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Self-Determined English Learning Motivation and Value System of Japanese Female College Students

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Abstract

This study was conducted in Showa Women's University among freshmen, sophomore, and junior students from the Department of Business Design at the end of the spring semester 2018 (N＝378) and aimed at assessing the students' levels of self-determined motivation and need satisfaction in English language classroom. The results of this study showed that there is a direct link between autonomous motivation and the students' healthier well-being (psychological needs support). The satisfaction of the need for competence had the greatest positive effect on the students' self-determined motivation, which suggests that probably in Japanese university settings, female business major students' Achievement values are dominant. At the same time, sophomore students in this study demonstrated bigger frustration of their needs support in classes with English teachers, than freshmen did. Based on that, it seems appropriate to seek to design a pedagogical program that would develop values of Benevolence, Conformity, Self-direction and Stimulation, and facilitate professional motivation to learn English among Japanese female business major students.

Self-determination theory of motivation and universal values

Self-determination theory (SDT) (Ryan & Deci, 2000; Deci & Ryan, 2008) is a popular theoretical framework employed in contemporary research on language learning motivation in the Japanese context. SDT focuses on different types of motivation residing inside the continuum of learner self-determination or, in other words, autonomy. According to SDT, motivation ranges from non-self-determined and controlled to highly self-determined and autonomous. There are three main types of motivation according to this theory: amotivation, extrinsic, and intrinsic motivations (Ryan & Deci, 2000; Deci & Ryan, 2008).

According to SDT, different internal processes regulate each type of motivation. Amotivation has no regulation. Students have no intention and no control over the learning process when amotivated. Extrinsic motivation is driven by external, introjected, identified, and integrated regulations.

Initially, it was assumed that only intrinsic regulation would show a steady positive relationship with academic achievements (Deci, 1980). However, it later emerged that identified regulation showed a comparable level of correlation with achievement as intrinsic regulation (Ratelle et al., 2007), which led to the identification of so-called autonomous motivation, and opposing it, controlled motivation (Deci & Ryan, 2008).

Without rejecting the importance of different constructs of external motivation, the authors of the theory, relying on the idea of internalization they formulated earlier, suggested that it is rather valuable to look at separate regulations, and to differentiate autonomous and controlled motivation. The former motivation includes, along with intrinsic regulation, identified and integrated regulation, i.e., well-internalized forms of external motivation. The latter motivation consists of external and introjected regulation. With autonomous motivation, people experience their own desire and independent voluntary initiation of their actions, while with controlled motivation they feel pressure to behave in a certain way (Deci & Ryan, 2008). Both autonomous and controlled motivations energize and direct the actions of people. However, the latter is associated with less persistence, negatively affects vitality, and leads to a decline in psychological well-being.

According to the authors of the theory, three basic psychological needs—autonomy, competence, and relatedness—determine the degree of self-determined motivation for all humans, as well as their psychological well-being and healthy personality development. The need for autonomy means the need to choose one's experience and determine one's own behavior. This is a universal need to feel like an actor, a willing subject of the undertaken activity, an initiator of one's own actions in harmony with one's integrated self. At the same time, this feeling of autonomy in one's behavior in one's life is not equivalent to being independent from others. The need for competence refers to the desire to feel the optimal level of challenge and to be effective in coping with the tasks presented by the environment. The need for connections and relatedness with other people is the desire to have a reliable connection with significant people and to be understood and accepted.

Since these needs are innate in all people, the question is usually not about the degree of individual difference in the intensity of each need, but about the extent of a person's frustration (or satisfaction) with part(s) of his environment. Of particular importance in the theory is the need for autonomy, and it is precisely this point that is most actively investigated by the authors of SDT and their followers. Learner autonomy is considered an essential fuel that ignites motivation to learn a foreign language.

Dickenson (1995) states that learners' perceptions of personal control over their autonomy in the classroom are vital for their motivation to learn foreign languages. Murphy and Hurd (2011) argued that the teacher's most essential role in the classroom is to create an autonomy-supporting environment for the students. Previous empirical research has already proven a strong positive correlation between psychological need satisfaction and motivation (Karatas et al., 2015; Murphy & Hurd, 2011; Spratt et al., 2002). In order to support students' autonomy, teachers are commonly advised to consider students' voices and opinions about the learning process and provide a choice of material and learning styles in their classrooms.

Psychological needs, personal values, and goals are believed to be interdependant: needs affect the development of values, and values influence the decision to pursue particular goals

(Latham & Pinder, 2005; Locke, 2000; Rokeach, 1973; Schwartz, 1992). If the needs are satisfied, values develop and motivation to pursue related goals appears; vice versa, the attainment of goals leads to the acquisition of values, which leads to the satisfaction of needs (Locke, 2000).

Schwartz has identified 10 meaningful groupings of universal values present in each culture and country (1994). The 10 value domains are Power (authority and social recognition); Achievement (competence and success); Hedonism (pursuit of pleasure); Stimulation (variety and novelty); Self-direction (independence and autonomy); Universalism (equality and environmental concern); Benevolence (helpfulness and loyalty); Conformity (politeness and restraint); Tradition (acceptance of customs); and Security (safety and stability).

These values are related to the educational goals students choose to pursue. For example, a college student who values Achievement will seek earning good grades in her classes and concentrate energy on preparing for tests.

Researchers argued that values that foreground autonomy, independence, equality and benevolence as healthy, and those that stress security or status as unhealthy (Bergin, 1991; Strupp, 1980). Bilsky and Schwartz (1994) identified healthy values as transformations of growth needs and unhealthy values as transformations of deficiency needs. They allocated Stimulation, Self-direction, Universalism, and Benevolence as transformations of growth needs.

Self-determination theory states that the satisfaction of innate psychological needs leads to healthy well-being. Parallels between the basic psychological needs and the Schwartz (1994) values are autonomy—Stimulation and Self-direction, competence—Achievement, and relatedness—both Benevolence and Universalism (Sagiv & Schwartz, 2000). Schwartz's values that motivate a person to strive for extrinsic goals include Security, Power, and, perhaps, Achievement.

Sagiv and Schwartz (2000) published the first empirical study describing connections between the 10 values and psychological well-being. It reveals a consistent tendency across countries and cultures for Power to relate negatively to motivation and well-being; and for Benevolence, Stimulation, Universalism, and Self-direction values to relate positively to it. Findings for Achievement, Tradition, and Security were inconsistent. Therefore, it is safe to conclude that for students to be motivated and feel relatively happy in the classroom, it is important to nourish the values of Benevolence, Stimulation, Universalism and Self-direction rather than any other.

Study hypotheses

This study aimed at obtaining evidence of development of the self-determined English learning motivation among female students of business major, satisfaction of their basic psychological needs—direct predecessors of formed personal values, and reveals its dependence on the psychological and pedagogical activity of the teacher during the educational process.

The hypotheses of the study were:

1. Teachers' support of students' basic psychological needs will have a direct influence on the levels of participants' self-determined motivation. The more support the students will perceive as having from their teachers, the higher levels of autonomous motivation they will have.

2. The stronger the correlation of a particular need (autonomy, relatedness and competence) satisfaction will be with learning motivation, the more dominant a self-concordant value (Self-direction and Stimulation for autonomy, Benevolence or Conformity for relatedness and Achievement for competence) underlying this need will be in the value system of a student.

Objectives of the study were to analyze the features of self-determined English learning motivation and needs satisfaction among Japanese female business major college students—their dynamics at different stages of learning; to analyze the teachers' support of basic psychological needs among students of different years and identify the reasons for declining or increasing levels of motivation; to establish the relationship between the individual classroom management style of the teachers and the level of development of motivation among the students; and finally to establish a dominant value in the students' value systems according to the strongest correlation among the three needs with the self-determined motivation.

Participants and methodology

The study was conducted in a private women's university in Tokyo, Japan. Foreign and Japanese teachers employed there are often assigned to teach in pairs the same courses, using the same textbooks, teaching individually on different days of the week. Freshmen, sophomore, and junior students from the Business Design department taking classes from two different teachers were asked to participate in this study at the end of the spring semester 2018 (N＝378). All the participants in the study have signed the consent form, presented to them in Japanese.

At the first stage of this study, the hierarchy of self-determined motives in studying English among business major students at different stages was revealed, as well as the anti-motives that contributed to the students' lack of desire to learn the foreign language.

Researchers commonly use a self-determination index to measure the degree of autonomy in students' motivation. This index is calculated by assigning different weights to different types of motivation and regulations students perceive themselves as having (Vallerand & Bissonnette, 1992). The latest version of an SDT scale adapted for Japanese university students that includes different constructs of their motivation has been recently created and validated by Agawa and Takeuchi (2016). A 5-point Likert Scale was used for the questionnaire items with options ranging from "not true at all", "not true", "cannot say", "true", to "very much true". The statements were in Japanese and randomly ordered.

Additionally, the study also used a specially designed test questionnaire (Appendix) to identify:

- motives and anti-motives of learning the foreign language among the students of business major;

- factors negatively affecting the students' motivational sphere;
- psychological impact of the teacher on his or her students during the educational process.

The example items from the questionnaire are the following two narrative frames: "The main reason why I learn English is. . ." and "My teacher of English is. . ."

Research results and discussion

The Data derived from the motivational and psychological needs' scale were analyzed in SPSS software. The results for the general sample indicated that the participants had experienced a rather self-determined type of motivation to study English (Tables 1 & 2). Identification was reported as the strongest motivational regulation (4.1), with intrinsic following second (3.5), external third (2.8) and amotivation scoring the lowest (1.9).

After integrating different types of motivation into self-determination index (SDI) by assigning a weight of +2 to intrinsic, +1 to identified, −1 to external and −2 to amotivation, a single SDI for the total sample was calculated. The positive SDI of 4.6 in this study was above zero; therefore, the students could be defined as very self-determined. Autonomous motivation was calculated as 3.8 versus controlled 2.8, manifesting a significant difference in 1 point.

The author put forward the assumption that the basis of the autonomous English learning motivation was the satisfaction of basic psychological needs for autonomy, competence and relatedness, which were based on self-concordant values of Self-direction and Stimulation for autonomy, Achievement for competence and Benevolence or Conformity for relatedness; and the basis of controlled motivation was their frustration.

Table 1:. Motivational Items

	N	Mean	Std. Deviation	Std. Error Mean
Identified	378	4.1274	.63994	.03291
External	378	2.8122	.87183	.04484
Amotivation	378	1.9101	.75564	.03887
Intrinsic	378	3.5388	.76253	.03922

Table 2: Motivational Items. Significance

	Test Value＝0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Identified	125.397	377	.000	4.12743	4.0627	4.1921
External	62.713	377	.000	2.81217	2.7240	2.9003
Amotivation	49.145	377	.000	1.91005	1.8336	1.9865
Intrinsic	90.229	377	.000	3.53880	3.4617	3.6159

Correlation analysis was conducted to find out if the perceived psychological needs support had any correlations with the motivational items (Table 3). The results showed that all three needs satisfactions had a significant positive correlation with self-determined motivation. Therefore, according to the finding of this study, it became evident that fulfillment or frustration of psychological needs of students had a great impact on their motivation.

The results in different college years were compared. Interestingly, the level of self-determined motivation did not differ much among students of different years. The older students had statistically the same levels of intrinsic, identified, external motivations and amotivation, than the younger. However, older students showed lower levels of need satisfaction. All three psychological needs of autonomy, competence and relatedness were significantly less satisfied in sophomore students.

The students in their second year of studies had relatively higher proficiency levels (TOEIC =589) than the first-year students (TOEIC=380), so they could probably better understand their teachers. Nevertheless, they did not feel enough psychological support in their classrooms as freshmen did (Table 3). What is more, the level of their satisfaction dropped unequally. Fulfillment of the competence need had the biggest fall (p=−.141), followed by the need for relatedness (p=−.100) and autonomy (−.103).

The connections of the teacher's need support and intrinsic and identified regulations testified that there is a connection between this type of teacher's support and the students' enjoyment and understanding of the importance of the educational process. It is important to note that the higher the level of internalization of motives, the higher the correlation coefficient. The presence of a negative connection between the teacher's need support and the external motivation of the subjects confirmed the authors assumption that in the environment where the teacher is controlling the students, the external motivation dominates; and on the other hand, where the teacher supports students' needs, pronounced intrinsic and identified motivation prevail.

Further analysis suggested that in maintaining self-determined cognitive motivation (SDI), the most significant contribution to motivation was made by the satisfaction of the need for competence, and a slightly smaller contribution was made by the need for autonomy, followed by the need for relatedness (Table 3). At the same time, numerically, competence need was satisfied the least in this sample (Table 4). Thus, the reverse effect was observed. The most satisfied relatedness need had the least effect on motivation, and at the same time, the least satisfied competence need had the greatest effect on self-determined motivation.

According to the Schwartz value system, the need for relatedness is closely associated with Benevolence and Conformity values that have such motivational goals as preservation and enhancement of the welfare of people with whom one is in frequent personal contact. These types of values are considered healthy for well-being. Competence, on the other side, which had the strongest correlation with the level of SDT motivation among students, is closely related to

Table 3: Correlation Analysis of Need Satisfaction and Motivational Items

		SDT Index	AUT	COM	REL	TOEIC	Year	INT	ID	EXT	AMT
SDT Index	Correlation Coefficient	1.000	.370**	.410**	.276**	.184**	.024	.819**	.752**	−.692**	−.885**
	Sig. (2-tailed)	.	.000	.000	.000	.004	.648	.000	.000	.000	.000
	N	378	361	252	251	246	377	378	378	378	378
Autonomy (AUT)	Correlation Coefficient	.370**	1.000	.761**	.697**	.005	−.103	.388**	.312**	−.206**	−.313**
	Sig. (2-tailed)	.000	.	.000	.000	.943	.051	.000	.000	.000	.000
	N	361	361	249	248	237	360	361	361	361	361
Competence (COM)	Correlation Coefficient	.410**	.761**	1.000	.628**	−.022	−.141*	.447**	.335**	−.196**	−.353**
	Sig. (2-tailed)	.000	.000	.	.000	.766	.025	.000	.000	.002	.000
	N	252	249	252	250	194	251	252	252	252	252
Relatedness (REL)	Correlation Coefficient	.276**	.697**	.628**	1.000	−.085	−.100	.261**	.280**	−.157*	−.250**
	Sig. (2-tailed)	.000	.000	.000	.	.237	.115	.000	.000	.013	.000
	N	251	248	250	251	194	250	251	251	251	251
TOEIC	Correlation Coefficient	.184**	.005	−.022	−.085	1.000	.612**	.119	.082	−.153*	−.182**
	Sig. (2-tailed)	.004	.943	.766	.237	.	.000	.063	.203	.016	.004
	N	246	237	194	194	246	245	246	246	246	246
Year	Correlation Coefficient	.024	−.103	−.141*	−.100	.612**	1.000	.006	.001	.005	−.016
	Sig. (2-tailed)	.648	.051	.025	.115	.000	.	.901	.983	.919	.755
	N	377	360	251	250	245	377	377	377	377	377
Intrinsic (INT)	Correlation Coefficient	.819**	.388**	.447**	.261**	.119	.006	1.000	.605**	−.410**	−.568**
	Sig. (2-tailed)	.000	.000	.000	.000	.063	.901	.	.000	.000	.000
	N	378	361	252	251	246	377	378	378	378	378
Identified (ID)	Correlation Coefficient	.752**	.312**	.335**	.280**	.082	.001	.605**	1.000	−.349**	−.632**
	Sig. (2-tailed)	.000	.000	.000	.000	.203	.983	.000	.	.000	.000
	N	378	361	252	251	246	377	378	378	378	378
External (EXT)	Correlation Coefficient	−.692**	−.206**	−.196**	−.157*	−.153*	.005	−.410**	−.349**	1.000	.567**
	Sig. (2-tailed)	.000	.000	.002	.013	.016	.919	.000	.000	.	.000
	N	378	361	252	251	246	377	378	378	378	378
Amotivation (AMT)	Correlation Coefficient	−.885**	−.313**	−.353**	−.250**	−.182**	−.016	−.568**	−.632**	.567**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.004	.755	.000	.000	.000	.
	N	378	361	252	251	246	377	378	378	378	378

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4: Correlation of the SDT Index with Need Satisfaction

Test Value＝0

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
AUT	142.883	360	.000	3.62973	3.5798	3.6797
COM	104.924	251	.000	3.43915	3.3746	3.5037
REL	121.077	250	.000	3.74436	3.6834	3.8053

Achievement values that have motivation goals such as personal success and demonstration of competence according to social standards. For Achievement values, Sortheix and Schwartz (2017) found no direct correlation with well-being across countries. These two types of values reside on opposite sides of the Schwartz circular structure of 10 basic values (1994, 2012, and 2015), and belong to two opposing underlying motivational sources: personal focus and social focus.

Benevolence and Conformity values or relatedness need promote growth, self-expansion and are anxiety-free. Achievement values that underlie the competence need, on the contrary, promote self-protection and anxiety-control. Thus, it is evident that these two types of values and needs conflict with one another motivationally. This reveals a conflict between concerns for others versus concerns for one's own interests above all. What is more, Achievement values in this study were prioritized over others, as the competence need appeared to be motivationally stronger for the students, and by thus assuming its stronger self-concordance and internalization.

Autonomy need fulfillment was also positively correlated with the SDT motivation, but not as strong as the need for competence. This need is related to the Self-direction and Stimulation values in the Schwartz value system, which support independent thought, action-choosing, creating and exploring. Benevolence, Self-direction and Stimulation are the adjacent values, and considered healthy values for well-being.

Students who feel safe and satisfied with their educational settings have the emotional resources to value autonomy (Self-direction and Stimulation) and to care for the welfare of others (Benevolence and Conformity). In contrast, students who feel unsafe and threatened are concerned about their own problems and lack the resources to pursue these values. They prioritize values whose realization promises greater protection; and Achievement values are one of them. The fact that satisfaction of the need for competence had the greatest positive effect on the students' self-determined motivation demonstrated that probably in Japanese university settings, among female business major students' Achievement values dominate over Benevolence, Conformity, Self-direction and Stimulation values.

If a person values Achievement and has been studying English as a means to get a high grade and pass a difficult examination, it would be difficult for her to value Benevolence, Self-direction and Stimulation, which reside on the opposite side from the Achievement values, and accept English as a means of contributing best to the society, opening to changes and helping others, as a means for self-development and intercultural communication.

Qualitative results. When analyzing the open-end question in the qualitative questionnaire, where the students were asked to state the reason for learning English, the answers were assigned the following tags: (Amotivation), (External), (Identified), (International Posture) and (Intrinsic). Some of the answers were too broad and needed to be assigned to two or more tags (Figure 1).

The main reason for learning English in college settings for female business majors appeared to have identified regulation and a considerable part of it was linked to International Posture. Some of the typical answers in this category were "I want to use English actively in the future. Also, I want to communicate with foreign people; I'd like to talk to a lot of foreigners in my future work, so I want to be able to understand English; the knowledge of English is crucial for being active internationally in the future, and I want to talk with English-speaking friends; I would like to be a person who can be active internationally; English is an important tool for talking to foreign people; to communicate with various people; I want to do an internship at a foreign-affiliated company, so I realized the importance of English ability," and many more similar answers.

Analyzing these answers, it became evident that communication with people internationally and cross-culturally in English or using it in the future job were listed as the main reasons for studying English. However, the strong correlation of the need for competence (Achievement value) with the motivation revealed the dominant goal of self-centered satisfaction among the students and contradicted these findings.

Self-determined goals are not always self-concordant and the dominance of Achievement values over Benevolence, Conformity, Self-direction, and Stimulation in the value system of the students supported this notion. In other words, the students realized the importance of self-determined goals, but their inner personal values came in conflict with these goals. What can be observed here is the internal value conflict that has a potential to diminish well-being and motivation. This happens when students fully internalize the importance of English as a global language, and as the means for their future success, but still hold strong opposite values for motivational behavior to sustain.

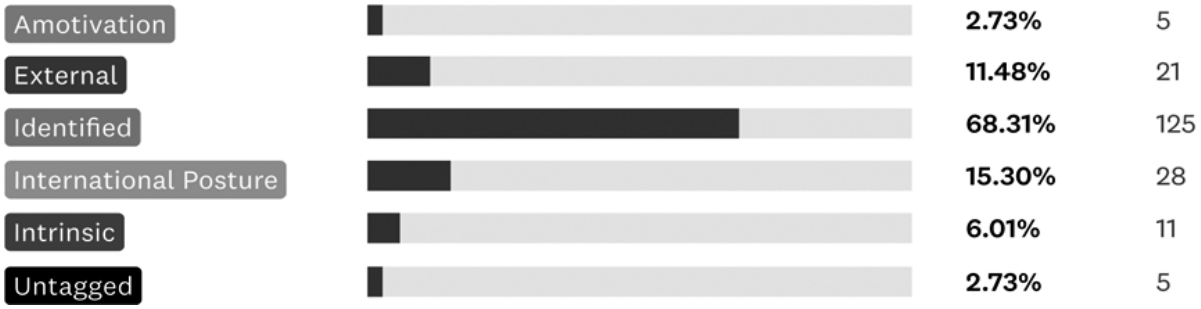

Figure 1: Reasons to Study English

When dividing the whole sample of the second-year participants into two groups of students whose needs were satisfied (M>3) and frustrated (M<3), the author found out that the level of motivation in these groups was drastically different. What is more, the distribution of high and low need satisfaction students was not equal. There were classes with certain teachers that had the highest number of students highly satisfied, and classes where the majority of students fell into the low satisfaction group. After looking at the qualitative answers to the narrative frame "My English teacher is", the author was able to identify common answers distinctive to each group.

When the students with high need satisfaction described the teaching style of their teachers, they commonly mentioned that the teachers provided a cozy and exciting atmosphere, used various group and pair activities, accentuated communicative learning, respected students' opinions, and took into consideration their viewpoints. "I think that they are good at making the atmosphere exciting and motivating" was not an uncommon comment in this section.

When describing their teachers, the students with low need satisfaction had a tendency to describe the lessons as test-oriented, filled with drills and lectures: "They prefer passive students; there are many drills; they evaluate our performance by testing; they talk too much" were common comments from the students.

The results of the diagnosis of anti-motives for studying English in freshmen students showed that students were more demotivated because of (in descending order, starting with the most common answer): the complexity of English as a subject; the belief formed by the high school teacher that they lack the ability to speak English, that learning English is boring and uninteresting; a conviction that English is unnecessary because no one speaks English in the student's environment; confidence that knowledge of English will not affect subsequent employment, future salaries, career growth, etc.; the conviction that they can easily use the Google-type translation services, etc.

Second-year students showed following anti-motives for learning English (in descending order, starting with the most common answer): the complexity of the subject; teacher's manner of communication; boring, monotonous material; the conviction that English is not useful in the future; lack of time; difficult relationships with the teacher; incompetence of the teacher in the subject.

When responded to the following narrative frame "I would study English with more enthusiasm if" the following answers had a tendency to reappear (in descending order, starting with the most common answer): the teacher uses practical material that will be useful to students in the future; students have an opportunity to choose the content of the educational process; less homework; more active forms of learning; more hours to study the subject in the program; the teacher is more approachable; the teacher has a respect for the student' opinions; the teacher allows students to talk more in the classroom; interesting educational material; the teacher is competent; etc.

Conclusion

Results from this study showed that the students perceived satisfaction of the needs for competence, autonomy, and relatedness greater in classes with need supporting teachers than in classes with need frustrating. The study also showed that there was a direct relationship between perceived needs support and autonomous and controlled motivations.

As a result of the analysis of the obtained data, the following conclusions can be drawn:

1. The process of formation of autonomous English learning motivation among female students of business major in a Japanese university is directly related to the integrated implementation of contextual, student-centered and needs supporting approaches in the process of teaching the foreign language.
2. The relations with students, the style of professional and pedagogical guidance, and satisfaction of the basic psychological needs of the students are important factors affecting the maintenance of students' motivation to study English.
3. Achievement values probably dominate over the values of Self-direction, and Stimulation (autonomy need), Benevolence and Conformity (relatedness need) among Japanese female business major students.
4. At the same time, the needs for autonomy and relatedness are better satisfied than the need for competence, and thus adequate adjustment in the students' value system can potentially greatly affect their learning motivation.
5. Intercultural communication is defined as the main learning goal among Japanese female business major undergraduate students, and thus pedagogical intervention should aim at formation of intercultural communication value dominants in the students' value system. Such dominants can be identified as Benevolence, Conformity, and Tradition, as they promote cooperative and supportive social relations.
6. Finally, in the course of the study and analysis of the English learning motivation among Japanese female business major undergraduate students, the author found that, despite a general insignificant decrease in the level of self-determined motivation in students of the second-year, there was a significant decrease in the needs satisfaction in this group of students.

Analyzing the data obtained as a result of testing aimed at identifying objective reasons contributing to a decrease in the level of satisfaction among certain sophomore students, the author found that the characteristics of the individual style of classroom management in the educational process, as well as controlling versus autonomy supporting practices of the teacher, were noted by the students as major factors affecting their need satisfaction and overall interest in the process of learning the foreign language.

For many learners in Japan, English, as a global language, is a necessity, a tool they need to acquire to achieve various extrinsic goals, such as better job opportunities. Therefore, the

main force pushing Japanese students to learn English is usually extrinsically fueled. The high positive correlation of the competence need satisfaction with the students' motivational levels supported the assumption that achievement is highly valued by the students in this study.

However, Reeve, Jang, Hardre, and Omura (2002) report that the fulfillment of the relatedness need is vital for the development of self-determined motivation in intrinsically uninteresting settings. Japanese non-English major students may indeed lack intrinsic interest if they generally learn English out of necessity; but their external sources of motivation can be still successfully internalized by proper nourishment of their Benevolence and Conformity values and support of the need for relatedness in the classroom.

Unfortunately, some teachers in this study were not perceived as enough to support the students. Students with low need satisfaction wrote that they found their teachers talk more and listen less in their classes. Students voiced their desire to be listened to, have an opportunity to talk and express their opinions freely—actions they found themselves not commonly engaged in classes with their English teachers.

The teaching styles reported by the high need satisfaction participants in this study can be identified as student-centered and autonomy-supportive. At the same time, the teaching approaches in the low satisfaction groups can be said to be teacher-centered. The teacher-centered approach is a traditional approach of teaching, where the teacher determines the content to be taught, strictly implements the instructional plan, and gives lectures using textbooks as their main avenue of instruction.

The students in this study appeared to have high self-determined motivation. Potentially, the students processed high-quality initial motives to achieve success in their learning. However, to energize the action, to provide the pathway to success, a supportive learning environment is highly important. Teachers have a responsibility to help students to sustain the motivational current by satisfying their basic psychological needs of autonomy, competence and relatedness.

The results of this study showed that there is a direct link between autonomous motivation and healthier well-being (psychological needs support). At the same time, sophomore students in this study demonstrated bigger frustration of their needs support in classes with English teachers, than freshmen did. It could be speculated here, that if the older students had their psychological needs satisfied more or at least at the same level as freshmen had, it would most probably contribute to the increase in their autonomous motivation and performance.

In addition, it seemed appropriate at the end of the study to connect the basic psychological needs to the Schwartz value system, and seek to design a pedagogical program that would develop such healthy values as Benevolence, Conformity, Stimulation, Self-direction and Tradition, which were earlier defined as dominant values to facilitate professional motivation for the Japanese female business major students.

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Appendix

Diagnostics of the Motivation for Learning English

Do you like studying English and would you like to continue your study further?
Select, by circling, the closest answer options to you in the "YES" or "NO" columns. There may be several. In 17 you can add your own answer.

YES, because:	NO, because:
1 English is useful for my future professional life.	1 English is very difficult.
2 Knowledge of the language is necessary when traveling.	2 This is a waste of time, it is better to do something more important.
3 I want to communicate with foreigners.	3 In high school, the teachers convinced me that I did not have the ability to learn English.
4 I want to watch movies, listen to music, read books, etc. in English.	4 Since high school, I have realized that learning English is not interesting.
5 I want to work abroad.	5 I do not think that English will be useful in the future, in my professional career.
6 A modern person must speak at least one foreign language.	6 No one speaks foreign languages in our family and my environment.
7 A business specialist who speaks at least one foreign language is more competitive.	7 I can communicate with foreigners without knowledge of the language.
8 Knowledge of English can affect the size of my salary.	8 Knowledge of English will not affect my future wages in any way.
9 My parents want me to study it.	9 If I wanted to study English, I would choose a linguistic major.
10 Many of my friends learn English.	10 I can easily use the services of an online translator, dictionary, phrasebook, etc.
11 English classes are interesting, not boring.	11 English classes are boring.
12 I like the teacher, his/her way of communicating.	12 What we go through in class is not interesting.
13 The teacher takes into account my interests.	13 The material will not be useful to me in my future professional career.
14 I like the competence of the teacher in the subject taught.	14 The Relationship with my teacher is complicated.
15 I like the atmosphere in the group.	15 I am not comfortable with the way my teacher communicates.
16 All my friends want to continue learning English.	16 In my opinion, the teacher is not entirely competent in the subject taught.
17_____	17_____

What prevents you from learning English more efficiently?

Continue by circling the options.

(There may be several). You can also add your own opinion in the last paragraph.

I would study English with if

1 The teacher in the classroom used active forms of work (discussions, role-playing games, projects, presentations, etc.)
2 The teacher sometimes cared to make the educational material interesting.
3 In the classroom, more time (at least half) was given to the things that would be useful for my future professional career.
4 The teacher was more competent in the business field.
5 The teacher changed the manner of communication.
6 The teacher treated the students as equals, respected them and their opinions.
7 I could choose what to study in the English language class.
8 The teacher gave students the opportunity to speak more.
9 The number of hours allocated to learning the English language increased.
10 I did not have trouble with the material.
11 The teacher was enthusiastic about his/her work.
12 The teacher was not so distant from the students, and did not emphasize his/her special status.
13 Homework was not so hard.
14 The teacher engaged more in the activities.
15 _____

Finally, answer the following two narratives:

The main reason why I learn English is. . .

My teacher of English is. . .

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