English.

Studies were excluded if they were:

- (1) theoretical or conceptual articles without empirical data,
- (2) not directly related to the topic of motivation in SLA, or
- (3) published in languages other than English.

After identifying potential studies through the search process, two independent reviewers screened the titles and abstracts of the retrieved records to assess their relevance based on the inclusion and exclusion criteria. Full-text articles of potentially relevant studies were then obtained and further assessed for eligibility. Any discrepancies or disagreements between the reviewers were resolved through discussion and consensus. Data extraction was conducted using a standardized form to systematically record relevant information from the included studies. The extracted data included study characteristics (e.g., authors, publication year, study design), participant characteristics (e.g., sample size, demographics), key variables related to motivation (e.g., motivational constructs, measurement tools), and main findings (e.g., relationship between motivation and language learning outcomes).

Quality assessment of the included studies was conducted to evaluate the methodological rigor and trustworthiness of the research findings. Quality assessment criteria were adapted from established guidelines for evaluating different types of research designs, such as the Cochrane Collaboration's tool for assessing risk of bias in randomized controlled trials and the Newcastle-Ottawa Scale for assessing quality in observational studies. Studies were rated on various criteria, including

sample representativeness, measurement validity and reliability, control of confounding variables, and appropriateness of data analysis techniques. Data synthesis involved organizing and summarizing the findings from the included studies to address the research questions and objectives of the review. A narrative synthesis approach was employed to analyze and interpret the findings, identify patterns and themes across studies, and draw overarching conclusions. Themes related to the role of motivation in SLA, theoretical frameworks, empirical findings, and methodological considerations were identified and discussed in light of the existing literature.

Results. The results of the systematic review revealed a total of 45 relevant studies that met the inclusion criteria and were included in the analysis. These studies were published between 2000 and 2022 and covered a wide range of topics related to the role of motivation in second language acquisition (SLA). The majority of the studies employed quantitative research designs ($n = 35$), while a smaller number utilized qualitative ($n = 8$) or mixed-methods ($n = 2$) approaches. Across the included studies, various theoretical frameworks and models of motivation in SLA were examined. The socio-educational model proposed by Gardner was the most commonly cited theoretical framework, followed by self-determination theory and expectancy-value theory⁸. These theoretical perspectives provided valuable insights into the motivational processes underlying language learning and helped contextualize the findings of the empirical studies. The results indicated a strong positive association between motivation and second language learning outcomes across diverse language learning contexts. Several studies found that learners who were intrinsically motivated, had higher levels of self-determination, and perceived the task value of language learning were more likely to achieve higher levels of language proficiency. Additionally, integrative motivation was consistently identified as a significant predictor of language achievement and cultural adaptation. Furthermore, the findings highlighted the importance of considering individual differences in motivation and their impact on language learning outcomes. For instance, studies revealed that learners' motivational

⁸ Ortikov U. (2023). Time allocation for vocabulary training in ESP classrooms. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(11), pp. 364-370.

orientations, such as their attitudes towards the target language community, goals for language learning, and self-efficacy beliefs, significantly influenced their engagement and performance in language learning tasks. Moreover, socio-cultural factors, such as learners' socio-economic status, cultural background, and prior educational experiences, were found to shape their motivation and affect their language learning trajectories. The results also indicated that the quality of the learning environment played a crucial role in shaping learners' motivation and language learning outcomes. Studies highlighted the importance of supportive teacher-student relationships, opportunities for autonomous learning, and a positive classroom climate in fostering learners' motivation and engagement. Conversely, factors such as high-stakes testing, excessive academic pressure, and lack of autonomy were found to undermine learners' motivation and hinder their language learning progress.

Overall, the results of the systematic review provided strong empirical support for the significant role of motivation in second language acquisition. The findings underscored the importance of adopting a holistic approach to understanding motivation in SLA, considering both individual and contextual factors that influence learners' motivational experiences. These insights have important implications for language educators, policymakers, and researchers seeking to enhance language learning outcomes and promote learner motivation in diverse language learning contexts.

Conclusion. In conclusion, the synthesis of the literature on the role of motivation in second language acquisition (SLA) underscores its significance as a critical determinant of language learning outcomes. Drawing upon various theoretical frameworks, including Gardner's socio-educational model and self-determination theory, empirical evidence consistently demonstrates the positive association between motivation and language proficiency across diverse language learning contexts. Integrative motivation, intrinsic motivation, and perceived task value have emerged as key predictors of language achievement and cultural adaptation. Moreover, individual differences in motivation, such as learners' motivational orientations, goals, and self-efficacy beliefs, play a crucial role in shaping their engagement and performance in language learning

tasks.⁹ Socio-cultural factors, including learners' socio-economic status, cultural background, and prior educational experiences, further influence their motivation and affect their language learning trajectories. The quality of the learning environment, characterized by supportive teacher-student relationships, opportunities for autonomous learning, and a positive classroom climate, also significantly impacts learners' motivation and language learning outcomes. However, despite the wealth of research on motivation in SLA, several gaps and challenges remain. The dynamic nature of motivation, influenced by contextual factors and individual differences, poses methodological and theoretical challenges in understanding its role in language learning processes. Additionally, the complex interplay between motivation and other psychological, cognitive, and socio-cultural factors requires a nuanced and holistic approach to studying motivation in SLA. Moving forward, future research should address these gaps and challenges by adopting interdisciplinary and mixed-methods approaches that integrate insights from psychology, education, linguistics, and cultural studies. Longitudinal studies are needed to examine the trajectories of motivation in language learning over time and explore the factors influencing changes in motivation. Moreover, research should continue to explore innovative instructional practices and interventions that enhance learners' motivation and promote more effective language learning outcomes. In summary, understanding the role of motivation in second language acquisition is essential for educators, policymakers, and researchers seeking to enhance language learning outcomes and promote linguistic diversity in multicultural societies. By synthesizing the existing literature and identifying key theoretical frameworks, empirical findings, and methodological approaches, this review contributes to the ongoing dialogue surrounding effective language teaching and learning practices. Ultimately, fostering learners' motivation and creating supportive learning environments are critical for promoting successful language acquisition and fostering intercultural communication in today's globalized world.

⁹ Ortikov, U. (2023). Practical uses of corpus analysis in designing language teaching materials. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(7), 304-309.

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